ABSTRACT

AJENG MEIDA DWI PUTRI. (2020). The Use of Digital Storytelling in Teaching Writing Recount Text *(A Case Study on the 8ᵗʰ Grade Students of SMP Daarut Tauhiid Boarding School).*

Compared to other language skills, writing is the most challenging skill to acquire especially in the context of English as a Foreign Language (EFL) [Dueraman, 2012; Phuket and Othman, 2015; Widiati, 2006]. In terms of developing Indonesian students' recount text writing, it is potential to integrate ICT to the classroom activities (Kim, 2018; Girmen et al., 2019). One of the options is through Digital Storytelling. Digital storytelling (DST) could become one of the alternative media to overcome the challenges in the teaching learning process of EFL writing (Kim, 2018).

The purpose of this study was to investigate the implementation of DST in teaching learning EFL writing, particularly in classroom context of writing recount text, the students' progress, and at the same time raises the awareness and recognition of how the students respond to the use of digital storytelling for their learning.

A case study with qualitative research method of case study was employed involving a class of the eighth grade EFL learners of Daarut Tauhiid Boarding School Bandung. Overall, classroom observation, writing tests, questionnaire and interview were administered respectively to be the instrument of this study. The procedure of analyzing the data was conducted based on the instrument used in the research. Moreover, the data from all the instruments were analyzed qualitatively including the writing tests.

The result of the study showed that the use of DST as media in learning writing helped students overcame some writing issues. The implementation of DST in the teaching and learning recount text in classroom setting could be conducted by the teacher optimally with the best preparation. The prepartaion included preparing the appropriate digital media and relevant learning resources such as the video of material explanation and the text sample. Forward, the role of teacher was still very principal during the learning conduct. Despite using interactive media such as digital storytelling, the students still needed assistance and guidance from the teacher along the lesson and especially when ensuring the veracity of newly acquired knowledge. The use of DST in classroom helped teachers to explain the topic in a more interesting way that supported the students to engage their learning interest. Substantially, the positive attitude of the students towards digital storytelling indicated that DST was a really effective tool to be used in the classroom because it engaged students' involvement in the entire learning activities.

Keywrods: *DST, EFL writing, recount text*