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LANGUAGE TEACHING METHODOLOGY

The Use of Digital Story-Telling in Teaching Narrative Texts at One of the Senior High Schools in Garut

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Abstract

The preliminary observation showed that senior high school students struggle when they are required to create narrative texts on their own. The study seeks to investigate the effect of digital storytelling on the senior high school student's ability in writing narrative text. This study which was conducted using a quasi-experimental design involved 18 first-grade students who were assigned to join two different groups (i.e. experimental and control groups). The experimental group received the treatment by using digital storytelling, while the control group used conventional instruction. The sample was asked to take part in both the pre-test and post-tests before and after the instruction. The data were analyzed by using statistical procedures using SPSS 20. The findings showed a difference between the experimental group and the control group in writing a narrative text, where the experimental group had an increase in writing ability. The effect may stem from the features of the digital storytelling which are in the form of videos, which makes learning to produce narrative texts easier for pupils. Further research investigating the same topic in schools with complete facilities and a larger number of participants is highly recommended.

Keywords: *Writing, Narrative text, Digital Storytelling*

INTRODUCTION

The narrative text is one of a variety of texts that need to be understood in senior high school. This is consistent with Delsi's statement that narrative genre is the most common subject that is taught in Indonesia, it is taught in junior and senior high school (2017). Many scholars have defined narrative texts, including the following. According to Rebecca (2003), is a text that tells the story of a series of logically and chronologically related events that are caused or experienced by variables. Anderson et al (2003) defined narrative text as a text that conveys a story and is usually intended to entertain the audience. The numerous definitions of narrative text lead to the conclusion that narrative text is a work that describes a series of events in order to entertain the reader. There are various sorts of narrative text. According to Hartono, among the popular narrative text genres studied in Indonesia include legend, fable, fairy tale, and science fiction (Hartono, 2005). A legend is a story about human activities that the teller and listeners believe happened in human history.

Fable is a short allegorical narrative that makes a moral statement using animal characters who speak and act like humans. The English term "fairy tale" refers to a form of short narrative similar to the French phrase "conte de fée." A fairy tale commonly includes folklore figures such as fairies, goblins, elves, trolls, dwarves, giants, or gnomes, as well as magic or enchantments. Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society.

Narrative text has several elements that must be in a story. According to Derewianka (1990), the steps for creating a narrative are as follows: 1.) Orientation, in which the writer informs the audience about the story's characters, the setting, and when the action takes place. 2.) Complication, in which the plot is propelled forward by a succession of events, during which we normally anticipate some form of complication or problem. It just wouldn't be as exciting if nothing unexpected happened. This complication will engage the main character(s) and will frequently serve to (temporarily) direct them toward their goal. Narratives reflect the difficulties we confront in life and comfort us that they are solvable. 3.) Resolution A resolution to the intricacy is achieved in a "pleasing" story. The complication may be resolved for better or worse, but it is rarely left fully unresolved (though this is absolutely conceivable in certain styles of narrative that leave us asking.

Learning narrative texts at a young age offers various advantages. Saadatnia, Ketabi, & Tavakoli (2017), in their journal suggested that early exposure to narratives can help children develop a mental repertoire of high-frequency lexical elements. According to Suherdi (2013), the social role of story is to entertain or amuse the readers with actual or imagined experiences with some difficulties that lead to the climax and then convert into a solution to the problem. McDrury & Alterio (2003) defined storytelling as a fundamentally human activity that involves communicating information about oneself, others, or the world. It is clear from the benefits highlighted by the two researchers that narrative texts have several advantages. It can increase pupils' inventive ability and creativity in addition to offering amusement. Furthermore, students can learn many life lessons through narrative books. Therefore, it is important to study narrative texts from an early age, especially since senior high school.

However, it was discovered at the start of the study that high school senior students struggled with creating narrative texts. This is consistent with the findings of Sinaga's research. According to Sinaga (2020), the students' issues are based on their written work, which is related to generic frameworks and lexicogrammatical elements in narrative text composition. Furthermore, Aulia (2019) states that the aforementioned issues are caused by a number of variables. First, since English is regarded as a foreign language rather than a primary mode of communication. The second issue is that students do not have enough writing experience. Lastly, the teacher's method does not promote the students' desire to compose paragraphs. To address these issues, teaching methods that can assist teachers in their teaching are required. Story telling is one of the approaches that can be used to educate pupils how to compose narrative texts. Dyson & Genishi (1994), defines that storytelling is a process where a teller uses a narrative structure, vocalization, and dramatic and intellectual imagery to interact with an audience, who also uses intellectual imagery to allow the teller with verbal and non-verbal feedback. It is thought that learning to compose narrative texts through storytelling can help pupils understand the material better. Senior high school students, on the other hand, rarely read literature these days. They prefer other media such as animated videos and cartoons, according to Kasacova and Simoneta (2019). Mitra (2017) suggested that narrative should be delivered in the form of a series of written or spoken words, or a series of moving images. As a result, digital storytelling is the answer to this issue.

Digital storytelling has several meanings according to some researchers. According to Alexander (2011) Digital storytelling is the current manifestation of the old art of storytelling. Characters, settings, experiences, and ideas are given depth and vibrant color by weaving images, music, story, and voice together in digital stories. Razmia et al defined digital Storytelling as the modern expression of the ancient art of storytelling (2014). From these definitions, it can be

concluded that digital storytelling is a form of improvement from traditional storytelling. Digital storytelling is one of the learning media that utilizes computer-based mobile learning.

Digital storytelling is one of the educational media that experts propose. One of them, according to Robin and Pierson. They believe that digital storytelling has captured the imagination of both students and teachers and the act of crafting meaningful stories has elevated the experience for students and teachers (Robin & Pierson, 2005). Digital storytelling, by using the technological aspect, can combine the benefits and success of traditional storytelling with the innovations of new technologies to teach English to students (Lowenthal, 2009). There are numerous benefits of employing digital storytelling in education, according to Gils (2005) : (1) providing more variety than present approaches; (2) personalizing learning experiences; (3) making explanation or practice of specific topics more captivating; (4) establishing real-life situations in an accessible and cost-effective manner; and (5) increasing student involvement in the learning process. The author investigates whether digital storytelling is effective in improving students' abilities to write narrative texts based on the benefits of digital storytelling.

Researchers in the past have conducted studies on how to increase students' ability to write narrative texts. Fenti Susilawati's in 2017 research is one example. He conducted studies on how to increase students' capacity to write narrative texts through using digital comics among 10 th-grade students at one senior high school. According to the findings of this study, using digital comics as educational material can increase students' capacity to write narrative text. The findings also demonstrated that using digital comics to teach narrative text writing has more benefits than drawbacks. Another study was also conducted by Mindy Thuna and Joanna Szurmak in 2018. The purpose of this research is to explore how a free-space digital storytelling approach that advocates autonomy and creativity can be implemented in a formal elementary classroom and how it impacts students' language learning motivation and performances. According to the findings of that study, the digital storytelling technique had a positive impact on students' language performance in a formal education context, particularly in oral reading fluency and extrinsic motivation. However, in previous studies, not many have investigated the effectiveness of digital storytelling on students' ability to write narrative texts. This study focuses on investigating whether digital storytelling is effective in improving students' ability in writing narrative texts.

METHODS

The goal of this study was to investigate the effectiveness of Digital Storytelling in enhancing students' abilities to write narrative texts. In this study, the author employed quantitative methodologies as well as a quasi-experimental design to compare the two groups, namely the experimental group and the control group, by conducting pre-test and post-test. In this study, 18 first grade pupils from one of the senior high schools were divided into two groups. The first group served as the control group, while the second served as the experimental group. The sample was chosen using a random sampling technique, which is a random selection of the number of people needed for the sample from a population list (sampling frame).

Furthermore, data was gathered through administering tests, specifically a pretest and a post-test. A written test was employed for the pre-test to determine and compare students' abilities before and after learning through digital storytelling. A post-test, on the other hand, was administered to determine whether or not the students' ability to write narrative texts had improved as a result of the tests. Following data collection, the data was statistically evaluated using SPSS 20,

with the formula involving a T-test in particular. At this point, the researcher employs SPSS to make the calculations more effective, efficient, and accurate.

FINDINGS AND DISCUSSION

This study was designed to investigate whether digital storytelling is effective or not to be used as a teaching medium. Therefore, the investigation was carried out based on the following questions: "Does Digital storytelling affect the student's ability in writing narrative text?". Before conducting a pre-test on the experimental group, the researcher conducted a pre-test on the control group. The pre-test hypothesis is that there is no difference in ability between the control and experimental groups while composing narrative text. Furthermore, the criteria for the assessment are as follows:

No	Rated aspect	Score
1	The content is appropriate, the text structure is correct and precise, the linguistic elements are very precise	3
2	The content is appropriate, the text structure is correct but not precise, the linguistic elements are correct	2
3	The content is appropriate, the text structure is not right, the linguistic elements are not right	1

Findings

Result of pre-test

According to the results of the pre-test, there is no difference between the experimental and control groups. They have the same initial ability in writing narrative text. This is evident from the table 1.

Descriptive Statistics

Group	Total of Respondent	Ideal Score	Maximum Score	Minimum Score	Average / (%)	Deviation Standard
Experimental Group	9	3	3	1	1,44 / (14,4%)	0,73
Control Group	9	3	3	1	1,44/ (14,4%)	0,73

Table 1. Result of the Pre-Test

Table 1 shows that the value of the observed and critical is 14,4 %. This shows that the hypothesis is accepted. From these values, it can be concluded that the pre-test scores of the experimental and control groups are not much different.

Result of post-test

According to the results of the post-test, there was a difference between the experimental and control groups, where the experimental group experienced more improvement than the control group. This can be seen in table 2.

Descriptive Statistics

Group	Total of Respondent	Ideal Score	Maximum Score	Minimum Score	Average / (%)	Deviation Standard
Experimental Group	9	3	3	2	2,44 / (24,4%)	0,53
Control Group	9	3	3	1	1,44/ (14,4%)	0,73

Table 2. Result of Post-Test

After doing the pre-test, the two groups were given different lessons. The control group used ordinary learning and the experimental group used digital storytelling. Furthermore, the two groups did a post-test to compare the two groups with the results as shown in table 2. From the posttest results, the average experimental group was 24.4% higher, while the control group was 14.4%. From the post-test results, it can be concluded that digital storytelling is effective in improving students' ability in writing narrative texts. This can be seen from the average value of table 1 and table 2. The results of the post-test experimental group showed an increase from 14.4% to 24.4%. Meanwhile, the results of the post-test control group did not show an increase with the same average value of 14.4%.

Discussion

The purpose of this study is to fill gaps in the literature on digital storytelling by investigating its effectiveness as an instructional medium for narrative writing for first-grade high school students. To the best of our knowledge, this is the first study of its sort to examine the efficacy of digital storytelling in enhancing students' narrative text writing skills. From the findings above, it shows that digital storytelling is effective in improving students' ability to write narrative texts. This is in line with previous research conducted by Heyoung & Jang Ho (2018). Their findings show that when L2 learners practice digital storytelling, their narratives improve in terms of audience awareness. This study also reveals that digital storytelling can increase their learning motivation and so improve their capacity to compose narrative texts. Because of various possibilities, digital storytelling is beneficial in improving students' capacity to write narrative texts. Some of them have unique characteristics. Digital storytelling is a short multimedia story that mixes voice, image, and music, says Benmayor of digital storytelling (Benmayor, 2008). With these diverse qualities, digital storytelling is beneficial in improving students' narrative text writing skills.

In addition to conducting tests, researchers also conducted interviews with samples. According to the findings of the interview, students were more motivated to learn narrative texts through digital story telling. This supports the theory of Razmi et al (2014) which states that digital storytelling used digital images, photographs, video, animation, sound, music, text, and a narrative voice to tell stories, which increased the positive motivating impression of storytelling and allowed students to develop engaging and innovative personal narratives of the story. She also mentioned that Digital Storytelling not only makes learning more personal, engaging, appealing, and creative, but it also helps students improve their writing, reading, listening, and speaking skills by learning to

express viewpoints and create digital narratives for an audience. Because there are graphics to assist students, digital storytelling allows them to better understand the examples of stories provided. One student commented that it is difficult to grasp English text when there are no visuals. Apart from having an appealing image, this digital story telling also includes sound. Student achievement improves when student learning motivation improves. This is in line with the theory of Robin & Pierson which states that digital storytelling has captured the imagination of both students and teachers and the act of crafting meaningful stories has elevated the experience for students and teachers (Robin & Pierson, 2005).

CONCLUSION AND SUGGESTION

This study was designed to determine the effectiveness of digital story telling on students' ability to write narrative text. From the results of this study, it can be seen that digital storytelling has an influence on increasing students' abilities in producing narrative texts. So that digital storytelling is recommended for teachers in teaching narrative texts. In addition, students can also learn narrative text using digital story telling at home by watching video on mobile phone. This investigation is hindered by a lack of equipment, especially with a good projector and loudspeakers. So it is highly recommended to choose a school with complete facilities and more participants for the future study.

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