

Teachers' Perception in Implementing Digital Storytelling of Junior High School

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Introduction

Background of The Study

- As technology advances in the 21st century, it has profoundly changed the world and continues to move forward at a rapid pace. The rapid development of information technology in the current era of globalization / digital era is inevitable in its influence on the world of education[1].
- In today's digital age, technology has played a crucial role in changing the learning landscape, bringing beneficial innovations to teachers, students and educational institutions as a whole. Technology provides opportunities for students to interact directly with learning materials through a variety of interactive tools, such as simulations, educational games, interactive videos, and online learning platforms[4].
- Interactive media, such as animations, simulations, and videos have a positive impact on language learning, especially in improving writing skills[5]. Many interactive media can be used as learning media. One of them is Digital Storytelling.
- Digital Storytelling is a form of narrative in which stories are told using digital media such as, visual and audio elements such as images, text, music, and other audio elements, video, and animation features are seamlessly brought together to create interactive and immersive stories[6]. It combines traditional narrative elements with digital technology to create a richer and more engaging experience for students.

Introduction

- Theoretical Gab

Previous Research	This Research
<ul style="list-style-type: none">• DS as a tool that can improve students' narrative writing skills. (Zakaria, M. A., & Abdul Aziz, A. A., 2019)	<ul style="list-style-type: none">• Preparing teacher candidates to implement digital storytelling. (Valerie, H. S., & Huijing, W., 2022)

Introduction

- Novelty

This research needs to be done because it can have many positive impacts, one of which is on teachers' confidence in using technology and improving students' English learning. The result of this research is expected to make Digital Storytelling as a flexible and interactive English learning tool.

Research Question

- What is the teachers' perception in implementing Digital Storytelling in junior high school?

Method

- Design

This research uses descriptive qualitative research. According to Handayani and Sugiarti, descriptive qualitative research reports contain quotations and data as illustrations and to provide support for what is presented.

- Setting

This research was conducted at SMP Muhammadiyah 10 Sidoarjo, Suko, Sidoarjo.

- Participant

The participant in this study who became the informant was a teacher from class IX.

Method

- Data Collection Techniques

An interview is a two-way question and answer activity conducted by the interviewer and the interviewee in certain situations and conditions to obtain the desired information[16].

- Data Analysis

Before conducting interviews with respondents, in data analysis researchers carried out a process of selecting, summarizing the main things, and sharpening the rough data from the field. determine the purpose of the interview, prepare a list of structured questions, take notes when the respondent starts answering interview questions, and transcribe to produce a clear report. Then the researcher presents the data that has been collected and analyzed previously.

Findings

3.1 Teachers' experience in using technology and the challenges faced

"I applied Digital Storytelling in a student narrative writing project, this experience increased my confidence and skills in teaching with technology and enriched classroom learning. "

"The challenges I faced include access to technology, of course not all students have access to technology. Then when integrating it into the curriculum. Then evaluating student performance."

Findings

3.2 Digital Storytelling supports teachers to provide opportunities for students to be creative, teachers to facilitate collaboration within the classroom and develop students' writing skills

"I observed during the process of creating Digital Storytelling as a learning tool. Digital Storytelling has a significant impact on students' ability to think creatively and critically in their projects."

"In my class, Digital storytelling requires good script writing, including plot, character and dialog development. Students have to think about the structure of the story and how to convey their ideas effectively, which indirectly promotes the development of their writing skills."

"I first teach the students about the basic elements of a story such as plot, character, and setting. Discuss how these elements can be integrated in a digital format."

"In Digital Storytelling, I use a project-based approach. Where students often work in groups, it helps them learn to collaborate and communicate effectively with classmates,"

Findings

3.3 Digital Storytelling requires teachers to provide information to students on how to build their web search

“Students will be taught how to use search engines wisely, evaluate the reliability of information found, ensure copyright protection, and integrate relevant and accurate information into their stories.”

“I emphasize the importance of evaluating online information, highlighting the need for credibility and relevance. I guide students to check the credibility of the source, ensure accuracy, assess relevance to the topic and understand the purpose of the source.”

“I encourage students to use the information filtering skills they have learned to select relevant content and also use multiple sources of information, such as books or videos.”

“I emphasize several criteria in guiding students in using web resources for digital stories, such as having a good reputation, relating to the topic, understanding the purpose and bias of the information, and using relevant and current information.”

Findings

3.4 Digital Storytelling supports students to become competent and intelligent users of technology

"I discussed with the students the types of cybersecurity risks that may be associated with Digital Storytelling projects, such as data privacy, account security, and unwanted content risks."

Discussion

The researcher interviewed a teacher regarding her experience with Digital Storytelling in the classroom. The researcher found that teachers have a positive attitude towards Digital Storytelling, as it not only helps students engage in the creative process but also gives a teacher confidence in using technology. However, challenges such as limited access to technology and explicit curriculum instruction can be overcome. A teacher uses tools such as Storybird and Book Creator to support the process, and students must also develop information filtering skills and citation skills.

Conclusion

It can be concluded that Digital Storytelling can increase teachers' confidence in using technology and enable students to actively participate in the English learning process in the classroom. Digital Storytelling also supports teachers to provide opportunities for students to be creative, teachers facilitate collaboration in the classroom, and develop students' writing skills. According to teachers' perceptions, learning using Digital Storytelling enhances creative and imaginative thinking and enriches classroom learning that is not only focused on the teacher. Although Digital Storytelling still has shortcomings such as not all students have adequate access to devices or internet connection and some other issues. The researcher hopes that Digital Storytelling can be considered to be used as an English language learning tool especially narrative writing in the classroom.

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