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THE EFFECT DIGITAL STORYTELLING ON NARRATIVE WRITING SKILL OF JUNIOR HIGH SCHOOL

Filda Dyah Nofitasari
English Language Education, Universitas Muhammadiyah Sidoarjo, Indonesia
Email: fildadyah@gmail.com

Ermawati Zulikhatin Nuroh
Universitas Muhammadiyah Sidoarjo, Indonesia
Email: ermawati@umsida.ac.id

Fika Megawati
English Language Education, Universitas Muhammadiyah Sidoarjo, Indonesia
Email: fikamegawati@umsida.ac.id

Abstract: Writing is a common activity that is used by everyone. Such as writing reports, literary works, articles, books, comics, newspapers, and others. Writing is an active and productive language action. Language productive activities are activities to convey ideas, thoughts, or feelings by the narrator, in this case, the author, in writing activities, language structure This study uses pre-experimental quantitative research on a population of 40 students. sampling is a sampling technique in which the researcher selects several members of the population at random based on several criteria. Based on the results of this research, it can be concluded that the influence of simultaneous digital storytelling on narrative writing is $0.00 < 0.05$ and the calculated F value is $71.070 > F$ table 3.01, so we might conclude that digital storytelling is accepted, which means there is a positive influence. simultaneous to narrative writing. This was also indicated by the pre-test and post-test carried out by class 8A MTS Plus Nabawi students. Which was marked by an increase in the average score of students 8A on the test carried out. This test is related to content, organization, and language, where in all these tests there is an increase in scores after the post-test is carried out.

Keywords: *Digital Storytelling, Student, Writing, Narrative Text*

INTRODUCTION

A growing number of studies are now looking at how Digital Storytelling (DST) is used in education, starting with elementary, secondary, and higher education (Prasetyawati, 2020). Because the technological revolution and globalization have had such a profound impact on the conceptualization of literacy practice in the 21st century, educators must implement effective instructional strategies that incorporate or blend both traditional and emerging literacies (Galván, B. A., Pintos, T. V., & Racig, 2020). In light of the current pandemic and the accelerated advancement of technology and constrained learning environments, it is imperative that educators possess the capability to proficiently and suitably incorporate technology into classroom exercises (Besty Fortinasari et al., 2022). Digital storytelling, a contemporary form of educational media, serves as both a substitute for traditional content delivery and an opportunity to incorporate essential character values (Yessy Sianes, 2017).

Writing proficiency is a critical competency that holds particular significance for students aspiring to engage in writing instruction (Fitriyaningrum, 2023). Although it is possible for anyone to compose anything in a variety of languages, adhering to certain guidelines can improve the quality of one's writing due to the numerous advantages it offers (Abasi, M., & Soori, 2013).). Writing serves as a means of communication with readers through the use of alphabetic or symbolic notation that can be converted into sentences or words (Akmal, A., & Latiffani, 2021). Additionally, writing can convey one's thoughts, emotions, and viewpoints. Writing is considered a medium of study due to the fact that it requires individuals to sift through and gather information in order to compose (Smeda et al., 2014). The majority of writing instruction is provided through language classes, one of which is English. In English classes, students are free to compose anything, as there are numerous methods to develop writing skills that can be applied to poems, stories, articles, and more(Putri Nurrahmah, 2018).

Collaborative learning refers to learning activities that are specially created for and completed through pairs or small interactive groups (Azizah, 2014). Collaborative writing in the context of digital storytelling projects in higher school enables students to combine their expertise, viewpoints, and creativity to create engaging narratives (Haerazi et al., 2020). Digital tools allow students to work remotely, synchronously, or asynchronously, overcoming

time and space restrictions. Collaborative writing improves the overall quality of the narrative by dividing up the tasks of writing, revising, and editing. The collaborative approach also develops important abilities including creative thinking, negotiation, and communication (Tian & Suki, 2023).

Collaborative writing in the context of digital storytelling projects in higher school enables students to combine their expertise, viewpoints, and creativity to create engaging narratives (Iswatun Chasanah et al., 2023). Digital tools allow students to work remotely, synchronously, or asynchronously, overcoming time and space restrictions. Collaborative writing improves the overall quality of the narrative by dividing up the tasks of writing, revising, and editing. The collaborative approach also develops important abilities including creative thinking, negotiation, and communication. (Nuroh & Frestiya Adiyawati, 2023).

Digital storytelling serves as a means of creating multimedia content for educational objectives (Maskur et al., 2021). Consequently, this phenomenon is increasingly integrating into our daily lives and is poised to become a significant component of education and instruction (Karina et al., 2021). All of this is made possible by readily available technology, such as scanners and digital cameras, combined with user-friendly software. In recent years, numerous educational institutions have been actively investigating the implementation of digital storytelling(Atiqah Nurul Asri, 2018).

Normally Storytelling, namely stories written and illustrated on a piece of paper, while Digital Storytelling uses computer applications, stories are realized in the form of videos equipped with sound, images, text, and animation to make the most of it interesting (Sakinah, 2022). On the other hand, Digital Storytelling can cover a wide variety of topics limited to classic stories, the resulting videos can be anything, and various software are available (Maknun & Adelia, 2023).

Furthermore, storytelling is a method used by a person to retell a story that has been heard using the speaker's own words (Sujarwo, 2022). Moreover, Speakers employ their linguistic and contextual expertise to construct a meaningful message to the target audience in a social context, making storytelling an all-encompassing form of communication. According to (Susanti et al., 2021) Storytelling encourages creativity and foster language learning. It is appropriate for both groups and individuals. Students and storytellers can interact through storytelling.

METHOD
Research Design

This study uses pre-experimental quantitative research because the objective of this study is to analyze the influence of digital storytelling on students' narrative writing skills (Sugiyono, 2013). The type of experiment chosen was a One-Group pretest–posttest design. This research design is a research design that delivers a pretest before being administered treatment so that the results obtained are more accurate because they can be compared with the situation after being given treatment (posttest) (Arikunto, 2010).

Population and Sample OR Subject

Population is a generalization area that includes things or subjects with certain amounts and features that the researcher has chosen to study and derived conclusions from. The population in this study was 8A at MTS Plus Nabawi Kedungadem for the 2021/2022 academic year, totaling 20 students.

Instruments

As a result of the challenges associated with narrative texts, including students who are too indolent to compose them, Putri Nurrahmah's teaching practice at MTS Plus Nabawi Kedungadem was informed by research instruments. Ultimately, the pupils are disinterested in the exercise. When the student watches a video that they have written the content for, the writer observes that the student displays greater enthusiasm during their study session.

His study used the following data collection technique F-test which was takenfrom the pre-test and post-test scores. The pre-test and post-test scores were taken to determine the effect and how effective the use of digital learning media was on the narrative writing skills of 8A grade students of MTS Plus Nabawi Kedungadem. If the value of the pre-test and post-test there is a changein the increase in value, it can be concluded that there is an effect of effectiveness. The data used is primary data extracted from the pretest and posttest. Data collection can be done by the procedure below; (Ghozali, 2013).

1. Giving pretest
    ➢ The researcher gives text titles: Cinderella.
    ➢ Researchers assign students the task of writing a narrative text
2. Giving Treatment
    ➢ After doing the pre-test, the researcher gave treatment to the students.
    ➢ Treatment is carried out in two meetings. The following are the steps;
    ➢ The researcher played a digital video of the storytelling 5–7-minute duration (first and second meeting; Digital storytelling about Cinderella
    ➢ Advanced digital storytelling of animations with dubbing and texts (YouTube)
    ➢ The researcher gave time for students to write based on what they captured inmind for the whole story
    ➢ The researcher asked students to write a story from highly advanced digital storytelling.
3. Giving Post Test

- ➢ The researcher gives text about Malin Kundang
- ➢ Researchers invite students to write a story
- ➢ The researchers twisted the digital storytelling video (YouTube)

Data Analysis

To obtain valid research results, appropriate data analysis methods are needed. With proper data analysis using digital storytelling media. This study aims at the effectiveness of using digital storytelling media for narrative writing skills for 8A grade students of MTS Plus Nabawi Kedungadem, before being given treatment and after being given treatment. The results of this analysis are in the form of an assessment of narrative essay writing skills. The following are the indicators for assessing narrative essays.

Table 1: the classification of students' score[1]

Rated aspect	Criteria	Score
Content	• Relevant to topic	4
	• Mostly relevant to topic but lacks detail	3
	• Inadequate development of topic	2
	• Not relevant to topic	1
Organization	• Ideas clearly stated and supported, wellorganized (generic structure), cohesive	4
	• Loosely organized but main ideas stand out, not well organized (generic structure).	3
	• Ideas confused or even no main ideas, bad organization (generic structure)	2
	• Does not communicate, no organization	1
Language use	• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4
	• Several errors of agreement, tense, number, word order, articles, pronouns, or prepositions.	3
	• Frequent errors of agreement, tense, number, word order, articles, pronouns, or prepositions.	2
	• Dominated by errors	1
Mechanics	• Few errors in spelling, punctuation, capitalization, and paragraphing.	4
	• Occasional errors in spelling, punctuation, capitalization, and paragraphing.	3
	• Frequent errors in spelling, punctuation, capitalization, and paragraphing.	2
	• Dominated by errors.	1

Classification of students' scores into five levels:

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[1] *Dzaky Mubarak Fasya, "Improving the Grade VIII Students Writing Skills of Narrative Text Thorough Distogloss at SMPN 1 Mungkid, MAgelang" (Published Thesis; English Education Depertement: Yogyakarta, 2015), p.135*

Classification	Score
Very good	80- 100
Good	66- 79
Fair	56- 65
Poor	40- 55
Very poor	≤39

Findings and Discussion
Findings

Data analysis was carried out on students in class 8A grade students of MTS Plus Nabawi Kedungadem with a sample of 20 people. This test was carried out with 2 tests to determine whether digital storytelling has any effect on the ability to write stories 8th graders at MTS Plus Nabawi Kedungadem Bojonegoro.

Table 2 score Pre-Test

No.	Students	Score of Content	Score of Organization	Score of Language	Score of Mechanics
1	Student 1	50	50	50	50
2	Student 2	75	75	60	50
3	Student 3	60	60	50	50
4	Student 4	50	50	50	50
5	Student 5	75	75	50	50
6	Student 6	75	60	50	50
7	Student 7	50	50	50	50
8	Student 8	50	50	50	50
9	Student 9	50	50	50	50
10	Student 10	50	50	50	50
11	Student 11	60	60	50	50
12	Student 12	60	60	50	50
13	Student 13	50	50	50	50
14	Student 14	75	75	50	50
15	Student 15	60	60	50	50
16	Student 16	50	50	50	50
17	Student 17	60	50	50	50
18	Student 18	50	50	50	50
19	Student 19	75	60	60	50
20	Student 20	75	60	60	50
Mean		60	57.25	51.5	50

Table 2 above, look that there were tests carried out on students in class 8A MTS Plus Nabawi, namely content, organization, language, and mechanics testing. The average pre-test score obtained in the content test was 60, then the organization test was 57.25, then the language test was 51.5, and the mechanics test was 50. Based on the assessment table, a score of 40-55 was said to be poor, and 55-65 was said to be fair. This proves that the value of pre-test testing on male students is still relatively low. The highest score was obtained by student 2 whose scores were 75, 75, 60, and 60 respectively. Then the lowest scores were obtained by student 1, student 4, student 7, student 8, student 9, student 10, student 13, student 16, and student 18.

Table 3 Percentage of Answers in the Pre-Test Content Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	9	45.0	45.0	45.0
	60	5	25.0	25.0	70.0
	75	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

On table 3 above, it is known that pre-test content test there were 9 people (45%) who got a score of 50, 5 people (25%) who achieve score of 60, and 6 people (30%) who got a score of 75.

Table 4 Percentage of Answers in the Pre-Test Organization Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	10	50.0	50.0	50.0
	60	7	35.0	35.0	85.0
	75	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

In Table 4 above, it is known that in the pre-test organization test there were 10 people (50%) who got a score of 50, 7 people (35%) who got a score of 60, and 3 people (15%) who got a score of 75.

Table 5 Percentage of Answers on the Pre-Test Language Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	17	85.0	85.0	85.0
	60	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

Based on table 1.5 above it is known that in the pre-test language test there were 17 people (85%) who got a score of 50, and 3 people (15%) who got a score of 60.

Table 6 Percentage of Answers in the Mechanics Pre-Test Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	20	100.0	100.0	100.0

Based on table 6 above, it is known that in the pre-test mechanics there were 20 people (100%) who got a score of 50. This indicates that in the mechanics test all students got unsatisfactory scores and, in this mechanics, test the male students experienced difficulties.

Table 7 Post-Test Test

Students	Score of Content	Score of Organization	Score of Language	Score of Mecahnics
Student 1	60	60	50	50
Student 2	75	75	60	60
Student 3	75	75	60	50
Student 4	60	60		50
Student 5	75	75	60	60
Student 6	75	60	60	60
Student 7	60	60	50	50
Student 8	60	60	50	50
Student 9	60	60	50	50
Student 10	60	60	60	50
Student 11	60	60	50	50
Student 12	60	60	50	50
Student 13	50	50	50	50

Student 14	75	75	60	60
Student 15	60	60	60	60
Student 16	50	50	50	50
Student 17	60	60	60	60
Student 18	60	60	50	50
Student 19	75	60	60	50
Student 20	75	60	60	50
Mean	64.25	62	55	53

Based on Table 7 above, it is known that there were four tests carried out on students in class 8A MTS Plus Nabawi, namely content, organization, language, and mechanics testing. The average pretest score obtained in the content test was 64.25, then the organization test 62, then the language test 55, and the mechanics test 53. Based on the table above, it is known that the post-test test experienced a significant increase as evidenced by the scores of the four tests. increase.

Table 8 Percentage of Answers in the Post-Test Content Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	10.0	10.0	10.0
	60	11	55.0	55.0	65.0
	75	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

Based on Table 8 above is known that in the post-test content test, there were 2 people (10%) who got a score of 50, 11 people (55%) who got a score of 60, and 7 people (35%) who got a score of 75. It is known that the percentage content has increased from the previous pretest score.

Table 9 Percentage of Answers in the Post Test Organization Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	10.0	10.0	10.0
	60	14	70.0	70.0	80.0
	75	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Based on table 9 above, it is known that in the post test organization there were 2 people (10%) who got a score of 50, 14 people (70%) who got a score of 60, and 4 people (20%) who got a score of 75. It is known that the percentage of scores organization has increased from the previous pretest value.

Table 10 Percentage of Answers on the Post Test Language Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	10	50.0	50.0	50.0
	60	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

Based on table 10 above it is known that in the post test language test there were 10 people (50%) who got a score of 50, and 10 people (50%) who got a score of 60. It is known that the percentage of language scores has increased from the previous pretest score.

Table 11 Percentage of Answers in the Mechanics Post Test

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	50	14	70.0	70.0	70.0
	60	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

Based on table 11 above it is known that in the post test mechanics test there were 10 people (70%) who got a score of 50, and 6 people (30%) who got a score of 60. It is known that the percentage of mechanics scores has increased from the previous pretest score.

Comparison of the Pre-Test Average Score with the Pots Test
Table 12 Comparison of Average Values

No.		Pretest Class 8A	Posttest Class 8A
1.	Content	70.5	75.75
2.	Organization	69	72
3.	Language	60.5	66.25
4.	Mechanics	60.5	66.25

Based on table 12 above, it is known that the average score of the pretest carried out shows the average score of students 8a is below 60, starting from the content of the pretest, organization, language, and mechanics. After carrying out the post-test, it turned out that the students' scores showed a significant increase. Starting from the content test which initially got an average score of 60 to 64.25, the organization test which initially got an average score of 57.25 to 62, the language test from 51.5 to 55, and the mechanics test from 50 to 53. So, it can be concluded that the post-test greatly influenced the increase in grades for students in class 8a MTS Plus Nabawi

Discussion

The results indicate that digital storytelling has a significant impact on the writing abilities of students in class 8A, as seen by a rise in their average exam scores. This assessment pertains to the aspects of content, organization, and language. In all of these assessments, there is a noticeable improvement in performance once the post-test is conducted. This is corroborated by the outcomes of the f-test. This test assesses the suitability of the regression model for predicting the dependent variable. A significant degree (α) of 5%, or 0.05, will be applied to the investigation of the hypothesis. Acceptance of the hypothesis and utilization of the regression model to predict the independent variables occurs when the probability is less than 0.05 and reaches significance. The rejection of the hypothesis and inference that the dependent variable cannot be predicted using the regression model occurs when the probability is significant and greater than 0.05.(Georgakopoulou, 2013).

The findings of the conducted research indicate that digital storytelling has the potential to pique students' interest in educational materials and facilitate the transmission of ideas and thoughts through the composition and production of a narrative employing digital storytelling techniques. To facilitate the assimilation and structuring of knowledge by children, video content can be utilized. Additionally, children can express their thoughts and ideas through written narratives, specifically tailored to their writing abilities (Putri Nurrahmah, 2018).

According to research that has been conducted (Paulina, et al, 2022) Digital storytelling is defined as a brief multimedia story that includes sound, visuals, and music. During the epidemic junior high school teachers used in the teaching of disciplines such as civics, Indonesian, physical education, math, social studies, science, and so on, in addition to English instruction. The researcher's findings reveal both advantages and downsides for each movie analyzed. The learning video created by the teacher throughout the learning process uses the digital storytelling method, which combines visuals, photos, sounds, or narratives through the application (Ferdiansyah, 2020).

The results of this study are in line with research from (Putri Nurrahmah, 2018) in her written title The Effect of Digital Storytelling in Improving the 8th Graders' Narrative Writing.

Conclusion

Based on the results of this research, it can be concluded that the influence of simultaneous digital storytelling on narrative writing is 0.00 < 0.05 and the calculated F value is 71.070 > F table 3.01, so we might conclude that digital storytelling is accepted, which means there is a positive influence. simultaneous to narrative writing. This was also indicated by the pre-test and post-test carried out by class 8A MTS Plus Nabawi students. Which was marked by an increase in the average score of students 8A on the test carried out. This test is related to content, organization, and language, where in all these tests there is an increase in scores after the post-test is carried out.

Suggestions

The author intends to provide recommendations pertaining to the research findings. Here are the suggestions: Teachers can incorporate the usage of Digital Storytelling media as an alternate technique to strengthen students' narrative writing skills, since it has been demonstrated to be beneficial. Students may utilize the Digital Storytelling to develop their narrative writing skills while also incorporating it into their educational experience. It could enhance the students' comprehension of the topic, organization, vocabulary, language usage, and mechanics. For scholars: Subsequent scholars should conduct investigations on the novel approach of Digital Storytelling throughout diverse disciplines.

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