



ENGAGING SECONDARY SCHOOL STUDENTS IN A NARRATIVE WRITING BASED DIGITAL STORYTELLING

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ABSTRACT

Internet activities are ICT (Information and Communication Technology) that provide students with the opportunity to learn storytelling through digital media that are presented engagingly and contribute directly to developing storytelling skills. The study used a collaborative classroom activity study design, in which researchers and teachers collaborate to conduct the study. The study followed the steps of educational behavior research: planning, implementation, observation, and reflection. Research data was collected through several means, including student essay sheets, questionnaires, and observation sheets. The subjects of this study were her 30 students of class XI MA. The average score obtained during the preliminary survey was 62. This score increased to 75 in Cycle 1. In Cycle 2, the mean value obtained increased again to 80.5. We highly recommend using digital storytelling to improve your storytelling skills.

Keyword: *Activities , Information , Technology , And Internet*

1. INTRODUCTION

Writing is presenting language to convey several meanings so that readers can understand the information conveyed by the author (Sapkota, 2012). Babni (2018) argues, writing is one of the most useful and challenging language skills, foreign language students try to develop and master these writing skills because writing is also very functional in life activities (personal, professional, and academic). So this writing is the presentation of information in the form of notes on a media that aims to make the reader understand the information conveyed by the author. lack of students' writing skills because students often depend on electronic devices that provide instant services (Rao and Durga, 2018). so with the gadgets that are no longer used by students to be able to help learn to write but are already addicted to these sophisticated objects.

Writing can be a challenge for second language learners in Vietnam, there are also problems in learning to write at the high school level. Huy (2015) argues that most high school students in Vietnam do not realize the importance of writing skills and there are still many mistakes in writing, due to the lack of concentration of students in writing. This research was conducted in a high school in Vietnam. The research began in the first semester of the 2014-2015 academic year. The subjects consisted of 200 grade 11 students and all of them aged seventeen to nineteen. Huy (2015) said in his research that there are six writing problems experienced by high schools in Vietnam, namely lack of vocabulary, students having difficulty in grammar, students finding it difficult when dealing with the topic of writing lessons in textbooks, and limited teachers in correcting. student writing. The lack of resources to write English learning materials, and finally, the limited time not only has an impact on student learning but also on teacher teaching.

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Rena Ayu Putri, Abd.Rahman, Triana Kartika Santi, St.Shabibatul Rohmah

As with other Asian countries, Indonesia also has problems learning to write. Lee, Fitria & Ginting (2019) argue that there are several general concepts about Indonesians in learning: fear of making mistakes, lack of initiative to learn, and lack of effort to communicate, especially in written communication. Nurwinta, Ningsih & Hamzah (2018) stated that they often seem to have difficulty finding ideas in writing and are hesitant in organizing writing. Ramadani (2014) argues that the challenge of writing is not only grammar which develops ideas in a paragraph, it is also a challenge for students.

In this modern era, many learning innovations can be useful for teachers and can attract students' attention. Even now learning is no longer teacher-centered but has been student-centered. Current advances in information and communication technology (ICT) have provided learners with a variety of tools in the form of computer-based or Internet-based resources to help them take charge of their learning (Abdel-hack, 2014). So with the rapid development of technology, communication in the classroom is no longer limited to traditional face-to-face communication modes. Many media can be used to teach students, including digital storytelling (DST).

Digital storytelling has gained popularity as an instructional methodology in the educational landscape, including second and foreign-language learning because it can socially enable learners to share and exchange personal narratives and accounts of historical events and discussions of various topics (Widodo, 2016). Balaman (2018) stated, Digital stories (DS) are generally arranged in three important stages, namely the preparation stage (topic selection, audience determination, storyboarding, script writing, and discussion and editing of the script), and the production stage (choosing appropriate non-verbal elements). and accompanying the manuscript with appropriate multimedia tools, and the presentation stage (showing the final product to the audience). So with these three important stages, students make it easier to make stories, the initial preparation that students have to do is to discuss the topic with the group and edit the text, then students enter the production stage, namely, choosing the right media tool, and finally showing the results of their work to make students the audience.

By looking at this, active learning is needed to get maximum results, so researchers want to try whether, with the digital storytelling model, students will be more active in the learning process. Because learning English emphasizes more on students' participation in every learning process, the use of these learning strategies is expected to improve student learning outcomes, especially in English subjects. Based on the description above, the researchers took the title "*Engaging High School Students in a Narrative Writing Based Digital Storytelling*". The formulation of the research problem to be investigated in this study is as follows: Can the application of digital storytelling help students in writing narrative texts?

2.LITERATURE REVIEW

2.1.Digital StoryTelling (DST)

Behmer (2005) argues that storytelling is believed to be a tool for sharing life values and knowledge from one person to another. This is a good way of communication because through storytelling people can exchange their own experiences with others. In this case, people can learn from each other's experiences through storytelling. Kim (2014) states that Digital StoryTelling (DST) has been widely used to help learners tell their own stories effectively because Digital StoryTelling (DST) can be a student-centered activity when the topic is related to daily life and their personal experiences. Widodo (2016) states that Digital StoryTelling (DST) has popularity as a methodology in teaching education, including second language learning because students can socially share and exchange personal narratives and stories of historical events and discuss various topics. Digital StoryTelling (DST) is the process of illustrating personal narratives and stories with photos, artwork, music, sound, video clips, text, and mini-films (Willox, Harper & Edge, 2012).



Staly & Freeman (2017) state that stories can encourage students to express the narratives they have about themselves and provide opportunities for students to improve their perspectives. So by using Digital StoryTelling (DST) students can be encouraged to tell their own experiences creatively.

Learning to write stories using Digital StoryTelling (DST) media can help students become more confident and more creative in their own storytelling experiences. Digital StoryTelling (DST) is often used in small groups or pairs. However, in this study, the researchers chose to apply it using small groups. Ferdiyansah (2018) argues that writing collaboration can encourage students to share ideas with group members, be able to respect group opinions, and can manage teamwork to complete assignments. So by using small groups students can easily discuss to determine how to complete their assignments and most importantly can learn to respect the opinions of group members. Widodo (2014) argues There are steps to learning to write using Digital StoryTelling (DST):

1. The first step that needs to be taken is to introduce Digital StoryTelling to students. Then help identify three types of stories namely personal, historical, and myth.
2. The second step helps students create story frames, then guide students to create digital stories, then students can arrange story frames.
3. In the third step in making digital stories, students work together to create digital stories, after making the story frame complete the students then rework and edit the draft story. Then students can import the revised draft into a video application that they understand.
4. In the fourth step, students can present digital stories and students present the results of their assignments so students can get feedback from other groups.

2.2.The Definition of Writing Skill

Byrne (1988, p. 1) argues that writing is more than just the production of graphic symbols, symbols must be arranged according to certain conventions to form words and must be arranged to form sentences. This means that writing is not just entering a few characters into a word or sentence, but a writer must consider the spelling of the word or sentence structure. Huy (2015) argues they think that they can't write well and correctly, because they not only identify good writing with proper spelling and grammar, they don't even realize the importance of writing skills in their learning so they often get low scores when doing writing and writing skills tests. it affects their learning outcomes. Byrne (1988, p. 1) argues that note-taking produces sequential sentences that are arranged and connected in certain ways. It is not easy to make good writing that is coherent between each sentence. A writer must pay attention to each sentence. From all these experts, it can be concluded that many aspects must be considered in writing. One of them is that the writer should not only pay more attention to the sentence structure but also make coherence between each sentence. These sentences should go hand in hand with the purpose of writing, namely to share information or ideas.

Before writing activities, teachers need to pay attention to the writing process. The writing process must be followed by students to make good writing. This section explains the writing process that guides students in writing activities. a writer may not have the opportunity to do much planning, or an editor may be in charge of editing; these stages are believed to reflect in general how successful writing develops (Williams,2003).

In conclusion, students develop ideas at the prewriting stage while the planning stage shows how these ideas complete the purpose of the paper. Next, at the drafting stage, students formulate their ideas in a certain order. Then, during the revision phase, students refine the organization and expression of their compositions. Then, at the editing stage, students will engage in sentence-level problems such as spelling, punctuation, and usage. Finally, at the publishing stage, students will be involved to share their final work with the public.

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Rena Ayu Putri, Abd.Rahman, Triana Kartika Santi, St.Shabibatul Rohmah

2.3.The use of Digital Storytelling in learning writing

According to Saputro (2013) Using digital stories can help teachers to build students' understanding of the material presented in this case narrative text, the narration is a text that retells past events in chronological order, thus digital stories can help students to understand stories' narrative text. The process of making digital stories requires students to apply writing and speaking skills, the art of storytelling also through the use of various multimedia such as text, images, audio, and video (Hack & Helwa, 2014).

Widodo (2014) storytelling also requires multimodal language skills, such as writing, reading, speaking, and listening. Incorporation of technology into storytelling is needed because teachers are required to use technology if the school can access computers and the internet. Thus using digital tools in storytelling lessons helps students to tell their experiences. Balaman (2018) argues making digital stories can also help students to determine identity because students need to reconsider "who they are" or "who they want" in this personal story. After all, Digital StoryTelling mostly tells personal "stories", and new pedagogies this is very suitable for narrative writing which allows students to reflect on their personal experiences and hence helps students to form their identities.

3.RESEARCH METHOD

This study aimed to solve the problem of writing lessons. Thus, according to Kemmis and McTaggart (2014, p. 5) and Ary et al (2006, p. 539) Classroom Action Research (CAR) Actions here are strategies against some obstacles that arise. According to Koshy (2005), the purpose of action research is to suggest media in learning and the learning process overcome students' problems in dealing with specific topics. In this case, a collaborative behavioral research design was applied as the researchers collaborated with class teachers to teach English subjects in middle school. This study follows her CAR steps, including her four: Implementation, Observation, and Reflection. The study was conducted in 2 cycles. This was done to solidify the methods that were being attempted to get a clear picture. To get real information, preliminary research was conducted by researchers and collaborators to analyze the phenomena that occurred during the learning process. This way, you can identify and fix the problem. The data obtained relates to the real state of the problems faced by teachers and students in the learning process. Planning was a stage of careful preparation before taking action. In this section, the author presents (a) a learning strategy; (b) a learning delivery plan; (c) success criteria; and (a) a learning strategy.

The subjects of this study were 30 students of MA Unggulan Bina Bangsa of Class XI MIPA. Location Jl. Raya No. 136 Bulurejo Kec. Purwoharjo Kab. Banyuwangi. The subject of this study is storytelling, and researchers use digital storytelling to write a narrative. This study used four survey instruments: a student worksheet, an observation sheet, and a student questionnaire. In this case, there are three different student worksheets created in Pre-learning, Cycle 1, and Cycle 2 respectively. An observation checklist is a list of teacher activities observed by the researcher during the lesson. Observation checklists are used to see if what teachers are doing in class is consistent with the structure or framework for writing correct narrative texts. Notes during the observation process as a supplement to the observation sheet. Student surveys are used to collect information from students about actions taken by teachers.

4.RESULT AND DISCUSSION

Before entering Cycle 1, an initial test of story-writing ability was given to the 30 students in Class XI. This test is intended to assess your writing ability on elements of structure, content, processing, and mechanics. This test follows the theme of the story "Cinderella". The exam duration is 60 minutes. Students have an average writing ability of 62. The results of the final grades of story writing in the preliminary survey show that the student's story writing skills do not



meet the standards of maturity set in the study. Supporting data used a questionnaire with a 35% difference in writing in English, 25% said they were never taught using online media, and 20% were bored with the classroom learning patterns taught by their teachers. 20% were absent. and watchlist. We concluded that the teacher had never used digital media storage and had previously used student worksheets. Because the students did not yet have a good understanding of IT and related media. In the next stage of planning, researchers prepare to learn tools which include lesson plans, curriculum, syllabus, materials, and assessment guidelines. The learning tools used during the research included preparing material online because this research used digital stories.

In the implementation phase, the researcher made a research schedule, namely in cycle 1, which consisted of 2 meetings, each meeting containing the teaching stages of pre-activity, temporary activities, and post-activity. Furthermore, the researchers observed using several instruments as supporting data for the results of the instruments in cycles 1 and 2 of the questionnaire, with the results happy and no longer having difficulty writing narratives since using digital media and digital storytelling. 30% were interested in online learning patterns, and 30% were motivated to write narration in English, while the results of the teacher's checklist when learning in class is better, the teacher is more creative in using digital media stories and the class becomes fun. The last is reflection, where researchers re-analyze the results of implementing digital stories, including the researcher making several improvements in cycle 1 so that later during the research in cycle 2 the results were better and achieved completeness. Based on the characteristics of class action research, the results of the learning process of Cycle I were divided into two sessions. Data on whether students were successful in writing stories combined with the use of digital storytelling. At the first meeting of Cycle 1, students were asked to read sample digital stories from multiple titles specified by researchers: Sangkuriang and Pinocchio. Students read and observe the story to complete the content of the story (thinking stage). Each student then tells a story in their language to a friend (the speaking stage) and finds the role of the teacher who accompanies the student during class. learn instead. Help students when they are having difficulties. Next, in the writing phase, students are asked to write a story in their language about the same theme. they saw in the digital story (the writing stage). In the second meeting of Cycle 1, after the students' writing results were checked by the teacher using the evaluation guidelines, the students wrote their stories and the number of students for class XI MA Unggulan Bina Bangs was determined, 15 for the organizational evaluation. students received. the score of 67, 8 students received a score of 70, and 7 students received a score of 75. After that, 18 students were evaluated in competency assessment, and finally, in mechanical assessment, 22 students received 72 points and 8 students received 75 points, giving an average grade of 75 in the class. does not meet the requirements for success. Scores for writing ability show the lowest scores for organization and content. This meant that the student was unable to write the structure of the story correctly.

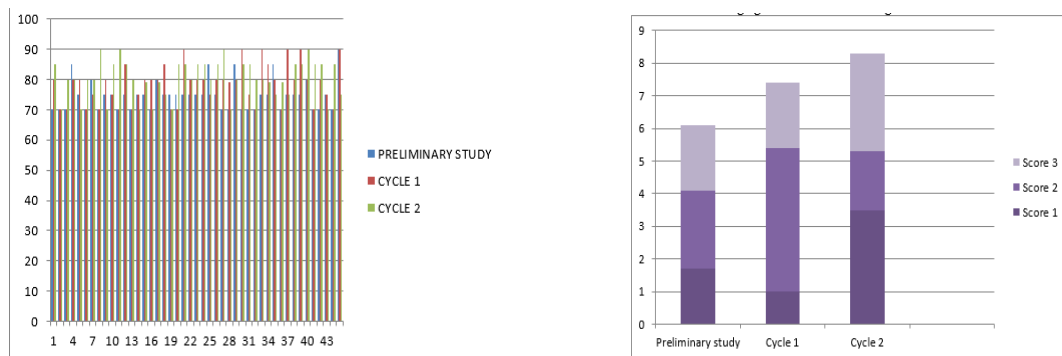
Cycle 2 results are different than Cycle 1. In Cycle 2, researchers improved the application of storytelling using digital story media in classroom learning. The first improvement formed six groups of five students. Individually rather than in groups, unlike Cycle 1. The second improvement is that students can select a title they like, search for a story online, read the story up to three times, and then each student can write the difficult vocabulary in front of the class. The teacher allows other students to write down the meaning of difficult vocabulary (thinking stage). Each group nominates one of their students to share their story with the other group. A system that rotates from one group to another, giving each group six different stories about herself. The next stage is writing, where students are asked to write a story whose theme is chosen by one of the story titles spoken by each group representative. After finishing writing, the results of the writing are exchanged with other friends and a peer assessment is carried out by using a guide provided by the researcher. After being assessed on the elements of organization, content, and mechanics, students were asked to continue composing digital stories using PowerPoint media. From cycle 2 activities, the following values were obtained. Regarding organizational assessment, 22 students scored 80, and 8 students value 80.5. While The content assessment was 25 students with 80 and 5

ENGAGING SECONDARY SCHOOL STUDENTS IN A NARRATIVE WRITING BASED DIGITAL STORYTELLING

Rena Ayu Putri, Abd.Rahman, Triana Kartika Santi, St.Shabibatul Rohmah

students scored 79.5. Furthermore, regarding assessment skills, there were 15 students with a value of 79.5. There are 10 students with 80 and 5 students with a value of 80.5. The final assessment is on mechanics, where 20 students get a score of 80 and 10 students to get a score of 80.5. From the value of the data, it can be concluded that there was an increase in the class average from cycle 1 with a value of 72, and cycle 2 rose to 80.5. So, it can be concluded that this research is a success and the use of digital storytelling media can be recommended as a reference in learning English, especially in narrative writing skills. The summary of the value of the preliminary study cycles 1 and 2 can be seen in tables 1 and 2 below;

Table 1. The result of each student at each stage



5.CONCLUSION

Based on the above findings, it can be concluded that this classroom behavioral study was successful. This can be seen from the average increase that continues to increase with each cycle. The cycle 1 class average was 75. Also, the Cycle 2 class average was 80.5. The increased scores indicate that using storytelling in digital media when learning to write helps students improve their storytelling skills. Some of the tools corroborated the results of tool data from Cycles 1 and 2 of the survey, with 40% satisfied and no longer struggling to write their stories. 30% are interested in online learning patterns and 30% are motivated to write stories. In English, it excels in teacher checklist results when learning in class. The use of digital storytelling media in the process of learning to write was described as characterized by the form of images, sounds, and music. These features have proven to help students identify key elements in narrative writing such as theme, setting, characters, and plot, thus leading to better final narrative results. You can create some suggestions for further research are as using different research methods that can be combined with other strategies, also ensuring a good internet connection for better learning outcomes.



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ENGAGING SECONDARY SCHOOL STUDENTS IN A NARRATIVE WRITING BASED DIGITAL STORYTELLING**Rena Ayu Putri, Abd.Rahman, Triana Kartika Santi, St.Shabibatul Rohmah**

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