

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Analisis Kesulitan Belajar Siswa Menurut Polya pada Materi Turunan

Upaya Meningkatkan Kemampuan Mengemas Produk dan Motivasi Belajar dengan Penerapan Pembelajaran Berbasis Proyek pada Siswa Kelas XII Bisnis Daring dan Pemasaran SMK PGRI 4 Blitar Tahun Pelajaran 2019/2020

The Effectiveness of Mind Mapping Method with Facebook Media in Teaching Writing for Senior High School Students

Peran Tenaga Kerja Wanita di Luar Negeri dalam Meningkatkan Kesejahteraan Keluarga

Multiple Correlation of Browsing Internet and Watching English Movie toward Speaking Mastery of Junior High School Students

Evaluasi Penyelenggaraan Perkuliahan Daring Mata Kuliah Media Pembelajaran Matematika I Program Studi Pendidikan Matematika UNIPA Kampus Blitar

Persepsi Mahasiswa Program Studi PPKn Terhadap Pelaksanaan Hukuman Mati di Indonesia

An Analysis on Intrinsic Aspects and Moral Values in the Novel of "Little Women" by Louisa May Alcott

Analisis Pembelajaran Daring melalui Grup *WhatsApp* pada Mata Kuliah Geometri Analitik Bidang dan Ruang

An Analysis of Intrinsic Aspect and Moral Lesson in "Moby Dick" Novel by Herman Melville

Pemahaman Konsep Siswa terhadap Materi Aritmetika Sosial

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An Analysis of Figurative Language in the Lyrics of Bruno Mars Album "Doo-Wops & Hooligans"

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Digital Storytelling Affect in Multimedia Feature Writing Skill at Paragraph Writing

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
Terbit pertama kali April 1999

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Feri Huda

Wakil Ketua Penyunting

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DIGITAL STORYTELLING AFFECT IN MULTIMEDIA FEATURE WRITING SKILL AT PARAGRAPH WRITING

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Abstrak: Dengan pesatnya perkembangan teknologi multimedia, digital storytelling telah banyak diterapkan dalam dunia pendidikan. Beberapa aplikasi yang dapat digunakan untuk membuat Digital Storytelling antara lain: Microsoft Power point, Microsoft Photo Story, Microsoft Windows Movie Maker dan ada juga tools / aplikasi yang bersifat open source. Artikel ini berpendapat bahwa mendongeng digital adalah bentuk naratif multimedia yang melibatkan pemikiran kritis dan kemampuan kreatif. Kedua elemen ini sangat penting dalam penulisan fitur multimedia. Artikel ini menganalisis penerapan pendekatan mendongeng digital dalam kursus menulis fitur multimedia melalui tinjauan pustaka dan studi kasus. Ini menyimpulkan bahwa proses menyelesaikan proyek mendongeng digital mengembangkan kreativitas dan pemikiran kritis siswa. Dengan demikian, pendekatan mendongeng digital dapat dilihat sebagai pendekatan yang dapat diterapkan secara positif dalam kursus menulis fitur multimedia.

Kata Kunci: digital storytelling, kreativitas dan berpikir kritis, penulisan feature multimedia

Abstract: With the rapid development of multimedia technology, digital storytelling has been widely applied in education. Some applications can be used to create Digital Storytelling include: Microsoft Power point, Microsoft Photo Story, Microsoft Windows Movie Maker and there are also tools / applications that are open source. This article argues that digital storytelling is a multimedia narrative form which involves critical thinking and creative abilities. These two elements are very important in multimedia feature writing. This article analyzes the application of digital storytelling approach in a multimedia feature writing course through a literature review and a case study. It concludes that the process of completing a digital storytelling project develops students' creativity and critical thinking. Thus, the digital storytelling approach can be seen as a positive applicable approach in a multimedia feature writing course.

Key Words: digital storytelling, creativity and critical thinking, multimedia feature writing

INTRODUCTION

Background of the Research

Digital storytelling is an integrated application of multimedia resources within learning environments for the production by students of multimedia

narrative (Barrett, 2006)(Kajder, Bull, & Albaugh, 2005)(Clarke & Adam, 2012)(Hung, Hwang, & Huang, 2012)(Robin, 2008). Multimedia narrative involves constructing narratives using a range

of technologies or media including voice, words, moving or still images, music, and other source. Digital storytelling is “a dynamic and beautiful marriage of narrative and technology that is proving to be a potent force in educational practice” (Rossiter & Garcia, 2010). Feature writing is a type of “creative, subjective writing that is designed to inform and entertain readers” (Garrison, 2009). Feature writing is more often creative than nonfiction and less objective than news writing, and differs from fiction because feature writing deals with reality. Multimedia feature writing engages using multiple media and software that combines the art of feature writing and modern technologies, contributing to helping readers to better understand the author’s purpose and content. Multimedia feature writing is sometimes adopted in journalism, personal storytelling and other narrative form.

Problem of the research

The problem of the research is do the students get better achievement or effective in writing skill after being taught using digital storytelling?

Purpose of the research

The research is conducted to know whether or not the students achieve the effective way in writing skill after being taught using digital storytelling

Advantage of the research

For further researcher, it will be reference and give more information to conduct a similar research with the

same media or the same or different method.

REVIEW OF THE THEORY

Within the past decades, digital storytelling has been widely researched. The roots of digital storytelling reach back to 1980s, when Dana Atchley first used the term as he experimented with the use of multimedia elements in storytelling performances (Rossiter & Garcia, 2010). In the late 1980s, Joe Lambert and Dana Atchley cofounded the Center for Digital Storytelling (CDS) in Berkeley, California. The CDS is known for training people in creating and sharing their personal narratives and developing the Seven Elements of Digital Storytelling. After the CDS was founded, a great deal of research on digital storytelling emerged. Some studies focus on the theoretical foundations or framework of digital storytelling. Other studies focus on the applications of digital storytelling in different fields. Some even focus on the relationship between digital storytelling and technology. The following is a literature review of the aforementioned research (Lambert, 2009).

A. Theoretical Foundations

1) Technological Pedagogical Content Knowledge (TPCK) Theory
The term Technological Pedagogical Content Knowledge (TPCK) “focuses on the relationship between knowledge about content, pedagogy, and technology” (Robin, 2008). (Mishra & Koehler, 2006)

declared that TPACK is the basis of skilled teaching through technology. It is mainly focused on how technology can be used to develop new knowledge and strengthen existing skills. TPACK theory is helpful for guiding teachers' teaching by providing "the ability to use technology in critical, creative and responsible ways" (Hicks, 2006). Digital storytelling is an educational approach that can motivate students to learn more content with the help of multimedia technology. Teachers should have deep knowledge of the teaching content, teaching methods and multimedia technology, and know how to combine the convergence of these three types of knowledge in teaching. Teachers can then motivate students to learn new content more effectively.

2) Constructivism

Constructivism is a view of learning based on the belief that knowledge is constructed by learners themselves through an active mental process. It emphasizes the learners' activeness and creativeness. (Piaget, 1977) stated that learning occurs by an active construction of meaning, rather than by passive acceptance. Similarly, (Duffy & Jonassen, 1992) indicated that learners were not just responding to stimuli passively, but engaging grappling and seeking to make sense of things. The digital storytelling approach sharply embodies the constructivist theory of initiative, social and situational characteristics. By using this approach, teachers are guiding

students to connect their own experiences and social life actively and creatively.

3) Transformative Learning

Transformative learning is an educational theory that aims to foster "a critical dimension of learning...that enables us to recognize, reassess, and modify the structures of assumptions and expectations that frame our tacit points of view and influence of our thinking, beliefs, attitudes, and actions" (Mezirow, 2009). It encourages students to actively immerse themselves in exploring new knowledge, generating new ideas for new conditions and endure big differences. The differences we perceive in others are largely "differences we create by viewing the other according to the rightness of our own preferences" (Kegan, 1994). The digital storytelling approach is a means of assessing students' transformative learning in and out of the classroom. Students' process of finishing a digital storytelling project helps to develop a new understanding of the world around each student by means of critical self-reflection.

B. The Application of Digital Storytelling in Different Fields

In recent years, research about the applications of digital storytelling in different fields has gained growing attention. A large amount of literature has explored the ways in which digital storytelling is being employed in various areas including K-12 education, higher education,

health care, aging, community action, and more (Rossiter & Garcia, 2010). In terms of the application of digital storytelling in K-12 education, (Mullen & Wedwick, 2008) reported a rural middle school teacher's use of YouTube, digital stories, and blogs in a language arts curriculum. They found that the digital storytelling project encouraged students to critically think and express creativity. (Vasudevan, Schultz, & Bateman, 2010) conducted a multimodal storytelling project in a fifth-grade urban classroom, and they found that extending the composing process to multimodal storytelling increased students' modes of participation and engagement within the classroom curriculum.

(Hung et al., 2012) created an experiment involving 117 Grade 5 students in an elementary school in Taiwan. Their experimental results show that "the project-based learning with digital storytelling could effectively enhance the student's science learning motivation, problem-solving competence, and learning achievement" (p.368). Salman Khan, founder of Khan Academy created a free online education platform in 2006 that has produced over 6,500 video lessons; mainly focusing on mathematics and sciences. These videos involve digital storytelling. Each video is about 6 to 10 minutes, and focuses on one knowledge point. It is not a long video, so it won't distract students' attention. After the video, students

may choose to continue to practice the concept or check the answers. If they get stuck, they can click the button "I'd like a hint." The academy will even record students' progress and motivate students with badges. Students like this way of learning as they are playing digital games. In around 20,000 K-12 schools, math teachers no longer need to instruct.

Instead, students will watch Khan Academy's videos and do some practice problems online. Teachers only need to answer students' questions³. As of today, the Khan Academy channel on YouTube has about 2,285,000 subscribers and the Khan Academy videos have been viewed more than 658 million times.² In terms of the application of digital storytelling in higher education, academics have reported using digital storytelling in courses on literary studies, creative writing, American Studies, social and cultural history, teacher training, ESL and gender studies (Klaebe & Bolland, 2007)(Oppermann, 2008). (Clarke & Adam, 2012) explored the experiences of Australian academics with the use of digital storytelling as a pedagogical tool in higher education contexts. They asserted that "digital storytelling offered great potential for higher education, especially in the arts and humanities." (Chung, 2006) also did some research on digital storytelling in integrated arts education, and found that students tend to make better sense of complex ideas,

concepts, or information when it occurs via storytelling.

RESEARCH METHOD

Ary et.al. (2010:22) state that educational research is typically classified into two broad categories : quantitative and qualitative research. In this research, the researcher uses quantitative research. There are multiple types of primary quantitative research. They can be distinguished into the four following distinctive methods, which are: Survey Research, Correlational Research, Causal-Comparative Research, Experimental Research.

For this research, the researcher uses one of type primary quantitative research namely survey research. Survey Research is the most fundamental tool for all quantitative research methodologies and studies. Survey used to ask questions to a sample of respondents, using various types such as online polls, online surveys, paper questionnaires, web-intercept surveys, etc. There are two types of surveys, either of which can be chosen based on the time in-hand and the kind of data required: Cross-sectional surveys and Longitudinal surveys. Researcher use Cross-sectional surveys Cross-sectional surveys are observational surveys conducted in situations where the researcher intends to collect data from a sample of the target population at a given point in time. Researchers can evaluate various variables at a particular time. Data

gathered using this type of survey is from people who depict similarity in all variables except the variables which is considered for research. Throughout the survey, this one variable will stay constant. (<https://www.questionpro.com/blog/quantitative-research/>)

In this research will conduct survey that using questionnaires'. The students get questionnaires' through online (Google Form) and get the material by Google Classroom. The material that researcher shared in the Google Classroom is Digital Storytelling about narrative text using video and powerpoint.

FINDING

In this study, the researcher used a questionnaire to obtain information from a sample of fourth semester students class B of English Education Department at Bhinneka PGRI University. The researcher use a questionnaire because to obtain data relating to student opinions about the affect of the digital storytelling to improve writing Skill. The researcher creates a questionnaire on Google Drive and provide a questionnaire on Google Classroom. Based on the form, the questionnaire is calculated using a rating scale or what is called a Likert Scale. Likert Scale used to measure a persons' attitudes, opinions and perceptions a collection of people about social phenomena. For this study, the scale is used with four point Likert scale there are strongly

agree, agree, disagree, strongly disagree.

1. Determining the Answer Score

Answer Score is the value of the answer that will be given by the respondent

Answer Scale	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

2. Ideal Score rating scale and the sum of all

Ideal Score is the score used to answer

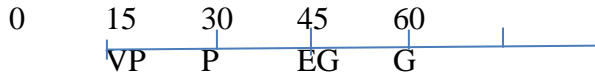
calculate the score in determining the Ideal score formula:

Score Scale x Number of Respondents

Formula	Scale
4x15=60	SA
3x15=45	A
2x15=30	D
1x15=15	SD

3. Rating Scale

Rating Scale function to find out the results of the questionnaire



Answer score	Scale
46-60	GOOD
31-45	ENOUGH GOOD
16-30	POOR
0-15	VERY POOR

4. Percentage of Answer

Percentage of Answer to find out the number of answer from the respondents through percentage

Percentage of Answer formula:

$$P = \frac{F}{n} \times 100\%$$

P = Percentage

F = Frequency

n = Number of ideal score

100 = Fixed number

The result as shown in table 4.1.2

Table 4.1.1 Respondents Profile

Criteria	Sub Criteria	Amount
Gender	Male	4
	Female	11

Table 4.1.2 Respondents Response To Questionnaire

No	Statement	Score	Percentage	Category
1.	Writing merupakan salah satu kemampuan terpenting dalam Bahasa Inggris.	57	95%	Good
2.	Saya mempunyai kesulitan dalam kemampuan narrative writing.	49	82%	Good
3.	Saya mempunyai kesulitan dalam merangkai kalimat secara runtut.	51	85%	Good
4.	Saya dapat menulis dengan mudah menggunakan Digital Storytelling.	47	78%	Good
5.	Saya pernah belajar menggunakan Digital Storytelling.	43	72%	Enough Good
6.	Dengan adanya outline dapat membantu saya dalam mengembangkan kalimat yang akan saya tulis.	40	67%	Enough Good
7.	Digital Storytelling membantu saya menyusun dan merencanakan ide pikiran yang akan saya tuangkan ke dalam narrative <i>writing</i> .	47	78%	Good
8.	Ketika menggunakan Digital Storytelling, saya tidak perlu terpaku dengan teks narrative/cerita.	51	85%	Good
9.	Digital Storytelling membantu saya dalam meningkatkan kemampuan <i>narrative writing</i> dari tidak tertata menjadi runtut.	52	87%	Good
10.	Digital Storytelling membantu saya untuk mengingat alur cerita sebelum menuliskannya.	42	70%	Enough Good

No	Statement	Score	Percentage	Category
11.	Digital Storytelling membantu saya dalam kemampuan <i>narrative writing</i> lebih lancar dan baik.	48	80%	Good
12.	Digital Storytelling meningkatkan rasa percaya diri saya dalam <i>narrative writing</i> .	41	68%	Enough Good
13.	Digital Storytelling membantu saya dalam menyusun kalimat secara runtut sesuai dengan alur cerita yang ditayangkan.	45	75%	Enough Good
14.	Digital Storytelling membantu saya menggunakan <i>vocabulary</i> secara tepat sesuai dengan tema cerita.	45	75%	Enough Good
15.	Digital Storytelling memotivasi saya dalam kemampuan <i>narrative writing</i> .	46	77%	Good
16.	Digital Storytelling meningkatkan pemahaman saya terhadap sebuah cerita.	45	75%	Enough Good
17.	Digital Storytelling banyak membantu saya dalam mengingat alur sebuah cerita.	50	83%	Good
18.	Digital Storytelling dapat membuat kemampuan <i>narrative writing</i> saya meningkat lebih baik.	45	75%	Enough Good
19.	Pembelajaran menggunakan Digital Storytelling sangat menyenangkan dibandingkan dengan <i>narrative text</i> secara tertulis pada umumnya.	46	77%	Good
20	Digital Storytelling bisa dimanfaatkan dalam pembelajaran <i>writing</i> jenis teks yang lain	46	77%	Good

The researcher used a questionnaire to collect the data that taken from fourth semester students class B of English Education Department at Bhinneka PGRI University. The

questionnaire given consisted of 20 items, which were valid. Students who filled out the questionnaire were 15 as research sample. From the result of the questionnaire

distribution we know that the highest score calculated using the Likert Scale formula is 57 and the lowest score is 40, so the range is 17. It can be seen in questionnaire number one and number six. The total is 1.407 and the respondents are 15 so the average is 46.9. So, it can be conclude for most respondents English lessons are very important to learn and for some respondents the method of learning Writing Skill in lectures is not attractive, so respondents need a variety of

methods so that it seems interesting and not boring.

After analyzing the data, the researcher test the hypothesis. To test the hypothesis in this research using the Mann-Whitney Test. But before testing, to find out whether the data is normally distributed or not, the researcher will conduct a normality test. Therefore, the researcher conducted a normality test using Saphiro-Wilk as in the table 4.2.1 below.

	Name of object	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Questionnaire Score	Writing	.135	15	.200*	.969	15	.843
	Digital storytelling	.243	15	.018*	.834	15	.010
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

In the basis of decision making in Shapiro-Wilk normality test, according to Singgih Santoso (2014: 191), the data is said to be normally distributed in the Saphiro-Wilk test if the significant value is greater than 0.05 or > 0.05. Based on the table above it is known that the df value for Writing and Digital Storytelling is less than 50, respectively. So the use of the Saphiro-Wilk technique to detect normality of data is said to be correct. Then from the table, it is known that the significant value for Writing is 0.843 which means the significant value for data > 0.05 and

the significant value for Digital storytelling is 0.010 which means the significant value for both data < 0.05. So the decision in the Saphiro-Wilk normality test can be concluded that the data is not normally distributed.

After conducting the normality test, researcher conducted hypothesis testing using the Mann-Whitney Test. The researcher uses the Mann-Whitney Test because non-parametric statistical methods or the Mann-Whitney Test do not have the requirement that research data must be normally distributed. The results

of which can be seen in the table 4.2.2 below.

**Table 4.2.2 Mann-Whitney Test
Test Statistics^a**

	QUESTION NAIRE SCORE
Mann-Whitney U	97.500
Wilcoxon W	217.500
Z	-.627
Asymp. Sig. (2-tailed)	.531
Exact Sig. [2*(1-tailed Sig.)]	.539 ^b

a. Grouping Variable: WRITING AND
DIGITAL STORYTELLING

b. Not corrected for ties.

In decision making, if the value of Significance or Asymp. Sig (2-tailed) is smaller than the probability of 0.05 its mean H1 is accepted and H0 is rejected. Meanwhile, if the value of Significance or Asymp. Sig. (2-tailed) is greater than probability 0.05 its mean H0 is accepted and H1 is rejected. Based on the table above it is known that the Asymp value. Sig. (2-tailed) 0.531 is greater than the probability value of 0.05. So, it can be concluded that H0 is accepted and H1 is rejected which means there is no significant different between the students who using digital storrtelling and the students who do not.

CONCLUSION

Based on the research finding in the previous chapter, it can be seen that there is no significant different between the students who using digital storytelling and who do not. Using digital storytelling can still be used as a variety of media to improve

Writing Skill of fourth semester students because they have a variety of benefits. Digital storytelling can help learning not only in Writing and reading, but also can develop in other language skill such as pronunciation, accent, and grammar. And also the material discussed by a Digial storytelling not only presents general information but also from another perspective. There is an interesting argument submitted by the writer, making students able to be open-minded and learn to analyze the information conveyed. More digital storytelling are available in audio form, although sometimes there are video digital storytelling.

In the process of searching for the right information to suit the topic of their digital storytelling project, students have to critically assess the information they have found, rather than trust it without question. This process has transformed students to become critical thinkers and creative problem solvers. The Net generation

in the new digital age is telling their own stories in their own way by using digital cameras, pictures, music, words, and other new technologies. Thanks to Web 2.0, the Net generation can use Facebook, Twitter, Wechat to write multimedia stories and have interaction with the readers. Now lectures can assign students multimedia homework, such as digital storytelling, blogs, or even web pages. So students can arrange themselves where and when they will use to digital storytelling in their free time.

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