The Effect of Using Digital Storytelling on Students' English Narrative Writing Skills of Eleventh Grade at SMAN 1 Pantai Labu

¹Indah Amelia, ²Zulfitri

¹English Education Department, Universitas Muslim Nusantara Al-Washliyah, INDONESIA
²English Education Department, Universitas Muslim Nusantara Al-Washliyah, INDONESIA

ARTICLE INFO	ABSTRACT
	The aim of this research is to obtain empirical evidence about the effect of Digital Storytelling on students' English narrative writing skills. The object of this research was 150 class XI students of SMAN 1 Pantai Labu which was carried out in August 2023. The research method was quasi-experimental. The sampling technique is purposive sampling; it was conducted in class XI at SMAN 1 Pantai Labu class XI MIA 2 as an experimental class while class XI IIS 2 as a control class. Both the experimental class and the control class consisted of 30 students. The instrument used in this research was a writing test. There is a pre-test and post-test on writing narrative texts given to students. Data was obtained in this research by statistical calculations. Based on the research results, the researcher concluded that the narrative writing ability of class XI students at SMAN 1 Pantai Labu in the experimental class was good. The highest score on the post-test was 70 (4 students) and the lowest score on the post-test was 50 (5 students). The writing ability of students in the control class is sufficient. The highest score on the post test was 85 (5 students) and the lowest score on the post test was 60 (1 student). From the findings, the description of the mean score of the students' pre-test and post-test of experimental class showed improvement. The mean score of pre-test and post-test of experimental class were 65.67 and 74.33 which showed improvement. The data showed that the use of Digital Storytelling in teaching the students' writing skill especially in narrative is effective.

Correspondence:
Indah Amelia And Zulfitri
indahamelia711@gmail.com

INTRODUCTION

This thesis focused more on improving students' writing skills. Writing ability is a skill that is very necessary for students. According to Dalman (2014: 3) writing is an activity of communicating in the form of conveying messages (information) in writing to other parties using written language as a tool and medium. Almost every aspect of students' daily life is done in the form of writing. Nurlaili and Zulfitri (2020) stated that to make it easier for elementary school students to write, there is a need for methods presented in classroom learning. Because images that can be seen directly can create ideas for writing.

Nurlaili and Annim (2021) stated that in English there are several basic ability criteria to be able to master English, including: listening, speaking, writing, reading. Of the four criteria, speaking is one that cannot be separated from communicating in everyday life. To support students' writing skills, students must be able to construct ideas, share information and offer more complex analysis in their writing. In addition, students must understand what components are involved in writing, for example content, organization, vocabulary, syntax and mechanics, and how to use these components in the correct form of writing.

The first problem starts when students cannot develop their ideas properly in writing, bad organization, spelling problems, grammatical errors, lack of vocabulary, sometimes when teachers ask students to make summaries or conclusions in a text, they think writing is boring. Maybe with monotonous learning that has made students experience learning motivation and decreased thinking skills. Another problem is that the media used is less varied, such as only limited to textbooks, so that students are not interested in learning. Based on the explanation above, the researcher is interested in providing a new technique in teaching writing skills using digital storytelling techniques. Zulfitri and Harahap, Y.S (2018) The use of learning media depends on one's own abilities and initiative, therefore teachers must consider the suitability of learning media which must be in accordance with the objectives, materials, methods and evaluation of students' ability levels.

Nurlaili and Horia (2022) stated that in terms of rapidly developing technology, people prefer the current era of gadgets and the internet, so the low literacy culture can undermine a student's identity. The researcher is interested in providing a new technique in teaching writing skills using digital storytelling techniques. digital media can be interpreted as an electronic or a mechanical tool that can be used to store or to deliver data and information. In addition, storytelling technique has been widely used by teachers in schools by choosing

stories from fables, folklore, mythology, short stories, fairy tales, and so on. Therefore, it can be interpreted that digital storytelling is as the sharing of information through words and actions using electronic or mechanical tools with the purpose of transferring meaning. As its name implies, digital storytelling uses digital devices, software applications and multiple types of media such as text, image, voice (narration), music, or video.

METHOD

This research used experimental design. In an experimental design, there was some types such as true experimental, quasi experimental, pre-experimental, and single subject design. In this research, the researcher conducted the quasi-experimental research. The research was intended to obtain information about the benefits from using the digital storytelling technique on student's writing skill. In this research, the researcher needed two groups. They were experimental group and control group. The experimental group was treated by using digital storytelling, while the control group was not treated by using digital storytelling.

Instruments

Instrument of collecting data is tool used by the researcher in collecting the data in order to make the research easier and get better result. Test issued as the instrument in this research. The researcher will give the written test in pre-test and post-test. Pre-test is given to the students to measure their writing skill before the treatment while the post-test is given to the students to measure their writing skill after getting the treatment. The tests are given to the students both in experimental and control class is the same. The topic of pre-test is about fable and the post-test is about fairy tale.

Amin, Teguh Satria, and Zulfitri Zulfitri (2021) concluded that there was a difference in the average student learning outcomes for the Control class pre-test and the Control class post-test. Therefore, it can be concluded that there is a significant influence before (pre-test) the learning video and after (post-test) the learning video on students' understanding of English grammar material in the new normal era.

Data analysis procedures

This research used quantitative research. Quantitative research explains phenomena by numerical collecting data that are analyzed using mathematically based methods in particular statistics. During the test, the researcher directly will give some scores based on the rubric she prepared for each student. In determining the score, furthermore the researcher uses the scoring rubric of the provided a measure of quality performance on the basic of some criteria: content, organization, grammar, vocabulary, and mechanics.

FINDINGS

The result of post-test in experimental and control class also had an effective score. The data were presented in significance of control class, it was 0.069 and experimental class was 0.200. From the result, the researcher concluded that all class

are normally distributed because both value of control class and experimental class were higher than 0.05.

Table 4.3 The Result of Descriptive Statistic

Descriptive Statistic							
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean		Std. Deviation Statistic
						Statistic	Std. Error	
Nilai Pretest Control	30	25	40	65	1620	54.00	1.426	7.812
Nilai Posttest Control	30	20	50	70	1795	59.83	1.186	6.497
Nilai Pretest Experimental	30	25	55	80	1970	65.67	1.307	7.160
Nilai Posttest Experimental	30	25	60	85	2230	74.33	1.285	7.038
Valid N (listwise)	30							

From the table above, it is found that the result of the total students in pre-test control class was 30, and the students' maximum score was 65, the minimum score was 40, mean was 54.00 and the standard deviation was 7.812. Post-test in control class has 30 students, with the maximum score was 70, the minimum score was 50, mean was 59.83, and the standard deviation was 6.497.

Meanwhile, pre-test in experimental class has 30 students, with the maximum score was 80, the minimum score was 55, mean was 65.67, and standard deviation is 7.160. in the post-test, students was 30 with the maximum score was 85, minimum score was 60, mean was 74.33, and standard deviation was 7.038.

DISCUSSION

The researcher found that using Digital Storytelling in teaching the students'

writing skill especially in narrative is better than not using Digital Storytelling. The question of this research was: Is there a significant effect of the use of digital storytelling technique on the writing skills of eleventh grade students at SMAN 1 PantaiLabu? In attempt to answer this, it was hypothesized that students who taught by that using Digital Storytelling showed a significant effect than the students who was taught by using conventional method.

From the findings, the description of the mean score of the students' pre-test and post-test of experimental class showed improvement. The mean score of pre-test and post-test of experimental class were 65.67 and 74.33 which showed improvement. The data showed that the use of Digital Storytelling in teaching the students' writing skill especially in narrative is effective. Digital storytelling is a technique in teaching that uses digital media to convey a story or message. It combines traditional storytelling elements with various forms of multimedia such as text, images, audio, video, and interactive elements to create engaging and immersive narratives. Incorporating digital storytelling into the classroom can enhance the learning experience, empower students to become more effective communicators, and prepare them for the digital and multimedia-rich world they will encounter in the future.

CONCLUSION

The conclusion in this research entitle The Effect Of Using Digital Storytelling On Students' English Narrative Writing Skills Of Eleventh Grade At Sman 1 Pantai Labu, digital storytelling is effective to improve students' writing skill in especially in narrative text. This research has proven whether using digital storytelling is an effective technique to apply in teaching writing narrative text at the eleventh grade of SMAN 1 PantaiLabu.

It can be seen from the result of the means improvement between pre-test and post-test in control and experimental class. The mean of pre-test in control class was 54.00 and the mean post-test was 59.83. Meanwhile in experimental class, the pre-test was 65.57 and the post-test was 74.33. Because of the experimental class was higher, so the treatment for experimental class using Digital storytelling as technique in teaching is better than control class.

Beside that, the result of computation in t-test was 8.291, while the critical value of 0.05 significant level was 1.672. the conclusion from the data analysis was the value of t-test (8.291) was higher than t-table (1.672). It means that the alternative hypothesis (Ha) was accepted and using Digital storytelling in teaching was effective on students' writing narrative..

REFERENCES

Adam, A. A. S. (2015). Developing EFL Learners' Narrative Writing through Using Short Stories: The Case of Al-Baha University Students. European Journal of English Language and Literature Studies, 3(4), 1-8.

Albalawi, S., F.,& Younes, B., Z. (2015). Exploring the most common types of writing problems among English language and translation major sophomore female students at Tabuk University. Asian Journal of Basic and Applied Sciences. 3 (2), 7 – 26.

Amin, Teguh Satria. (2019). menunjukkan bahwa rata-rata siklus II (80,85%) lebih tinggi dibandingkan rata-rata siklus I (68,28%). Berdasarkan observasi dan wawancara, siswa menjadi aktif dan antusias selama proses belajar mengajar.

Amin, Teguh Satria. "IMPROVING STUDENTS'LISTENING COMPREHENSION THROUGH COOPERATIVE LISTENING." JURNAL PENDIDIKAN DAN PEMBELAJARAN TERPADU (JPPT) 1.2 (2019): 169-176.

Amin, Teguh Satria, and Zulfitri Zulfitri. "Pengaruh Penggunaan Video Pembelajaran pada Pemahaman Materi Tata Bahasa Bahasa Inggris Siswa di Era New Normal Pada Mahasiswa Pendidikan Bahasa Inggris Umn Al-Washliyah Medan." PROSIDING SEMINAR NASIONAL HASIL PENELITIAN. Vol.4. No. 1. 2021.

Azmy, et.al. (2019). The Impact of Digital Storytelling on ESL Narrative Writing Skill. Arab World English Journal (AWEJ) Special Issue on CALL Number 5. July 2019. DOI: https://dx.doi.org/10.24093/awej/call5.22

Hasibuan, A., Nirmawan, N., & Prawiyata, Y. D. (2021). The Effectiveness of Quantum Teaching Model with Power Point Media Linked Video of Natural Events on News Writing Skill Learning by Grade X Students of SMK Swasta Muhammadiyah 04 Medan. Sensei International Journal of Education and Linguistics, 1(2), 353–358.

Hasni, R., & Prawiyata, Y. D. (2023). English Language Learning Motivation on Eight Grade Students of SMP Satria Dharma Perbaungan. Education Achievement: Journal of Science and Research, 4(1), 12-22.

Heriyana, et.al. (2014). Penerapan Metode Digital Storytelling Pada Keterampilan Menceritakan Tokoh Idola Mata Pelajaran Bahasa Indonesia Siswa Kelas VII di SMP Negeri 1 Kedamean, Gresik. Jurnal Online Universitas Negeri Surabaya. Di-download dari http://www.scribd.com/doc/232838937/penerapan-metode-digital-storytelling-pada-keterampilan-menceritakan-tokoh-idola-mata-pelajaran-bahasa-indonesia-siswa-kelas-vii-di-smp-negeri-1-kedam#scribd.

Huy, N. T. (2015). Problems affecting learning writing skill of grade 11 at Thong Linh High School. Asian Journal of Educational Research, 3(2).

K. Hronová, (2011). Using Digital Storytelling in the English Language Classroom. MASARYK UNIVERSITY BRNO.

Maddin, E. (2011). Using TPCK with Digital Story Telling to Investigate Contemporary issues in Educational Technology. Journal of Instructional

Pegadogies, 2-6.

Nurlaili, Zulfitri. (2020). Peningkatan Keterampilan Siswa Dalam Menulis Melalui Gambar Animasi Di Madrasah Ibtidaiyah Al- Marwa Kecamatan Medan Denai Sumatera Utara. Jurnal Pendidikan dan Pembelajaran Terpadu (JPPT)Volume 02, No 01, Juni 2020 p. 71-76 . ISSN: 2684-9216. https://jurnal-lp2m.umnaw.ac.id/index.php/JPPT/article/view/1339/879

Nurlaili, Hasibuan Annim. 2021. PENERAPAN COMPUTER ASSISTED LANGUAGE LEARNING (CALL) DENGAN BANTUAN MENGGUNAKAN MEDIA VIDEO DALAM MENINGKATKAN SPEAKING ABILITY. Jurnal Penelitian Pendidikan Bahasa dan Sastra Vol. 6 No. 2. Oktober 2021. file:///C:/Users/User/Downloads/757-Article%20Text-2711-1-10-20210620.pdf

Nurlaili & Siregar Horia. 2022. Literasi Digital Untuk Meningkatkan Kemampuan Berbahasa Inggris Dan Karakter Pelajar Anak Bangsa Pada Pertukaran Mahasiswa Merdeka (Pmm). JURNAL ILMU PENDIDIKAN(JIP)ISSN: 2301-7740. https://jurnal-lp2m.umnaw.ac.id/index.php/JIP/article/view/1291/875

Prawiyata Meningkatkan Kemampuan Berpikir Kritis dan Menulis Teks Recount. Jurnal Penelitian Pendidikan Bahasa dan Sastra, 1(1), 417-421., Y. D. (2019). Penerapan Media Audio Visual Gerak dalam Strategi Think Talk Write (TTW)

Sugiyono, (2018). Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan R&D, Bandung: Alfabeta.

Zarifsanaiey, et.al. (2022). The effects of digital storytelling with group discussion on social and emotional intelligence among female elementary school students, Cogent Psychology, 9:1, 2004872, DOI: 10.1080/23311908.2021.2004872.

Zulfitri, Z., & Harahap, Y.S (2018). Model Aplikasi Role Playing Dalam Pembelajaran Inovatif Untuk Meningkatkan Kemampuan Berbahasa Inggris Peserta Didik Di Sekolah Desa Kuala lama Kecamatan Pantai Cermin Kabupaten Serdang Bedagai. In Prosiding Seminar Nasional Hasil Pengabdian. 1(1), 312-315).