

ABSTRACT

Sri Wahyuningsih 2018: The Use of Storytelling Video to Improve Students' Narrative Writing in EFL Blended Classrooms (An Experimental Study at SMAN 01 Sukawangi Bekasi).

Writing is one the teaching English skill. It is part of the syllabus in EFL teaching of English. Students find writing as a hard subject. There are several techniques to teach narrative text. In response to that issue the research uses storytelling video to improve narrative writing in EFL blended classrooms. One of the teaching techniques is storytelling video to teach narrative writing. Use storytelling video that can be applied. It can help students' to write narrative text more easily.

The research is written to achieve the objectives: 1). to discover students' narrative writing ability after the use of storytelling video in a blended classroom 2). to discover students' narrative writing ability after the use of storytelling video in the face-to-face classroom 3). to reveal significant effectiveness of teaching learning in blended classroom at the second grade students' of SMAN 01 Sukawangi Bekasi.

The method used in this research is a quantitative method in the form of quasi-experimental design. The total number of population was 58 and one class consists of 29 students of the second grade of SMAN 1 Sukawangi Bekasi. One class was taken as sample of quasi-experiment and the class was chosen by non-random sampling. The instruments used in this research were writing test that consist of pre-test and post-test. Students' scores in the tests are analysis statistically in the following; determining the normality of data, examining the homogeneity of two variances, and testing the hypothesis.

Statistical analysis shows that the average score of the experimental class is 73.71. It is on the range of 70-79 which is categorized as good. The average score of control class is 68.87. It is on the range of 60-69 which is categorized as sufficient. Moreover, the t-test calculation result shows that the t_{count} is 3.89 and the t_{table} is 3.92. It means that the t_{count} is higher than the t_{table} . In other words, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. There for the students' narrative text writing in the blended classroom with storytelling video is better that the students' ability in the face-to-face classroom with storytelling video.

In conclusion, teaching writing narrative text using storytelling video can develop students' writing mastery. There is significant difference of students' face-to-face classrooms and blended classrooms. The suggestions are that storytelling video techniques can be implemented in teaching narrative writing in blended classrooms make teaching and learning activity become effective and fun.