THE EFFECTS OF DIGITAL STORY WRITING INSTRUCTION ON NARRATIVE WRITING SKILLS OF JUNIOR HIGH SCHOOL STUDENTS IN INDONESIA

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ผลของการสอนการเขียนแบบดิจิทัลต่อทักษะการเขียนเล่าเรื่องของนักเรียนมัธยมศึกษาตอนต้นใน
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เอลซ่า วิดยา แฮพซารี : ผลของการสอนการเขียนแบบดิจิทัลต่อทักษะการเขียนเล่าเรื่องของนักเรียนมัธยมศึกษาตอนต้นในอินโดนีเซีย (THE EFFECTS OF DIGITAL STORY WRITING INSTRUCTION ON NARRATIVE WRITING SKILLS OF JUNIOR HIGH SCHOOL STUDENTS IN INDONESIA) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: พรพิมล ศุขะวาที, 210 หน้า.

งานวิจัยนี้มุ่งหมายที่จะศึกษาวัตถุประสงค์สองข้อประกอบด้วย 1) เพื่อศึกษาผลการสอนการเขียนแบบดิจิทัลต่อทักษะการเขียนเล่าเรื่องของนักเรียนมัธยมศึกษาตอนต้นในอินโดนีเซีย 2) เพื่อศึกษาว่าการสอนการเขียนแบบดิจิทัลสร้างแรงจูงใจในการเขียนของนักเรียนมัธยมศึตอนต้นในอินโดนีเซียอย่างไรเครื่องมือที่ใช้ในงานวิจัยนี้ประกอบด้วยแบบทดสอบการเขียนเล่าเรื่องออนไลน์ แผนการสอนแบบสอบถามแรงจูงใจในการเขียนและการสัมภาษณ์แบบกึ่งโครงสร้างกลุ่มตัวอย่างใน งานวิจัยนี้คือนักเรียนชั้นมัธยมศึกษาปีที่ 2 จำนวน 35 คนซึ่งกำลังศึกษาในประเทศอินโดนีเซีย ปีการศึกษา2560 งานวิจัยนี้เป็นงานกึ่งทดลองที่เน้นการศึกษากลุ่มตัวอย่างแบบกลุ่มเดียวโดยทดสอบก่อนและหลังการทดลอง

ผลจากการทดสอบการเขียนภาษาอังกฤษของนักเรียนแสดงให้เห็นความแตกต่างระหว่างคะแนนสอบก่อนและหลังอย่างมีนัยยะสำคัญทางสถิติที่ระดับ .05 ประการแรกผลการศึกษาแสดงให้เห็นว่าทักษะการเขียนเล่าเรื่องของนักเรียนพัฒนาหลังจากเรียนผ่านการสอนการเขียนแบบดิจิทัล ประการที่สองผลจากแบบสอบถามและการสัมภาษณ์แสดงให้เห็นว่าการสอนการเขียนแบบดิจิทัลมีผลเชิงบวกต่อการสร้างแรงจูงใจในการเขียนของนักเรียนคำตอบและความคิดเห็นของนักเรียนยังยืนยันให้เห็นว่าขั้นตอนการเรียนกิจกรรมเพื่อนและครูมีบทบาทสำคัญต่อการส่งเสริมการเขียนของนักเรียนด้วย

ภาควิชา	หลักสูตรและการสอน	ลายมือชื่อนิสิต	_____
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ	ลายมือชื่อ อ.ที่ปรึกษาหลัก	_____
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The objectives of the study were: 1) to explore the effects of digital story writing instruction on narrative writing skills of junior high school students in Indonesia; 2) to investigate how digital story writing instruction enhance English writing motivation of junior high school students in Indonesia. The instruments used in this study were online narrative writing test, writing motivation questionnaire, and a semi-structured interview. The sample in this study was 35 students from eighth-grade who were studying in 2017 academic year at Sekolah Menengah Pertama Islam Terpadu (SMP IT) in Indonesia. The research design was one-group pretest-posttest, quasi-experimental design.

The results from students' English writing test showed a significant difference between students' pretest and posttest mean scores at the significant level of 0.05. Firstly, it showed that students' narrative writing skills were improved after taking the class implementing digital story writing instruction model. Secondly, the results from questionnaire and interview showed that digital story writing instruction improved students' writing motivation. Students' answers and opinion also confirmed that the learning phase, activities, classmates, and teacher played an important role to encourage them to write.

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CHAPTER 1
INTRODUCTION

1.1   Background of the Study

English proficiency is often categorized as the main requirement for employment with well-known companies, higher institutions and other business organizations in Indonesia (Sakkir, Rahman, & Salija, 2016). Asrifan (2015) claimed that to be proficient in English, writing should be taken into account. Despite the fact that English has rapidly developed and is in a high demand in Indonesia, writing is reported as one of the most difficult skills among others e.g. speaking, listening and reading (Ali & Hasanah, 2014; Rahmatunisa, 2015; Widiati & Cahyono, 2006).

Writing skills in the English language are essential for a successful career in Indonesia. Not only are they important thing to be accepted into higher education, but they are also necessary to day-to-day tasks and activities in business, such as writing letters and reports (Sakkir et al., 2016). In line with Sakkir, Asrifan (2015) stated that writing is an important skill in order to achieve better grades in higher education. Moreover, the importance of writing is also stated in the Minister of Education and Culture Regulation Number 21/2013 (Education, 2016). In the competence section of the curriculum, it is stated that students must be able to develop and edit short written and spoken texts that are orderly and chronologically structures and linguistically accurate. Specifically, on the basic competence section, it is written that the goal of English learning is to equip the students with the ability to communicate in the target language both oral and written accurately and appropriately in the four language skills using various kinds of texts and language functions (Priyana, 2014, p. 2). It is abundantly obvious that English writing skills are a requirement to be successful in Indonesia, from the national curriculum to higher education and finally into the job market.

1.2   Statement of the problem

Many studies found that writing is a complicated skill, both to be learned and taught. It is also considered as one of the most sophisticated skills among other three, speaking, listening and reading (Widiati & Cahyono, 2006). Even in the first language, writing is still considered as a difficult skill to learn due to some compositions such as stating the main idea, selecting vocabulary and grammar (Pan, 2008). According to (Harmer, s.d) writing is usually taken as a requirement for tests and practices, thus both students and teachers should put more efforts to master it.

Despite the benefits of English and its position as a compulsory subject in the national curriculum of Indonesia, writing is prescribed as one skill that must be possessed in junior and senior high school levels (Education, 2016). However, previous studies showed that Indonesian students' writing skills are still far from satisfactory (Asrifan, 2015; Megawati & Anugerahwati, 2012; Noor, 2016)

Several studies were conducted to figure out the writing condition in Indonesia and found that most of Indonesian learners could not achieve the minimum criterion of passing grade in writing (Asrifan, 2015; Megawati & Anugerahwati, 2012; Noor, 2016). In addition, the minimum grade that students need to pass in writing subject was 70 % (Cahyono & Mutiaraningrum, 2015). Furthermore, Indonesian students reportedly had difficulties in all aspects of writing skills which are composition, vocabulary, grammar and mechanic (Afrilyasanti, Cahyono, & Astuti, 2016; Ariyanti, 2016; Noor, 2016; Rahmatunisa, 2015; Sari & Al-Hafizh, 2014).

The previous studies have shown that Indonesian students are facing complex problems in writing skills. Mustafa and Samad (2015) found that Indonesian students frequently made errors mostly in grammar such as in the use of articles, verbs, plurals, and prepositions. In line with Mustafa, Rahmatunisa (2015) found that Indonesian English learners had difficulty in linguistic, specifically grammatical structures including the use of tenses and articles. In terms of composition, some problems commonly appear at the beginning of prewriting such as lack of ideas. Students do not know what to write and what they should write. This matter gives students difficulties in generating ideas, forming coherent ideas, organizing paragraphs, and making conclusions (Afrilyasanti et al., 2016; Asrifan, 2015; Megawati & Anugerahwati, 2012; Noor, 2016; Rahmatunisa, 2015; Sakkir et al., 2016; Sari & Al-Hafizh, 2014).

The other crucial problem faced by students in writing is vocabulary. Students in Indonesia vary from beginner to advanced levels and usually tend to have difficulties in word choice due to their limited vocabulary. Rahmatunisa (2015) mentioned that English learners in Indonesia do not have sufficient vocabulary, so they keep repeating the same words in their writing. In addition, the literature about writing problems in Indonesia found mechanics to be the difficulty faced by most Indonesian learners. Moreover, Afrilyasanti et al. (2016) reported that in general Indonesian students have difficulties in using correct punctuation. According to Noor (2016), these problems result in more complex issues that inhibit students' interest and motivation in learning to write.

Regarding the displeasing reports in writing skills in Indonesia, the teaching instruction and teaching-learning process have to be investigated. The previous studies indicated that writing is difficult because students are more likely to report that the writing instruction is monotonous, uninteresting and even boring (Asrifan, 2015; Megawati & Anugerahwati, 2012; Noor, 2016; Sakkir et al., 2016; Sari & Al-Hafizh, 2014).

Writing instruction in Indonesia uses a traditional approach such as asking students to write sentence by sentence or paragraph with limited time in the classroom (Ariyanti, 2016; Lestari, 2008). At the end of the class time, the teachers graded students' writing without considering that writing needed a process including finding ideas, drafting and editing (Ali & Hasanah, 2014; Brown & Lee, 2015; Gibbons, 2002; Hussain, Hanif, Asif, & Rehman, 2013).

In fact, the previous studies have shown the effectiveness of process approach in teaching narrative writing. Where the instruction includes process approach such as pre-writing, drafting, revising, and editing, students writing ability to write especially in narrative text is increased. In addition, through the use of process approach students are encouraged to use their critical thinking. Critical thinking skill is essential in foreign language teaching classroom because students are able to take charge of their own learning which results in more meaningful language (Abdel-Hack & Helwa, 2014). While (Brown & Lee, 2015) stated that in the process approach, students are given a chance to think when they write. This is called as a thinking process.

Therefore, it also positively affects their motivation to write (Abdel-Hack & Helwa, 2014; Herrera Ramírez, 2013; Megawati & Anugerahwati, 2012).

Megaiab (2014) argued that one of the crucial factors creating those problems is the lack of time proportion allocated on writing compared to other skills in English. In short, students do not have sufficient time to practice how to write. This indicates that students need more effective writing instruction to be able to overcome these writing problems and an alternative media which helps students to make use of the time not only inside but also outside of the classroom.

In the current Indonesia national curriculum (Education, 2016), narrative is one of the text types that students must learn in the beginning which is in junior high school level until the senior high school level. According to Abdel-Hack & Ahmed Helwa (as cited in Smith, 2011), in the context of English as a foreign language (EFL) narrative writing is an important skill because it is a multidimensional process which includes components, word-level skills (e.g. spelling), language skills (e.g. grammar and syntactic awareness), vocabulary, and mechanics (Smith, 2011).

One type of media that numerous teachers use to promote writing skill is visual aids. Previous studies showed that visual aids such as pictures, digital comics, and cartoon could enhance language learners' writing because it is an applicable and motivating tool in learning writing and appropriate for all learners' level (Abuzahra, Farrah, & Zalloum, 2016; Yunus & Salehi, 2012). It is also an effective tool to improve students' writing performance especially for the five components in writing which are students' writing of content, organization, vocabulary, language use, and mechanic components.

In the practice of teaching writing, other tools come up as an alternative including the use of technology. The use of technology has become a very popular trend in teaching writing. In the literature, several studies have been conducted to find better approaches in using technology (Fortunasari, 2016; Herrera Ramírez, 2013; Hyland, 2003; Musa, 2016; Purnawarman, Susilawati, & Sundayana, 2016; Sakkir et al., 2016; Yunus, Nordin, Salehi, Sun, & Embi, 2013). It was aimed to bring a solution for both teachers and students to overcome the problems in writing skills.

One of the appealing strategies that have been utilized in writing instruction is digital writing.

In recent years, the research on the practice of Information and Communication Technology (ICT) has been increasing in Indonesia. Fortunasari (2016) indicated that power point is an effective tool to teach vocabulary for elementary students. The other studies found that M-WebQuest and Moodle are effective tools to enhance reading comprehension (Ariyanti, 2016; Fortunasari, 2016).

One of the media integrating the effectiveness of visual aids and technology is digital story. Research has shown that digital story could enhance students' writing skills, especially in composition, vocabulary, grammar, and mechanic (Hapsari, Seniwegiasari, & Fauzi, 2016; Herrera Ramírez, 2013; Zakaria, Yunus, Nazri, & Shah, 2016). There are some advantages that can be taken from the features of digital story. Firstly, it provides assistance for students to get an idea, cope with spelling problems and punctuation, and by receiving feedback from the teacher and peers. Digital story also helps students to generate ideas even before they start writing because of the visual aids provided from the website. Secondly, it creates a chance for students to learn vocabulary through other people's stories that have been published on the website. It also helps students to improve specific aspects of language such as grammar, structures, and lexicon. Abdel-Hack and Helwa (2014) mentioned that digital story enhanced students' grammar and spelling through the activity of planning and checking references when they do writing activity on digital story. In addition, students feel motivated because they are able to use the beneficial sources such as visual aids, stories, comments etc., (Hadi, 2017; Herrera Ramírez, 2013; Zakaria et al., 2016).

Finally, digital story writing instruction can also cope with time limitation faced by teachers in the classroom because it can be implemented outside of classroom (Giacomini, 2015) According to (Herrera Ramírez, 2013), the teacher can make use of digital story in pre-writing activity in the classroom. After that, students are assigned to continue drafting at home through collaborative online work.

After reviewing the literature regarding teaching English writing in Indonesia, the previous studies found that Indonesian teachers need a specific media for instruction that can provide assistance for students to learn writing (Ariyanti, 2016;

Mustafa, Kirana, & Bahri Ys, 2016). Therefore, English teachers in Indonesia should find effective writing instruction strategies to help students deal with their writing skills as well as maintain their interest and motivation.

The use of digital story writing seems to become one solution because of its advantages in writing instruction. Although many studies have been conducted to show the effectiveness of visual aids and digital story writing, studies on the effect of digital story writing especially on narrative writing skills in the contexts of Indonesia junior high school level are still lacking. On the other hand, a little research has investigated in what ways that digital story writing instruction can improve students' narrative writing skills in Indonesia.

As the matter of fact Smith (2011), emphasized that narrative writing learning is essential because it consists of multidimensional process which includes components, word-level skills (e.g. spelling), language skills (e.g. grammar and syntactic awareness), vocabulary, and mechanics.

In addition, most of the studies of narrative writing in Indonesia were conducted in the context of higher education. In Indonesia national curriculum for eight grades, writing instruction gives more attention on teaching descriptive and recount texts. Meanwhile, narrative texts only emphasized on the fable or fairytale (Education, 2016).

However, there is no empirical study on the use of a specific model of digital writing to teach narrative writing skills in the context of junior high school students in Indonesia. Moreover, it was mentioned in the previous study that one factor that affects students writing is ignoring the seriousness of teaching writing proficiency for young leaners (Ariyanti, 2016, p. 264). White and Hall (2014) stated that "Writing is often neglected in the early grades, even though data consistently show many students struggle in this area". Thus instructional support is significant to help student in forming coherent, well-written texts. Despite positive effects on digital story writing for example Storybird from the previous studies in Indonesia (Anita, 2016; Hadi, 2017; Hapsari et al., 2016), there is a lack of research done in exploring students' motivation and perception towards the use of it. Therefore, this study aims to investigate the use of digital story writing instruction in improving narrative writing

skills and enhancing English writing motivation of junior high school students in Indonesia.

1.3   Research Questions

In order to cope with the research problem, the study formulates some research questions as follows:

1. To what extent does digital story writing instruction improve narrative writing skills of junior high school students in Indonesia?

2. How does digital story writing instruction enhance English writing motivation of junior high school students in Indonesia?

1.4   Research Objectives

The study formulates the research objectives as follows:

1. To explore the effects of digital story writing instruction on narrative writing skills of junior high school students in Indonesia.

2. To investigate how digital story writing instruction enhance English writing motivation of junior high school students in Indonesia.

1.5   Statement of hypothesis

Based on the previous studies, digital writing story instruction is effective to improve writing skills compared to traditional writing approach (Purnawarman et al., 2016; Sakkir et al., 2016; Sari & Al-Hafizh, 2014; Yunus & Salehi, 2012; Zakaria et al., 2016).

The hypothesis of this study is that digital story writing instruction improves narrative writing skills of junior high school students in Indonesia. The digital writing story instruction has a positive effect on improving students' writing skill by comparing the English writing's pretest and posttest scores. Students' posttest scores will be higher that pretest scores at a significant level of 0.05.

1.6   Definition of Terms

    To make the key terms used in this study clear and understandable, the researcher define some key terms as follows:

1. **"Digital Story Writing Instruction"** in the extent of this study refers to the instruction of writing using digital story website called Storybird. Students work both on online and offline environment. Particularly, during the regular learning hours at school and continue their work outside of the classroom or at home. Later, students publish their writing online and evaluate their story. According to digital story writing, instruction in this study has been developed based on writing instruction model of Brown and Lee (2015) and Wen (2017). The eight phases of the instruction are as follows:

    Phase 1 prewriting: Teacher provides background information and stimulates students' interest and readiness in the beginning of the lesson. Students identify a story plot which consists of the beginning (orientation), the middle (complication), and the end (resolution).

    Phase 2 first draft: At the beginning of this phase, the teacher does the modeling in order to scaffold students. The students follow the teacher to write their stories step by step.

    Phase 3 peer review: Students work in pairs which include the activities of participating, reviewing, commenting and evaluating the peers' writing.

    Phase 4 second draft: Students edit their first draft based on the feedback from peers into the second draft which only focuses on generating the idea and the organization of their writing which includes the elements of narrative writing such as the setting, plot, characters and the generic structures such as orientation, complication and resolution.

    Phase 5 language focus: Teacher teaches the students about language convention including grammar, spelling, and mechanic.

Phase 6 teacher's feedback: Students pay attention to the language focus such as grammar use, punctuation and mechanics.

Phase 7 third draft: Students finish their final writing based on the feedback given by the teacher at home. In the meantime, the feedback which they receive will not be a grammar correction from the teacher.

Phase 8 post writing & evaluation: Students finish their work and they publish their work online which is important phase in this writing instruction.

2. **"Narrative Writing Skills"** in the extent of this study refers to one specific text genre of writing which is narrative text. The Narrative is defined as a story that comes from an individual's event (e.g. reality or imagination) which usually comes from the first person point of view that covers feeling, sensory details, and element to attract readers. The quality of students' writing narrative skills are measured by writing scoring rubric adopted from Wen (2017). The rubric consists of five writing aspects which are focus/setting, organization/plot, and narrative techniques, language conventions of grammar and usage and mechanics.

3. **"Writing Motivation"** in this study refers to motives that lead students to act, to make effort, and engage in writing activities through the implementation of digital story writing instruction which consists of eight phases such as prewriting, first draft, peer review, second draft, language focus, teacher's feedback, third draft, post writing, and evaluation. Here, the motivation consists of 6 key concepts such as challenge, real-life significance, curiosity, autonomy, recognition and evaluation. It also includes 3 components such as personal involvement, social interaction, and self-expression.

4. **Junior High School Students** refers to eighth-grade students who are studying in Sekolah Menengah Pertama Islam Terpadu (SMPN IT) in Tenggarong, First semester, academic year 2017.

1.7   Scope of the Study

1. The population of the study is the eighth-grade students at junior high school in Tenggarong Kutai Kartanegara Indonesia.

2. The participants of the study are eighth-grade students at Sekolah Menengah Pertama Islam Terpadu (SMP IT) Tenggarong, academic year 2017.

3. The variables of the study are:

    3.1 Independent variable is digital story writing instruction

    3.2 Dependent variables are narrative writing skills and writing motivation

1.8   Significance of the Study

Pedagogically, the results from this study can provide assistance for teachers and school administration in planning and developing writing instruction in junior high school level. Also, this study attempts to find out the use of digital writing instruction to enhance narrative writing skills in Indonesia and bring some advantages for teachers to implement technology in the classroom rather than conventional ways.

Additionally, the teaching model, lessons, instruments as well as activities from this study hopefully can be adapted to enhance students' writing skills. Likewise, the adaptation of the research finding provides a selection for those who are interested in other fields of the study such as teaching speaking, listening and reading.

Theoretically, this study develops writing instruction in order to enhance students' narrative writing skills particularly in terms of generic structure of narrative which consists of three elements such as orientation, complication and resolution.

CHAPTER 2
LITERATURE REVIEW

This research involves areas of study which are English writing skills, writing assessment, writing instruction, English as a foreign language (EFL) narrative writing, technology in writing instruction, technology and motivation, and the use of visual aids in writing instruction. The study includes theories and findings of previous studies in Indonesia and other countries as follows:

2.1 Writing Skills

2.1.1 Definition of Writing Skill

According to Pincas (as cited in Asrifan, 2015), writing is an important tool of communication and it cannot be detached from human life. Writing is an equipment of both self-expression and communication. (Ali & Hasanah, 2014) supported this by defining "writing skill as the best way to deliver messages to the readers without writing, students may not be able to share their ideas apart from speaking as a natural way of communication".

According to Brown (2007), writing is defined as a skill that cannot be developed naturally. It is seen as a product of thinking, drafting and revising process that requires specific skills. Based on these definitions, writing means a tool that helps people in communication apart from speaking as a natural way which involves specific skills for people to be able to express themselves and share their ideas.

2.1.2 Elements in Writing Skills

In order to become a satisfactory English writer, a few elements embedded in writing skills have to be considered, such as composition, vocabulary, grammar, and mechanics Lipson and Wixson (2003). Accordingly, the first element is called composition. It is defined as a process that guides a learner to produce a piece of writing. It usually includes prewriting, drafting, revising, editing and publishing. The second element is vocabulary development. In fact, vocabulary is an important part of

writing as without it a writer will not be able to express an idea. Also, vocabulary is a representative of a writer's prior knowledge. With prior knowledge, a writer is able to convey messages or share thought with audience. Consequently, the lack of knowledge about one particular topic will lead to confusion when composing texts.

The other three elements are grammar, usage and mechanics. *Grammar* is defined as a set of rules that arrange words into a meaningful unit, whereas *usage* refers to the language used by the writer to attract readers, for example, occasions, audiences, and goals. Hence, different targets or readers might affect different language standards used by the writer. The last one is the mechanics. It includes punctuation and capitalization. They are crucial in writing because both of them will determine meaning. When speaking or listening, people are able to pause or stop the conversation, or use an appropriate tone. In writing, people are not able to do so. Therefore, the mechanics perform the same task in writing.

Other aspects stated by Canale and Swain (1980) such as grammatical competence, discourse competence, sociolinguistic competence and strategic competence are taken into consideration. As a result, both teachers and students realize that is not easy to be a good writer, especially where English is taught as a second or foreign language.

In conclusion, a good writing skill consists of several elements including composition, vocabulary, grammar, and mechanics. As learners are expected to acquire all of these elements, writing is considered to be one of the most difficult skills. Widiati and Cahyono (2006) stated that writing is considered as one of the most sophisticated skills among the other three skills, i.e. speaking, listening and reading. Pan (2008) mentioned that even in the first language, writing is still considered as a difficult skill to learn due to certain aspects of composition, such as stating the main idea, selecting vocabulary, and grammar. Consequently, people need to utilize specific strategies to learn writing skills. Therefore, it will be more complicated when students have to learn how to write in other languages.

2.1.3 Second Language Writing

Second language writing has been gaining importance in recent years (Hyland, 2003; Matsuda, 2003; Musa, 2016). Many researchers have found some facts that

show second language (L2) writing is different from first language (L1) writing. Mostly, students suffer when writing in the second language because second language writing involves more complex thinking skills. (Silva, 1993, p. 669) stated that "L2 writing is strategically, rhetorically and linguistically unique in important ways from L1 writing." Hyland (2003) identified some differences that distinguish L2 and L1 writing in the following aspects:

i)   linguistic proficiencies and institutions about language

ii)   learning encounters and classroom expectations

iii)   sense of audience and writer

iv)   preferences for ways of organizing texts

v)   writing processes

vi)   comprehension of texts used and the social value of different text types

In recent years, several countries in Asia have faced similar problems in English as second language writing. Kumpawan (2014) conducted her thesis related to writing and reported that the ability of students in Thailand did not meet the standards of the

Ordinary National Education Test (ONET) in 2011. She claimed that it was an indication that the English proficiency of Thai students needed to be improved. She found that average English scores were the lowest compared to other subject areas. The result showed that of the four skills in English, writing was deemed by Thai students to be the most difficult skill to learn. Even though ONET does not have writing component as part of the test, the researcher suggested that it is one of the factors which hinder students in learning English, due to its complex structure, vocabulary, grammar, and rhetorical order. It led to an investigation of the reason behind the weak ONET scores. Kumpawan reported that Thai students lack practice in learning writing and yet they are required to accomplish complex tasks such as report and essay writing, especially at upper secondary level.

In Malaysia, research conducted by Zakaria et al. (2016) about writing in English as a second language (ESL) narrative texts, revealed that students whose background was urban and upper class did not have problems in writing because they

usually speak and write in English on a daily basis. This was different from those who come from the rural areas, where English is not used as frequently. Therefore, writing has a high tendency to become a problem for most of these students.

Apart from speaking (a required skill that must be mastered by graduates in order to seek positions in a company), writing is seen as another compulsory skill that cannot be neglected in Malaysia. Government and private sectors mostly charge the job seekers to take a preliminary writing test before they are allowed to go to the interview session. Regarding this issue, another rising problem which appeared from students' perception is the motivation to write. Malaysian students claim that they tend to get bored easily with the conventional approach. Moreover, the teachers are expected to give more attention to writing instruction, which provides a particular aid, support, and assistance in order to enhance students' writing skills.

Some difficulties in second or foreign language writing problems are also reported by Webb (2015). She stated that students who are exposed to English in their daily lives might learn the communication skills quickly. However, for students who only learn English as a subject in the classroom, the aspects of language such as lexicon, syntax as well as structure and grammar are major concern in terms of developing their writing skill. Consequently, teachers and students should spend a lot of time checking the content and correcting the errors in grammar.

In Indonesia, a study conducted by Sukandi (2015) found linguistic conditions of Indonesian EFL students which are similar to Webb's. Students in Indonesia generally face similar problems in writing, such as grammatical weakness, poor vocabulary and, more specifically, a weak ability to express their thoughts clearly. Indeed, students should be able to acquire more knowledge and experience to overcome these problems, such as by having more motivation, initiative and curiosity about the writing practice.

It is even more complicated due to the interference of the first language (L1) writing in Indonesia. For example, the past tense used in English does not exist in Bahasa Indonesia (the first language). Indonesian students often add an adverb of time at the end of the sentence to show the past events, while in English, the action verbs are changed by putting a new form of the verbs. Obviously, where tenses are a

completely new thing for students, they might feel frustrated when learning them (Ariyanti, 2016; Megaiab, 2014).

Today, learning English writing in Indonesia is considered as a second language. Writing in Bahasa Indonesia is a crucial skill that all students in Indonesia must acquire because it is the official language of Indonesia. It is used as a medium of communication among Indonesian people. The reason for this is the variety of tribes from all the islands in Indonesia. There are more than three hundred local languages spoken by different ethnic groups as their first language or mother tongue.

Sukandi (2015) mentioned that where English is used as a second language, students receive a huge input of English in their daily lives. Meanwhile, in Indonesia, it is not common to use English as a language of instruction, even at schools. Teachers in general use Bahasa Indonesia or their first language to deliver lessons, except for international schools. The consequence is that Indonesian students might feel learning English writing is difficult because of the absence of some grammatical features in Bahasa Indonesia.

In addition, English has been taught as a compulsory subject since the day that Indonesia has declared its independence as the independent country in 1945 through various different curriculums such as grammar-translation based curriculum, audio-lingual based curriculum, and structure-based communicative curriculum (Paksiraj, 2009). Today, English writing is one of the compulsory subjects taught at school starts from lower to upper secondary level. Despite the fact that English is a required subject in Indonesia, the time allocation which is written in the current curriculum is not enough. English is only taught twice a week both in junior and high school level in Indonesia (Education, 2016).

2.1.4 Writing Instruction in Indonesia

According to the current Indonesian national curriculum (Education, 2016), teaching writing in Indonesia focuses on the text genre, such as narratives, descriptions, recounts, expositions and argumentative texts. Sukandi (2015) identified two main factors that teachers should bear in mind when teaching writing which focuses on genre, related to pedagogy and social issues. This is because students in Indonesia come from different parts of the island. They have their own regional

mother tongue as their first language. This is a challenge that all the teachers face in Indonesia (Sukandi, 2015). Thus, in this situation, appropriate strategies and approaches are significant in writing instruction.

Many researchers conducted research in Indonesia to find out about writing conditions. What they discovered is very revealing. Megaiab (2014) undertook a study investigating Indonesian senior high schools students' writing competence. The study found that the first language might affect students' ability to learn English. The distinct form and formula that does not appear in the mother tongue inhibits students learning English as a foreign language. Therefore, it is inevitable that students will make mistakes, especially in language features such as grammar (e.g. spelling, preposition, tenses, etc.).

Research in Banda Aceh Indonesia conducted by Mustafa et al. (2016) reported similar problems faced by junior high school levels. The main problems that Indonesian students need to cope with the grammatical errors, such as word form, articles, non-finite verbs, tenses, and prepositions. Another study conducted by Ferdhiyanto (2014) about the problem in the written production of Indonesian students also found similar problems. It revealed that common grammar problems faced by junior high school students' writing included the use of tenses, plurality, and prepositions.

Another issue which arose from the distinction between L1 and English is the mechanics, such as punctuation and capitalization. Therefore, the teachers should spend sufficient time in teaching writing regardless of its difficulties. The teachers are expected to be able to overcome these problems by implementing an effective method of instruction, both inside and outside the classroom, because writing is an act of practicing (Ariyanti, 2016). Perhaps enough time to practice and good writing instruction will enhance their writing skills.

Research conducted in MAN Bangil by Megawati and Anugerahwati (2012) in Java Island in Indonesia included a study on the teaching of writing narrative texts to Indonesian EFL students. The research type was classroom action research. A preliminary study conducted by the researchers showed that most of the students were not good enough in writing narrative texts. It was found that most of the students could not achieve the minimum criterion of the passing grade, which was 70%.

The reasons for this made apparent during the observation process. Students seemed demotivated and struggled to start their writing. The factors influential during the writing process were that English was not an interesting lesson for them, there was less variety of teaching strategies employed by the teachers, an inappropriate amount of new vocabulary, difficult grammar aspects and a lack of media used in the classroom (Megawati & Anugerahwati, 2012).

Sakkir et al. (2016) studied about students' perception of social media in writing classes. They stated that one of the reasons why writing is important is because it helps Indonesian learners to get better jobs. Sharing the same belief with the Malaysian government, more companies in Indonesia require applicants to have good writing skills. Moreover, applicants will be able to handle responsibilities which mostly focus on writing activities, such as writing letters, e-mails, and reports. However, Indonesian students' writing ability is still unsatisfactory. They have difficulties in many writing aspects, such as spelling, punctuation, structure, ideas, and organization.

For this reason, writing instruction in Indonesia has to be equipped with an effective methodology so that the learners will have more time to practice how to be a good writer. Writing is essential; hence students need to focus on the process of rewriting, revising, and editing (Wang, 2012). Perhaps by having enough allotment of time, students will be able to improve their writing skills.

Unlike the other three skills (speaking, listening and reading) writing requires more time to be practiced by students due to its complex problems and difficulties. However, in Indonesia, most teachers use "the traditional one-off writing task". It is defined as a writing instruction which allocates a single meeting only for writing skills (Ariyanti, 2016). In addition, the teacher's role seems very dominant and uses a lot of teacher-talking time. Thus, it lessens the effectiveness of teaching instruction, especially in writing, where those who have to practice are the students, not the teachers. The teachers often assign the students to write a text and award a grade for it. Bearing in mind that writing is an activity which requires several phases, Gibbons (2002) emphasized many processes in writing which include topic selection, outlining, drafting, revising, editing and proofreading. As a consequence, with a short period of time to learn writing, it is an extremely challenging thing for students to be a

good writer. In this case, the teachers should provide assistance for them in terms of giving more time to practice, plus supervision and feedback both inside and outside the classroom (Ariyanti, 2016; Mustafa et al., 2016).

In Indonesia, the importance of the Information and Communication Technologies (ICTs) is also stated in the Minister of Education and Culture Regulation Number 21/2013 (Education, 2016). Teachers are encouraged to integrate the use of ICT in the teaching and learning process. Fortunasari (2016) in her previous research reported that ICTs were significant in providing a solution to teaching issues, improving the literacy level in the context of EFL and helping the government to reform the curriculum in terms of the practice of ICT in the educational field.

Despite the advantages of ICTs use in the educational context, several challenges were reported in the implementation. Firstly, the government programs of ICTs are only available in the big cities, especially in the capital or provinces in Indonesia, while in the isolated areas the programs are not fully conducted or do not work effectively. Hence, it affects the teachers' competence in integrating the ICTs into teaching. Moreover, some teachers do not realize the positive effects of the use of ICT itself. In sum, the programs should be provided for the teachers so they will be able to use technology in their teaching.

From the previous findings, Indonesian students have a problem with writing in both general and specific cases. Commonly, the teaching approach seems to be one of the crucial factors that distract students' attention in writing, along with a lack of motivation, weak teaching strategies, and lack of media. Specifically, students face several problems in the language and writing components, which are composition, vocabulary, grammar, and mechanic.

In summary, the teacher should use an appropriate approach in writing, teach students the strategy in writing, and use media to attract students' attention, and thus increase students' motivation. Hence, they will be motivated to learn how to write accordingly. Additionally, there is a variety of media which teachers could utilize that can enhance students' writing, especially related to writing components.

English Curriculum 2013

According to the Minister of Education and Culture Regulation Number 21/2016, Junior and Senior High School Graduates aim to obtain balanced attitudes/values, knowledge, and skills (Education, 2016). As the matter of fact, every school's subjects are expected to develop attitude, knowledge, and skills relevant to the nature of the subject (Priyana, 2014). In the competence section of the curriculum, it is stated that students must be able to develop and edit short written and spoken texts that are orderly and chronologically structured and linguistically accurate. Specifically, on the basic competence section, it is written that the goal of English learning is to develop the students' ability to communicate with accuracy and appropriateness in the target language in the four language skills and in a variety of contexts for varied purposes, using a range of text types and language functions (Priyana, 2014, p. 2).

Writing Skill of Eight- grade students

Values: Gratitude, enthusiasm, honesty, discipline, responsibility, care, politeness, confidence, cooperation, and peace.

Text types:

1. Short and simple descriptive texts about humans, animals, and things
2. Short and simple recount texts about activities, events and phenomena
3. Short and simple narrative texts about fables

Short functional texts:

1. Personal invitation letters
2. Greeting cards
3. Short messages
4. Announcement/notices
5. Songs

According to the recommendations from The Ministry of Education and Culture, there are a number of learning principles that should be applied for all subjects, including English. Below are some of the principles:

1. Students are facilitated to learn

2. The learning process applies the scientific approach

3. Learning is competency-based

4. Students learn from varied learning sources

2.1.5 Writing Assessment

Assessment is defined as an ongoing process which covers much larger area (Brown & Lee, 2015, p. 489). It is different from a test that concerns on measuring ability in a given domain using specific methods or techniques. Hyland stated that assessment is important because it provides help for both teachers and students to see the progress of learning. Feedback and grades can give great impact on student's individual learning in writing (Hyland, 2003).

There are five main reasons for assessing students' ability (Hyland, 2003). They are placement, diagnostic, achievement, performance, and proficiency. Placement aims to assess students to set them in appropriate classes that best fit their needs and ability. The diagnostic is aimed to see students' strength and weakness.

Next is the achievement. This is to see the progress of students' learning in one course. It might be shown by the type of writing that one particular course provides for example genre or other focuses. The Performance goal is usually to measure students' ability in specific task of writing in daily life such as academic or other contexts. While proficiency is aimed to measure students' competence that they specifically need in order to meet the requirement in education or work field.

According to the five reasons for assessing students' ability in writing, this research will focus on scoring writing performance. There are three major approaches that are used by test designers in general: holistic, primary trait and analytic scoring (Brown & Abeywickrama, 2010; Hyland, 2003).

1. Holistic Scoring

Holistic scoring is a scoring system that relies on a single, integrated score of the writer. It aims to see the writer's proficiency in general towards a judgment of evaluator. The range of holistic score is set accordingly (e.g. ranging from 0-6), with a systematic descriptor that should be matched by the evaluator to see the overall impression. According to Brown & Abeywickrama (2010) holistic scoring is looking at specific aspects such as topic, organization, and development, supporting details (fluency, naturalness, appropriateness). The general purpose of using holistic assessment is for administrative purposes because of the heavy reliance on trained evaluators. However, it is not suitable for classroom setting because the information provided is limited.

2. Primary Trait Scoring

A second approach focuses on narrow range such as the function) of discourse. A scoring system aims to give judgment for one specific feature of a task such as appropriate text staging, response, argument reference and audience (Hyland, 2003). As a summary, Brown & Abeywickrama (2010) stated four aspects of primary trait scoring such as accuracy, clarity, description, and expression.

3. Analytic Scoring

This analytic assessment provides feedback for the writer to see the aspect of written text and judges by a set of criteria in good writing. The scoring scale is set based on some categories and levels for each category. This approach is best served for classroom evaluation because it will give reflection and more information for the strength and weakness of a writer. In this study, analytic scoring will be employed since it is suitable evaluation of learning and classroom instruction (Kumpawan, 2014) (See Appendix C).

Approaches in Teaching Writing

Harmer (s.d) has enlightened some parts of writing. As a matter of fact that writing is more difficult from other skills; many approaches have been developed to help students to overcome some problems that occur during the learning process. There are three approaches in general which are process, product and genre approach.

1. Process Approach

The process approach is aimed to focus on stages in writing. There are four stages in this process which are pre-writing phases, editing, and redrafting. Many educators believe those phases are important (Brown & Lee, 2015; Gibbons, 2002; Harmer, s.d; Teo, 2006). When writing in a foreign language, the heart of writing is laid in the process. In short, the process approach is required because students are asked to in a process of putting together a good piece of writing result.

The previous studies emphasized the practice of process approach to teach narrative writing. Herrera Ramírez (2013) conducted a study on writing skill enhancement when creating narrative texts for university students. The process approach was used during the intervention cycles for 8 weeks. The process approach includes pre-writing, drafting, revising and editing. It was found that students' narrative writing skill was improved as well as their motivation. Similar to Ramirez, Abdel-Hack and Helwa (2014) in their study on the use of digital storytelling and weblog to enhance narrative writing and critical thinking skills among EFL students in the faculty of education in Egypt used the five-step writing process for EFL narrative essay. The five-step writing process used was prewriting, drafting, revising, editing, and publishing. The results show that both students' narrative writing and critical thinking skill is increased. While the study in Indonesia from Megawati and Anugerahwati (2012), found that the use of comic strips through process-genre approach was effective in teaching narrative writing for Indonesian EFL learners.

2   Product Approach

Different from process approach, here writing is seen as a final product. The phases of the appearing product seem to be neglected. This approach gives credit on

the construction of the final product as the main thing in writing compared to the process.

3. Genre Approach

The genre approach is the next approach that against the two approaches. Genre shows the norms of different types of writing. To make students are able to focus on the genre for their writing, the teacher needs to give samples of writing product. There are three elements in genre approach. First is context; context has to be thought carefully by the writers. Second is the audience. Make sure that writers set carefully to whom their writing are for. The third is to decide how effective the examples of writing in the genre are built. There are some disadvantages of applying genre approach. Firstly, students seem to be an imitator rather than create their own creative writing. Secondly, they may not focus on the process because they give too much attention on the product.

According to Boardman (2002) In general, there are four different types of text in sub -genre approach which are descriptive, narrative, expository and argumentative text. In descriptive writing, the purpose is to draw a picture in the reader's view. The readers will clearly see the people, places, and objects that the writers are describing. In narrative writing, the writer is aimed tell a story or event in the past. The writers usually tell the story in order so the readers can follow easily. Different from expository writing which purpose is to explain something by giving examples. It is usually followed by clear directions and steps. While argumentative writing is aimed to give opinions and thought about what you think about the topic. It is usually followed by supporting sentences such as examples and reasons.

These three approaches are not the only focuses of models in teaching writing. There are more approaches to teach writing that sound similar or different. It does not matter how different the approaches are, as long as the teacher know what to focus on the teaching process (Harmer, s.d). Additionally, Hyland (2003) identified six different focuses when people teach writing. It was focused on language structures, text functions, creative expression, the writing process, content, and genre.

1. Focus on language structures

This approach was derived from the combination of structural linguistics and the behavioral learning theories of second language teaching that was in charge in the1960s (Silva, 1993). It focused on two different things. Firstly, for most people who usually focus on this approach, they relate writing to the grammar. It was defined as the language patterns reinforcement by forming the habit and assesses students' skill to formulate well-arranged sentences. Secondly, people see writing as the complicated structure which not all the learners are able to learn unless they learn it through make an improvement on lexis and grammar.

2. Focus on text functions

This approach is usually known as "current-traditional rhetoric" or "functional approach". It focused on enhancing students to write an effective paragraph consist of topic sentences, supporting sentences, and transition. Another goal is to create different kinds of a paragraph. The idea to teach writing using this approach was derived from one essential principle. It was mentioned that structures have a connection with meaning. This led to an idea thought that by teaching specific language *forms*, students might show specific communicative *functions*. Therefore in this approach, writing can be taught through the functions in order to fulfill the demand.

3. Focus on the creative expression

This approach has shared the root from L1 composition Elbow and Murray (as cited in Kumpawan, 2014) which was different from other teachers. They who have a background in liberal arts see writing as the ability to express their own writing which is new and unexpected. It focused on the individual's writing through sharing experience in a particular topic. Teachers play an essential role here such as assisting students in term of providing a learning space and good environment so that students will be able to learn in a conducive situation. Different from the previous approaches, writing is seen as a developmental process. Hence it is not urgent to burden students with specific ideas and topics before students begin to write.

4. *Focus on the writing process*

This approach is aimed to focus on stages in writing. A Teacher has an important role in this orientation which is guiding students to accomplish the writing task. Here the cognitive process is a heart of writing activity and it helps to promote the abilities to plan, make meaning of rhetorical issue, suggest and evaluate solutions. This study focuses on the writing process since it is beneficial for students to make plan for their writing.

5. *Focus on content*

According to Mogan (as cited in Kumpawan, 2014), teaching writing is a process of students 'inquiry about what is needed in writing. It includes particular theme or topic of interest that promote coherence and goals of the course or the list of key areas in subject matter that the students intend to deliver. For example several topics such as environment, relationship, health, education etc. may appear to be organized in this orientation. Students may need to read in a specific field that relates to those areas unless they will not be able to write.

6. *Focus on the genre*

This was originally rooted by Michael Halliday. This theory emphasizes on a relationship between language and its social functions as a system for the writers to express their thought. Halliday believes that humanity has a special way in terms of using language to express meanings to achieve the goals. It enlightens the use of texts that is connected from one social context to others. The writer usually has specific goals and intentions that he wants to convey the message to the readers.

In genre orientation, writing starts with the goal of communication, after that it can move to the next phases which can express those goals. Teacher's role is to help students to differentiate genre and guide them to write more accurately and carefully also effectively. One example was shown by the teacher following a genre orientation derived from Vygotsky and the interpretation by Bruner (as cited in Kumpawan, 2014) as in the writing class. It emphasizes on Zone of Proximal Development (ZPD) states that the learners may be able to engage in the lessons only in the area between they can work independently and the area where they can

work without assistance. Finally, teacher role is even more evolving which is scaffolding student in their learning process.

2.1.6 Technology-Supported Writing
EFL Narrative Writing

In Indonesia, English writing is taught using the genre approach which focuses on four different texts which are descriptive, narrative, recount and argumentative texts. Genre orientation aims to focus on the connection between discourse and contextual aspects of language such as grammar and linguistic patterns. It is not merely a tool for writers to write for a particular reader, but also as a mean of communication. This is consistent with the definition of writing, which is a mean of communication among people.

Narrative writing is essential for students. Knapp and Watkins (1994) support this by stating narrative is a popular genre among students. They believe that it is the most appropriate approach to teach writing because people get exposed to narration instead of other genres. Unfortunately, the fame of narrative does not necessarily make it easy to be understood. Smith (2011) emphasized that narrative writing learning is essential because it consists of multidimensional process which includes components, word-level skills (e.g. spelling), language skills (e.g. grammar and syntactic awareness), vocabulary, and mechanics.

In addition, most of the studies of narrative writing in Indonesia were conducted in the context of higher education. In Indonesia national curriculum for eight grades, writing instruction gives more attention on teaching descriptive and recount texts. It is stated that students will learn descriptive texts about humans, animals, and things. And also simple recount texts about activities, events, and phenomena Meanwhile, narrative text is only emphasized on the fable or fairytale (Education, 2016).

According to Boucher (As cited in Abdul-Hack et al., 2002) narrative writing is a story that comes from an individual experience. It is typically created from the first person point of view that covers feeling, sensory details, and elements to attract

the readers. It encourages the writer to share their stories about themselves and experiences.

Narrative writing is aimed to tell the audience about an event that can come from both reality and imagination. It has a particular format of time depends on the story. The writers have many purposes for doing narrative writing, such as giving information, instruction, persuading or providing entertainment.

In English learning, students do the narrative writing intentionally to create fictional stories, memoirs, anecdotes, and autobiographies. Later on, they will be able to add details such as scenes, objects, people, and actions. Dialogue is another thing that students can develop in narrative writing. They can insert the characters, personalities, and motives to their stories.

Previous studies in Indonesia have shown that narrative writing has attracted great attention. Most prior studies focused on improving students' narrative writing skill on the secondary level either low or high secondary level using a specific technique where mainly involves pictures and visual (Ali & Hasanah, 2014; Asrifan, 2015; Megawati & Anugerahwati, 2012). The teachers often conduct the writing instruction through the traditional classroom setting including teaching sentences by sentences, lecture, and form-focused including structure and grammar. However, most of the previous studies do not take into account the use of technology such as digital story writing. Digital story writing is one of the alternatives that provide solutions for students to learn narrative writing skills. It was reported that the help of technology such as social media (Facebook, Edmodo & blog), narrative learning multimedia (NLM) has helped Indonesian teachers to enhance student's writing skills and interest. The students feel that through the use of technology, writing seems to be less difficult, time efficient and motivating (Cahyono & Mutiaraningrum, 2015; Fajaria, 2014).

2.1.7 Moves in narrative writing

According to Dave Freitag (2009), narrative writing consists of five moves which are people, plot, setting, point, and perspective. The descriptions and contents of each move are as follows.

First element is the people. People refer to the characters that play the roles in the story. They are usually decided by the mean of author's or narrator's point of view. They are usually introduced at the beginning of the story. But, also can be found in the middle or at the end of the story. There are two methods that is often used in a story such as direct and indirect characterization (Dave Freitag, 2009).

Direct means what the author or narrator mentions about the characters including these questions; (1) What does the character look like? (Physical description), (2) What does the character say? (3) What does the character think? (4) How does the character act?

Indirect refer to what to learn about the character for ourselves. The questions include; (1) What does the character say about him/her and how he/she say it? (2) How is the behavior of the character? (3) What do other characters think about him/her? (4) How do other characters react to him/her? (5) How is the character physical appearance? (6) What are the details of character's habitat? (7) How does the character act?

According to Victor (2017), a plot is defined as the events that happen in the story which can be moved or change in terms of the order of the story. There are five elements of a plot, often referred to as characters, conflict, complications, climax, and conclusion. Firstly, character includes direct and indirect people as well as point of view, protagonist, hero/anti-hero also antagonist. Secondly, conflict means the origin of the problem; the clash of people, forces, and ideas that trigger action in the story. This is the beginning of the story as the rising action. Next is the complication, which is defined as difficulties or conflicts that faced by the characters in the story. This phase seeks to create anticipation to what will happen next in the story. The next element is climax, which means the peak of the problem or the conflict reaching the highest anxiety. Here, the audience often thinks about who will win or lose. The last element is conclusion, where the problems or conflicts are solved. Sometimes it is stated as falling action.

The setting is the next element in narrative writing, consisting of two wh-questions (where and when). Where usually answers the question of where does the story occur. It may also provide additional information such as geography, cultural, religion, and political situation. When provides information such as when does the

story occur, and possibly the exact time of day. It may also include the exact year, season, month, day, week, etc.

Lastly is the point of view or perspective. This refers to the viewpoint that the writer uses to convey the story to the audience. It usually depends on the effect that is intended, and also the purpose. These include diction, description & dialogue, emotion & attitude, figurative language, rhetorical devices & effect, and sentence type.

There are also simple elements common to narrative writing, which are called generic structure. Generic structure has three parts: orientation, complication, resolution and re-orientation /Coda (Munand, 2013). Firstly, the orientation of a text will introduce the characters and setting. In complication, the problem appears and the characters attempt to solve it. At the end is the resolution where the story ends whether it is happy or sad ending. Therefore, re-orientation part is an optional element. It usually consists of a moral lesson, and an advice from the writer.

2.1.8 Steps of writing process for narrative writing

According to Teo (2006), there are five steps of the writing process in narrative writing which are prewriting, drafting, revising, editing and publishing. In prewriting stage, the writer thinks about the topic that they want to write. In drafting stage writer starts to write the draft of the stories using specific techniques such as making an outline. In revising stage writer reread their narrative text and start to revise or modify it to make a better result. For editing stage, a writer should have a proof reader to correct some components in narrative writing which are content, organization, vocabulary, grammar, and mechanic. Lastly, in publishing stage, a writer is given an opportunity to share their writing with the peers. Thus, this model is suitable for adult learners.

Another steps was proposed by Brown and Lee (2015) which consist of seven phases such as prewriting, first draft, commenting, second draft, third draft, post writing, and evaluation. This model is a process approach writing which can be applied to academic writing and most traditional writing genres. The description is written on the table 1 as follows;

Table 2.1 Process approaches to teaching L2 writing

Phases	Techniques
1. Prewriting: Activities provide background information, stimulate interest	Readings, videos, discussion, whole-class, group or pair work, researching, brainstorming
2. First draft: Students sketch out ideas without much preplanning	Free writing, little or no emphasis on form (grammar, spelling), focus on content
3. Commenting: Peer or teacher reads first draft and comments	Peer reviews (pair work, teacher conferences, feedback on content
4. Second draft: Students look at whole essay, use peer/instructor feedback, rethink, revise	Learner reorganizes, restructures, add details, clarifies
5. Third draft: Learners edit, attends to writing conventions, rhetoric, grammar, vocabulary	Checklists, grammar logs, proofreading practice, dictionary checks
6. Post writing: Students share finished products	Discussion, pair/group work following up on topics covered, share products online, enter product into portfolio
7. Evaluation: Self, peer, and teacher assessment of the final written product	Using rubrics, teacher-student conferences, self-assessment

In the first phase which is called prewriting, students are provided some background information as an input. According to Krashen's hypothesis, input is essential in language learning. Often, students acquire input during the process of learning which involves word selection, content, explanation, and the use of visual as well as meaning experience. Next is the first draft phase or free writing. Students are

encouraged to write freely without a little or no emphasis on form such as ungrammaticalities, incorrect spelling, or fuzzy thinking. Teacher should inform the students that they may only focus on the content.

The heart of process writing is laid on the drafting and revising stages. Where writing instruction is conducted in traditional approaches, students most often are not given enough time to finish their writing composition due to the time limitation. Thus, students do not learn how to draft their writing in a systematic way. However, students end up learn the importance of writing based on their perspectives. In addition, drafting is a process which involves an important and complex set of strategies, time, patience, and trained instruction. Brown and Lee (2015) stated several strategies to encourage students in drafting stages as follows:

> *Strategies to encourage in drafting stages of writing*
> - Generate ideas in a trial-and-error process.
> - Monitoring of one's own writing without premature diverted attention to wording, grammar, etc.
> - Accepting/using classmates' and teacher's feedback and comments.
> - Editing, restructuring, repairing one's written work.
> - Proofreading for grammatical and spelling errors.

In the post writing stage, students can have discussion, pair work or group work. When students are given an opportunity to have peer-to-peer interaction, motivation to write is enhanced. They can also share their finished writing online. Previous studies have shown the positive relationship of sharing online writing. Herrera Ramírez (2013) reported that when the production time increased, students' motivation to write is also increased. Fajaria (2014) supported this by stated that with the use of social media, students motivation is enhanced because they are encouraged to write confidently.

The evaluation stage aims to give suggestions to improve the learners' writing next time. It is at least being in a formative ways. Another thing that a teacher needs to take into account is the variety of the techniques used in writing instruction. In process-oriented approach to writing, instruction should be interactive. It includes

work in pairs or groups in terms of generate the ideas and edit the work. Next student as a center which means students are given sufficient time and opportunities to generate and exchange ideas. One thing that teachers should bear in mind when teaching writing is it is not a 'Solitary activity'. To encourage students to learn how to be a good writer, the teacher should let the students get exposed to the community of learners. At later stage, a teacher may put herself as a facilitator instead of the main sources. The comments form can be both oral and written. After students are given ample opportunity to work on their drafts, the teacher can give more attention on the form including spelling, grammar and punctuation. At the drafting phase, teachers have the opportunity to demonstrate the work on progress as a model or example for students. The role of modeling is usually associated to the term scaffolding. According to Wood, et al, (as cited in Kumpawan, 2014) scaffolding is defined as the degree to which teacher's modeling while students try to cope with problem-solving tasks.

Wen (2017) conducted a study on the digital storytelling which also shared the similar view as Brown and Lee (2015). The design of the study was experimental study which involved second grade students in the United States. The researcher used three instructional approaches: Labov's story grammar only, Lambert's seven elements only and both instructional approaches, as scaffolding(s) for students' digital storytelling. It was found that rule-based instructional strategies was effective to enhance young children's story comprehension, narrative writing skill, storytelling abilities, and literacy skills. The study found the following phases of teaching steps worked well in the implementation.

1. Introduce the concept of digital storytelling
2. Introduce and teach how to manipulate the movie maker software
3. Brainstorm a story and generate ideas
4. Draft a story and refine it
5. Search relevant digital materials for the story
6. Create a storyboard on a movie maker

7. Synthesize information (images, audio, videos) on movie maker

8. Editing and feedback

9. Presentation and evaluation

The first four phases was emphasized on the steps of planning and writing. The mini lessons were delivered through the creation of a story based on the prompt provided by the teacher. The mini lessons were aimed at occupying the students with the strategies to comprehend the basic knowledge of narrative writing, and to form the story elements in a coherent way (editing and revising). While the rest of the steps, students focused on the construction. Students were required to master the movie maker and able to work on it including combining the images, sounds, animations, video, music, transitions and special effects. In addition, teacher's role was as a facilitator which responsible to promote teaching and learning.

Hyland (2003) has classified language scaffolding into three major stages: Language familiarization, manipulation of models and controlled language compositions. At the first stage, students are expected to pay attention and increase awareness. While at the manipulation stage, teachers focus on the process and show the models under their control. Next stage includes students' fluency and confidence. At last, students need to accomplish tasks in the specific contexts.

Table 2.2 Teacher's and students' role

Phases	Teacher's roles (Facilitator)	Students' roles (Active participants)
1. Prewriting	*As an organizer:* To provide structured activities, background information. To stimulate interest & motivation.	Students participate actively in the activities Students contribute to the overall learning procedure

2. First draft	*As a initiator:* To provide modeling and guidance before students start to write	Students sketch out ideas without much preplanning
3. Commenting	*As a prompter* To participate and make comments and suggestion about student's first draft	Students give comments to their classmates' writing
4. Second draft	*As a controller* To give feedback To provide explanations which focus on form	Students use the comments to edit and write the second draft
5. Third draft	*As an assessor* To see how well students perform after receiving feedback and explanations	Students edit and revise based on the language conventions including grammar, spelling and mechanic
6. Post writing	*As a prompter* To participate and guide students how to publish online	Students follow teacher's instruction to publish stories online
7. Evaluation	*As an evaluator* To see how well students accomplish the writing assignment thoroughly	Students evaluate the final writing through self-assessment using rubrics

2.1.9 Digital Narrative Writing

Several publications have appeared in recent years documenting the importance of digital writing particularly in teaching narrative text such as the use of multimedia. There are many studies show the usefulness of using multimedia in the learning process. Martin (2012) in the English Literature study, the cognitive load was eased by the use of multimedia, and the greatest help found where multimedia were integrated with animation, audio, explanation, and background.

Kent (2015) emphasizes many advantages in using multimedia, including in narrative writing. The latest study conducted in Malaysia about using one multimedia named Storybird has brought positive impacts towards students' narrative writing. Zakaria et al. (2016) emphasized that teachers should promote the use of Storybird into the classroom regarding its advantage in helping students to write a narrative. The layout is beautiful and attractive so the learners are engaged in the process of learning.

In Indonesia, a study conducted by Cahyono and Mutiaraningrum (2015) about the use of narrative learning multimedia (NLM) in the form of a movie, pictures, and texts resulted in better ways in teaching the narrative text. The use of NLM, attract students attention in the narrative text through the involvement of schematic structures and linguistic features. Therefore, the mixture between visual aids and digital are considered highly demanding to teach narrative writing.

Digital Story Writing

A digital story is a media which consist of scripts, first person narratives. It is also a mixed way to combine the conventional storytelling and the modern ones where people are able to use video, music, and narration Robin (2006). Another definition comes from Hull and Nelson (2005) who stated that digital story is a type of multimedia which consists of images and segments of video with background music and a voice-over narrative. According to Lambert (as cited in Wen 2017), a digital story consists of three elements such as the beginning, middle, and end. Moreover, a good story is a story that attracts the audience's attention at the beginning and the resolution at the end, sometimes with an unpredictable twist.

Several publications have appeared in recent years documenting several digital stories which provide advantages for students in writing skills such as Wikis,

Hypermedia Authoring, Computer-Generated Graphic Organizers, Digital Writing Communities and Online Writing Communities. Pifarré Turmo and Fisher (2011) conducted a researcher involving students age nine and ten with the use of Wiki in their writing lesson. The study found that Wiki provides help for students to be able to engage in both reading and writing tasks. It was mentioned that by integrating Wiki, students use their higher order thinking skills, revising skills and other skills such as sharing, discussing, and debating. Similar to Piffare and Fisher, Hypermedia Authoring which defined as a web page design that incorporates a variety of digital tools conducted by Wen (2017) promotes students' creative thinking by focusing on one aspect of the content. They argued that students who are not familiar with the system and disconnected activities will be distracted by having more than one component together.

Another supporting literature from Abdel-Hack and Helwa (2014) also reported the advantages of integrating digital story in writing instruction. This study was conducted in the faculty of education, Benha University, Egypt. The study was about the digital storytelling and weblogs instruction to enhance EFL narrative writing and critical thinking skill. It was found that digital story is an effective tool to teach narrative writing and critical thinking skills. The key features of digital story are read, write, and share. Firstly, when the learners read stories from other authors, it will increase their exposure. Next is the help of visual aids which were found attractive and meaningful. Another feature is when students can move back and forth between the observation and learning process.

The use of digital story provides helps for the students to build their communication skills such as the ability to ask, to give opinion, to narrate and write for audience. In addition, it also plays a vital role in enhancing students' ability in language and computer skills through the use of language and computer skills which mix with many kinds of multimedia including texts, visuals, and audio as well as web publishing (Abdel-Hack & Helwa, 2014, pp. 3-4).

Another tool which is found helpful for students is Graphic Organizer. It works by enabling the writers by sticking to the topic through the ideas organization in the spatial form. Students also enhanced to be able to use their known knowledge with the new one (McAdams, 2013). A study conducted by using computer software

such as Kidspiration, Popplet and Concept Board The revealed that (1) Graphic organizer fosters students development on organizational skills among young learners, (2) Students become more excited on verbal to compare with the traditional template graphic organizer, and (3) students have longer time span attention on the writing session (Lorenz, Green, & Brown, 2009).

Pifarré Turmo and Fisher (2011) came up to the conclusion that to achieve the development of 21st -century skills, students should embed the use of technology. One way to implement this is through the implementation of digital tools. But, to make sure that it works teachers should put some considerations. First is to build strong reasons for the use of digital tools. Next is the selection of the tools should be based on research-based best practices. Teachers also should be equipped with sufficient knowledge and skills regarding the best practice used of digital tools. Therefore, with the coordination among the stakeholders, the practice of digital tools will be succeeding.

Word processor has also put into an account in terms of teaching writing. Hyland (2003) mentioned that the feature in word processor allows students to cut and paste, check the grammar, insert images and print. One of the main advantages is it provides an opportunity for students to work collaboratively. To bear in mind, Hyland claimed that by using the new tools in teaching writing is not enough. Perhaps with a good instruction which involves appropriate task and support, students can master the writing skills faster.

2.1.10 Visual and Writing

Many studies emphasized that visual especially have numerous advantages in guiding students how to write in ESL or EFL writing. In the article by Yunus, Salehi, Tarmizi, Syed, and Balaraman (2011), the finding of their study of using digital comics were (1) able to deal with lower achiever in terms of promoting writing in English. (2) Increase students' motivation to write.
According to Levie & Leintz; Levin, Anglin & Corney (As cited in Jun Liu, 2014) visual plays important role in reading.

1. Representation: Visual provides remedy to the text's content

2. Organization: Visual enhance the text coherence

3. Interpretation: Visual provides more real information

4. Transformation: Visual target critical information in the text and recode it in a memorable form.

5. Decoration: Visuals are used for their aesthetic properties or to spark readers' interest in the text.

"Wright A and Hallem S (as cited in Ali & Hasanah, 2016) also consider that pictures have a major role to play in the development of students' skill. They mention two reasons (1) the meanings we derive from words are affected by the context they are in: pictures can represent or contribute much to the creation of contexts in the classroom. (2) It is often helpful if the students can respond to a text no – verbally; pictures provide an opportunity for non – verbal response."

Abuzahra et al. (2016) in her study mentions the significances of integrating visual into writing skill. The visual representation gives positive impacts in enhancing students' writing skill due to several reasons: Firstly, it involves students to participate in a classroom discussion using key words included in the word cloud. Next is it enables students to use animation Wordle as a reflection tool for writing projects. It encourages students to utilize word clouds on other writing topics. And it encourages students to produce ideas for new writing topics or themes.

Ramirez (2016) conducted her thesis on the usage of multimedia visual aids in the English classroom and found out that visual provide input for students so that in the learning process is being less complicated. It helps teachers by lessening the use of the mother tongue and direct translation.

Ali and Hasanah (2014) emphasized many key findings of using the picture in teaching writing.

1. It's better to use series pictures to convey students' idea in the narrative writing rather than the conventional method.

2. Visual materials are easy to apply and attractive.

3. The importance of the visual may lead to the understanding that both teacher and students may use in the classroom.

4. Pictures take place in the classroom as a useful tool to bridge student's attention. It also creates attractive situation among the students.

5. It provides stimulus for students regarding the concept of a real event in students' life such as discussion and images.

6. Pictures are available both outside and inside the classroom. So, it's very helpful tool for the teachers.

Another finding from Asrifan (2015), teaching using pictures story can make students have a better performance compared to them who use the conventional way of writing. Many of the studies used pictures in narrative writing due to the versatility of narrative writing. It is the most appropriate genre to teach in the classroom. Students are able to arrange their ideas, and experiences freely by integrating linguistic, pragmatic and sociolinguistic competences (Gutiérrez, Puello, & Galvis, 2015).

The first theory that was famous was Dual Coding Theory (DCT). It has been used by many researchers to describe and explain the impact of visual in on cognitive and reading comprehension. As Clark and Paivio (1991) stated that cognition is shaped by two subsystems which are verbal and non-verbal. The first system has a role in learning the language and the second system has a role on non-linguistic objects and events. These systems work hand in hand in the language acquisition. As a result, pictures combination, mental visualization, and verbal illustration might come as a powerful way to enhance learning through text varies from school levels to university levels (Clark & Paivio, 1991, p. 163).

Another support comes from Krashen's Input ('Comprehensible Input" that belongs to level 'I + 1'). This hypothesis believes that learning a language is laid on the acquisition process, not the learning. Based on the hypothesis, learners will be able to achieve or make an improvement on their learning when they receive second language input which is one phase above their current phase of linguistic competence. It usually occurs in the process of learning that involves word selection, context, explanation and the use of visual also meaning experience.

2.1.11 Technology in Writing Instruction

Today adolescent is exposed to the use of technology. " Millennial students who are known as "Digital Natives" demand a rather different approach of teaching and learning as they have been surrounded by digital tools in their lives, resulting in the change of their thinking patterns" Prensky (as cited in Zakaria et al., 2016, p.210). It's undeniable that students today highly rely on technology. Over many years technology is being a part of L2 classroom, teachers are also expected to be able to integrate it into their teaching including writing instruction (Brown & Lee, 2015; Harmer, s.d; Hyland, 2003).

According to Pennington (2003) despite technology is really demanding today, there are many things that teacher should consider to use it as a preparation in terms of the practical use and its impact on students' writing product including word processing, networking, hypermedia, and internet. Firstly, the basic tool which is available to help students to write is called word processing. It is defined as word processors which have a main function is to check the spelling of the words. Not only people agree that it is very helpful tool to let students learn about technical process of writing such as drafting, editing, revising including copying and pasting the words, but also literature showed that word processors take role in students' writing attitudes, the characters of the writing, revising habit, forms, mechanics, and the order of the way they write.

In terms of students' attitudes, the word processor might lead them to the feeling of enthusiasm because they believe that computer is a good assistant in writing. However, for those who are not familiar with the use of it, might think that it will lead them to difficulties. The fact showed that even though that they are struggled at the beginning, but later in a longer run, students make progress on the keyboarding skills and turn out to be a regular computer user. Word processors are also found helpful for students to reduce their anxiety level when they write in L2 and boost their self confidence in writing. Besides, it helps the students to write longer sentences under more relaxing condition which is called self-awareness. Further, in terms of editing and revising parts, students are aware of the use of the mechanics and spelling for example when the words, phrase or sentences appear on a screen and they are able to apply strategies of editing and revising their work.

Technology offers a solution to help both teachers and students in order to compete in the educational field. Quite recently, considerable attention has been paid to the teaching instruction which involves technology because it is believed to be one tool to help teachers in assisting students to have a role in 21st - century literacies. McAdams (2013) conducted a study on "Innovate Literacy Instruction with a Classroom Computer. He demonstrated the feasibility of the impact of technology in the digital age on education Moreover; many supports are built through the help of education professionals including Society for Technology in Education (ISTE) and The National Writing Project (NWP). While ISTE focused on promoting a forum for educational stakeholders so they will be able to effectively make use of technology in teaching and learning, NWP launched a Technology Initiative (TI) in 2004 which goal was to increase the quality of writing program within schools with the assistance of technology. Another concern is to provide a source for teachers to expand their network together with other teachers by opening the access of the local sites which enable them to stay in touch with professional development.

2.1.12 Definition of Motivation to write

According to Brown (2014), with the rapid development of education, motivation is considered as the key to leading students' success and failure in the future. Motivation is defined as something which moves a person to make certain choices, to engage in action, to expand effort and persist in action (Brown, 2014). While, Dörnyei and Ushioda (2013) define motivation as a particular thing that make someone choose, engage in action, to expend effort and persist in action.

According to Boscolo (2007), to define the connection between writing and motivation is too general. Therefore, there are main areas which simply describe relationship between them including (1) motives, for example goal orientation, needs, and interest which has a role in students' attitude to write (2) Writer's perception or the ability of a writer to write based on the available resources and the difficulty level of the tasks for instance, self-efficacy, self-concept, and self-perception of the ability. (3) Strategies to write including planning, metacognitive tools, or also called self-regulation. Based on these definitions, motivation to write can be defined as

something that leads someone to act, to make effort, and engage in writing including their interest, self-efficacy, and self-regulation.

To begin with, previous studies have shown the connections between writing task and students' interest in writing Hidi and McLaren (1991). It was stated that interesting tasks might lead to students' positive motive in writing. These studies which mostly have been done in the secondary level found that when students have interest in a particular topic or theme, they may be able to comprehend and results in better writing product. Moreover, Ainley, Hidi, and Berndorff (2002), reported that interest can also be associated with something meaningful for students including various activities which can engage students in learning to write.

Secondly, the previous literatures found that self-perceptions are essential in drawing students' motivation, ability and related to the learning environment. Where the environment provides proper tasks, activities and appropriate level of difficulty in tasks as well as autonomy, students will be able to select, cope with the challenges and solve the problems which increase their motivation and involvement.

Finally, writer is required to develop specific strategies in writing such as finding information, making selection, or in other words a self-regulation should be applied every time a writer start to write. In fact, there are three aspects in self-regulation including cognitive, metacognitive, and linguistic process in terms of motivation. These include a positive mind, motive, and willingness to achieve the goals and develop writing skills. According to these concepts, self-regulation activities can be divided into three parts. First, the writer monitor himself internally such as identifies the objectives and tasks time for writing practice. The writer also needs to maintain the attitude in terms of the use of an idea and producing the text besides, the ability in creating good environment which fits with his learning style to write.

2.1.13 Components in Motivation to write

According to Lam, Pak, and Ma (as cited in Lam and Law, 2007.p. 146), there are 6 components of instructional contexts that are most appropriate for students' motivation to write such as challenge, real-life significance, curiosity, autonomy, recognition and evaluation.

1. Challenge

When students are able to accomplish a task, they will feel motivated because they can find a value. According to Atkinson (as cited in Law, 2007) students will try give an attempt to do their task as long as they find it as doable. If it is too difficult or too easy, they will assume that as less valuable.

2. Real-life Significance

Often in the daily life, tasks and assignments are only required to accomplish in order to be graded by teachers. Those activities appear as unreal situations for students. The teachers often set the assignments and tasks without considering the real purposes which is communication. According to Newby (as cited in Law, 2007) the teachers should make a connection between students' writing activity and real life including interests, future activities or past experiences. Students tend to feel motivated when they know how to answer the questions such as "Why do I have to write this?" and "What is the value of writing this?"

While Brown and Lee (2015) relate writing with authenticity. It means how real the tasks given are related to students' life. Therefore, students should be given more opportunity to use genuine information so that they will feel attracted to the lesson.

3. Curiosity

Another aspect that is considered important is when students are curious to accomplish their tasks. How to manage students' curiosity will lead to a source of interest for students' learning. According to many scholars such as Applebee, Langer, Mullis and, Hillocks (as cited in Law, 2007) The good teacher is the one who takes advantage of the problem-solving process and inquiry in order to enhance students' motivation to write.

4. Autonomy

According to Ryan and Deci (2000), autonomy is one of the basic most important need for everyone. They stated that the fulfillment of the basic need will nurture motivation. Thus, social environment is essential in facilitating motivation

through the supporting people's needs for autonomy. In terms of writing, the teachers allow more autonomy in learning by providing more opportunity for instance giving more freedom in choice of content, styles and approaches. On the other hand, according to Bruning and Horn (as cited in Law, 2007) to maintain and gain control of a writing task is also important in motivating students.

5. Recognition

Children who were praised because of their effort to accomplish their tasks tend to feel more motivated compare to the ones who were praised for their intelligence (Muller and Dweck, as cited in Law, 2007). Thus, the teachers are expected to provide helps for students to achieve their goals in learning such as give recognition to students who made efforts and achievement in terms of self-improvement.

6. Evaluation

Previous studies found that students' motivation to write in connected to the evaluation that is provided from the teacher. The evaluation results in learning goals and performance goals. One type of evaluation that is found effective to facilitate students learning is feedback. How teachers motivate students to write is laid on the task-specific comments, specific instructional strategies including staying away from social comparisons, emphasizing self-improvement, and giving suggestions on how to improve (Lam & Law, 2007, p. 150).

According to Noels (as cited in Hyland, 2003, p. 220) there are three psychological needs to be met in enhancing motivation.

"(1) a sense of competency achieved through seeking out and overcoming challenges; (2) autonomy; (3) relatedness-being connected to and esteemed by others belonging to a larger social whole".

While Oldfather and West (as cited in Hyland, 2003, p. 220) stated that "a sense of self-worth and "self-determination" is important, and students should be given sufficient opportunities to express themselves in the social interaction and self-expression.

2.1.14 Some Related Findings of Previous Research of Technology & Motivation to write

Previous literatures have shown that the involvement of technology in teaching writing can increase students' motivation to in teaching and learning process. (Abdel-Hack & Helwa, 2014; Fajaria, 2014; Giacomini, 2015; Hadi, 2017; Hapsari et al., 2016; Harmer, s.d; Herrera Ramírez, 2013; Komara & Muhamad Ramdani, 2016; Wahyono, 2008).

One study from Lam and Law (2007) entitled the roles of instructional practices and motivation in writing performance investigated what and how the instructional practices are linked to students motivation and performance in writing. The participants of the study were secondary school students. The participants were asked to accomplish the writing assignment and evaluate the instruction by using questionnaire to find out their motivation and perception. It was reported that when the teachers applied more motivating strategies, the students' motivation increased. Hence, when they feel motivated, their writing performance was also enhanced. In this study, it was also mentioned that students are motivated in the literacy when instruction motivates their literacy behavior. But it is not always true unless teachers are able to identify the instructional strategies that motivate students to write Lam and Law (2007, p. 146). While, Vicky Samuel (as cited in Harmer, s.d.) reported that when students were given a chance to post their digital stories on website, their motivation was increased.

Many studies found that technology is effective tool in enhancing students' motivation to write. Herrera Ramírez (2013) conducted a study on writing skill using Sttorybird and collaborative learning to create narrative text. The participants were the adult learners. It was found that during the process of collaborative writing, students had a positive attitude towards writing because they were given a chance to select the art galleries to create storyboards and they found it as something new. It was also mentioned that there was a positive relationship between the writing production and students' motivation to write. When the production time increased, students' motivation to write also increased.

Previous studies in Indonesia have shown that technology can increase students' motivation in learning and writing. Wahyono (2008) conducted a study

about how to develop Information Communications Technology (ICT) - based learning model to enhance students' self-management in learning. The result showed that using a learning model with self-management is more effective compared to the traditional model. It was recommended for the teachers as an alternative way in learning because it can enhance students' cognitive, skills, and motivation. Similarly, Komara and Muhamad Ramdani (2016) found that Edmodo is an effective tool to increase students' motivation in helping students to accomplish the affective, cognitive, integrative social relationship and task achievement.

For a specific skill like writing skill, previous studies indicate that the use of technology also plays an important role. Fajaria (2014) conducted an accordion book project for reluctant writers. He used social media to assign students tasks in writing. The project was fun, original and beneficial for students. It was reported that with the use of social media, students' motivation is enhanced because they were encouraged to write confidently.

2.1.15 Some Related Findings of Previous Research of Storybird

According to the Storybird website Ury (2015b), Storybird has defined itself as a storytelling website community that involves artists, educators, writers, and readers from around the world. It works by providing visual attraction through artwork. It is made by illustrators and animators, therefore everyone may create stories freely and creatively.

According to Ury (2015b) Created by Mark Ury, Storybird is one of the websites that is created to help people in learning writing. It allows teacher and students work together. Or if you prefer to work individually, it is also a surely supportive tool for you. The website does not require a complicated permission to be able to access the website as long as you have email as a requirement to sign up (Ury, 2015a). According to Google (2017) age requirement to be able to sign up for email, for all countries is 13 years old or older. Another additional point is, parents can monitor their children's work. This tool works effectively by providing sets of a picture that inspire students to write their story. It also provides many stories to read that come from people around the world. Because the variety of the story, students will not feel bored to read. Teachers may provide the accounts for students or they can

allow students to create their own accounts. It's very easy to use inside or outside the classroom. The three forms of writing available on the website are poetry, picture books, and long form story.

Storybird is one digital story tool that has been implemented in teaching writing especially narrative writing (Hadi, 2017; Hapsari et al., 2016; Herrera Ramírez, 2013; Zakaria et al., 2016). Herrera Ramírez (2013) conducted a study on writing skill enhancement when creating narrative texts through the use of collaborative writing and the Storybird Web 2.0 tool. The participants were fifteen and ten former students who were about to complete a two-year general English Curse at Instituto de Lenguas in the University of Columbia. They had to attend face-to-face and an online session of writing course and taught using Storybird.

The study found that at the end of the session, Storybird is an effective tool for collaborative writing. Herrera Ramírez (2013) highlighted some findings related to some benefits of integrated Storybird in the learning process. Firstly, in general, it helps students to improve their specific aspects in a language such as grammar, structures, and lexicon. Students are forced to use more complex sentences in their story and it creates a chance for them to have more practice. Secondly, students are able to develop their ideas because they can work collaboratively with peers.

This study suggested the use of Storybird as a pre-writing activity in the classroom before students go home and continue their writing through collaborative online work. Storybird also helped students to increase their motivation and make them become more autonomous in learning during the participation and the process of producing texts. This study also gave a recommendation for future research to conduct an experimental study with to compare the use of Storybird to traditional writing class to see the difference.

In Indonesia, Hapsari et al. (2016) conducted a study to investigate the use of Storybird to improve students' writing skill in recount text. There were five students for each control and an experimental group from the 9th- grade students of a senior high school. The intervention was given for only three meetings in three weeks. The study showed that students learn how to write by reading other people's work. It resulted in a better understanding on how sentences should be corrected by peers. It

was also found that students are motivated to learn writing as the writing production increased during the learning time.

Zakaria et al. (2016) conducted a study on using Storybird to improve narrative writing for ESL learners. The participants in this study were 15 diploma students in a private university in Malaysia. The researcher conducted a one-day workshop to introduce Storybird and teach the participants how to use Storybird in writing. The study found that Storybird is a helpful tool to improve writing, both individually and collaboratively. For people who are shy and prefer to work alone, this tool allows them to choose their own words and feeling without getting any interference from anyone. On the other hand, for those who prefer to work in groups, Storybird creates a chance to help them in generating ideas, sharing vocabulary and coping with difficulties in writing complex sentences as well as correcting grammar especially by reading stories from other authors that are available in Storybird.

As a result, it will improve students' motivation in writing due to its layout which is full of pictures that can be selected and dragged, and provides numerous stories as examples. It also provides aid for students to release stress and give them more authority in learning. This study scope is limited because of the time limitation for students to experience and explore Storybird. Hence, the researcher suggested that a future study conducts an experimental design or longitudinal study to measure the effectiveness of Stoybird toward students' writing skills.

There is a current article in Indonesia published in one website of Indonesia postgraduate program by Hadi (2017). This study investigated the practical use of Storybird. It was found that Storybird could enhance students' motivation to write, interests, skills and develop students' writing skill as a creative story writer. It is an appropriate tool to use for various educational levels from elementary to higher education levels including general English lessons and English for specific purposes class. On the other hand, this article only reviewed the practice of using Storybird in general.

Previous studies on Storybird had shown that it is a great tool to support writing (Abdel-Hack & Helwa, 2014; Giacomini, 2015; Hapsari et al., 2016). Firstly, it enhances students' motivation both for writing and reading. Even before starting to write, students are able to read stories made by many authors throughout the world. It

is one of the advantages of this website. In the earlier stage, it provides an attraction for people whose age varies from young learners to adults. Furthermore, students have a chance to work with peers without fear of making mistakes because the tool works so easily. Students may be able to edit and get back to their work whenever they want.

Peer-to-peer interaction is believed as an essential process in learning because it creates motivation where students can receive instant feedback from the audience (Webb, 2015, p. 175). Until they finally feel the work is ready to be published and seen by other authors in the world. Additionally, they will get feedback not only from teachers but also people who read their stories. Hence, it is very beneficial for collaborative writing.

Storybird has been classified as a potential tool in EFL writing skill for many reasons. It is considered as an authentic material in terms of learning English. It helps students in generating ideas, enhancing critical thinking skill, learning grammar and vocabulary, and helping students to be more autonomous in learning. In fact, teachers are no longer needed as the main resource in learning. Students may need help from teachers but not that much. They will be able to work inside or outside the classroom with the assistance from teachers (Giacomini, 2015).

Another supported finding was highlighted by Sari and Al-Hafizh (2014). The study found that Storybird brings many advantages in teaching recount of text. The first advantage is it motivates students to write because of its attractive layout full of pictures to be selected. The second advantage is it helps to promote students' critical thinking by giving comments and feedback. Next, it allows students to repair their writing in a simple way. The evidence finds that Storybird is a useful tool for students to work in a collaborative way in terms of getting along and knowledge expanding.

Giacomini (2015)) conducted a research about the using of Storybird in young learners' creative writing class. What she found was also essential. It is not only motivating her students to write in English but also in their first language (L1). Students are free to write even though the teacher doesn't assign them to do so. In this study, the researcher asked the students to write a narrative story. It turned into motivation for students to write in English because they are free to express their ideas into words in a creative way. Consequently, they can practice the known, new vocabulary and of course grammar.

This study also revealed some limitations of using Storybird such as the need of stable internet connection, email required for new users for the first time and students are only allowed to choose a set of pictures for their writing among the numerous pictures provided from the website. On the other hand, Hadi (2017) found that there is no filter for students in terms of selecting pictures. However, Flaherty (as cited in Hadi, 2017) and Ury (2015a) confirmed that Storybird has a screening feature to prevent inappropriate pictures used by the learners.

To sum, the results of the study found that Storybird is a good media for students to work with each other. The teacher's role is no longer a spoon feeder but a facilitator. So, students do not rely on teachers alone. However, they become more autonomous, active and confident in practicing English. Another good thing is students get a chance to read people's work which is available from the website. Therefore, students' motivation can come up both from the involvement of technology and from the learning process. Lastly, the researcher emphasized that using technology in teaching is not appropriate in all circumstances, due to problems such as technology literacy and technical things. Even so, it is worth for both students and teacher in keeping motivation, practice and professional development.

Although several studies have been conducted to show the effectiveness of integrating the use of Storybird in writing skills, most of the studies were conducted in the context of a higher tertiary level such as college and university students, particularly for the narrative text. The participants in the previous studies were also limited. Another thing such as the experience and students' familiarity with the Storybird has to be taken into account. Anita (2016) suggested implementing Storybird to teach narrative writing for EFL students due to its advantages in EFL classroom. She recommended that teachers in Indonesia should use Storybird as a strategy in teaching writing skills within English curriculum. However, there is no empirical study on the use of a specific model of digital writing to teach narrative writing skills in the context of junior high school students in Indonesia.

Figure 2.1 **Digit**al Story Writing Instruction model formulated based on (Brown & Lee, 2015) and Wen (2017)

Phase 5 (Language focus): Teacher teaches students the language convention such as grammar, spelling, and mechanic. Later, students edit their writing (at home) based on the teacher's instruction

Phase 6 (Teacher's feedback): students receive the online feedback from the teachers.

Phase 7 (Third draft): students finish their final writing based on the feedback given by the teacher at home

Phase 8 (Post writing& evaluation): Students share their writing online and evaluate the final writing product by doing self, peers, and teacher assessment

Phase 4 (Second draft): Students look at the whole writing and use peers' feedback. Later, they rethink, revise, reorganize and add details on their writing

Digital writing support

Digital tools Hypermedia e.g. online dictionary & online checker)

A variety of multimedia (e.g. visual aids & web publishing)

The key features: engaging the learners, providing support for reading and writing and sharing as well as getting online feedback

Phase 3 (Peer review): Students participate in the process of reviewing, commenting, and evaluating on each other's writing using the planning sheet to observe the setting, characters and plot

Phase 2 (First draft): Students brainstorm a narrative story and sketch out ideas by planning the setting, characters, and plot

Phase 1 (Prewriting): Students identify a story plot of narrative story which consists of the beginning (orientation/exposition), the middle (complication/climax) and the end (conclusion/resolution)

Narrative Writing Instruction

Wen (2017) and Brown and Lee (2015)

CHAPTER 3
RESEARCH METHODOLOGY

This study was an experimental study which aimed at investigating the use of digital story writing instruction to improve narrative writing skills of junior high school students in Indonesia and to enhance the students' writing motivation. The chapter presented the research design, followed by population and sample. Then, the research procedures and research instruments were discussed. The final part was the explanation of the data collection and the data analysis.

3.1   Research Design

The study was mainly described as one-group pretest-posttest, quasi-experimental design. This study investigated the use of digital story writing instruction to improve narrative writing skills of junior high school students in Indonesia and explored the students' writing motivation in the writing course after the implementation of digital story writing instruction model. Additionally, both quantitative and qualitative data were collected in order to answer the two research questions.

Figure 3.1 One-Group Pretest-Posttest Design

O1	X	O2
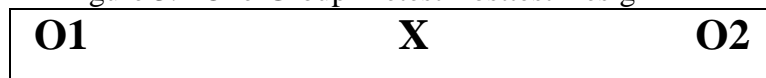
O1	represents	the writing pretest
X	represents	the treatment by using digital story writing
O2	represents	the writing posttest

Quantitatively, the data was obtained from the comparison of the students' narrative writing scores: before and after the treatment using digital story writing

instruction. The results were interpreted using descriptive statistics including mean scores, SD, and dependent t-test.

For the qualitative data, it was obtained from the questionnaire and semi-structured interviews of the participants after the treatment. Both the questionnaire and interviews were used after the treatment for triangulating the information collected during the teaching implementation. It was also aimed at exploring the students' writing motivation toward writing skills after taught by the teacher using digital story writing instruction model. In addition, the results were interpreted using content analysis.

3.2   Population and Participants

1. The population in this research was junior high school students from Tenggarong Kutai Kartanegara regency. According to the data from the department of education in Kutai Kartanegara, there were 12.618 junior high school students in Kutai Kartanegara academic year 2017.

2. The sampling design of this study used purposive random sampling design. The participants were eight-grade students from junior high school Sekolah Menengah Pertama Islam Terpadu (SMP IT) in Tenggarong Kutai Kartanegara. All participants were randomly selected from the total of eight-grade students in this school. Therefore, there were 18 (female) and 17 (male) students participated in this study. Finally, there was one experimental class consisted of 35 students participated in this study. The researcher assured the participants that their participation would not affect their grade but would help them to learn English writing. In addition, their identities were also kept confidential. In addition, students' age ranges from 13-14 years old.

In the interviews, 6 students were purposively chosen from 35 participants. The 6 participants represented: 2 high proficiency level students, moderate proficiency level students, and 2 low proficiency level students. The participants' proficiency level was categorized based on the posttest mean scores. In this study, the posttest mean scores were 19.20. Therefore, the participants' posttest scores which higher than 19.20 were considered as high proficiency level. While those gained

around 15-18 were considered as moderate proficiency level. Lastly those who gained lower than 15 were considered as low proficiency level.

Setting

There were 40 units of a computer were available in the computer laboratory for students. Two computers were ready to be used by the operator including two small projectors. The laboratory was usually used to support the lessons which aimed to equip students with technology in learning. Unfortunately, the internet connection could only be used for no more than 35 computers. Once, all the computers were connected to the internet at the same time, the internet speed would slow down and automatically disconnected due to the internet over capacity. Based on the communication with the English teacher at school, students did not frequently integrate technology in the learning process. Up to now, there were only three lessons which usually required students to integrate technology during the teaching and learning process such as information and technology, biology and English subject. Additionally, students were allowed to access the internet with some conditions which were set by the teachers and parents as a part of the school's policy. It was also reported that most of the students use smartphones to communicate outside of the school time because it was not permitted to use at school. Lastly, the experimental period was conducted according to the normal teaching hours which English was taught 3 times a week in this school.

3.3   Research Procedures

The study was divided into two phases: preparation phase and implementation phase as shown in the figure 3 below:

Figure 3.2 Summary of Research Procedure

Phase 1: The development of the writing lesson using digital story writing instruction

1.1   Review the literature: theories, related documents, school policy and curriculum

1.2   Construct the lesson plans and research instruments

- Validate and revise the lesson plans and research instruments

Phase 2: The Implementation of digital story writing instruction

2.1 Pretest: to examine students' writing ability before treatment.

2.2 Conduct the instruction in 11 weeks

- Week 1   : Students do the pretest and get trained

- Week 2-10   : Students write stories

- Week 11   : Students do the posttest

2.3 Posttest: to examine students' narrative writing skills after the treatment.

2.4 Data Analysis

-     Investigate the writing ability before and after having treatment using digital writing story instruction

- Analyze the students' writing motivation after receiving the

Phase 1: The development of the writing lesson using digital story writing instruction

The first phase of the study involved reviewing related literature theories; related documents; school policy; and curriculum concerning teaching writing, then specifying the population and participants.

1.1 Review the literature: theories, related documents, school policy and
    curriculum

The first phase of the study involved reviewing related literature and theories including the area of English writing skills, writing assessment, writing instruction, EFL narrative writing, and technology in writing instruction, technology and motivation as well as the use of visual aids in writing instruction. Then, the study also reviewed the related theories and previous findings in Indonesia and other countries in Asia in general.

To start with, the main goals of learning English are defined according to the minister of Education and Culture Regulation Number 21/2016. It was stated that Junior and high school students are aimed to obtain the balanced attitudes/values, knowledge, and skills Education (2016). Shortly, on the basic competence section, it is written that the goal of English learning is to develop the students' ability to communicate in the target language orally and in writing appropriately in the four language skills in a variety of contexts for varied purposes using a range of text types and language functions (Priyana, 2014, p. 2). As a result one of the text types (narrative) was found to be taught for junior high school level which matched with this study.

In addition, the related documents including the compulsory handbook which distributed to the students were explored to find the relevant topics in terms of teaching narrative genre. The findings revealed that there were 12 chapters from the book which students are required to complete for two semesters. In this study, the researcher picked three topics and adjusted those topics into three similar topics from the books which are "My favorite place", "My favorite fairy tale", and "The best day ever". Later, the researcher found out the information about the population from the department of education and

finally selected the school which later students from eight graders were randomly selected as participants in this study.

Figure 3.3 A capture of the table of content from school handbook

3.3.1 Construct the lesson plans and research instruments

The following steps were writing lesson plans and preparing the preliminary instructional tools. Then, the validation process of the research instrument was conducted which followed by a pilot study and instrument revision.

The lesson plans

Lesson plans in this study were developed by the researcher based on the guideline from Brown and Lee (2015) and Wen (2017). The model was chosen because it provided a procedure that matched with this study. The lesson plans

consisted of 8 phases such as prewriting, first draft, peer review, second draft, language focus, teacher's feedback, third draft, post writing, and evaluation.

In phase 1 pre writing, the teacher showed the students one sample story and asked them to read individually. Later, the teacher informed the students that they had to write an individual story. Likewise, this activity was aimed to activate students' prior knowledge, provided background information, and stimulated students' interest and readiness in the beginning of the lesson. Further, the students had a discussion about what was happening in the story including the setting and the characters. They also were asked to identify a story plot which consisted of the beginning (orientation), the middle (complication) and the end (resolution) by answering some questions from the teacher. Accordingly, the elements of narrative writing were concluded by the teacher at the end of this phase to make sure that the students comprehend the narrative writing elements clearly. As an addition, the teacher might briefly discuss the type of narrative story such as real experience, fairy tale, mystery etc. and asked the students to think about what kind of story that they were going to write. Finally, students started to select relevant digital materials, for example, searching for related pictures, stories, and other supporting materials.

In pre writing, teacher's role was as an *organizer* which meant to provide structured activities, background information, to stimulate interest and to motivate students. On one hand, the students' roles were to participate actively in the activities and to contribute to the overall learning procedure.

In phase 2 first draft, the teacher did the modeling to show an example of how to start writing. Next, the teacher selected one set of pictures from the digital story website and step by step began to write a story based on the chosen pictures. Moreover, students were asked to follow the teacher to write their stories step by step. Hence, at the end of this phase, both teacher and students finished the story writing together. This activity was aimed to scaffold the students. In the meantime, students helped the teacher by answering some guiding questions and filling the planning sheet (see appendix C). After the students completed the planning sheet, the teacher asked them to write the first draft of their stories. Here, the students basically did the free writing. They simply focused on the content without more emphasis on the language use or form (Spelling & punctuation). Thereupon, the students brainstormed a story

and sketched out their first ideas by planning the setting, characters, and plot. Here, the teacher worked as an *initiator* whose job was to provide modeling and guidance before students start writing. While, the students job was to be sketch out their ideas without much preplanning.

In phase 3 peer review, the teacher guided the students to involve in a peer review process. Students were asked to work in pairs which included the activities of participating, reviewing, commenting and evaluating the peers' writing. The students got a chance to see each other's work in front of the computer. Immediately, they took turns to give comments or opinion of the peers' work. The comments should be only about setting, plot, characters and the generic structures such as orientation, complication and resolution. This was aimed to provide students a real-time feedback from peers in order to check the content of the first draft of their story. While the students do the peer review, the teacher's job is to remind the students that they were not allowed to go into the language details such as commenting or complaining about their peers' language convention such as grammar and punctuation. The teacher could emphasize that they do not have to worry about it because they will do the revision later.

In this stage, the teacher worked as a *prompter* whose jobs were to participate and to make comments and suggestion about students' first draft. Also, the students were participated to work in pairs including giving comments to their peer's writing.

In phase 4 second draft, the students edited their first draft based on the given feedback from peers into the second draft which only focused on generating the idea and the organization of their writing which included the elements of narrative writing such as the setting, plot, characters and the generic structures such as orientation, complication and resolution. This phase was aimed to give opportunities for students to rewrite, rearrange or restructure their story with the complete elements of narrative writing. Finally, students looked at the whole writing and use peers' feedback. Here, they rethought, revised, reorganized and added details on their writing as a second draft. On the other hand, the students had the rights whether the given feedback was necessary or not. Here, the teacher's role was as a *controller* whose job were to give feedback and to provide explanation which focus on the form. Then, the students use the comments to edit into the second draft.

In phase 5 language focus, the teacher taught the students about language convention including grammar, spelling, and mechanic. This activity was purposively arranged to help the students to understand how to use the language convention correctly. The students were informed that language convention is essential in writing story. For example, the teacher could provide worksheets, checklist or facilitate students to work in the group to practice the use of language convention soon after the explanation. Here, the teachers played a role as an assessor who responsible to guide the students. On one hand, the teacher did various activities in order to emphasize the use of language convention in story writing. Consequently, the teacher needed to make sure that the students were able to complete their story at home by checking their understanding or provide activity at the end of the lesson related to the language focus.

While working on the third draft, teacher's concern was to see how well the students perform after they received feedback and explanation during the teaching learning process. Later, students edit and revise the work based on the language conventions including grammar, spelling and mechanic.

In phase 6 teacher's feedback, the teacher will ask the students edit their writing (at home) based on the teacher's instruction about the language focus in the classroom. Here, the students were informed that they were required to pay attention to the language focus such as grammar use, punctuation, and mechanics. Later, the students submitted their work to the teacher through Storybird website. Afterwards, the teacher read the students work and sent them online feedback. In addition, teacher also provided an individual conference in case students did not understand or had no access to the internet. After the students received the feedback from the teachers, the students edited and revised their work based on the language conventions including grammar, spelling, and mechanic. Additionally, according to Brown and Lee (2015) when the teacher responds to the students' error, he/she is necessary to recognize the mistakes but should not do the correction and let the students notice the errors that they make.

In this stage, the teacher worked as a *prompter* where she had to participate and guide students to be able to publish their stories online. Then, the students follow the instruction and did the online publishing process.

In phase 7 third draft, the students finished their final writing based on the given feedback by the teacher at home. In the meantime, the feedback which they received was not a grammar correction from the teacher. The mistakes made by the students were reviewed thoroughly. For example, the teachers underlined, highlighted or draw a callout box. Hence, the student's job was to correct the mistakes. They were allowed to use the digital aids such as an online dictionary, online checker, see the example of stories from the digital story website, etc.

In phase 8 post writing & evaluation after students finished their work, they published their work online which is an important phase in this writing instruction. Perhaps, by learning with the community, students felt more motivated in learning because they were aware that people read their stories. Finally, Students presented and evaluated the final writing product by doing self, peers, and teacher assessment. The students are required to do self-assessment by using the simple checklist and planning sheet to be able to write better next time. In addition, teacher's role was to see how well students accomplish the writing assignments thoroughly. While students worked to evaluate their final writing through self-assessment rubrics.

In this study, there were three lesson plans. Every one lesson, students were assigned to write a story on the digital story website (Storybird). Therefore, at the end of the implementation of digital story writing instruction, the students published three different stories under three different topics such as my favorite place, my favorite fairy tall and, the best day ever.

3.3.2 The Validation and revision of the lesson plans

The validation of lesson plans was evaluated by three experts in the field of teaching of Teaching English as a Foreign Language (TEFL) from the university level. The experts were asked to validate the appropriateness of a lesson plan under the topic "My Favorite Place" (Lesson Plan 1) using digital story writing instruction model, in terms of objectives, content, and the teaching procedures by using the validation form (See Appendix B). The form used three-rating scale to indicate their opinions to each item as follows:

1	means	the item is appropriate
0	means	not sure
-1	means	the item is not appropriate

Item-Objective Congruence index (IOC) was used in this study to evaluate the lesson plans.

$$IOC = R \div N$$

IOC	means	the index of congruence
R	means	total score from the expert's opinions
N	means	the number of experts

The IOC value suggested the appropriateness of the instruments. If it was higher than 0.50, it meant the instrument was appropriate. Whereas IOC was lower than 0.05, the instrument must be revised.

Table 3.1 The items- Objectives Congruence Index of Lesson Plan 1

Items	Experts' Opinion			IOC
	1	0	-1	
1. Objectives/ Content/ Assessment				
1.1 Terminal Objective: At the end of the lesson, students will be able to write a short narrative story.	**2**	**1**		**0.67**
1.2 Learning Outcomes:				
1. Students can identify and set the focus/setting of a short narrative story.	**2**	**1**		**0.67**

2. Students can identify and set both the organization/plot and narrative techniques with appropriate vocabulary and sufficient information of a short narrative story.	**2**	**1**	**0.67**
3. Students can write a short story that consists of focus/setting and organization/plot with appropriate language convention of grammar and usage, capitalizations, punctuation, and spelling.	**2**	**1**	**0.67**

2. Teaching Procedure

1. Phase 1 (Pre writing)	**2**	**1**	**0.67**
2. Phase 2 (First draft)	**3**		**1**
3. Phase 3 (Peer review)	**3**		**1**
4. Phase 4 (Second draft)	**3**		**1**
5. Phase 5 (Language focus)	**3**		**1**

6. **Phase 6 (Teacher's Feedback)**	**2**	**1**	**0.67**
7. **Phase 7 (Third draft)**	**2**	**1**	**0.67**
8. **Phase 8 (Post writing & Evaluation)**	**3**		**1**
Mean Score of IOC			**0.81**

N = 3

From the table 3, it showed that the IOC of all items was higher than 0.50. The Overall mean score of IOC of the lesson plan 1 was 0.81 (IOC > 0.50). It indicated that all three experts suggested this lesson plan was appropriate to be used. The expert also gave additional comments concerning the lesson as follows:

Expert A:

Original Statement: *In the learning outcomes 3 "Students can write a short story that consists of focus/setting and organization/plot with appropriate language convention of grammar and usage, capitalizations, punctuation, and spelling" the comment was "too long."*

Expert B:

Original Statement: *I saw speaking skills included in the basic competence. It doesn't reflect English speaking skills while it does reflect the writing skills.*

Suggested Change:

What about adding "write/tell". For phase 6 (Teacher's feedback) what about providing alternative channel like seeing the teacher at her/his office's hours in case that the students don't have internet access, especially if you indicate the period of time for receiving feedback.

The last comment was about the word "At home" maybe, you could say "take home writing".

The expert also emphasized on the use of technology by saying "I think yes because students nowadays should know how to use and be familiar with technology". However, the teacher should plan the backup plan, for example, the backup plan in case of any technical errors. You may instruct students to both shares online & print out their hard copies".

Expert C:

Original Statement: *For phase 3 (Peer review), do students have any ideas? Things should be noted during this phase. She also added, "It looks good for students; however I wonder if the teacher has already taught this "checklist" to their students before writing.*

Suggested Change:

Based on the expert comments, the researcher adjusted the learning outcome point 3, added the word/tell, provided a channel for students to receive feedback such as having an individual conference, providing channel outside of the classroom also changed the word "At home" to "take home writing" In addition, the researcher always printed the stories in case of technical errors. To sum, "digital narrative writing checklist" was explained and distributed to the students before they start writing.

Table 3.2 the items- Objectives Congruence Index of Planning Sheet

Items	Experts' Opinion			IOC
	1	0	-1	
1. Layout	2	1		0.67
2. Directions	2	1		0.67
3. Description	2	1		0.67

Mean Score of IOC	0.67

From the Table 3.2, it showed that the IOC of all items was higher than 0.50. The overall mean score of IOC of the planning sheet was 0.81 (IOC > 0.50). It indicated that all three experts suggested the planning sheet was 0.67 appropriate to be used. The expert also gave additional comments concerning the lesson as follows:

Expert B:

Original Statement: *1. is it possible to add some more info from appendix E (Digital narrative writing checklist) to guide the students? Or simply show the info before they work on the planning sheet.*

Suggested Change:

2. You may add an instruction "outline the beginning, the middle, and the end of the story in the middle boxes provided below. 3. You may consider adding parts of speech in the two boxes of instruction at the bottom of the page. For example, "write down any part of speech words that help you…." And "write down any part of speech words to help you describe…."

Expert C:

Original Statement: *1.What do the students need to do in each box of at the beginning, middle, and at the end? 2. Provide the description in each part of beginning, middle and end would be beneficial for students including the time required to complete it.*

Based on the expert comments, the researcher adjusted the instruction and description in each box including the time needed.

Table 3.3 The items- Objectives Congruence Index of Digital Narrative Writing Checklist

Items	Experts' Opinion			IOC
	1	0	-1	
1. Layout	2	1		0.67
2. Directions	2	1		0.67
3. Description	2	1		0.67

From above, it showed that the IOC of all items was higher than 0.50. The overall mean score of IOC of digital narrative writing checklist was 0.67 (IOC > 0.50). It indicated that all three experts suggested the digital narrative writing checklist was appropriate to be used. The expert also gave additional comments concerning the lesson as follows:

Expert B:

1. What about adding the dashed line like I did? It would be easier for students to follow the steps and understand which steps are "beginning", "middle", and "end".
2. You may add "please mark √ in the empty box after you finish narrating your story.

Expert C: It looks good for students, however, I wonder if the teacher has already taught this "checklist" to their students before writing (This also related to assessment rubric).

Based on the experts' comments, the researcher adjusted the digital narrative writing rubric by adding the dashed line and added "please mark √ in the empty box after you finish narrating your story. The checklist was also introduced at the beginning so students get familiar with it.

Writing Assignments

In every three meetings, students were asked to write one story of one topic. Totally, in this writing class, students had to finish three different stories. The students' stories were graded by using digital narrative writing rubric adapted from Wen (2017). The total score of each writing product was 32.

The rubric was selected because it provided simple and clear criteria of each aspect. There were eight aspects that were measured such as setting, plot, narrative techniques, language convention of grammar usage, language convention of capitalizations, punctuation, spelling & mechanic, the cover of the story page, length of the story page and storyboard/theme/picture selection. Based on the scoring rubric, each component of a narrative story was scored within the range of 1-4. The total scores are 32. The writing scoring rubrics were used from the very beginning of the data collection process toward the end in order to examine the students' writing skills before and after the treatment (See appendix G).

Additionally, in order to find the consistency between the two raters, Pearson Product-Moment correlation coefficient was employed to find the reliability. Student' seven writing tasks from two lessons during the implementation period: "My Favorite place" and "My Favorite Fairy Tale", and "The Best Day Ever" were selected to find the reliability between the two raters and represented 20% of the total students' writing products. The two raters were the researcher and another English teacher who teaches in senior high school for more than five years teaching experience. In addition, the second rater was trained to use the narrative scoring rubrics before examined the students writing tasks in this study.

In table 14, the results of Pearson Product-Moment of the seven tasks were 0.931, 0.889, and 0.963 respectively. The correlation value indicated that there was a consistency in evaluating students' writing tasks.

Table 3.4 The Inter-rater-reliability of English Writing Assignments

Raters	Pearson Product-Moment		
	My Favorite Place	**My Favorite Fairy Tale**	**The Best Day Ever**
	Assignment 1	Assignment 2	Assignment 3
RI & R2	0.931	0.889	0.963

3.4 Research Instruments

The research instruments included online narrative writing test, digital narrative writing rubrics writing motivation questionnaire, and interview questions. These tools were used before the treatment and once again after the treatment to obtain the quantitative and qualitative data.

3.4.1 The Construction of Online narrative writing test

The English writing test was used to measure students' narrative writing skills before and after treatment. The same English writing test was also used as a pretest and posttest. Students were required to write a well-elaborated short story on the topic "A memory that I cannot forget". They were expected to create a story online through the digital story website called "Storybird" using simple past tense and a picture book form that only consisted of 5-10 pages. The narrative writing skills was evaluated by digital narrative writing rubric adapted from Wen (2017) in terms of setting, plot, narrative techniques, language convention of grammar usage, language convention of capitalizations, punctuation, spelling & mechanic, cover of the story page, length of the story, and the storyboard/theme/picture selection.

3.4.2 The Validation and Revision of the Online Narrative Writing Test

The validation of narrative writing test employed Objective Congruence index (IOC). The three experts in the field of teaching writing and assessment were asked to evaluate the validity of this narrative writing test in terms of the appropriateness of the tasks, directions, and scoring system. For each item, the experts were asked to provide additional comments for further improvement of the narrative writing test (See Appendix J).

Table 3.5 The Items- Objectives Congruence Index of Narrative Writing Test

Items	Experts' Opinion			IOC
	1	0	-1	
1. Tasks	3			1
2. Directions	1	2		0.33
3. Scoring System	1	2		0.33
Mean Score of IOC				0.55

The overall IOC of all items was 0.55, higher than 0.50. It indicated that all the three experts suggested the test was valid to be used. The expert also provided additional comments concerning this narrative writing test as follows:

Expert B:

Original Statement: *"What do you think if we include some more specific information like what kind of tenses you want your students to use?"*

Expert C:

Original Statement: *Please consider re-ordering so that closely related aspects are placed together. And while some aspects may deserve a full score of 4, other aspects may not.*

Suggested Change:

From the experts' comment on the scoring system, the researcher adjusted the order of related aspects and write complete instruction including the tense needed.

1.2.2.2 Construct Digital Narrative Writing Scoring Rubrics

The writing scoring rubrics in this study used digital narrative writing rubric adapted from Wen (2017). The eight aspects of the digital narrative writing scoring rubrics were setting, plot, narrative techniques, language convention of grammar usage, language convention of capitalizations, punctuation, spelling & mechanic, cover of the story page, length of the story, and the storyboard/theme/picture selection. Each aspect had its scores ranging from 1- 4. The total scores were 32 (See Appendix G). As the original rubrics contain so many details that the researcher could not remember in order to measure students' writing product precisely, the researcher developed a separate scoring sheet covering all the eight aspects. Meanwhile, the original scoring rubric was used when the researcher had questions regarding the students' writing product. The digital narrative writing rubrics was used from the very beginning of the data collection process to the end in order to measure students' narrative writing skill before and after the treatment (See Appendix G). After the revision of the lesson plan, a scoring sheet was printed and attached to students' worksheet as well as English writing test to inform students the criteria to assess the narrative writing skills.

Table 3.6 The Results of the Inter-rater Reliability from the Students' Narrative Writing Scores from Pre-posttest.

Raters	Pearson Product-Moment	
	Pre-test	Post-test
R1 & R2	0.989	0.973

From table 3.6, the Pearson correlation coefficient of the pretest was 0.989 and the posttest 0.973 which were considered as at high level, In short, the two raters were consistent in grading students' narrative writing test.

1.1.1.1 The Construction of Writing Motivation Questionnaire

The writing motivation questionnaire was adapted from Elliot and Church (1997) (See Appendix N) and used in this study. The questionnaire consisted of 17 items with positive and reversed statements towards writing motivation which were already validated by three experts from the field of English language teaching. The questionnaire items covered six components in motivation including challenge, real life significance, curiosity, autonomy, recognition, and evaluation. The questionnaire was comprised with five Likert scale options as follows:

1. Strongly Disagree   meansI strongly disagree with this statement
2. Disagree   meansI disagree with this statement
3. Somewhat Agree   meansI somewhat agree (neutral) with this
4. Agree   meansI agree with this statement
5. Strongly Agree   meansI strongly agree with this statement

The questionnaire consisted of two sections as presented below:

Section I: Gender

In this section, the participants were asked to provide information of their gender to be used as demographic information. The participants were not asked to write their names to make sure they felt confidential when giving answers.

Section II: Writing motivation in learning English

In this section, the questionnaire consisted of 17 items used to analyze students' writing motivation. There were 15 positive items and 2 negative items. The statements comprised of six components in motivation including challenge, real life significance, curiosity, autonomy, recognition, and evaluation. Therefore, there were four statements under the challenge, three statements real life under real life significance, three statements under curiosity, three statements under autonomy, two statements each under recognition and evaluation. The writing motivation questionnaire was administered after the implementation of digital story writing instruction.

The validation and revision of the writing motivation questionnaire

Three experts validated the appropriateness of the motivation questionnaire by using Item-Objective Congruence index (IOC).

Table 3.7 The items- Objectives Congruence Index of Writing Motivation Questionnaire

Items	Experts' Opinion			IOC
	1	0	-1	
Challenge				
In the implementation of digital story writing instruction:				
1. The lesson was started with the easy concepts	1	2		0.33
2. Our teacher progressively guided us through the difficult ones.				
3. In the implementation of digital story writing instruction, the writing assignments were set at the right level, neither too difficult nor too easy.	3			1
4. In the implementation of digital story writing instruction, our teacher, noting our failure to comprehend subject. Then, she tried alternative teaching approaches until we understood.	2	1		0.67
Real life significance				
1. Through the use of digital story writing instruction, we were able to point out the relation between the genre of writing and our everyday life.	3			1

2. Through the use of digital story writing instruction, we were able to point out the advantages of learning this genre of writing.	**3**		**1**
3. In the implementation of digital story writing instruction, we were encouraged to sort out the content of the short story on our own and not provided a model answer.	**1**	**2**	**0.33**
Curiosity			
1. In the implementation of digital story writing instruction, our curiosity and interest were stimulated.	**3**		**1**
2. In the implementation of digital story writing instruction, we felt that our teacher raised some difficult questions in discussion and asked us to think them over.	**2**	**1**	**0.67**
3. In the implementation of digital story writing instruction, we were encouraged to sort out the content of the short story on our own and not provided a model answer.	**1**	**2**	**0.33**
Autonomy			
1. In the implementation of digital story writing instruction, we felt that our teacher let us write the short story freely with our own ideas	**2**	**1**	**0.67**

2. In the implementation of digital story writing instruction, our teacher allowed us freedom to choose amongst the topic listed	**2**	**1**	**0.67**
3. In the implementation of digital story writing instruction, we were encouraged to write a short story with our favorite approach.	**2**	**1**	**0.67**

Recognition

1. In the implementation of digital story writing, the ones who were praised by our teacher were not only the most successful students but also those who tried hard.	**2**	**1**	**0.67**
2. In the implementation of digital story writing instruction, we were encouraged to make self-improvements and showed that we did not to win over others.	**2**	**1**	**0.67**
3. In the implementation of digital story writing instruction, our teacher gave recognition to students who had made progress despite the fact they were not the best.	**1**	**2**	**0.33**

Evaluation

1. In the implementation of digital story writing instruction, our teacher pointed out those areas that needed improvement when marking my writing.	**3**		**1**

2. In the implementation of digital story writing instruction, our teacher made comments or suggestion when marking my writing, rather than merely giving the grade.	**2**	**1**	**0.67**
3. In the implementation of digital story writing instruction, our teacher evaluated our achievement by how well we had written rather than how we compared with other students.	**3**		**1**
Mean Score of IOC			**0.70**

The overall IOC of all items in the writing motivation questionnaire were 0.70, higher than 0.50. It indicated that all three experts suggested the questionnaire was valid to be used. The experts also provided additional suggestion concerning this study as follows:

In the aspect of challenge item 1:

Expert A:

Original Statement: *"Two ideas in one statement could cause confusion when answering."*

Suggested change: "*Separate into different items.*"

In the aspect of real life significance item 3:

Expert A:

Original Statement: *In the implementation of digital story writing instruction, we were encouraged to sort out the content of the short story on our own (and not provided a model answer.)*

Suggested change: the expert asked to delete "and not provided" changed to "without".

In the aspect of curiosity item 3:

Expert A:

Original Statement: *"Also appeared in real life significance?"*

Suggested change: *"delete the item."*

In the aspect of recognition, item 3:

Expert A:

Original statement: *"Item 1& 3 contain quite similar ideas."*

Suggested change: *"You might choose one".*

Expert A:

Original Statement: *This questionnaire will be in English or L1?*

Expert B & C:

Original Statement: *Some statements needed to be rearranged to avoid repetition and pay attention to the content.*

Suggested Change:

Based on the three experts comments, the researcher adjusted the writing motivation questionnaire by rearranged the statements and reduced the repetition of the same words and also did the back translation to provide the bilingual writing motivation questionnaire for students. The back translation was done by a professional English translator in Indonesia. Later, the back translation version was analyzed carefully. If the back translation of any item was accorded with the writing motivation questionnaire from Elliot and Church (1997) in terms of meaning , the item was reserved. If not, the item was revised.

1.2.2.3 Construct the Interview Questions

After the treatment, 6 students were purposively chosen to participate in the semi-structured interviews. They represented the three groups of the students; high proficiency level, moderate proficiency level, and low proficiency level. The interviews were used to examine students' learning writing process in the writing

class implementing digital narrative writing story instruction. There were five interview questions. The interviews were conducted in English and Bahasa Indonesia in order to allow the participants freely express their opinion toward the writing instruction, learning process, and the overall course. The interviews were aimed to triangulate the data which found from the questionnaire in order to answer the research question number 2 which the answers were expected to provide sources in order to enhance students' writing motivation.

3.5   The Validation and Revision of the Interview Questions

Three experts validated the appropriateness of the instrument by using Item-Objective Congruence index (IOC). The original questions in the interviews were as follows:

1) Which topics of story writing do you like the most? Why?
2) Which learning phases during the learning process do you like the most? Why?
3) What do you think you learn after learning in this writing class?
4) How do you find this writing class including teaching phases, activities, media, classmates, and teacher help you to complete the writing assignments?
5) What is your overall opinion toward this writing class?

Table 3.8 The items- Objectives Congruence Index of Narrative Writing Test

Interview Questions	Experts' Opinion			IOC
	1	**0**	**-1**	
1. Which topics of story writing do you like the most? Why?	**2**	**1**		**0.67**
2. Which learning phases during the learning process do you like the most? Why?	**3**			**1**

3. What do you think you learn after learning in this writing class?	**3**		**1**
4. How do you find this writing class including teaching phases, activities, media, classmates, and teacher help you to complete the writing assignments?	**2**	**1**	**0.67**
5. What is your overall opinion toward this writing class?	**3**		**1**
Mean Score of IOC			**0.87**

The overall IOC of all items was 0.87, higher than 0.50. It indicated that all the three experts suggested the interview questions were valid to be used. The expert also provided additional comments concerning interview questions as follows:

Expert B:

Original Statement: *You might consider adjusting some leading (words) questions to be more general and then you might add/or ask more specific follow-up questio*ns.

Expert C:

Original Statement: *You might want to think about the order of the interview questions.*

According to the experts' comments, the researcher adjusted the interview questions as the following:

Suggested Change:

The revised version of interview questions:

1. What is your overall opinion toward this writing class?

2. What do you think about the topics of story writing in this writing class?

3. What do you think about the learning phases during the learning process?

4. How do you find this writing class, including the activities, media, classmates, and teacher assist you to complete the writing assignments?

5. What have you learned in this writing class?

3.6   The pilot study

3.6.1 Online narrative writing test

After the revision, the narrative writing test was tried out to 36 eighth students from two different classes (merged into one class) in the first semester, academic year of 2017. Students had no problem understanding the directions. Plus, the scoring sheet helped the students remember the narrative writing aspects. The other thing was the time should be adjusted from 60 minutes to 45 minutes because the female and male students should be separated. Then, each group only had 45 minutes to access the computer laboratory to be able to do the test.

3.6.2 Testing the Inter-rater reliability of English Writing test

After the participants finished both pretest and posttest of the narrative writing, the researcher and alternative rater read and scored students' writing. To inform, the alternative reader is an English teacher who is teaching at the vocational school for more than five years till the present time. In addition, the alternative reader was trained before she examined the results of writing tests. In order to find

consistency between the two raters, the inter-rater reliability was employed by using Pearson Product-Moment correlation.

3.6.3 Writing motivation questionnaire

The pilot study was conducted with students who were not from the sample group to check whether students understand the statements from the writing motivation questionnaire. The result showed that the students could understand the questionnaire well.

3.6.4 The interview questions

The pilot study was conducted with students who were not from the sample group to check whether students understood the questions. The students had no problem in understanding the interview questions.
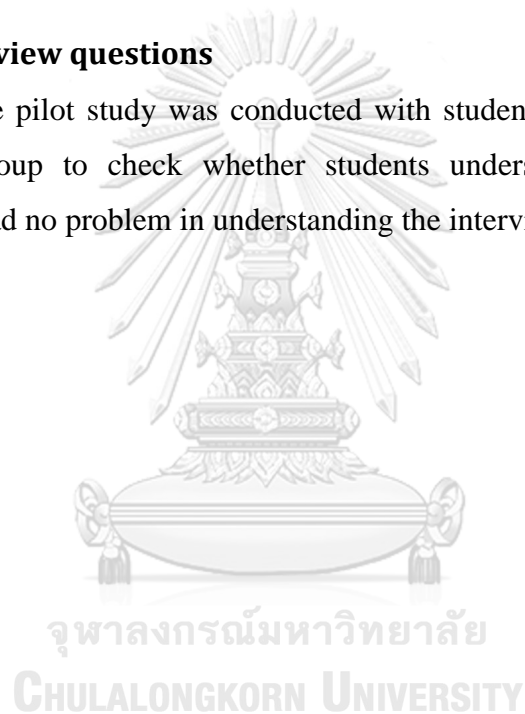
3.7 Data Collection Procedure

The data collection took approximately 11 weeks: starting from pretest, classroom intervention, posttest, questionnaires, and interviews. The table 11 shows the data collection in details.

Table 3.9 Summary of Data Collection Procedures

Week	Lesson/Content	Product
1	Pretest Writing	Pretest writing scores
2-10	Instructional process focuses on narrative writing and three different stories: A. My Favorite Place B. My Favorite Fairy Tale C. The Best Day Ever	Writing assignments
11	Posttest Writing	Posttest writing scores
	Writing Motivation Questionnaire Interviews	Students' opinion and answers

3.8 Data Analysis

The data analysis involves both quantitative and qualitative data analysis. Table below showed the summary of the data analysis divided by the two research objectives.

1. The pretest-posttest scores were analyzed by mean scores, SD, and dependent t-test to prove the hypothesis whether the score difference is statistically significant at a level of 0.5.

2. The pretest-posttest of the narrative writing was analyzed by writing scoring rubrics in setting, plot, narrative techniques, and language convention of grammar usage, language convention of capitalizations, punctuation, spelling & mechanic, cover of the story page, length of the story page, storyboard/theme/picture selection. Each aspect has its score ranging from1-4.The total scores are 32.

3. The questionnaire was analyzed by mean scores. In the questionnaire, the researcher asked the students to indicate how much they agree that the 17

statements accurately describe the practice of digital story writing instruction. For example, to the *statement "The writing assignments were set at the right level, neither too difficult nor too easy,"* the students indicated the extent to which they agree that this statement describe the concept of challenge in terms of motivation to write on a 5-point Likert scale with 1 for *strongly disagree* and 5 for *strongly agree.* The mean score of each item was used an index to measure the extent of the students' motivation to write. The ranges of mean scores were as follows:

1.00 - 1.49	means	strongly disagree (1)
1.50 - 2.49	Means	disagree (2)
2.50 - 3.49	Means	somewhat agree (3)
3.50 - 4.49	Means	Agree (4)
4.50 - 5.00	means	Strongly Agree (5)

4. High scores indicated that the students agree that digital story writing instruction enhances their motivation to write. While low scores indicated the vice versa. The key concepts of writing motivation questionnaire were challenge, real-life significance, curiosity, autonomy, recognition, and evaluation.

5. The students' writing motivation was analyzed by content analysis. The researcher transcribed the interview and categorized the information into categories. The key concept was set based on are three psychological needs to be met in enhancing motivation. Therefore, according to the key concept, 3 key coding was used in interpreting the results including personal involvement, social interaction, and self-expression.

6. Two raters were asked to read students' score, writing assignments and the results of students' interview in order to find the consistency of grading and finding the key concepts of the interviews. Then, the inter-rater reliability was employed by using Pearson Product-Moment correlation.

Table 3.10 Summary of Data Analysis

Research Questions	Type of Instrument	Type of Data	Data Analysis
RQ. 1 To what extent does digital story writing instruction improve narrative writing skills of junior high school students in Indonesia?	English writing test from Storybird website	Quantitative data	Descriptive Statistics: Mean scores, SD., dependent t-test Cohen's *d*
RQ.2 How does digital story writing instruction enhance English writing motivation of junior high school students in Indonesia?	Questionnaire	Quantitative data	Frequencies
	Interview	Qualitative data	Content analysis And frequencies

Table 3.11 Categories of Questionnaire Findings

Key Concepts of Writing Motivation Questionnaire Findings	Key Statements
Challenge	- Students are able to complete the assignment successfully - Students find the assignment not too difficult nor too easy - Students are shown scaffolding process by the teacher (Move from easy to difficult gradually) to finish the assignments.

Real Life Significance	- Students can relate this type of writing to their real life - Students know what is the real purpose of doing this type of writing - Students do the assignments not only for completing the assignments but also to share their stories for example in pairs or groups in the classroom.
Curiosity	- Students feel the teacher help them to grow their interest in this type of writing - Students are encouraged by the teacher to solve the problem during the teaching and learning process - Students are provided sources to complete the assignments
Autonomy	- Teacher gives more freedom in terms of choosing ideas and topics for the story - Teacher encourages students to choose their favorite technique to complete the assignments
Recognition	- Students are motivated because teacher recognize their hard work in completing

	the assignments not the grade
	- Students understand that when they fail that they have to make a self-improvement not to give up
Evaluation	- Students feel the teacher evaluate their work by giving comments, feedback and guidance
	- Students know that the teacher evaluate their work based on the writing product, not by comparing with other students' work

Categories of Interview Findings

The criteria of key concept were developed by the researcher based on three psychological needs to be met in enhancing writing motivation. According to the key concept, there were three key concepts including "Personal involvement: A sense of competency achieved through seeking out and overcoming challenges", "Social interaction: Relatedness – being connected to and esteemed by others, belonging to a larger social whole", and "Self-expression: Autonomy – students should be given sufficient opportunities to express themselves".

Table 3.12 Categories of Interview Findings

Key Concepts of Interview Findings	Key Statements
Personal Involvement	
Improvement on a sense of competency achieved through seeking out and overcoming challenges	- Students learned narrative writing by overcoming some challenges - Students learned how to cope with the challenges - Students were motivated to learn English writing as an individual
Social Interaction	
Improvement on the relatedness - being connected to and esteemed by others, belonging to a larger social whole	- Students learned together with peers and classmates - Students helped each other to complete the assignments - Students were motivated by interacting with peers or groups in the classroom
Self-expression	
Improvement on Autonomy; students should be given sufficient opportunities to express themselves	- Students learned how to express themselves through learning this type of writing such expressing the idea. - Students learned what is their strength and weakness during teaching and learning process such as what phases they found both helpful and difficult

CHAPTER 4
FINDINGS

This chapter presents the results from the study of the effects of digital story writing instruction on narrative writing skills of junior high school students in Indonesia. In this section, the results were presented in two parts based on the research questions as follows:

1. To what extent does digital story writing instruction improve narrative writing skills of junior high school students in Indonesia?

2. How does digital story writing instruction enhance English writing motivation of junior high school students in Indonesia?

Part one: To what extent does digital story writing instruction improve narrative writing skills of junior high school students in Indonesia?

4.1 Students' Narrative Writing Skills

To probe the research question one, the research instrument that was used to measure students' narrative writing skills was a pretest and posttest of writing English developed by the researcher. Students were asked to write a well-elaborated short story on the topic "A memory that I cannot forget". The students' narrative writing skills were evaluated by using digital narrative writing rubric adapted from Wen (2017), in terms of setting; plot; narrative techniques; language-conventions of grammar usage, capitalizations; punctuation and spelling; the cover of the story page; length of the story, storyboard/theme/picture selection. The score ranged from 1-4 for each aspect. The total was 32 points. The table showed the comparison of mean scores before and after the treatment.

Table 4.1 Comparison of the Pretest and Posttest scores of the Students
         (Total score = 32)

	Mean	**Min**	**Max**	**SD**	**t**	**p**	**Std. Error Mean**
Pretest	13.43	8	23	4.258	-6.914	.000*	0.719
Posttest	18.08	9	26	4.104			0.693

*p < .05

From table 4.1, the students' pretests mean score was 13.43 (S.D. = 4.258), with the lowest score of 8 and the highest score was 23. Whereas, the posttest mean score was 18.08 (S.D = 4.104), with the lowest score of 9 and the highest score of 26. The t-value was -6.914 It showed that the posttest scores were significantly different at 0.05 levels (p < 0.05). Therefore, the hypothesis saying that students' posttest scores are higher than pretest scores after the treatment was accepted.

The standard deviation (SD) in both pretest and posttest were 4.258 and 4.104 respectively. SD value from the pretest was bigger that the SD value from the posttest which means students' pretest writing scores spread out or vary more to compare with students' writing scores from posttest. Meanwhile, in the posttest, students' scores were more concentrated or consistent.

Consequently, the posttest mean scores of narrative writing test after the intervention were significantly higher than pretest mean scores. It suggested that the digital story writing instruction improved students' narrative writing skills.

In addition, the researcher employed Cohen's *d* to calculate the magnitude of effect size of digital story writing instruction on students' narrative writing skills. According to Cohen (As cited in Kumpawan, 2014), the interpretation of the effect size value was classified as follows:

D	Interpretation
0.0 - 0.1	No Effect
0.2 - 0.4	Small Effect
0.5 - 0.7	Moderate Effect
$0.8 \geq 1$	Large Effect

Table 4.2 the Effect Size of Digital Story Writing Instruction

Cohen's *d*	Effect Size
1.11	Large Effect

From the table 4.2, the Cohen's *d* value was 1.11 which was higher than 1. It indicated that the digital narrative writing instruction had a large effect. In short, this model had a large effect in improving students' narrative writing skills.

Main findings from the effects of digital story writing instruction on narrative writing skills.

It showed how much progress students gained from learning narrative writing in terms of 1) setting; 2) plot; 3) narrative techniques; 4) language convention of grammar usage; 5) language convention of capitalizations, punctuation, spelling &mechanic; 6) cover of the story page; 7) length of the story page; 8) storyboard/theme/picture selection adapted from Wen (2017). Plus, it revealed some significant features that were found from students' posttest.

1) Students' Writing Improvement

This section presented the comparison between pre-posttest mean scores of writing in each aspect: 1) setting; 2) plot; 3) narrative techniques; 4) language convention of grammar usage; 5) language convention of capitalizations, punctuation, spelling & mechanic; 6) cover of the story page; 7) length of the story page; 8) storyboard/theme/picture selection adapted from Wen (2017).

2) The difference of pretest-posttest percentages of gain score of setting

Before the implementation, 20% of the students was at the level 1 (1=below grade level), 42.86% was at the level 2 (2=approaching grade level), and 37.14% was at the level 3 (3=at grade level). Whereas, after the treatment only 2.86 % of the students remained at the same level which was level 1 (1=below grade level). While 60.00% of the students was placed at the level 2 (2=approaching grade level) and 37.14% of the students were stable at the level 3 (3=at grade level) which was a quite significant percentage compare to the pretest. It showed that students made progress at 17.14% from level 2 to level 3 after receiving the treatment.

3) The difference of pretest-posttest percentages of gain score of plot

Before the implementation, 28.57 % of the students were at the level 1 (1=below grade level), 51.43% were at the level 2 (2=approaching grade level), 20, 00% were at the level 3 (3=at grade level).Whereas, after the treatment only 11.43% of the students remained at the same level which was level 1 (1=below grade level). While 57.14% of the students were at the level 2 and 31.43% of the students were at the level 3 (3=at grade level) which was quite significant percentage compare to the pretest.

4) The difference of pretest-posttest percentages of gain scores of narrative techniques (NT)

Before the implementation, 34.29 % of the students were at the level 1 (1=below grade level), 37.14% were at the level 2 (2=approaching grade level), and 28.57% were at the level 3 (3=at grade level).While after the treatment only 17.14% of the students remained at the same level which was level 1 (1=below grade level), 45.71% of the

students made progress and were at the level 2 (2=at the grade level) and 37.14.% of the students were at the level 3 (3=at grade level) which was quite significant percentage compare to the percentage of the pretest.

5) The difference of pretest-posttest percentages of gain scores of grammar usage

Before the implementation, 20.00 % of the students were at the level 1 (1=below grade level) and 80.00 % were at the level 2 (2=approaching grade level). Whereas after the treatment only 5.71% of the students remained at the same level which was level 1(1=below grade level). While most of the students which was reflected by 74.29% of the students made progress and were at the level 2 and the rest of the class which was 20.00% of the students were at the level 3 (3=at grade level) which again was significant percentage compare to the percentage of the pretest, Especially none of the students were placed at the level 3 (3=at grade level) before the implementation.

6) The difference of pretest-posttest percentages of gain scores of language convention of capitalizations, punctuation, spelling & mechanic

Before the treatment 22.86% from the total number of students in the class was at the level 1, (1=below grade level) and 62.86% were at the level 2 (2=approaching grade level) and 14.29 % were at the level 3 (3=at grade level).Whereas after the treatment none of the students were placed at the level 1 (1=below grade level). While most of the students which were reflected by 60.00% of the students made progress and were at the level 2 (2=approaching grade level) and 37.14% of the students were at the level 3 (3=at grade level). Surprisingly, 2.86% was at the level 4 (4=above grade level) which was a significant percentage compare to the percentage of pretest.

7) The difference of pretest-posttest percentages of gain scores of cover of the story page

Before the treatment, more than a half of the total number of students in the class (62.86%) was at the level 1, (1=below grade level). Another 37.14% were at the level 2 (2=approaching grade level).Whereas after the treatment 48.57% of the students remained at the same level which was level 1 (1=below grade level). While 48.57% was at the level 3(3=at the grade level) and 2.86%. made improvement and placed at the level 4 (4=above the grade level).

8) *The difference of pretest-posttest percentages of gain scores of the length of the story page*

Before the treatment 28.57% of the students were at the level 1 (1= below grade level), 31.43% was at the level 2 (2=approaching grade level), 22.86% was at the level 3 (3=at the grade level) and the rest which was 17.14% was at the level 4 (4=above the grade level). Whereas after the treatment only 5.71% of the students remained at the same level which was level 1(1=below grade level). While 31.43% was at the level 2 (2=approaching grade level) and 25.71% was at the level 3 (3=at the grade level and 25.71% was at the level 4.

9) *The difference of pretest-posttest percentages of gain scores of the storyboard/theme/picture selection*

Before the treatment, only 5.71% of the total number of students in the class was at the level 1, (1=below grade level) another 42.86% were at the level 2 (2=approaching grade level) and 51.43% were at the level 3 (3=at grade level).Whereas after the treatment 14.29% of the students were at the same level which was level 1 (1=below grade level). While 48.57% was at the level 2 (2=approaching grade level) and the rest (37.14) was at the level 3 (3=at grade level).

2.1 Students Writing Analysis

This section is the writing analysis of students' narrative writing before and after the treatment. The table below presented the comparison results of students' story before and after the implementation of digital story writing instruction in terms of the eight aspects of digital narrative writing skills: setting; plot; narrative techniques; language convention of grammar usage; language convention of capitalizations, punctuation, spelling & mechanic; the cover of the story page; length of the story page; and storyboard/theme/picture selection.

Table 4.3 Summary of students' narrative writing analysis based on the eight aspects of digital narrative writing skills.

Digital Narrative Writing Skills Aspect	Pre-test	Post-test
Setting	- Most of the students' stories were not presenting the information of the place and time. - Some students provided very short description of the place and time. - Only a few students were able to provide the prompt describing the place and time.	- Mostly, the explanation of place and time were included with various patterns of simple sentences. - Students were able to describe the place and time in their stories. Though sometimes repetition of sentences were found similar to their previous stories from assignments.

Plot	- Mostly, the stories tempted to write a recount text rather than narrative ones. Students often wrote stories without further information of the beginning, middle and end. In fact, narrative text should include a generic structure such as orientation, complication and resolution.	- Students were able to write stories which included short explanation of the orientation, complication and resolution. Despite the stories were complete at the end, students seemed to write disconnected ideas from each structure.
Narrative Techniques	- The stories didn't provide details to describe the actions, thoughts, and feelings of the characters in the stories. - The sentences were	- The stories provided brief details that describe actions, thoughts and feelings of the characters in the stories. - Even though the

	very short to shows students' narrative writing skills and mixed with the first language (Bahasa Indonesia) - Sample of students sentences in the story (pre-test): -"My name is ucup." -"Before sleep i…..(the end of story)	details which provided by students were predictable and short, students were able to describe the characters in their stories by using simple sentences. - Sample of students sentences in the story (post-test) -"My name is Ucup and I love travelling." _"I will go travelling on Monday."
Language convention of grammar usage	- The sentences written in the stories were too short and mostly written as incorrect sentences. - Also the use of adjectives and adverbs were not appropriate. - Students didn't use correct form of writing for simple	- The sentences written in the stories used few simple adjectives and adverbs correctly some of the time. - The use of adjectives and adverbs were sometimes appropriate.

	past tense and simple present tense. - Sample of students sentences in the story (pre-test): -"My name is Lyara."	- Students sometimes used correct form of writing for simple past tense and simple present tense. - Sample of the students sentences in the story (post-test): -"This is a story about laviel family. Laviel played monopoly with her family.
Language convention of capitalizations, punctuation, spelling & mechanic	- Mostly the stories didn't involve capitalizations & punctuation. - Students frequently made errors on the spelling. - Students most often forgot to capitalize the first letter at the beginning of the sentences, after	- Most of the students paid attention to the use of capitalizations & punctuation. - Students sometimes made errors but not

	period and the names of the characters. - Sample of students sentences in the story (pre-test): - once upon a time, I wake up because i want to pee	most of the time. - Students capitalize the first letter at the beginning of the sentences, after the period and the names of the characters in their stories. - Sample of students sentences in the story (post-test): - Hello my name is Caitlin, I only girl in the school that like about ghost and urban explore.

Cover of the story page	- The cover of the story page was not reflecting the stories. - Sometimes it's very brief or just covers without any sentences provided.	- There was more variety of cover reflecting the stories. - Though the cover somehow was brief but students had shown the ability to choose appropriate cover that matched with their stories.
Length of the story page	- Some of the students were only able two write 1-2 pages for their stories. - The sentences were also very limited	- Mostly students had 4-5 pages long with various simple sentences.
Storyboard/theme/picture selection	- Most of the students showed missing content to provide details in their	- Students were able to choose variety of

	stories.	appropriate storyboard which matched their stories.

Improvement on narrative writing skills

In general, students made progress on their stories in all aspects of the narrative writing skills. For instance, in the pre-test students tend to have short sentences, similar patterns of writing, unclear introduction of the characters and have no problems as well as predictable end of their stories. In addition, they frequently forgot to pay attention to the language of conventions including grammar and mechanic. Meanwhile, after the treatment, their stories were shaped up. Specifically, their sentences were longer though the sentences were still simple. The conversation was also included to make the stories were more interesting. For example, one student (DSWI29) wrote in her pre-test writing *"Hi my name is Ana. I like a flower. I have a garden."* To compare with her post-test writing *"Hey, what are you doing" asked Cyntia. "Nothing." Answered Meila. "Then, why you looked at me?" asked Cyntia. "Hmmm…I will say, you want to go with me to the park on Sunday?"* Also, overall students tended to ignore the use of proper sentences in their stories. For example *"I am very happy. I win competition in Jakarta."* Surely, she tried to share her experience about her piano competition because the topic was *"A memory that you cannot forget".* Later, in her post-test writing she wrote *"During school holiday last time, my family and I went travelling to Japan."*

2.2 Improvement on language convention

Most of the students' posttest showed an improvement on language convention particularly on capitalizations, punctuation and spelling. As noted earlier, students often forgot to capitalize names of the characters and places. For example *"joko"…."liara"…"cindy"…."bali"…"i"* and many more shown from pre-test writing. Further, after the treatment most of the students concerned on the use of

mechanic such as use the capital appropriately, did not forget to enter space after the period, and put proper punctuation in the stories.

2.3 the progress in each draft

This section is writing analysis of students' progress and development which have been done by the students in each draft start from draft 1-3.Belows were the example showed by one sample of student's writing from one assignment.

Table 4.4 The Progress and Development Shown from Students' Drafts

Drafts in Digital Story Writing Instruction	Sample from students' story	
First draft (After receiving feedback from peers)	-	-
Second draft (Before receiving teacher's feedback)	- yesterday my family just moved to our new house - in front of my window it has a beautiful view - and has a lot of tree around our house - but then last night there was a fire in the forest. - We were too scared because the fire is really close to our house - But my mother told me not to worry because the red flower will never touch our house	- Once upon a time, there was a boy named Harley. He wants to go to the beach with his family. - When Harley got to the beach. he immediately surfed.

	- Then our house turning back like usual	- Harley also playing sand with cheerful. - Harley also brought his dog named cukro. - Harley was very happy to play with his dog. - Harley also took time to see the sunset. -
Third draft (After receiving teacher's feedback)	- Yesterday my family just moved to our new house. - In front of my window it has a beautiful view. - And has a lot of tree around our house - But then last night there was a fire in the forest. - We were to scared because the fire was really close to ur house. - But my mother told me	- Once upon a time, there was a boy named Harley. He went to the beach with his family. - When Harley got to the beach. He

	not to worry because the red flower will never touch our house. - Then our house turning back like usually. - And we just lives our lives like normally. - Just enjoying the view in front of our house.	immediately surfed. - Harley also played sand with cheerful. - Harley also brought his dog named cukro. - Harley was very happy to play with his dog. - Harley also took time to see the sunset.
Conclusion	- This student focused on the language convention of the capitalization, punctuation and mechanic. It seemed that he ignored the use of it in his first and second draft. Soon after receiving feedback from the teacher, he revised his work by adding	- This student sometimes made error on the use of simple past tense. But it was obvious that he

	appropriate language convention in his story.	revised his work after receiving feedback from the teacher.

The examples below showed the improvement on *setting* made by one of the students before and after the treatment was given.

Pretest

- *"I have so many hobby. One of my hobbies is reading a book"*

Posttest

- *"That time, that moment I can't forget. When I was 8 years old. I don't know what happen. I just woke up at forest and I was alone"*

Figure 4.1 *setting part of stories from student DSWI14 taken from pre-posttest*
The example above showed that in the pretest of before the implementation, student did not give any explanation in the aspect of setting including place, time and prompt of the story. While, in the posttest or after the treatment was given, she put more explanation on the aspect of setting such as the place which was in the forest, the time which was mentioned when she was 8 years old. Therefore, it made the readers easier to visualize and follow the story that she wrote.

Figure 4.2 plot part of stories from student DSWI14 taken from pre-posttest

Pretest	Posttest
• *"Once upon a time, I wake up because I want to pee. When I walk go to toilet, I see*	• *"Hello my name is Caitlin, I only girl in the school that like about ghost and urban explore. Everywhere place in my city, I've searched but there one place that not I*

| | *searched. One day I try enter the place. After I enter the place, I see three people that's very beast. They start to call me to join with them."* |

Figure 4.2 illustrates that before the pretest student did not provide the plot aspect in the story. Meanwhile, students seemed to write recount text rather than narrative text because of the absence of the generic structure of narrative text such as orientation, complication, and resolution. While after the implementation or in the posttest, the student paid more attention on the aspect of plot and provided more explanation on the story which included the orientation (The writer mentioned her identity and informed what happen in the beginning of the story which she was entered the place). Then, she was lost (Telling the audience the problem or complication in the story) and continue with the resolution.

Figure 4.3 narrative technique's part of stories from student DSWI19 taken from pre-posttest

Pretest	Posttest
"my name is lee hyra you can call me hyera I was seventeen my hobby is wasn't to fllower garden I live on street moon"	*"In a land of Nayana, there are four houses that are very different from the house n general. Why is it different? Because the house is from the simple, but when you go into it, you must be very surprised because the contents of the hope is like the contents of the kingdom"*

Figure above showed that in the pretest, student was not successful to use narrative technique in her story. It can be seen from the story that she only included few or insufficient details in the story, while after the treatment or in the posttest,

student put more explanation on the details for example the details of the house, the thought and feeling about the house which probably keep the readers' attention to continue reading to the end.

Figure 4.4 language conventions of grammar and usage part of stories from student DSWI03 taken from pre-posttest

Pretest	Posttest
"She don't have friends.Because who would to have friend with a weird minded."	*"I was standing in the middle of the dark when I saw a lot of things in the darkness."*

Figure 4.4 illustrates the difference from one sample of student's pretest and posttest. Before the implementation or in the pretest, student above made mistake on the use of simple present tense. Later after the treatment or in posttest the student paid more attention on the use of grammar and did not repeat the same error as shown from the example above. He used correct form for the past tense such as *"was standing"* and *"saw"* I in the story.

Figure 4.5 language conventions of capitalizations, punctuation and spelling part of stories from student DSWI05 taken from pre-posttest

Pretest	Posttest
"once upon a time,there was a man meet the buffalo ghost and run very fast the man was lost,he doesn't know the way because the way was very dark."	*"Once upon a time, me and my sister went to the hunted the ghost. When we walked I saw the ghost haunted us. We met the ghost and ran very fast and we split up. I was lost and I sing in the house. The ghost was look at me and he laughed very loud. Then I ran very fast"*

Figure 4.5 above showed that in the pretest, student was not able to use the language of convention of capitalization, punctuation, and spelling correctly. He often forgot to capitalize the first letter of the word to begin the new sentences and to use

space after the period. Meanwhile, in the posttest he was successful to use correct punctuation, capitalization and spelling in his story.

Figure 4.6 length of the story page part of stories from student DSWI30 taken from pre-posttest
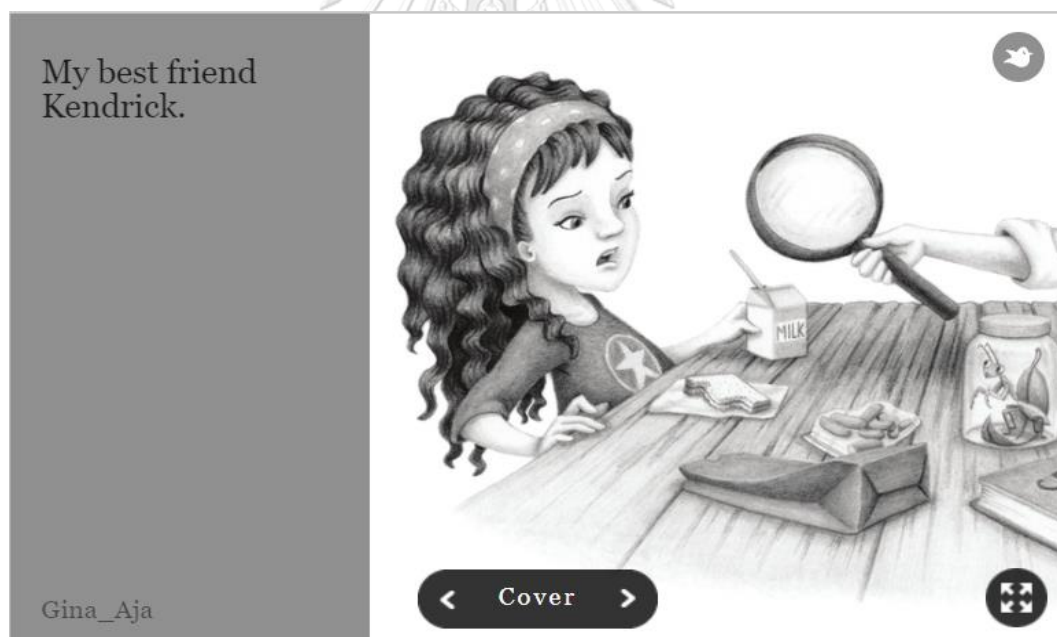
Pretest	Posttest
"My name is Riri. I have many hobby,my hobby are swimming, reading book, listening music, watch youtube and in my home I have many rabbit and cat"	*"My name is Kayla. I was born in a small city. I live with my grand mother because my parent's dead. I am very happy live with my grandmother because she is a brave woman. I don't have many friend in my school. So I often alone in school. But, because that I have a big dream. I often playing with my dog in my house. I am very happy. One night, I'm play with my rabbit in garden. And I think I can grow up a brave girl"*

The figure above showed the difference of the length before and after the implementation. In the pretest student tend to write simple sentences without giving more explanation on the aspects of the narrative story. While in the posttest, student gave more elaboration on her story.

Figure 4.7 Storyboard part of stories from student DSWI30 taken from pre-posttest
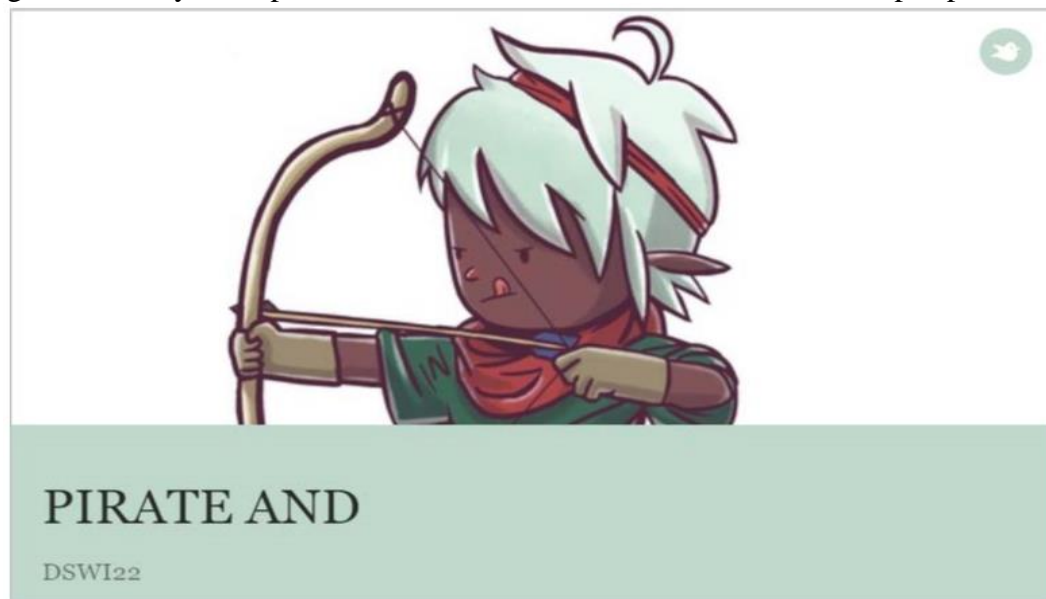
A cover from Pretest Story selected from Student DSWI22

A cover from Posttest Story selected from Student DSWI22

Figures above showed that in the pretest student chose a theme which was shown from the cover that was not complete for instance *"PIRATE AND"* While in the posttest, student did better selection such as putting complete tittle *"My Best Friend Kendrick"*.

Part two: How does digital story writing instruction enhance English writing motivation of junior high school students in Indonesia?

In order to answer the research question two, the instruments employed to investigate students' writing motivation was the motivation questionnaire adapted from Elliot and Church (1997) and semi structured interviews. The questionnaire was distributed to all the participants and because it was in English, the researcher did back translation to Bahasa Indonesia and made as a bilingual version. While, the semi structured interviews were conducted by selecting 6 participants representing those who had high, middle and low English proficiency by looking at the scores of the posttest. The following part will provide the results from the two instruments.

Results from the writing motivation questionnaire

The writing motivation questionnaire was used to investigate the students' writing motivation towards digital narrative writing instruction. The questionnaire was adapted from Elliot and Church (1997). There were 6 key statements from writing motivation questionnaire such as 1) Challenge; 2) Real life significance; 3) Curiosity; 4) Autonomy; 5) Recognition and 6) Evaluation. Table 18 below presented the results of the writing motivation questionnaire after the teaching implementation.

Table 4.5 The Results of the Writing Motivation Questionnaire after Receiving the Treatment

Statement	Mean	Std. Deviation
Challenge		
S1	4.46	0.505
S2	3.71	1.016
S3	4.14	0.772
S4	4.51	0.562
Real life significance		
S5	3.75	0.816
S6	3.97	0.706
S7	4.14	0.598
Curiosity		

S8	4.37	0.689
S9	2.85	1.004
S10	2.43	1.144
Autonomy		
S11	4.00	1.260
S12	3.67	1.254
S13	4.23	0.731
Recognition and Evaluation		
S14	4.62	0.645
S15	4.25	0.780
S16	4.63	0.546
S17	4.43	0.698

N=35

Note: 1: Strongly Disagree. 2: Disagree, 3: Somewhat Agree, 4: Agree, 5: Strongly Agree

As the table above illustrates, in the aspect of challenge, the mean scores of the first statement (S1) were 4.46, which belonged to the level group "4"=agree, which meant that the overall students agree that the lesson was started with the easy concept. For the second statement (S2), the mean scores were 3.71, which belonged to the level group "4"=agree, which meant the overall students agree that in the implementation, their teacher progressively guided them to the difficult ones. While the mean scores for the third statement (S3) were 4.14, which belonged to the level group "4"=agree, which meant that the students agree that the writing assignments were set at the right level, neither too difficult nor too easy. And fourth statement (S4) mean scores were 4.51, which belonged to the level group "5"=strongly agree, which can be interpreted that the overall students strongly agree that the teacher, noting their failure to comprehend a subject. Then, she tried alternative teaching techniques until they understood.

In the aspect of real-life significance, the mean scores of the fifth statement (S5) were 3.74, which belonged to the level group "4"=agree, which meant that the

overall students agree that they were able to point out the relationship between this genre of writing and their everyday life. The mean scores for the sixth statement (S6) were 3.97, which belonged to the level group "4"=agree, which meant that the overall students agree that they were able to point out the advantages of learning this genre of writing. And the mean scores for the seventh statement (S7) were 4.14, which belonged to the level group "4"=agree, which meant that the overall students agree that they understood the purpose of learning this genre of writing which was narrative was not only for the meeting course but also for the practical use.

In the aspect of curiosity, the mean scores of the eighth statement (S8) were 4.37, which belonged to the level group "4"=agree, which meant that the students agree that their curiosity and interest were stimulated. The mean scores of the ninth statement (S9) were 2.43, which belonged to the level group "2"=disagree, which meant that the students disagree that the teacher raised some difficult questions in a discussion and assigned them to think them over. And, the tenth statement (S10) mean scores were 2.43, which belonged to the level group "2"=disagree, which meant they disagree that the teacher encouraged them to sort out the content without a model answer.

In the aspect of autonomy, the eleventh statement (S11) mean scores were 4.00, which belonged to the level group "4"=agree, which meant that the students agree that the teacher let them write the short story freely with their own ideas. The twelfth statement (S12) mean scores were 3.67, which belonged to the level group "4"=agree, which meant that the students agree that they were allowed to choose the topics. And the thirteenth statement (S13) mean scores were 4.23, which belonged to the level group '4'=agree, which meant that the students agree that the students encouraged them to write a short story with their favorite techniques.

In the aspect of recognition and evaluation, the mean scores for the fourteenth statement (S14) were 4.62, which belonged to the level group "5"=strongly agree, which meant that the students strongly agree that the teacher did not only praise the most successful students but also the ones who tried hard. The fifteenth statement (S15) mean scores were 4.25, which belonged to the level group "4"=agree which mean that the students agree that they were encouraged to make self-improvements and showed that they did not win over others. The mean scores of the sixteenth

statement (S16) were 4.63, which belonged to the level group "5"=strongly agree, which meant that the students strongly agree that the teacher made comments and suggestion when marking their writing, instead of giving the grade only. Also the mean scores for the seventeenth statement (S17) were 4.43, which belonged to the level group "4"=agree, which meant that they agree that the teacher evaluated their achievement based on how well they had written rather that comparing them with others.

Results from interviews

The semi structured interviews were employed after the implementation of digital story writing instruction to see how the model could enhance students writing motivation. The interviews were conducted in English and Bahasa Indonesia and lasted for 5-10 minutes for each participant. The data were analyzed by using frequency and percentage. Students' answers from the interview were categorized into three key concepts. The key concepts category was developed by the researcher based on three psychological needs to be met in enhancing writing motivation. According to the key concept, there were three key concepts including "Personal involvement: A sense of competency achieved through seeking out and overcoming challenges", "Social interaction: Relatedness – being connected to and esteemed by others, belonging to a larger social whole", and "Self-expression: Autonomy – students should be given sufficient opportunities to express themselves". The interview questions involved:

1. What is your overall opinion toward this writing class?
2. What do you think about the topics of story writing in this writing class?
3. What do you think about the learning phases during the learning process?
4. How do you find this writing class, including the activities, media, classmates, and teacher assist you to complete the writing assignments?
5. What have you learned in this writing class?

Table 4.6 Frequencies and Percentage of Key Concepts Found in the Interviews

Students' Answer	Frequencies of key concepts found in students' answer	Percentage
Personal Involvement		
Improvement on a sense of competency achieved through seeking out and overcoming challenges	19	46.34
Social Interaction		
Improvement on the relatedness - being connected to and esteemed by others, belonging to a larger social whole	10	24.39
Self-expression		
Improvement on Autonomy; students should be given sufficient opportunities to express themselves	8	19.51
Struggles in learning		
Opinion about the learning phases	3	7.32
Opinion about the topic	1	2.44
Total	41	100%

Table above reported the summary of how students perceived this writing course implementing digital story writing instruction model had effects on students' writing motivation in terms of three aspects which were personal involvement (46.34%), social interaction (24.39%) and self-expression (19.51%). In terms of personal involvement, students stated that this writing class was helpful because they

could use computer to access the Storybird which they thought it was more fun to compare with writing on notebook. By then, they learned narrative story, mechanic and spelling. Other advantages were the class provided new knowledge about English and increased the vocabulary. The topics provided were also admitted as doable and matched with their level and ability (35%). Moreover, students reported that they were able to have social interaction with peers, classmates and teachers to help them cope with writing problems especially to ask about vocabulary from Bahasa to English and the teacher who was expected to give the writing feedback (24.39%). In the aspect of self-expression, students showed that in the implementation some phases were easy and others were difficult. Therefore, they could follow the class easily with the interesting topics which they could develop by their own using imagination. Besides positive effects, some students thought some phases were difficult (7.32%) and one topic was not easy to be developed (2.44%).

4.2   Students' Writing Motivation

Improvement on a sense of competency achieved through seeing out and overcoming challenges

From the students' interviews, students reported that the digital story writing instruction model helped them to learn narrative story, mechanic and spelling by the help of computer, Wi-Fi and Storybird website. Also they felt that they were given opportunity to learn new knowledge of English. In addition, the topics given were doable and matched with their level.

Excerpt 1: "Fase-fase dalam pembelajaran ini, ada yang mudah yaitu dengan menggunakan computer….pendapat saya di kelas menulis ini kegiatannya kami diajari tentang menulis huruf capital yang benar, kalo medianya sangat terbantu karna ada computer dan juga fasilitas wifi." [Siswa H1]

Translation in English: *"In these learning phases, the easy one was when I wrote stories using computer."*

"In my opinion in this writing class we were taught about how to use correct capital letters, and the media was really helpful because the availability of computer and Wi-Fi." [Student H1]

Excerpt 2: "Kalo mengenai kelas menulis kita dapat mengembangkan imajinasi cerita tentang cerita yang kita buat, kita menemukan sekaligus menambah vocabulary yang belum kita ketahui dan dapat menambah wawasan dalam berbahasa inggris.mengenai kegiatan berasa lebih mudah kalo menggunakan media untuk membuat cerita sedikit lebih cepat dibanding menulis" [Siswa H1]

Translation in English: *"In this writing class, I could use my imagination, increased the vocabulary and also knowledge about English. About the activity, I thought it's easy because using the media was faster than writing on notebook."* [Student H1]

Excerpt 3: "Fase-fase dari awal sampai akhir cukup mudah karna fase tersebut dibantu oleh system computer dan fasilitas-fasilitas dalam pembelajaran yang sudah memenuhi." [Siswa H2]

Translation in English: *"The phases from the beginning to the end were easy because of the help from computer and facilities in learning"* [Student H2]

Excerpt 4: "Fase-fase dalam pembelajaran ini ada yang mudah yaitu dengan menggunakan komputer." [Siswa M1]

Translation in English: *"The easy phases during this learning process was when I could use the computer."* [Student M1]

Excerpt 5: "Pendapat saya mengenai kelas menulis ini adalah dapat memberikan wawasan dalam berbahasa Inggris." [Siswa M2]

Translation in English:*"In my opinion, this class could help me to broaden my knowledge about English."* [Student M2]

Excerpt 6: "Yang menyenangkannya, ruangannya bagus, pembelajarannya mudah untuk dipahami." [Siswa L2]

Translation in English: *"The fun part was the cozy room and it was easy to understand the lesson."* [Student L2]

Social Interaction

Improvement on the relatedness – being connected to and esteemed by others, belonging to a larger social whole

From the students' interviews, students reported that digital story writing instruction model helped them to have social interaction with peers, classmates and teacher to overcome problems during the teaching and learning process such as vocabulary and feedback.

Excerpt 7: "Kalo mengenai teman sekelas atau yang sebangku mereka dapat membantu saya saat saya lupa atau tidak tau, tidak tau Bahasa Inggrisnya apa, artinya apa. Kalo mengenai guru yang membantu saat menyelesaikan tugas kami merasa lebih mudah dan lebih terbantu. Kami selalu dibantu saat kami tidak mengetahui." [Student H1]

Translation in English: *"About my peers and classmates, they usually helped me when I did not know or when I forgot the words in English. And about the teacher, she always encouraged us to complete the assignments and assisted us. Hence, we felt everything was easier.* [Student H1]

Excerpt 8: "Dalam kegiatan menulis saat itu sangat menyenangkan dan sangat seru karna mengerjakannya berkelompok dan ruangannya, kelas tersebut sangat bagus dan guru yang sudah mengajarkan saya sangat berusaha untuk…untuk saya bisa berjuang untuk belajar bahasa Inggris." [Student H2]

Translation in English: *"This writing activity was fun and exciting because we could do group work. And the room was very good. Also, the teacher tried so hard to make us learn English."* [Student H2]

Excerpt 9: "Bisa..dapat, saya dapat menanyakan dia tentang Bahasa Inggris yang artinya saya tidak tahu." [Siswa M1]

Translation in English: *"When I didn't know the vocabulary in English, I could ask my peers to help me."* [Student M1]

Excerpt 10: "Pendapat saya mengenai kelas menulis ini adalah dapat memberikan wawasan dalam berbahasa inggris, mengenai kegiatan media saya merasa lebih mudah, mengenai teman sekelas mereka membantu saya saat sedang kesulitan, mengenai guru saya merasa lebih mudah ketika dibantu oleh guru." [Siswa M2]

Translation in English:*"In my opinion, this class could help me broaden my knowledge about English. About the activities, I felt that was easy, my classmates helped me when I faced difficulties. About the teacher, I think that's also easy when the teacher helped me."* [Student M2]

Excerpt 11: Teman sekelas sangat membantu, misalnya saat saya sedang kesulitan. Misalnya gak tau apa arti ini kan ada teman." [Siswa L1]

Translation in English: *"My classmates were very helpful, for example, they helped me when I found difficulty, for example if I didn't know the words in English."* [Student L1]

Self-expression

Improvement on Autonomy; Students should be given the sufficient opportunities to express themselves

From the students' interviews, students reported that digital story writing instruction model helped them to express themselves especially about narrative. They found out the media was helpful to cope with their weakness.

Excerpt 12: "Saya kayak yang pertama tukan… gak tau Storybird tu apa, jadi tau sekarang… terus tu dapat lebih membuat cerita di media gitu." [Siswa H1]

Translation in English: *"At the beginning, I didn't know what's Storybird…but now I know and I can make my own stories using this media."* [Student H1]

Excerpt 13: "Topik-topiknya menarik dalam menulis cerita dari computer." [Siswa M1]

Translation in English *"The topics were interesting to write a story using computer."* [Student M1]

Excerpt 14: "Dan yang sulit itu belajarnya tanpa menggunakan Komputer." [Siswa M2]

Translation in English: *"And it's difficult to learn without the computer."* [Student M2]

Struggles in learning

In terms of the phases and the topics, some students reported that they found difficulties in to understand the phases and one topic were considered as difficult to write as a story. Most of the answers revealed that the phase was difficult when they were required to develop their first draft without any help from friends. Also, the grammar part seemed inhibit them to express their story. The students' opinions were shown as follows:

Excerpt 15: "Pembelajarannya menyenangkan dan sesuai kemampuan diri sendiri tapi sedikit tidak mengerti di beberapa fase. [Siswa M2]

Translation in English: *"The learning situation was fun and fit with my ability but I still couldn't understand in several phases. (Grammar phase)"* [Student M2]

Excerpt 16: "Yang paling susah itu, yang paling susah bagi saya yang fase akhir." [Siswa L2]

Translation in English: *"The most difficult one…the most difficult one for me was the last phase (Evaluation phase)."* [Student L2]

Excerpt 17: "Fase yang kita disuruh nulis sendiri yang gak boleh nanya sama teman itu." [Siswa L1]

Translation in English: *"The phases that I was asked to write by myself and I wasn't allowed to ask my friend."* [Student L1]

Excerpt 18: Topik yang susah itu yang My Favorite Fairy tale." [Siswa H2]

Translation in English: *"The most difficult topic for me wa "My Favorite Fairy tale".topic was "fairy tale" (One of the topics) was difficult for me."* [Student H2]

CHAPTER 5
DISCUSSION AND RECOMMENDATIONS

This section deal with discussions of findings from the study of the effects of digital story writing instruction to improve narrative writing skills of junior high school students in Indonesia. First, it reports the summary of the study follows by the summary of findings. Secondly, the discussions of the results will be presented. Finally, the pedagogical implications, limitation and suggestions for further study will be described.

5.1   Summary of the study

This study was one-group pretest-posttest quasi experimental design. It explored the effects of digital story writing instruction to improve narrative writing skills of junior high school students in Indonesia and investigated students' English writing motivation. The research design was aimed to collect both quantitative and qualitative data.

The objectives of this study were: 1) to explore the effects of digital story writing instruction on narrative writing skills of junior high school students in Indonesia; and 2) to investigate how digital story writing instruction enhance English writing motivation of junior high school students in Indonesia.

The population in this research was junior high school students from Tenggarong Kutai Kartanegara regency. The participants in this study were randomly selected from the total of eight-grade students of junior high school Sekolah Menengah Pertama Islam Terpadu (SMP IT) in Tenggarong Kutai Kartanegara. There were 18 girls and 17 boys were asked to participate in this study. There were 35 students of the total students participated in this study.

The research was conducted in two phases: the development of the writing lesson using digital story writing instruction and the implementation phase. In the first phase, the researcher conducted the literature reviews including national curriculum, related documents as well as school policy and theories regarding teaching writing.

Then, the researcher decided to choose three topics from English handbook which is known as a required book to be used in Indonesia. The research instruments were created: the lesson plans, English narrative writing test, writing motivation questionnaire and semi structured interview questions. Three experts in the field of teaching English were asked to validate all research instruments. Later the back translation process was done by the experts in Indonesia. Finally, a pilot study was a conducted with students who were not a sample group followed by the revision process.

In phase two, the researcher conducted a study within approximately 11 weeks. During week one, the participants were trained to get familiar with the website called Storybird and the pretest was done to measure their narrative writing skills. From week two to ten, 3 lesson plans implementing digital story writing instruction were used in the experimental process. The class allotment was 45 minutes each period, three periods per lesson. The researcher was the one who acted as a teacher who conducted a writing class. After the class intervention, the students' narrative writing skills was administered by the English writing test. Furthermore, the qualitative data were collected by using questionnaire and interviews. In the meantime, both quantitative and qualitative data were analyzed. Pretest and posttest scores were compared to examine students' narrative writing skills as well as the writing development. The quantitative data was analyzed by using descriptive statistics: mean scores, SD,; and dependent t-test to prove the hypothesis of the study. The qualitative data were analyzed by using mean scores, content analysis, frequency and percentage.

5.2   Summary of Findings

The findings of the effects of digital story writing instruction to improve narrative writing skills of junior high school students in Indonesia were presented in two sections based on the research questions: 1) to what extent does digital story writing instruction improve narrative writing skills of junior high school students in Indonesia; and 2) how does digital story writing instruction enhance English writing motivation of junior high school students in Indonesia.

The results of the English writing test showed a significant difference between students' pretest and posttest mean scores at the significant level of 0.05. It suggested that the students' narrative writing skills were improved after taking the class implementing digital story writing instruction model. Hence, it can be concluded that digital story writing instruction model successfully improved students' narrative writing skills.

Firstly, the results from the students writing showed that they made improvement in all aspects of the writing such as setting, plot, narrative techniques, language convention of grammar usage, capitalizations, punctuation, spelling & mechanic, cover of the story page, length of the story as well as the storyboard.

Secondly, for the findings from the researcher question two, the data were obtained from the answers of writing motivation questionnaire and semi-structured interviews. It showed that the digital story writing instruction model had positive effects in terms of assessing students writing motivation. Students' answers and opinion also confirmed that the learning phases, activities, classmates and teacher also played an important role to encourage them to write.

The results from the questionnaire reported that the writing assignments were set at the right level, neither too difficult nor too easy in terms of the aspect of challenge. Then, in the aspect of real life significance, students noted that the purpose of learning this genre is not only for the meeting course at the classroom setting but also for the practical use. In the meantime, students also agree that they were encouraged to write a short story based on their favorite techniques or simply, the teacher gave them autonomy to enhance writing motivation. Finally, in the aspect of recognition and evaluation, students believed that they were encouraged to make self-improvements and told not to win over other friends as well as evaluated based on the achievement not by comparing them with others.

Equally important, the results from the interview supported the above statements when students emphasized that they were able to overcome the challenges, made improvement on the relatedness, and had opportunities to express themselves during the implementation. Though, they also could not deny that the phases were sometimes hard to follow including the grammar instruction and one of the topics was difficult to develop.

5.3   Discussion

The objectives of this study were to explore the effects of digital story writing instruction on narrative writing skills of junior high school students in Indonesia. The results revealed that the posttest mean scores were higher than pretest mean scores at the significant level of 0.05. The findings of the present study were consistent with the previous studies Hadi (2017); Hapsari et al. (2016); Herrera Ramírez (2013); Zakaria et al. (2016). This section presents the discussion of the findings in relation to previous studies.

1.   The Effects of Digital Story Writing Instruction to Improve Narrative Writing Skills

This study found out that digital story writing instruction model appeared to be an effective model to improve narrative writing skills. The statistical results showed that student did better in the writing after receiving the treatment. The differences were also shown from students' stories of each aspect of digital narrative writing skills including setting, plot, narrative techniques, language-conventions of grammar usage, capitalizations, punctuation and spelling, cover of the story page, length of the story, and storyboard.

The effectiveness of digital story writing instruction model was laid on several features including writing as a process and the practical use of Storybird website. According to the previous literatures, the process approach in writing is essential because to have a good writing result, students have to put everything together (Brown & Lee, 2015; Gibbons, 2002; Harmer, s.d; Teo, 2006). Accordingly, the findings of this study go along with the above belief saying writing is a process. Firstly, the results from this study showed that the students' narrative writing skills were improved because it followed the writing process including the eight phases in this study. Secondly, the results from this study were also consistent with the findings from the previous research involving the use of Storybird to promote writing skills (Hadi, 2017; Hapsari et al., 2016; Herrera Ramírez, 2013; Zakaria et al., 2016).

Despite the findings showed that Storybird was a helpful tool to help students to write, it can be concluded that the tool itself cannot work solely but with appropriate teaching instruction which involves proper way of teaching, activities, and strategies, students writing skill could improve significantly. In this study, the writing lessons employed the model called digital narrative writing instruction consisting of the eight phases which based on the writing as a process including: Phase 1 (Prewriting), phase 2 (First draft), phase 3 (Peer review), phase 4 (Second draft), phase 5 (Language focus), phase 6 (Teacher's feedback), phase 7 (Third draft), and phase 8 (Post writing and evaluation).

The results of students' writing in terms of digital narrative writing elements: setting, plot, narrative techniques, language convention of grammar usage, capitalizations, punctuation, spelling and mechanic, cover of the story page, length of the story, and storyboard showed that most of the students gained higher scores in the posttest. Therefore, it can be implied that students' writing was improved. The improvement of the students' writing results will be discussed in the next session.

Narrative Writing Skills Elements

At the very beginning, digital story writing instruction model was started by the phase 1 (prewriting) where the teacher provided background information and stimulated interest and readiness in the beginning of the lesson. In this study, the students were able to gain a new knowledge especially vocabulary and useful language function which can be found from the story that they read from Storybird website. It might be because when students were connected to reading and writing at the same time, they get exposed to many kinds of text which was useful for them to be able to write (Abdel-Hack & Helwa, 2014; Brown & Lee, 2015), specifically narrative text in this study. Another possibility was when students could see the authentic text of narrative story from the website, they were able to identify and formed longer sentences with more details which included complete elements of narrative text such as orientation, complication and resolution.

In the phase 2 (First draft), the students were provided a model by the teacher which was a critical process in the writing skills called scaffolding. By the model given, students were shown how to follow the phases to work well during the

implementation. As a result, students were able to pay attention, comprehend and aware to follow the teacher's instruction in the teaching learning process (Hyland, 2003; Wen, 2017). During the course implementation, both teacher and students started to write by using the planning sheet. It was found useful to help students in learning the narrative techniques. In addition, the Storybird website provided them attractive visual aids which gave students ideas and creativity to start writing (Sari & Al-Hafizh, 2014; Ury, 2015b).

Where in the phase 3 (Peer review), the digital story writing instruction model provided an opportunity for students to work with peers in the classroom. When the students were given a space to have peer-to-peer interaction, their motivation to write was enhanced (Brown & Lee, 2015). Also during the implementation, students learned how to give opinion, to share ideas, to shape critical thinking skill and to practice oral communication ability without being afraid of making mistake (Giacomini, 2015; Hapsari et al., 2016) (Abdel-Hack & Helwa, 2014; Abuzahra et al., 2016; Herrera Ramírez, 2013; Pifarré Turmo & Fisher, 2011).

In the phase 5 (language focus) the teacher took a role as a controller which was to teach the language conventions including grammar, spelling and mechanic. Here, students were required to pay full attention to be able to understand and practice the use of correct language conventions in their writing. The results showed that students were encouraged to learn writing in terms of the development of students complex sentences, mechanic and organization. This might be because of two reasons. First, it because the phases of the writing model was provided as a writing process and the Storybird website itself where students were able to see the examples from other's stories which were provided from the website and the language focus part where the teacher provided specific instruction to focus on the language convention which the activities were various including pair work, group work and also the integration of other skills such as reading and speaking. According to Hyland (2003) with adequate support, proper tasks and appropriate teaching methods, students will be able to be a successful writer.

Other feature which was also found beneficial in this study was the feedback from the teacher. Different from the previous studies (Hapsari et al., 2016; Herrera Ramírez, 2013; Zakaria et al., 2016), the model implemented in this study provided a

specific phase where the teacher took a role as a facilitator to give comments and suggestion for student to be able to revise their writing and provide explanations which focus on form Hyland (2003). As the matter of fact, teacher's feedback is crucial in English language teaching because writing process involved many stages and long process where the students have high possibility to make errors and mistakes. Therefore, teacher's job is to make students recognize their mistakes and try to solve them Brown and Lee (2015).

Furthermore, the digital story writing instruction provided model which allowed students to involve in the reading, pair work, group work, the activity of editing and revising their work in and outside the classroom. Also, the teacher was there to provide feedback for them in case they did not understand and need more explanation. The students were actively engaged in each phase from the beginning to the end. Consequently, students made improvement on every aspect of narrative writing including setting, plot, narrative technique, language convention, cover of the story page, length of the story and storyboard.

5.3.1 The Effects of Digital Story Writing Instruction to Enhance Students' Writing Motivation

The findings from this study showed that students writing motivation was enhanced after receiving the treatment using digital story writing instruction model. The students writing motivation could enhance by the engagement in the learning environment which equipped and supported by technology and appropriate teaching phases used in this study. The phases included the connection of reading and writing in the prewriting phase, the visual aids from Storybird website, peer-to-peer support, group work activities, language focus, and feedback both from peers and teacher. Equally important, the results from motivation questionnaire and interviews supported that digital story writing instruction model enhanced students' motivation to write because it included the elements of writing motivation such as challenge, real-life significance, curiosity, autonomy, recognition, and evaluation. This resulted in students' better interest, self-efficacy, and self-regulation in writing. The following section provided details of each aspect which also included the aspects found from the writing motivation literature (Abdel-Hack & Helwa, 2014; Hapsari et al., 2016; Hidi

& McLaren, 1991; Komara & Muhamad Ramdani, 2016; Ramirez, 2016; Webb, 2015).

5.3.2 Challenge, Real-life significance, Curiosity, Autonomy, Recognition, and Evaluation in Writing Motivation

The strengths of digital story writing instruction model can be explained by some features. Firstly, digital story writing instruction provided an opportunity for students to connect with the reading. Besides, students were not only asked to read the story alone but also asked to work in a group such as answering the questions related to the elements in narrative writing. This is in line with Krashen's hypothesis stated that the background information which works as an input is fundamental in learning language. For example in this study, students might learn from word selection, content, explanation, visual as well as experiences or practical uses which can be found in each phase. Thus, each unit presented the reading activities at the beginning of the lesson which includes various activities that required problem-solving process and inquiry which enhances students' motivation to learn writing (Abdel-Hack & Helwa, 2014; Yunus et al., 2011).

Secondly, in terms of technology, most of the students found it's easier to write using computer to compare with traditional writing in the classroom because the media was helpful to help them cope with the problems in writing including vocabulary. This was confirmed from the interview results. Most of the students mentioned that the use of computer in this study helped them in writing their stories because it was faster and easy to use. Likewise, the various activities, interaction with peers, and feedback from the teacher were also found beneficial for students. In the interview, most of the students reported that they use immediate feedback from peers such as asking to translate vocabulary from L1 to L2. Further, they mentioned that it was fun to involve in the peer and group work in each phases of the instruction implemented in this study. Added to all of these, they were motivated due to the available feedback from the teacher (Abdel-Hack & Helwa, 2014; Giacomini, 2015; Hapsari et al., 2016; Herrera Ramírez, 2013; Komara & Muhamad Ramdani, 2016; Zakaria et al., 2016).

Apart from these features, the effectiveness of digital story writing instruction model might have provided appropriate tasks in writing where the challenge was set at the right level. This was confirmed by the students from the answers of writing motivation questionnaire for statements number 1 to 3. As a result, students were successful to complete the assignments. Also, they found the narrative text as a part of real life. For example, the 3 topics taken from their school handbook which had real purposes in daily communication which led students to be motivated because they were able to think of the ideas to develop in their writing assignments. Finally, students were motivated because they found value and interest when engaging in the learning process (Boscolo, 2007; Lam & Law, 2007)

The findings also supported that digital story writing instruction model provided writing assignments which build students' curiosity in learning how to write. The answers from questionnaire for statements number 6 to 8 proved that the curiosity was laid on the phase 5 which was called language focus. Here, the teacher's role was dominant because the phase was emphasized on the use of grammar, punctuation, and mechanic. For instance, the grammar used or also called as form focused in this model is beneficial for learners because it provides help for students to be success in learning the target language. Thereafter, students were provided feedback from the teacher both online and offline. The excerpt under the aspect of social interaction supports these findings which reported most of the students vary from high to low level admitted that when the teachers were available to give them feedback, the lesson was found easier. Here, the students were guided to use their curiosity to be able to solve the problems especially after receiving the feedback both from peers and teacher. Hence, these practices might result in better motivation to write.

The findings also contributed on autonomy because students were given the opportunity to choose a set of pictures from Storybird website based on their preference. They were given the freedom to choose whether they prefer to create fiction or non-fiction stories. Moreover, the teacher has provided space for students to be more autonomous to be able to maintain their motivation to write. Finally, students were also supported by the teacher for instance when the teacher gave compliments in the feedback section both written and oral. As a consequence, students were

motivated and made progress on their writing from the beginning to the end of the writing course implementing digital story writing instruction model in this study.

Finally, when the evaluation was provided including feedback and post writing activities, students were encouraged to be more positive including had self-esteem to share their stories with classmates and other author in the world. Accordingly, students could manage themselves in order to make improvements as an individual and had the opportunities to express themselves in the social environment.

Last but not least, the technology and visual aids play significant role in this study. The students mentioned in the interview that writing using computer was easier because they found it was interesting to compare with writing in the traditional way. Similarly, they were able to use the tools such as error tracker, Google translate and also online dictionary when they work online. This finding was supported by the previous studies which found that the technology is an effective tool to enhance students' writing motivation (Fajaria, 2014; Giacomini, 2015; Herrera Ramírez, 2013; Wahyono, 2008; Webb, 2015).

5.4   Limitation of the study

Even though this study showed the success of the implementation of digital story writing instruction to promote students' narrative writing skills, there were some limitations in conducting the research as follows:

Firstly, the limitation of the classroom session, since participants of this study were the only sample group that received the treatments, the researcher had to rearrange the new schedule and asked permission to use the laboratory. There were some students who were not able to come to the class during the implementation because they had to attend the competition or sick during the implementation phases. Also, the students often came late and interrupted the process. Hence, it affected the available time during the teaching and learning process.

Other limitation is the laboratory is also used by other teachers to conduct other classes including the training of online examination. Therefore, the timetable which has been set by the researcher had to be adjusted and sometimes it's not like what has been planned and expected. Likewise, the internet connection was sometimes unstable especially when all the 40 computers were connected at the same

time. Last, the researcher decided to only use 35 computers to be able to access the internet.

Lastly, since the school where the study was conducted is an Islamic school. It has a strict policy where boys and girls are not allowed to communicate freely. Students in this school are separated in terms of communication. Consequently, when the researcher did the small pilot and let the male and female students learn in one classroom at the same time, they made chaos by teasing each other due to it's a new thing for them. So it might be somehow difficult to generalize the findings to other group of population.

5.5   Pedagogical Implication

The findings from this present study suggested the following pedagogical implications. Firstly, the digital story writing instruction model is suitable to be implemented in teaching writing skills especially narrative text. Each phase provide helps for students to develop their writing skills and complete the writing assignments through the availability of the media, activities, peers, classmates and teacher's guidance. The learning activities in the classroom not only beneficial for students to learn how to write but also to provide chances about how to speak through discussion, sharing, and presentation time during the writing lessons.

Second, the findings suggested that the digital writing instruction can be used by the English teacher to teach narrative text by providing different and unique approaches. Perhaps, the phases will not be monotonous due to the variation of the teaching procedures such as a lot of examples of stories from the authors around the world. Therefore, the students are able to use them as the examples when they write their own stories.

Third, this study provides opportunity for students to work in pairs and groups. They are allowed to get help from friends in order to accomplish their assignments.in addition, this situation is essential because by working collaboratively, students are motivated and encouraged to work though they face challenges and difficulties during the learning process.

Fourth, to make students are motivated to write, they have to get exposed to the reading materials as much as possible. This study introduced one website which

provides digital stories to support their need as a student. The website which is called Storybird is helpful due to the visual aids and the online access. Hence, students can work from home or access it from their smart phone. In addition, teacher should give training to make students familiar with the website. Last but not least, teacher's feedback is also admitted by the students to be one of the most effective help for them because it provides the clarity to edit and revise their work.

5.6   Recommendation for future research

The recommendations for future research are as follows:

First, since the present was conducted in Indonesia context, the findings of the present study have provided the preliminary results for future research in the writing fields. The findings from the present study should also be implemented to examine other language skills including reading and speaking skills.

Second, the future research implementing digital story writing instruction should be conducted in a bigger sampling group in normal classes which involve both male and female students. In addition, a longer time frame should also be considered (90 minutes) per meeting. Therefore, students will have more time to write their idea on the planning sheet and choose a set of picture from the website. Also, the time for pair work and group work should be managed carefully because students will sometimes have a chat with their classmates about something which is not related to the work.

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REFERENCES

APPENDIX

Appendix A
Lesson Plan

Subject: English   Topic: My Favorite Place

Date: Time: 45 minutes

Instructor: Elsa Widya Hapsari   Level: 8th Grade

Basic competence: Students are able to communicate in the target language orally and in writing accurately and appropriately in the four language skills in a variety of contexts for varied purposes using a range of text types and language functions.

Indicators:

- Respond and express the meaning in written narrative text accurately, spoken fluently, and acceptable.

- Respond the meaning and rhetorical steps in narrative text, spoken fluently, and acceptable.

- Use appropriate vocabulary related to narrative text.

Terminal Objectives:

At the end of the lesson, students will be able to write and tell a short narrative story.

Learning Outcomes:

- Students can identify and set the focus/setting of a short narrative story by completing the planning sheet which consists of the elements of generic structure of narrative writing.

- Students can identify and set both the organization/plot and narrative techniques with appropriate vocabulary and sufficient information of a short narrative story.

- Students can write and tell a short story that consists of focus/setting and organization/plot with appropriate language-conventions of grammar and usage, capitalizations, punctuation, and spelling.

Students' Background Knowledge: Students have learned about English part of speech, elements of narrative writing, simple present tense, and simple past tense.

Content:

Vocabulary:

Exciting	Beautiful	Boring	Delicious	Happy
Fun	Clean	Tired	Yummy	Sad
Enjoyable	Comfortable	Hot	Spicy	Noisy
Unforgettable	Dirty	Cold	Fresh	Quiet
Amazing	Awful	Crowded	Crowded	Cheap

Grammar Structure: Past Simple Tense/ There was/were

Planning Sheet

About your story:
Setting: ………………………………………………………………………………..
Characters:…………………………………………………………………………

Can you think of what happen at the beginning of your story? Please write your idea in this box! Remember to only write down a short sentence!
At the beginning:

Can you think of what happen in the middle of your story? Please write your idea in this box! Remember to only write down a short sentence!

In the middle:

Can you think of what happen at the end of your story? Please write your idea in this box! Remember to only write down a short sentence!

At the end:

Write down some words that help you generate idea after you see the picture from Storybird!

M

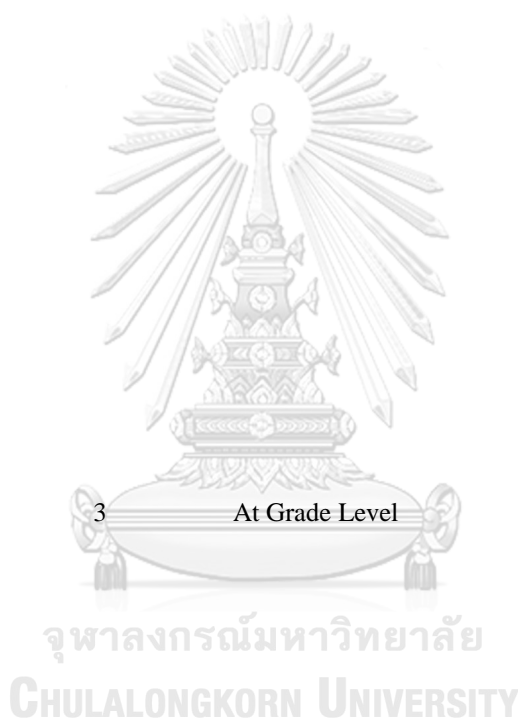*Write down some words to help you describe the characters/setting and plot for your short story!*

Assessment:

Students are able to write a good short story that consists of characters, setting and plot in narrative writing. At the end, students' short story will be assessed according to the rubric below

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

WRITING ASPECT	SCORE	DESCRIPTOR	CHARACTERISTICS
	4	Above Grade Level	Provides a complete explanation about the place and time of a narrative story skillfully to all parts of the prompt
Setting	3	At Grade Level	Provides some explanation about the place and time of a narrative story
	2	Approaching Grade Level	Provides a brief explanation about the place and time of a

			narrative story
	1	Below Grade Level	Provides an incomplete explanation about the place and time of a narrative story
	4	Above Grade Level	Provides well elaborated generic structure of narrative plot (Orientation, complication & resolution)
Plot (Orientation, complication & resolution)	3	At Grade Level	Provides elaborated generic structure of narrative plot (Orientation, complication & resolution)Provides a sense of closure
	2	Approaching Grade Level	Provides short generic structure of narrative plot (Orientation, complication & resolution)
	1	Below Grade Level	Provides incomplete/missing generic structure of narrative plot (Orientation, complication & resolution)
	4	Above Grade Level	Includes a complete details that describe actions, thoughts, and feelings Establishes a situation in a well-elaborated recount of an event or short series of events
Narrative Techniques	3	At Grade Level	Includes some details that describe actions, thoughts, and feelings Recounts a well-elaborated event or short sequence of events
	2	Approaching Grade Level	Includes few or brief details to describe actions, thoughts, and feelings Attempts to recount an

			event or a short sequence of events. Missing information creates confusion
	1	Below Grade Level	Insufficient or incomplete details to describe actions, thoughts, and feelings Fails to recount an event or a short series of events
	4	Above Grade Level	Uses all of adjectives and adverbs appropriately Uses a variety of prior and current grade-level pronouns correctly Uses verb tenses and plural nouns correctly, including irregular forms Produces correct simple, compound, and complex sentences Uses well elaborated temporal words and phrases to signal event order
Language-Conventions of Grammar and Usage	3	At Grade Level	Uses some adjectives and adverbs appropriately Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) Produces correct simple and compound sentences Uses elaborated temporal words to signal event order
	2	Approaching Grade Level	Uses a few simple adjectives and adverbs appropriately Uses prior and current grade-level pronouns

			correctly some of the time Uses some regular verb tenses and common plural nouns correctly Produces mostly correct and complete sentences Limited use of temporal words to signal event order
	1	Below Grade Level	Uses adjectives and adverbs inappropriately or not at all Uses pronouns incorrectly or not at all Uses verb tenses and plural nouns incorrectly Produces mostly incorrect sentences No use or incomplete of temporal words or only uses temporal words without events
Capitalizations, Punctuation and Spelling	4	Above Grade Level	Capitalizes correctly and consistently with no errors: first word in a sentence, "I, " proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly all the time Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words : no errors
	3	At Grade Level	Capitalizes correctly and consistently with a minor errors: first word in a sentence, "I, " proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly most of the time Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no

			errors
	2	Approaching Grade Level	Capitalizes correctly and consistently with some errors: first word in a sentence, "I, " proper nouns, and tittles Uses commas, apostrophes, and end punctuation correctly some of the time Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability
	1	Below Grade Level	Capitalizes incorrectly with many errors Uses commas, apostrophes, and end punctuation incorrectly or not at all Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability
Cover of the Story Page	4	Above Grade Level	Has a well elaborated cover reflecting the narrative story Has shown well elaborated title of the narrative story
	3	At Grade Level	Has an elaborated cover reflecting the narrative story Has shown elaborated title of the narrative story
	2	Approaching Grade Level	Has a limited cover reflecting the narrative story Has shown a brief title of the narrative story
	1	Below Grade Level	Has an incomplete or no cover or not reflecting the narrative story Has shown incomplete/missing title of the narrative story

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	4	Above Grade Level	Has up to six pages or ten pages maximal of multiple book form Has well elaborated sentences when writing a narrative story
	3	At Grade Level	Has five pages long of multiple book form Has elaborated sentences when writing a narrative story
Length of the Story	2	Approaching Grade Level	Has three or four pages long of multiple book form Has a brief or phrases when writing a narrative story
	1	Below Grade Level	Has only one or two pages long of multiple book forms Has limited words or lead to confusion when writing a narrative story
	4	Above Grade Level	Has a complete appropriate content (pictures, theme or topic) to show in writing a narrative story
	3	At Grade Level	Has some appropriate content (pictures, theme or topic) to show in writing a narrative story
Storyboard/Theme/ Picture Selection	2	Approaching Grade Level	Has a few appropriate content (pictures, theme or topic) to show in writing a narrative story
	1	Below Grade Level	Has incomplete or missing content (pictures, theme or topic) to show in writing a narrative story

"Today we will begin our class by reading this story. Do you like stories?"	Students reply with possible answer: *Yes, we do!"*
"But before you start reading, I will ask you a question." *"What do you think the story is about?"*	Students reply with possible answers: *"It's about animal."* *"It's about friendship."* *Etc.*
The Friendly Crocodile The Friendly Crocodile Chloe S.	
"It's reading time! Now please read this story and after you finish, I will ask you some questions and you have to discuss the answers in the group. Remember, after this discussion, we will write a story together and later you	Students start reading.

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have to write your own stories."

The Friendly Crocodile

Lenny the Crocodile sat alone, as always. While Lenny was the friendliest Crocodile anyone could ever meet, he had no friends.

Teacher asks the impression after reading.

"Have you finished reading? Do you like the story?"

Now, we will have a discussion. I will divide you into groups and you have to find the answers of these questions."

(1) Who were the characters? (2) What do you think about the characters (3) Where did the story take place? (4) What happened at the beginning of the story? (5) What happened in the middle of the story? (6) Were there any problems? (7)What happened at the end of the story?

After you decide the best answers for these questions, I

After reading

Students reply with possible answers in the group:

"Yes, finished."

"Yes, we like it."

Students' possible answers after the discussion:

"It's about a friendly crocodile named Lenny, he looked for friends/ he felt lonely/ other animals were afraid of him."

would like you to write your best answers on the paper that I stick on the wall (Teacher prepares the paper before the class starts)."

Teacher divides the students into 8 groups consist of 5 students each. Ask the students to give their groups names and tell them how many minutes do they have for discussion. Teacher can also provide rewards for students after they finish discussion and able to answer the questions.

The Friendly Crocodile

One day, as Lenny began his morning walk, he came across a small bird. He saw this moment as an opportunity for a friendship, but the bird, like all other creatures, was frightened by Lenny. How could a tiny bird trust a vicious crocodile?

"Please don't be frightened by me!" Lenny pleaded to the bird. "I just wanted to say 'hello.'"

"There are two characters (Lenny and Peri)."

"The place was in the forest."

"Lenny was a good friend and Peri was too."

Students' possible answers:

"Lenny met Peri for the first time/ Lenny tried to make friends/ Lenny made an attempt to get closer to Peri."

"Peri was afraid of Lenny because he was a crocodile and decided to leave him for a while/Lenny was sad."

"But at the end they were still friends/ the best friendship in the world."

Teacher sums up by telling the elements of narrative writing and tell the answers based on students group discussion. *Plot* is the sequence of the story *Character* includes these questions; (1) What does the character look like? (Physical description), (2) What does the character say? (3) What does the character think? (4) How does the character act? *Setting* refers to the place in the story which provides information such as when does the story occur, and possibly the exact time of day. It may also include the exact year, season, month, day, week, etc. *Conflict* refers to the problems which consist of orientation, complication, resolution Teacher might briefly discuss the type of narrative story such as real experience, fictions including fairy tale, mystery etc. and ask the students to think about what kind of story that they are going to write. Teacher also emphasizes types of writing including fictional and personal narratives. Teacher asks questions such as: *"Is crocodile really friendly in our real life?"* *"Do you think that bird and crocodile can be friends?"* *Alright, this story is called a fiction. It means is not real, later we will also read and write a story about our personal*	Students may have various questions about the narrative writing elements. Students possible answers: *"Nooooo....."*. *"Noooo......"*. *"Yes, maybe."* Various answers

	experience which is based on the true story. But, I hope that you can get the moral message after reading this story." Teacher asks questions such as: "What do you think the moral message of this story?" Teacher tells students that their story will be assessed including the elements of narrative writing that they have learnt in this phase.	Students possible answers: Various answers
Phase 2 **First Draft** (15 minutes)	**(Teacher modeling)** Teacher tells students that they will write a story together and later students will write their own stories. Teacher distributes planning sheet to students and explains that they will start to generate ideas of their own stories after teacher shows how to do it. Note: Teacher's role is to encourage students to generate students' idea. Teacher may guide students with some questions related to the elements in narrative writing. "Now I will show you how to write a story using Storybird, after that I want you to write your first draft of your own story." Teacher selects one set of picture from Storybird and guide students to identify the focus/setting.	Students start drafting their short story on Storybird website using a selected set of picture. Students brainstorm a story and sketch out ideas by planning the setting, characters and plot.

			Students participate in the process of reviewing, commenting and evaluating on each other's writing.
	"Now let's choose one set of picture and I want you to help me filling this planning sheet so we can write a short story."		
	Plan the setting, characters and plot	Students responds:	
	Teacher asks students to start writing some words on the planning sheet.	Students write: mountain, sunny, sea, fresh, beautiful view, etc.	
	Teacher asks students to think about the character & setting and write down on the planning sheet.	Students responds: "Friends/family, etc. fat, thin, tall, big, pretty, handsome, nice, shy, etc."	
	Teacher asks students to think about the plot (beginning, rising action, conflict, climax and resolution.	Students Writes:	
	Teacher starts writing a story using Storybird website and ask the students to pay attention. After that, students continue to write their first draft by filling the planning sheet and Storybird website.	"They were lost and scared but a rescue team found them and helped them to return to the city."	
Phase 3 **Peer reviews** (15 minutes)	After students finish their draft. Teacher asks students to read their draft to the peers.	Students read each other's story and give possible comments such as:	
	"Have you finished drafting your short story?"	Yes we do!	
	"Now, I want you to read your friend's story that sits next to you and please give some comments about the content only, don't worry about your grammar now, just focus on the idea."	I think you should give the character's name; I like your story; I think the ending is not clear; you don't mention the place. Etc.	

Phase 4 ***Second Draft*** (10 minutes)	Teacher walks around the class and observe students' writing activity in general. Teacher asks students to make a change based on the comments from their peers.	Students write their second draft based on the comments from peers. They probably will reorganize or add details.	Students look at the whole writing, use peers' feedback. Later, they rethink, revise, reorganize and add details on their writing.
Phase 5 ***Language focus*** (15 minutes)	After students finish their second draft, teacher explains the use of simple past tense in narrative writing story. Teachers ask questions such as 2. *What type of tense do we use to tell about past events? Can you recognize it by seeing the story before?* 3. *In past tense, what verb do you use?* 4. *If you open the dictionary, the verb which is used in simple past tense is first, second or the third verb column?*	Students' possible responds *"Verb to use in the past simple."* *"First/second/third."*	Teacher teaches the language convention including grammar, spelling and mechanic. Later

"Students please pay attention to the punctuation. You can use this checklist to help you in your writing."

Every sentence in my story.....

1. Begin with a capital letter.
2. Includes correct punctuation.
3. Uses contractions where possible
4. Uses capital letters for names of people, days, months, cities and states

Teacher gives compliments to students

"Good/very good/good job, etc." Pay attention to your grammar and tenses when you write your story, you may open your grammar book, dictionary; use internet refer to the story from Storybird, ask me if you are unsure."

Teacher may vary the techniques when dealing with the language conventions including the use of tenses, grammar, and mechanics

Teacher asks students to edit their story at home and submit to the teacher using Storybird website. Teacher provides a special page on the Storybird website.

"Do you have questions?" Teacher repeats the explanation and ask confirmation, such as: "What will you do next?" "What time should you submit your work?" "How many days do you have to revise?" "When should you send it back to me?" Teacher gives compliments and dismisses the class. "Great job everyone! Thank you for being cooperative!" Teacher repeats the explanation and ask confirmation, such as: "What will you do next?" "What time should you submit your work?" The class is over. Students finish their story at home and pay attention to the language use. Teacher guides students how to publish their story on Storybird website on the other day of English lesson before	"Yes teacher." Students may ask to repeat the explanations how to submit their story on Storybird. Students possible answers: "Submit the story." "By 8 pm this evening." Students check their grammar, vocabulary, and punctuation. Once they are ready, they submit the third draft to the

Students edit their writing at home based on the teacher's instruction.

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Phase 7 (Third draft)	they start to repeat the process to write the 2nd story with a different topic.	teacher online.	Students share their final writing online.
Phase 8 *Post writing* & *Evaluation*	Teacher asks students to do self-assessment based on the writing rubrics.	Students do self, peer and teacher assessment.	Students present and evaluate the final writing product by doing self, peer, and teacher assessment.

Comments:--
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Appendix B
Research Instrument Evaluation Form for Lesson Plan

Guidelines for evaluation

Please mark √ in the rating box (1, 0,-1) on each item indicating your opinion. Please provide your comments on each item.

1	means	the item is appropriate
0	means	not sure
-1	means	the item is not appropriate

Part one: Objectives/ Content/Assessment

Objectives/Content/ Assessment	1	0	-1	Comments
Terminal Objective: At the end of the lesson, students will be able to write a short narrative story.				
Learning Outcomes:				
Students can identify and set the focus/setting of a short narrative story.				
Students can identify and set both the organization/plot and narrative techniques with appropriate vocabulary and sufficient information of a short narrative story.				
Students can write a short story that consists of focus/setting and organization/plot with appropriate language convention of grammar and usage, capitalizations, punctuation, and spelling.				

Part Two: Teaching Procedures

Teaching Procedures	1	0	-1	Comments
Phase 1 (Pre writing) - Teacher provides background information, stimulate interest, and search relevant material for the story. - Students identify a story plot of a narrative story which consists of the beginning (orientation/exposition), the middle (complication/climax), and the end (conclusion/resolution).				
Phase 2 (First draft) - Students brainstorm a story and sketch out ideas by planning the setting, characters, and plot.				
Phase 3 (Peer review) - Students participate in the process of reviewing, commenting and evaluating on each other's writing.				
Phase 4 (Second draft) - Students look at the whole writing, use peer's feedback. Later, they rethink, revise, reorganize and add details on their writing.				
Phase 5 (Language focus) - Teacher teaches students the language convention including grammar, spelling, and mechanic.				
Phase 6 (Teacher's feedback) - Students receive the online feedback from teacher.				

Phase 7 (Third draft) - Students edit their writing at home based on the teacher's instruction.				
Phase 8 (Post writing & evaluation) - Students share their final writing (story) online - Students present their story - Students evaluate the final writing (story) by doing self, peer, and teacher assessment.				

Is it appropriate to apply digital story writing instruction to teach narrative writing?

Yes   **No**

☐   ☐

Additional Comments:

_____

_____

_____

Appendix C
Planning Sheet

About your story:
Setting: …………………………………………………………………………………………..
Characters:…………………………………………………………………………………………

Can you think of what happen at the beginning of your story? Please write your idea in this box! Remember to only write down a short sentence!
At the beginning:

Can you think of what happen in the middle of your story? Please write your idea in this box! Remember to only write down a short sentence!

In the middle:

Can you think of what happen at the end of your story? Please write your idea in this box! Remember to only write down a short sentence!

At the end:

Write down any part of speech/words that help you generate idea after you see the picture from Storybird!

Write down any part of speech/words to help you describe the characters/setting and plot for your short story!

Appendix D
Research Instrument Evaluation Form for Planning Sheet

Guidelines for Evaluation
Please mark √ in the rating box (1, 0,-1) on each item indicating your opinion. Please provide your comments on each item.

	1	means	the item is appropriate
	0	means	not sure
	-1	means	the item is not appropriate

Item	1	0	-1	Comments
1. Layout				
2. Directions				
3. Description				

Additional Comments:

_____

_____

_____

Appendix E

Digital Narrative Writing Checklist
Please mark √ in the empty box after you finish writing your story!

Beginning	I described the setting (place and time)	
	I introduced what my story is about at the beginning (orientation).	
	I described what happened in the middle of my story (Complication)	
	I described what happened at the end of my story (Resolution)	
Middle	I introduced the character (who).	
	I explained the situation.	
	I included details such as actions, thought and feeling of the characters in my story.	
	I described what is interesting or important about my story to my audiences.	
	I used transition words that show time and order (first, next, then, finally).	
	I checked my language conventions (grammar, spelling, punctuation and mechanic).	
End	I have a cover page in my story and title on it.	
	The length of my story is no longer than 10 pages of multiple book forms.	
	My Storyboard matches with the theme/topic that I wrote in my story.	

Appendix F
Research Instrument Evaluation Form for Digital Narrative Writing Checklist

Guidelines for Evaluation
Please mark √ in the rating box (1, 0,-1) on each item indicating your opinion. Please provide your comments on each item.

1	means	the item is appropriate
0	means	not sure
-1	means	the item is not appropriate

Item	1	0	-1	Comments
1. Layout				
2. Directions				
3. Description				

Additional Comments:

_____

_____

_____

Appendix G

Digital Narrative Writing Rubric

WRITING ASPECT	SCORE	DESCRIPTOR	CHARACTERISTICS
Setting	4	Above Grade Level	Provides a complete explanation about the place and time of a narrative story skillfully to all parts of the prompt
	3	At Grade Level	Provides some explanation about the place and time of a narrative story
	2	Approaching Grade Level	Provides a brief explanation about the place and time of a narrative story
	1	Below Grade Level	Provides an incomplete explanation about the place and time of a narrative story
Plot (Orientation, complication & resolution)	4	Above Grade Level	Provides well elaborated generic structure of narrative plot (Orientation, complication & resolution)
	3	At Grade Level	Provides elaborated generic structure of narrative plot (Orientation, complication & resolution)Provides a sense of closure
	2	Approaching Grade Level	Provides short generic structure of narrative plot (Orientation, complication & resolution)
	1	Below Grade Level	Provides incomplete/missing generic structure of narrative plot (Orientation, complication &

			resolution)
Narrative Techniques	4	Above Grade Level	Includes a complete details that describe actions, thoughts, and feelings
Establishes a situation in a well-elaborated recount of an event or short series of events
	3	At Grade Level	Includes some details that describe actions, thoughts, and feelings
Recounts a well-elaborated event or short sequence of events
	2	Approaching Grade Level	Includes few or brief details to describe actions, thoughts, and feelings
Attempts to recount an event or a short sequence of events. Missing information creates confusion
	1	Below Grade Level	Insufficient or incomplete details to describe actions, thoughts, and feelings
Fails to recount an event or a short series of events
Language- Conventions of Grammar and Usage	4	Above Grade Level	Uses all of adjectives and adverbs appropriately
Uses a variety of prior and current grade-level pronouns correctly
Uses verb tenses and plural nouns correctly, including irregular forms
Produces correct simple, compound, and complex sentences
Uses well elaborated temporal words and phrases to signal event order
	3	At Grade Level	Uses some adjectives and adverbs appropriately

			Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) Produces correct simple and compound sentences Uses elaborated temporal words to signal event order
	2	Approaching Grade Level	Uses a few simple adjectives and adverbs appropriately Uses prior and current grade-level pronouns correctly some of the time Uses some regular verb tenses and common plural nouns correctly Produces mostly correct and complete sentences Limited use of temporal words to signal event order
	1	Below Grade Level	Uses adjectives and adverbs inappropriately or not at all Uses pronouns incorrectly or not at all Uses verb tenses and plural nouns incorrectly Produces mostly incorrect sentences No use or incomplete of temporal words or only uses temporal words without events
Capitalizations, Punctuation and Spelling	4	Above Grade Level	Capitalizes correctly and consistently with no errors: first word in a sentence, "I, " proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly

			all the time Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words : no errors
	3	At Grade Level	Capitalizes correctly and consistently with a minor errors: first word in a sentence, "I, " proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly most of the time Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors
	2	Approaching Grade Level	Capitalizes correctly and consistently with some errors: first word in a sentence, "I, " proper nouns, and tittles Uses commas, apostrophes, and end punctuation correctly some of the time Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability
	1	Below Grade Level	Capitalizes incorrectly with many errors Uses commas, apostrophes, and end punctuation incorrectly or not at all Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability
Cover of the Story Page	4	Above Grade Level	Has a well elaborated cover reflecting the narrative story Has shown well

			elaborated title of the narrative story
	3	At Grade Level	Has an elaborated cover reflecting the narrative story Has shown elaborated title of the narrative story
	2	Approaching Grade Level	Has a limited cover reflecting the narrative story Has shown a brief title of the narrative story
	1	Below Grade Level	Has an incomplete or no cover or not reflecting the narrative story Has shown incomplete/missing title of the narrative story
	4	Above Grade Level	Has up to six pages or ten pages maximal of multiple book form Has well elaborated sentences when writing a narrative story
Length of the Story	3	At Grade Level	Has five pages long of multiple book form Has elaborated sentences when writing a narrative story
	2	Approaching Grade Level	Has three or four pages long of multiple book form Has a brief or phrases when writing a narrative story
	1	Below Grade Level	Has only one or two pages long of multiple book forms Has limited words or lead to confusion when writing a narrative story
Storyboard/Theme/ Picture Selection	4	Above Grade Level	Has a complete appropriate content (pictures, theme or topic) to show in writing a narrative story

3	At Grade Level	Has some appropriate content (pictures, theme or topic) to show in writing a narrative story
2	Approaching Grade Level	Has a few appropriate content (pictures, theme or topic) to show in writing a narrative story
1	Below Grade Level	Has incomplete or missing content (pictures, theme or topic) to show in writing a narrative story

Adapted from Wen (2017)

Appendix H
Research Instrument Evaluation Form for Digital Narrative Writing Rubric

Guidelines for Evaluation
Please mark √ in the rating box (1, 0,-1) on each item indicating your opinion. Please provide your comments on each item.

1	means	the item is appropriate
0	means	not sure
-1	means	the item is not appropriate

Item	1	0	-1	Comments
1. Layout				
2. Directions				
3. Description				

Additional Comments:

_____

_____

_____

Appendix I
Online Narrative Writing Test

Narrative Writing Test

Narrative Writing tells a Story.

Edit Assignment

Instructions:

Write a well-elaborated short story on the topic "A memory that I cannot forget". Please create your short story using simple past tense and a picture book form that only consists 5-10 pages. The total score is 32

Do this Assignment

Ended October 21, 2017

Review 35 submissions

https://storybird.com/classes/xhvwpkusxt/assignments/narrative-writing-test/

SCORING SHEET

Name: _____   Class: _____

Score / Narrative elements	4 points	3 points	2 points	1 points
Setting	Provides a complete explanation about the place and time of a narrative story skillfully to all parts of the prompt	Provides some explanation about the place and time of a narrative story	Provides a brief explanation about the place and time of a narrative story	Provides an incomplete explanation about the place and time of a narrative story
Plot	Provides well elaborated generic structure of narrative plot (Orientation, complication & resolution)	Provides elaborated generic structure of narrative plot (Orientation, complication & resolution)	Provides short generic structure of narrative plot (Orientation, complication & resolution)	Provides incomplete/missing generic structure of narrative plot (Orientation, complication & resolution)
Narrative Techniques	Includes a complete details that describe actions, thoughts, and feelings	Includes some details that describe actions, thoughts, and feelings	Includes few or brief details to describe actions, thoughts, and feelings	Insufficient or incomplete details to describe actions, thoughts, and feelings
Language convention of grammar usage	Produces correct simple, compound, and complex sentences	Produces correct simple and compound sentences	mostly correct and complete sentences	Produces mostly incorrect sentences

Criteria			
Language convention of capitalizations, punctuation, spelling & mechanic ☐	Capitalizes correctly and consistently with no errors	Capitalizes correctly and consistently with a minor errors	Capitalizes correctly and consistently with some errors	Capitalizes incorrectly with many errors
Cover of the Story Page ☐	Has shown a well elaborated title of the narrative story	Has shown an elaborated title of the narrative story	Has shown a brief title of the narrative story	Has shown incomplete/missing title of the narrative story
Length of the Story ☐	Has up to six pages or ten pages maximal of multiple book form	Has five pages long of multiple book form from	Has three or four pages long of multiple book form	Has only one or two pages long of multiple book forms
Storyboard/Theme/Picture Selection ☐	Has a complete appropriate content (pictures, theme or topic) to show in writing a narrative story	Has some appropriate content (pictures, theme or topic) to show in writing a narrative story	Has a few appropriate content (pictures, theme or topic) to show in writing a narrative story	Has incomplete or missing content (pictures, theme or topic) to show in writing a narrative story

Total Score: /32

Comments:

....

....

Appendix J
Research Instrument Evaluation Form for Online Narrative Writing Test

Guidelines for Evaluation
Please mark √ in the rating box (1, 0,-1) on each item indicating your opinion. Please
provide your comments on each item.

1	means	the item is appropriate
0	means	not sure
-1	means	the item is not appropriate

Item	1	0	-1	Comments
1. Tasks				
2. Instructions				
3. Scoring System				

Additional Comments:

_____

_____

_____

Appendix K
Interview Questions

Sex   Male   ☐   Female   ☐

1. What is your overall opinion toward this writing class?

2. What do you think about the topics of story writing in this writing class?

3. What do you think about the learning phases during the learning process?

4. How do you find this writing class including the activities, media, classmates, and teacher assist you to compete the writing assignments?

5. What have you learned in this writing class?

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Appendix L
Interview Questions in Bahasa Indonesia

Jenis Kelamin ☐ **Laki – laki** ☐ **Perempuan**

1. Secara keselurahan, apa pendapat kamu mengenai kelas menulis ini?

2. Apa pendapat kamu mengenai topik – topik cerita di kelas menulis ini?

3. Apa pendapat kamu mengenai fase pembelajaran selama proses pembelajaran selama ini?

4. Bagaimana kelas menulis ini misalnya aktivitas pengajaran, media, teman sekelas serta guru membantu kamu dalam menyelesaikan tugas menulis?

5. Apa yang telah kamu pelajari di kelas menulis ini?

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Appendix M
Research Instrument Evaluation Form for Interview Questions

Guidelines for evaluation

Please mark √ in the rating box (1, 0,-1) on each item indicating your opinion. Please provide your comments on each item.

	1	means	the item is appropriate
	0	means	not sure
	-1	means	the item is not appropriate

Item	1	0	-1	Comments
1. Which topics of story writing that you like the most? Why?				
2. Which learning phase during the learning process do you like the most? Why?				
3. What do you think you learn after learning in this writing class?				
4. How do you find this writing class including the teaching phases, activities, media, classmates, and teacher help you to complete the writing assignments?				
5. What is your overall opinion toward this writing class?				

Additional Comments:

Lampiran N
Appendix N

Kuesioner Motivasi Menulis
Writing Motivation Questionnaire

Jenis Kelamin	*Laki – laki*	*Perempuan*
Sex	☐ Male	☐ Female

Sejauh mana anda menyetujui bahwa pernyataan – pernyataan berikut ini menggambarkan apa yang dilakukan guru anda dalam pelajaran menulis?
How much do you agree that the following statements accurately describe the practices of your teacher in the writing lesson?

Silakan beri tanda centang √ pada kotak skala likert untuk nomor yang paling sesuai dari 1 sampai 5. (contoh "1" untuk sangat tidak setuju dan "5" sangat setuju) Dalam pengajaran penulisan cerita digital ini.
Please mark √ in the likert scale box for the most suitable number from 1 to 5. (e.g. "1" for strongly Disagree and "5" for strongly Agree) in this digital story writing instruction.

Pernyataan - pernyataan **Statements**	*Skala Likert* **Likert Scale**				
	1 *Sangat tidak setuju* ☐ **Strongly Disagree**	**2** *Tidak setuju* ☐ **Disagree**	**3** *Agak setuju* ☐ **Somewhat Agree**	**4** *Setuju* ☐ **Agree**	**5** *Sangat setuju* ☐ **Strongly Agree**
Tantangan: Dalam pelaksanaan pembelajaran menulis cerita digital,					

Challenge: In the implementation of digital story writing instruction,					
1. *Pelajaran dimulai dengan konsep - konsep yang mudah.* (The lesson was started with the easy concepts.) 2. *Dan guru kami secara terus menerus menuntun kami ke konsep yang lebih sulit.* (And our teacher progressively guided us to the difficult ones.)					
3. *Tugas – tugas menulis diberikan pada level yang sesuai, tidak terlalu*					

sulit dan tidak terlalu mudah. (The writing assignments were set at the right level, neither too difficult nor too easy.)					
4. *Guru kami memperhatikan kegagalan kami dalam memahami pelajaran. Kemudian, ia mencoba teknik-teknik mengajar lain sampai kami dapat memahaminya.* (Our teacher, noting our failure to comprehend a subject. Then, she tried alternative teaching					

techniques until we understood.)					
Manfaat dalam kehidupan nyata: Melalui pembelajaran menulis digital, **Real life significance: Through the use of digital story writing instruction,** 5. *Kami mampu menunjukkan hubungan antara jenis tulisan ini dengan kehidupan sehari – hari.* (We were able to point out the relation between this genre of writing and our everyday life.)					

6. *Kami mampu menunjukk an manfaat – manfaat dalam mempelaj ari jenis tulisan ini.* (We were able to point out the advantage s of learning this genre of writing.)					
7. *Kami memaham i bahwa mempelaj ari jenis tulisan ini bukan hanya sekedar memenuhi persyarata n pembelaja ran melainkan juga untuk kegunaan praktik.* (We understan d that learning this genre of writing					

is not just for meeting course requireme nts but also practical use.)				
Rasa ingin tahu: Dalam pelaksanaan pembelajaran menulis cerita digital, **Curiosity :In the implementation of digital story writing instruction,** 8. *Rasa ingin tahu dan ketertarik an kami telah terstimula si.* (Our curiosity and interest were stimulated .)				
9. *Kami merasa bahwa guru kami menanyak an beberapa pertanyaa*				

n yang sulit pada saat diskusi dan meminta kami untuk terus – menerus memikirka nnya. (We felt that our teacher raised some difficult questions in a discussion and assigned us to think them over.)					
10. Kami didorong untuk memilah isi cerita pendek sendiri tanpa disediakan contoh atau model. (We were encouraged to sort out the content of the short story on					

our own and without a model answer.)				
Kemandirian: Dalam pelaksanaan pembelajaran menulis cerita digital, **Autonomy: In the implementation of digital story writing instruction,** 11. *Kami merasa bahwa guru kami membiarkan kami menulis cerita pendek secara bebas dengan ide kami.* (We felt that our teacher let us write the short story freely with our own ideas.)				
12. *Guru kami memberikan kami kebebasan untuk memilih di*				

antara topik – topic yang disediakan. (Our teacher allowed us freedom to choose amongst the topic listed.)					
13. Kami didorong untuk menulis cerita pendek menggunakan teknik favorit kami. (We were encouraged to write a short story with our favorite techniques.)					
Penghargaan: Dalam pelaksanaan pembelajaran menulis cerita digital, **Recognition: In the implementation of digital story writing instruction**					

14. *Guru kami tidak hanya memuji siswa – siswi yang paling sukses tetapi juga mereka yang telah bekerja dengan keras.* (Our teacher did not only, praise the most successful students but also the ones who tried hard.)					
15 *Kami didorong untuk melakukan perbaikan diri sendiri dan ditunjukkan bahwa kami tidak perlu menang dari yang lainnya.* (We were encouraged to make self-					

improvements and showed that we did not need to win over others.)					
Evaluasi: Dalam pelaksanaan pembelajaran menulis cerita digital, **Evaluation: In the implementation of digital story writing instruction,**					
16. Guru kami memberi komentar atau masukan ketika memeriksa tulisan, tidak hanya memberikan nilai. (Our teacher made comments or suggestions when marking my writing, rather than merely giving the					

grade.)					
17. *Guru kami mengevaluasi pencapaian kami dari seberapa baik kami menulis dari pada membandingkan kami satu dengan yang lainnya.* (Our teacher evaluated our achievement by how well we had written rather than how we compared with other students.)					

Adapted from Elliott, A. J., & Church, M. A. (1997)

Appendix O
Research Instrument Evaluation Form for Writing Motivation Questionnaire

Guidelines for Evaluation

Please mark √ in the rating box (1, 0,-1) on each item indicating your opinion. Please provide your comments on each item.

1	means	the item is appropriate
0	means	not sure
-1	means	the item is not appropriate

Item	1	0	-1	Comments
Challenge 1. In the implementation of digital story writing instruction, the lesson was started with the easy concepts and our teacher progressively guided us through the difficult ones.				
2. In the implementation of digital story writing instruction, the writing assignments were set at the right level, neither too difficult nor too easy.				
3. In the implementation of digital story writing instruction, our teacher, noting our failure to comprehend a subject. Then, she tried alternative teaching approaches until we understood.				
Real life significance 1. Through the use of digital story writing instruction, we were able to point out the relation between the genre of writing and our everyday life.				
2. Through the use of digital story writing instruction, we were able to point out the advantages of learning this genre of writing. 3. In the implementation of digital story writing instruction, we were encouraged to sort out the content of the short story on our				

own and not provided a model answer.			
Curiosity			
1. In the implementation of digital story writing instruction, our curiosity and interest were stimulated.			
2. In the implementation of digital story writing instruction, we felt that our teacher raised some difficult questions in discussion asked us to think them over.			
3. In the implementation of digital story writing instruction, we were encouraged to sort out the content of the short story on our own and not provided a model answer.			
Autonomy			
1. In the implementation of digital story writing instruction, we felt that our teacher let us write the short story freely with our own ideas			
2. In the implementation of digital story writing instruction, our teacher allowed us freedom to choose amongst the topic listed.			
3. In the implementation of digital story writing instruction, we were encouraged to write a short story with our favorite approach.			
Recognition			
1. In the implementation of digital story writing were praised by our teacher were not only the most successful students but also those who tried hard.			
2. In the implementation of digital story writing instruction, we were encouraged to make self-improvements and showed that we did not need to win over others.			

3. In the implementation of digital story writing instruction, our teacher gave recognition to students who had made progress despite the fact they were not the best.			
Evaluation 1. In the implementation of digital story writing instruction, our teacher pointed out those areas that needed improvement when marking my writing.			
2. In the implementation of digital story writing instruction, our teacher made comments or suggestions when marking my writing, rather than merely giving the grade.			
3. In the implementation of digital story writing instruction, our teacher evaluated our achievement by how well we had written rather than how we compared with other students.			

Additional Comments:

_____

_____

_____

Appendix P
Research Consent Form

Dear: Parent of _____

I would like to ask your permission for your child's participation of my research entitled *"The Effects of Digital Story Writing Instruction on Narrative Writing Skills of Junior High School Students in Indonesia".* This is an experimental study which is beneficial for junior high school students. It is hoped that this study can provide assistance for teachers and school administration in planning and developing writing instruction for students.

 As I concern that the school's policy stated that boys and girls are not allowed to sit together in the class. However, it is important to see the findings of my research in the future. Perhaps, when both boys and girls can study together in this experimental study, the gender gap will not be a bias in this research. Therefore, I personally ask your permission to let your child study together with the opposite sex in my class.

Your child's participation will be kept confidential. So that I cannot tell who said what. Then, I will encourage your child to be actively involved in this study and provide assignments which have to be completed in and outside the school for 10 weeks. In addition, your child is also required to use the internet under your consent at home. Hence, he/she will be able to finish the assignments on time.

Your child's participation is voluntary and you may withdraw from the session at any time or decline to answer any questions that make you uncomfortable.

If you have further questions about the study, please contact (researcher) at (phone number, email). If you have questions about your rights as a research participant, please call the Office of TEFL Chula (Address &Telephone number).

Thank you for the participation. We are grateful for your help and hope that this will be an interesting session for you. You may keep this portion of the page.

Keep the top section and return the bottom section.

 I understand my child's participation is voluntary and that my child's name will not be associated with my responses. By signing below, I acknowledge and agree that my child is allowed to participate in this study

Parent's signature _____   Date: _____

Appendix Q

Lists of Experts Validating Instruments

A. **Experts validating online narrative writing test, lesson plans, planning sheet, digital narrative writing rubrics, writing motivation questionnaire, and interview questions.**

    1. **Rashane Meesri, Ph.D.**

       Faculty of Education, Chulalongkorn University

    2. **Apasara Chinwonno, Ph.D**

       Faculty of Education, Chulalongkorn University

    3. **Diah Sunggingwati, Ph.D.**

       Faculty of Education, Mulawarman University

    4. **Siriporn Lerdpasalwang, Ph.D.**

       Faculty of Humanities, Kasetsart University

    5. **Jaruda Rajani Na Ayuthaya, Ph.D.**

       Faculty of Humanities, Kasetsart University

    6. **Korapin Paranapiti, Ph.D.**

       Faculty of Humanities, Kasetsart University

B. **Inter-raters reliability**

    1. **Mrs. Safria Rima Jayusna**

       Vocational School of Pharmacy, Tenggarong Kutai Kartanegara

    2. **Ms. Brena Hotri**
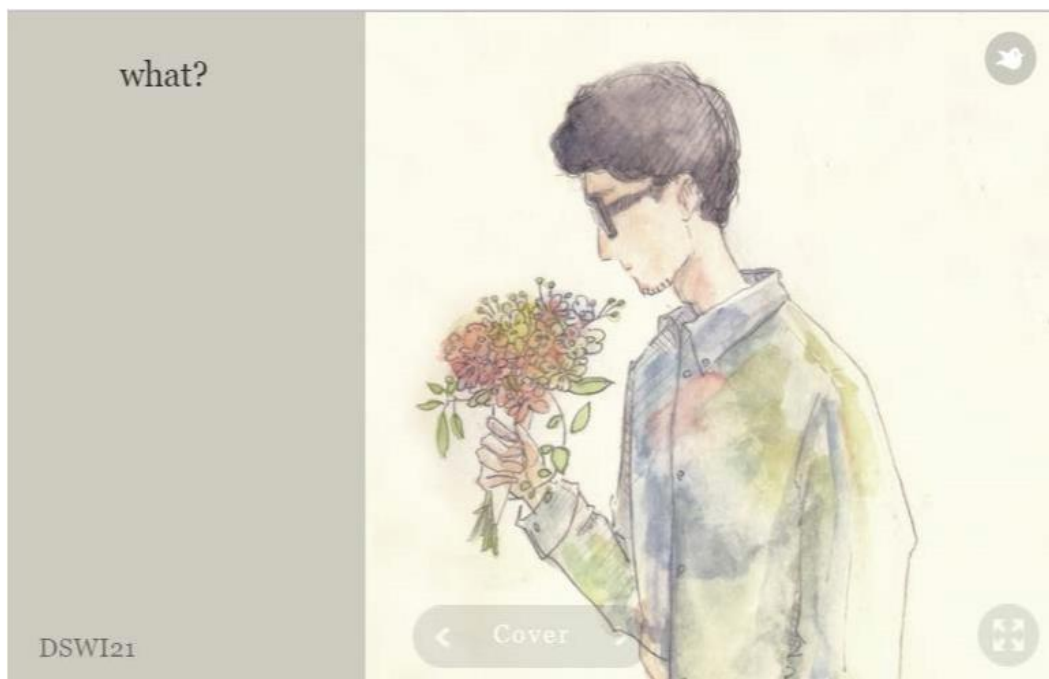
       Sunodia Christian High School

3. **Mr. Sudarman**

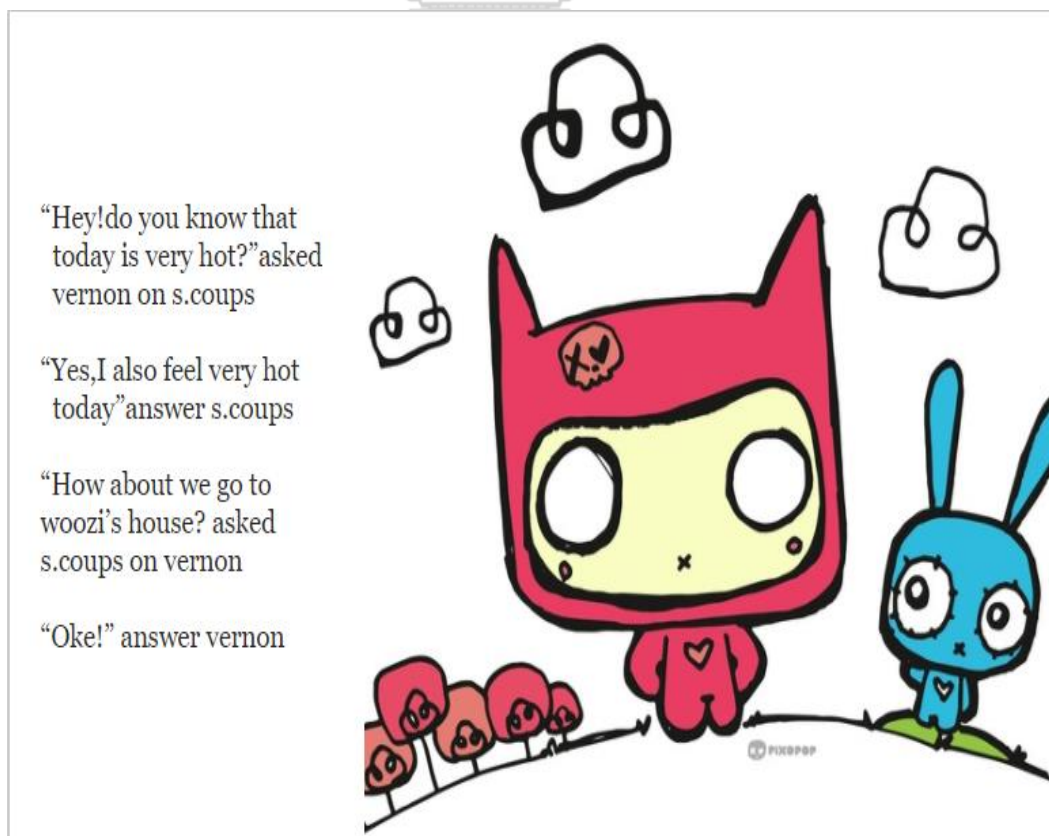   **Graduate student at Chulalongkorn University**

Appendix R

Samples of Students' Writing Pre-Posttest

Student DSWI21 Pre-test

Student DSWI21 Posttest

my name is nanda
cristian mysard.you can
call me nanda. i was
fiveteen.my hobby
playing is guitar

"Hey!do you know that today is very hot?"asked vernon on s.coups

"Yes,I also feel very hot today"answer s.coups

"How about we go to woozi's house? asked s.coups on vernon

"Oke!" answer vernon

"Hello,woozi are you at home?"shouted vernon but there is no answer from woozi

"It looks like woozi is not home"answer s.coups

"It's impossible woozi is not at his house at least cstill sleeping because woozi never travel without my knowledge hi travels in will surely tell me"answer vernon
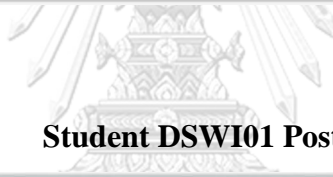
Student DSWI01 Pre-test
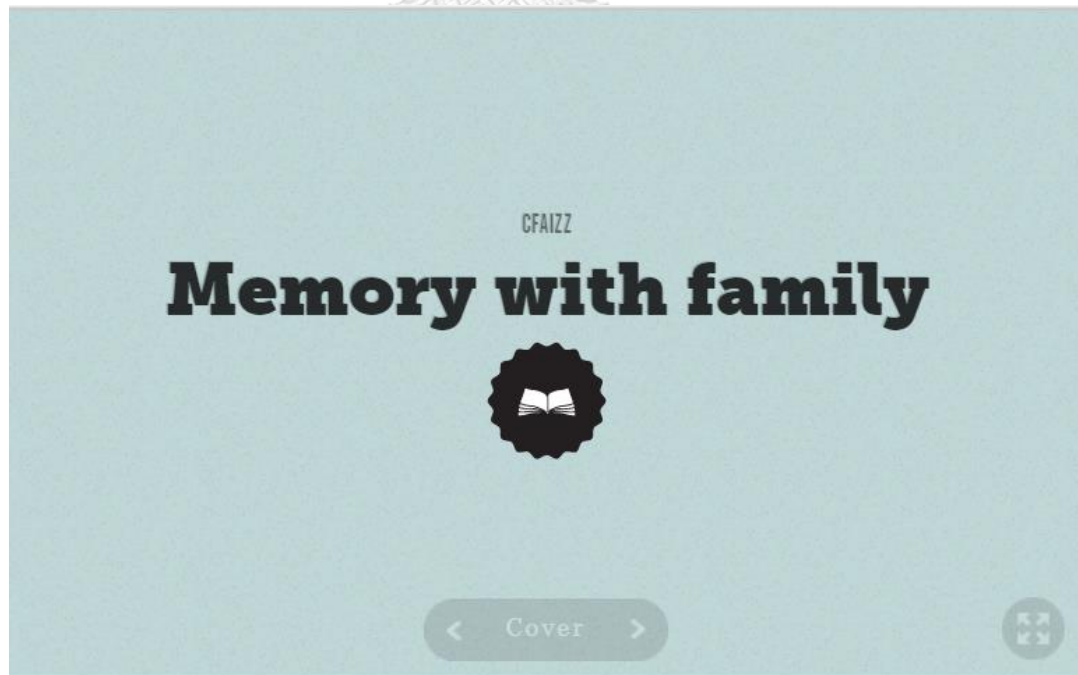
DSWI01

my bestfriend

< Cover >
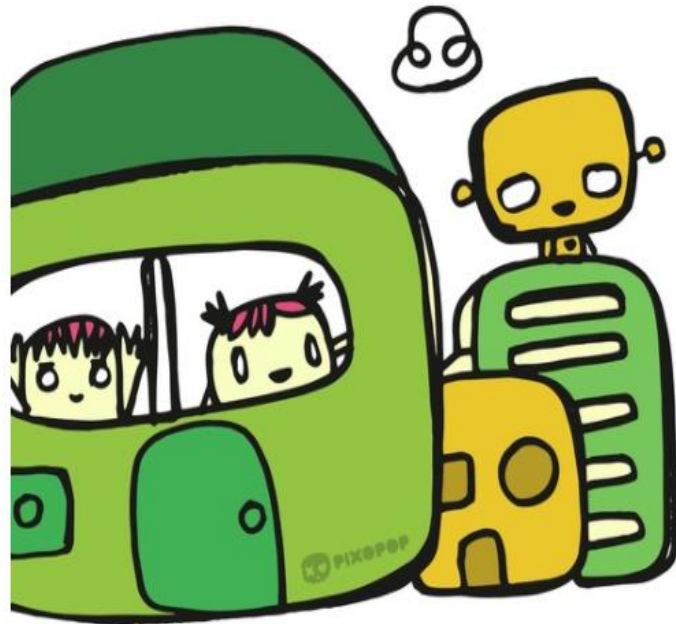
This is the story about Laviel family. In the past, Laviel played monopoly with her family. She so happy because she was so rich than her sister and her father.

Student DSWI01 Posttest

CFAIZZ

Memory with family

Cover

Before Laviel family goes holiday. we're prepared our stuff.

VITA

Elsa Widya Hapsari was born on October 8th, 1989 in Kutai Kartanegara, East Kalimantan Province, Indonesia. She got her first formal education ever at the age of 4 at SDN 032 Tenggarong (primary school) and graduated from secondary school at the age of 16 at SMAN 2 Tenggarong in her hometown. She was interested in teaching since she was still in secondary school as she was inspired by her mother who works as a language teacher. She has shown her ability in acquiring a language when she was 9 months young, and since then she has been very keen on studying a language, especially English. Thus, she decided to pursue her dream by taking English education for her bachelor degree in a private university in her hometown and graduated in 2011 with a predicate 'The Best Graduate' of Faculty of Education. In 2009, she was granted a scholarship for a short course named Indonesia English Language Study Program (IELSP) in the United States of America. While being a wife and a mother of a son, she never stops learning and sharpening her knowledge and competence in teaching, particularly in English language teaching. At the end of 2015, she was awarded a scholarship provided by Indonesian Government called Lembaga Pengelola Dana Pendidikan (LPDP) to study a master degree in Teaching English as a Foreign Language (M.Ed. in TEFL) at Chulalongkorn University, Thailand.

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