The influence of digital storytelling on story writing skills of class II elementary school students

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Abstract: This study aims to determine the presence or absence of Digital Storytelling on the Story Writing Skills of Class II Elementary School Students. This study used a quantitative approach. This type of research is pre-experimental design with the one group pretest posttest design method. The sample is 25 students. The instrument is a test in the form of an essay question. The results obtained are sig. (2-tailed) (0.00) < 0.05 means that Ha is accepted and Ho is rejected. So it can be concluded that Digital Storytelling in writing stories for class II students can influence students' writing skills for the better. As for the value of how much influence is received, a value of 0.76 is obtained. This value is greater than criteria table, which is 0, 14 so it is stated that the use of Digital Storytelling has a great influence on the story writing skills of class II elementary school students. It is hoped that the results of this study can provide knowledge and insight about other learning innovations in the ability to write stories for future researchers.

Keywords: Stories, Digital Storytelling, Writing Skills

PRELIMINARY

The process of teaching and learning is a communication process, which is the process of delivering messages and sources of messages through certain media to recipients of messages, the messages conveyed are in the form of teaching materials, the source of messages is students, and the channel is media (Sadiman, et al, 2010). Of all the language skills, writing skills are a complex aspect in terms of level. Because writing skills are more complicated and more difficult than other skills. This is in line with the opinion of Mary Leonhardt (in Elizabeth, 2002: 31) that aspects of writing skills are much more difficult and far more complicated than other aspects of language, which are listening skills, speaking skills, and reading skills.

Found various problems that occur in teaching and learning process, that is when learning to write it is found that some students are less interested in writing simple

stories. The reason is that the teacher during learning process still used the lecture method. In addition, when students are asked to develop stories using their own language there are still a few and the use of spelling is still not quite right. To develop writing skills in students, teachers should get used to writing activities and make writing activities fun. In order for these activities to be carried out, it is necessary to have fun learning for students by providing digital media that is attractive to students.

Based on previous research conducted by Prananta, YR, Setyosari, P., & Santoso, A. (2016) entitled "Utilization of Digital Storytelling as Thematic Learning Media in Elementary Schools" it can be concluded that Digital Storytelling is a combination of storytelling with multimedia assistance including digital graphics, text, recorded voice narration, videos, and music presented in digital format. Digital storytelling combines image and sound visualization by using Windows Movie Maker. So it can be concluded that Digital Storytelling can improve students' story writing skills in class II of elementary school so students don't get bored quickly and learning isn't monotonous.

Writing ability is not an ability that is obtained automatically but is obtained through learning actions. Even someone who has received learning to write does not necessarily have reliable writing competence without a lot of practice (Solchan, TW et al, 2014). One effort to develop students' story writing skills is to apply Digital Storytelling. Digital storytelling is essentially a process of combining images, sound, text, and video to tell or describe something (Frazel, 2010). Digital Storytelling is 2 - 3 minutes long and uses around 30 digital images or photos. Digital storytelling can also be made with moving images (films or video clips), but it's easier to make it with photos or still images. So the purpose of this study is to find out whether there is any influence when Digital Storytelling is applied to story writing skills, to find out how much influence Digital Storytelling has on story writing skills. Schools can take advantage of digital media so that students' thinking skills will be stimulated and produce ideas or thoughts that will be poured into writing. By looking at objects or events that occurred in the past through the intermediary of films, pictures, portraits, slides, videos, or other media, students can get a real picture of historical objects or events (Daryanto, 2016).

From the description above, the researcher is interested in researching with the title "The Influence of Digital Storytelling on Story Writing Skills of Class II Students

at SDN Kenongo 1". So to find out whether there is an effect of Digital Storytelling on Story Writing Skills of Class II Elementary School Students and how much the given influence Digital Storytelling has on story writing skills of students in grade II Elementary School.

METHOD

This research is quantitative research. The type of research used is pre-experimental, which is often seen as an experiment that is not true (Arikunto, 2010). The research design used the One Group Pretest-Postest, which is a research activity that provides an initial test (pretest) before being given treatment, after being given treatment, it gives a final test (posttest) (Arikunto 2010). Quantitative research with an experimental approach in this study was used to determine the effect of digital storytelling on story writing skills of class II students at SDN Kenongo 1.

The procedure for carrying out this research begins with submitting a research permit application letter to the school, then making observations to find out how the activities and conditions of the place or object of research are. To conduct research, the researcher compiled steps including preparing learning tools, preparing media which is Digital Storytelling, preparing test questions, compiling lists of values, carrying out instrument trial tests by giving pretest-posttest, calculating the validity and reliability of the instrument trial results, carrying out research in class II A at SDN Kenongo 1 and after the research is carried out, the researcher will process the data and draw conclusions from the data.

Population is a generalized area consisting of objects or subjects that have certain qualities and characteristics set by researchers to be studied and conclusions drawn. The population in this study were second grade students at SDN Kenongo 1 which totaled 89 students. The sample is part of the number and characteristics possessed by the population. The sampling technique used is saturated sampling, which means a sampling technique in which all members of the population are used as samples (Sugiyono, 2017). This research was chosen that is class II A, totaling 25 students.

Research instrument is a measuring tool used to measure observed natural and social phenomena (Sugiyono, 2016). To find out students' story writing skills after learning using Digital Storytelling, the research instrument used was a test used with a

test sheet. The test sheet is a test that is used as a tool for data collection, in the form of a series of questions to find out how much success students have in the learning process. This study used two tests namely pretest and posttest. The following are indicators of students' writing skills as follows:

Table. 1 Writing Skills Indicator

No.	Rated aspect
1.	Use the right EYD
2.	Completeness in writing a word
3.	suitability of the contents of text written with the theme
4.	Use the effective sentence

Source: Author's journal (Uyu Mu'awwanah, 2017) and book (Siti Anisatun Nafi'ah, 2018)

Based on table.1 of writing skills above, the table is used as a benchmark in determining how much students' skills are in writing and developing a story.

The data analysis techniques used include the normality test, hypothesis testing, and how much the test is influenced (Eta-Squared). The normality test is a test carried out to assess the distribution of data in a data group or variable. This normality test is used to determine the analysis that will be used to process the data. Researchers tested the normality of data using the Chi Square formula (Sugiyono, 2011). Then a hypothesis test was carried out to find out whether or not there was an effect of using Digital Storytelling on the story writing skills of class II students at SDN Kenongo 1. Then the data from respondents collected will be tested for the correctness of hypothesis using Paired Sample t-test formula. Paired Sample t-test is one of the test methods used to examine the effectiveness of treatment, marked by a difference in the average before and after being given treatment (Widiyanto, 2013). And finally, the Eta Squared test to answer the second formulation of the problem, which is how much influence Digital Storytelling has on the story writing skills of class II students at SDN Kenongo 1.

RESULTS

In this study, researchers have carried out appropriate learning with the devices that have been made and have received validation from expert lecturers. The data obtained in the pretest and posttest research are as follows:

Table 2 Pretest-Posttest Value Data

Test Sheet	Lowest score	Highest score
Pretest	30.5	75
Posttest	66,6	94.4

	Pretest	Posttest
Means	54,95	80,50
Median	58,3	80,5
Mode	66,6	80,5

Based on the results of pretest and posttest above, it shows that story writing skills with the help of digital storytelling can be seen before being given treatment or treatment is classified as low with the lowest pretest score of 30.5 and the highest score of 75, with an average score of 54,95. While the results of posttest scores on story writing skills that had been given treatment with the help of Digital Storytelling showed the lowest score was 66.6 and the highest score was 94.4 with an average score of 80.50. Based on the data that has been described, it can be concluded that the pretest and posttest values have changed after being given treatment.

The data obtained were then processed and analyzed using statistical tests. It aims to prove the truth of hypothesis put forward in the formulation of problem. The following statistical tests were conducted in this study:

a. **Is there any influence of Digital Storytelling on the story writing skills of Class II students at SDN Kenongo 1**

This hypothesis test was carried out to prove the first formulation of the problem, that is to find out whether or not there was an influence of Digital Storytelling on the story writing skills of class II students at SDN Kenongo 1. The calculation of this hypothesis test used the help of SPSS 24.0. The method of making a decision to test the hypothesis is as follows:

1) If the sig. (2-tailed) < 0.05 then Ho is rejected and Ha is accepted. This means that there is an effect of Digital Storytelling on the story writing skills of Grade II students at SDN Kenongo 1.

2) If the sig. (2-tailed) > 0.05 then Ho is accepted and Ha is rejected. This means that there is no effect of Digital Storytelling on the story writing skills of Grade II students at SDN Kenongo 1.

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PRETEST - POSTEST	-25.55200	14.51543	2.90309	-31.54367	-19.56033	-8.802	24	.000

Figure 1. Paired Sample Test Results

From the calculation results obtained sig. (2-tailed) < 0.05 ie 0.00 < 0.05. Because of the value of sig. (2-tailed) < 0.05, it can be concluded that Ho is rejected and Ha is accepted. Meanwhile, the t_count value is 8.802. If consulted with the t value table, then db = N-1 = 25-1 = 24 with a significant level of 5% price t = 2.064. Next, we compare t_count with t_table, which is 8.802 > 2.064 stating that t_count > t_table. So it can be concluded that there is an effect of Digital Storytelling on the story writing skills of Class II students at SDN Kenongo 1.

b. How much is the influence of Digital Storytelling on the story writing skills of Class II students at SDN Kenongo 1

This test was conducted to answer the second problem formulation, which is how much influence Digital Storytelling has on the story writing skills of class II students at SDN Kenongo 1. This test is calculated using the Eta-Squared formula (Julie, Pallant, 2011) as follows:

$$Eta\ Squared = \frac{t^2}{t^2+(n-1)}$$

$$= \frac{-8.802^2}{-8.802^2+(25-1)}$$

$$= \frac{77,475204}{77,475204+(24)}$$

$$= \frac{77,475204}{101,475204}$$

$$= 0,76$$

Based on the results of the calculation of Eta Squared test that has been carried out, the result is 0.76. So that it can be interpreted into the influence criteria table, it is Eta-Squared value (0.76) > 0.14, it can be concluded that Digital Storytelling in story writing skills for class II students at SDN has a great influence on class II-A students at SDN Kenongo 1.

DISCUSSION

This research is experimental research with One Group Pretest-Postest Design. The purpose of this study was to determine whether or not there was an effect of digital storytelling on the story writing skills of second grade students at SDN Kenongo 1. To determine whether or not there was an effect, a paired sample t-test was used to test the hypothesis. But before it is calculated using the t-test formula, the normality test is first calculated. In addition, this study also aims to determine how much influence Digital Storytelling has on the story writing skills of Grade II students at SDN Kenongo 1 using Eta-Squared calculation.

During the research, the researcher delivered the material appropriate with the steps of the Lesson Plan (RPP) and provided treatment by providing Digital Storytelling. During the research, students were asked to pay attention to the material presented. Then after being given treatment in the form of Digital Storytelling, the researcher distributed worksheets to students to work on making simple stories. At the time the research was taking place the researchers had problems in broadcasting Digital Storytelling so learning was a little late due to the constraints of the LCD.

Audio-visual media is media that has sound and image elements that can be seen, for example video recordings, slides, sounds, and so on. From the expert opinion, it can be concluded that audio-visual media is combined audio and visual media combined with audio-shaped tapes that have sound and images that can be seen, such as video recordings, sound slides, and others (Wina Sanjaya, 2010).

Audio-visual media consists of two types, which are audio-visual silence, that is media that only displays sound and still images, such as sound prints, sound frame films, and sound sequence films. Characteristics of audio-visual media have elements of sound and picture elements. This type of media has better capabilities because it includes both types of media, that are audio and visual media (Yusufhadi Miarso in Atoel, 2011). As a tool (learning media) in education and teaching. Audiovisual media has the following characteristics:

1) Skills for developing perception

2) Skills to increase understanding

3) Skills to enhance learning diversion

4) Skills to provide reinforcement of the results achieved

5) Skills to improve memory

6) Providing hands-on experience and more fun learning for students. (Djamarah S. B, et al, Juliantara, 2010).

Digital storytelling is essentially a process of combining images, sound, text, and video to tell or describe something (Frazel, 2010). So Digital Storytelling is something new than storytelling. Which is usually written on a piece of paper, while Digital Storytelling is a story illustrated in video form with sound, images, text, and animation to make it more interesting. Digital Storytelling is 2 - 3 minutes long and uses around 30 digital images or photos. Digital storytelling can also be made with moving images (films or video clips), but it's easier to make it with photos or still images. The form of telling Digital Storytelling can be in the form of stories that are funny, sad, informative, entertaining, and so on. Also, Digital Storytelling doesn't have to be complicated. Most importantly, the message to be conveyed can be achieved precisely.

Based on the definition above, it can be concluded that Digital Storytelling is a technique of combining stories with the help of digital technology by inserting images, sound, narration simultaneously so that the material can be conveyed properly and not boring. Digital Storytelling will provide benefits during the learning process if it is used properly and correctly.

From several indicators of students' story writing skills, it was found that there were changes in pretest and posttest scores due to the treatment given, which is Digital Storytelling to provide new innovations in learning so as not to get bored during learning. Meanwhile, the pretest score with the lowest score was 30.5 with the highest score was 75. While the posttest score with the lowest score was 66.6 and the highest score was 94.4. Obtained pretest scores that are still lacking because students get bored easily in participating in learning so the scores obtained are less than optimal. After being given treatment or treatment had a change by given a posttest to measure the extent to which students understand the video that has been shown.

In this modern era, where everything relies on technology, writing is very important. Because today relies on technology students' writing skills are lacking. Writing is a form of indirect communication that is carried out by someone to express brainchild, ideas, concepts, and thoughts in the form of written language that can be read by others. Writing skills are productive and expressive language skills that are used to communicate indirectly and not face to face with other parties (Tarigan, 2008). For students writing is very important because it makes it easier for students to express brainchild, ideas, and thoughts, deepen the responsiveness and perception of students solving problems in arranging sequences of experiences. The general purpose of writing is to inform, convince, express oneself, and entertain (Rini Kristiantari, 2004). The purpose of writing is basically to prepare students to have knowledge about writing and students will be skilled in writing properly and correctly. Communicating not only through speaking but also by writing as a form of communication. So, the purpose of writing is for someone to pour and communicate their ideas or thoughts into writing and aims to know the language of communication. By learning to write, someone can communicate in daily life through writing.

With an increase in story writing skills after being given treatment during the learning process through Digital Storytelling and guided students can express thoughts or ideas through writing. When developing story writing skills in a worksheet, students are asked to retell according to their individual abilities and make a simple story.

This was also supported by previous researchers by Azizah, MA (2014) that there was a significant increase in learning after implementing the Digital Storytelling

method. From these results, it can be seen that learning using the Digital Storytelling method is very good when applied to support learning activities with retelling material according to each ability. Researchers also connect the material taught according to daily life. So that students are expected to be able to implement it in daily life. The researcher also asked questions to find out students' curiosity after being given Digital Storytelling.

Next, do the calculation of paired sample t-test using SPSS 24.0 and obtain a sig. (2-tailed) < 0.05 ie 0.00 < 0.05. The data is stated to have influence if the sig. (2-tailed) < 0.05. From these results, it can be concluded that Ha is accepted and Ho is rejected. Then to find out how big the influence is, a calculation is carried out with Eta-Squared formula and a value of 0.76 is obtained. This value is included in the criteria that have a great influence because if you look at the Eta Squared criteria table, the value must exceed 0.14. These results stated that Digital Storytelling has a major influence on the story writing skills of grade II students at SDN Kenongo 1.

Based on research that has been conducted by Ika Nur Fadillah, Khurotu Dini (2021) using the literature study method, it can be concluded that the Digital Storytelling method can be a new strategy for increasing student interest. Research produced at the University of Houston by Dogan and Robin (2008), showed that teachers who use DST in classroom learning have a positive effect on learning, which is increasing student motivation after teachers use Digital Storytelling in learning. This is in line with the opinion of Heriyana (2014) that Digital Storytelling media has advantages, that it can be used in student learning styles, arouses student interest in learning, increases student attention and motivation in the class.

Based on the statement above, it can be concluded that Digital Storytelling can arouse students' interest in learning to construct learning materials and can express thoughts, and ideas in the form of writing and form a story with the help of Digital Storytelling. So that students are able to understand and compile information through video and express their ideas in written form in the form of simple stories which suitable to their respective writing abilities.

CONCLUSION

Based on the results of research that has been done, it can be concluded that there is an effect of Digital Storytelling on the story writing skills of class II students at SDN Kenongo 1. This can be proven using a hypothesis test to obtain t-hit = 8.802 (with SPSS calculations 24.0). So it is found that t-hit > t-tab, because t-hit > t-tab then Ho is rejected and Ha is accepted. It can be concluded that Digital Storytelling has an influence on students' story writing skills. From the results of the Eta-Squared calculation which is 0.76 taking into account the criteria for how much influence, if the results using Eta-Squared formula are 0.76 > 0.14 then Digital Storytelling has a major influence on the story writing skills of class II students at Kenongo 1 Elementary School.

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