ENHANCING STUDENTS' WRITING SKILL THROUGH DIGITAL STORY TELLING (DST): STUDENTS' VOICES

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Abstract

Students in the first semester of one of private junior high schools in Jakarta were charged with actively engaging in their own learning experiences by utilizing Digital Story Telling (DST) to enhance their writing activity. A questionnaire was developed and administered to 29 students in order to get perspective regarding their personal and group experiences with the implementation of DST in the English classroom. The investigation revealed that there were enhancement of students' writing, the development of students' collaborative abilities, the improvement in students' participation in class, the formation of a pleasant learning atmosphere, and the increase in students' enthusiasm in writing.

Keywords: Students' Perception; Digital Storytelling; Teaching Writing

INTRODUCTION

At the beginning of the 21st century, the numerous technologies that can be used for learning and teaching English have become somewhat diverse. In addition, the manner in which these technologies are utilized in the classroom has turned into a significant aspect of language instruction (Li & Ranieri, 2013; Leu, Forzani, Rhoads, Maykel, Kennedy, & Timbrell, 2014). Digital storytelling, or "DST" for short, is a creativity approach to the development of digital learning material that may be utilized to create high-quality educational experiences. Students are able to participate actively in the educational process when DST is implemented as it facilitates the attainment of their educational goals (Ohler, 2013). This technology-based technique enables twenty-first-century students to integrate technology-enhanced resources to develop relevant knowledge and stories, as well as to better their understanding and knowledge of these concepts. It has been argued that having strong writing abilities is of utmost significance. However, there are a few students who are not even interested in writing and think that it is difficult skill within the English curriculum. These students believe that writing is the most difficult skill skill to learn. This argument is in accordance with Kongpetch (2003) who asserts that one of the reasons that students of other languages experience difficulty in writing English text is because they have an inadequate understanding of how texts are organized (Jabali 2018, Javed et al., 2013), therefore, DST combines conventional forms of storytelling with digital media, makes it feasible to create written text. This combines conventional and contemporary methods of literacy instruction. The use of DST, which is a recommended innovative method for teaching writing, has been the focus of a number of studies aimed at enhancing writing skills (Bumgarner, 2012, Saunders, 2014). In English as a Foreign Language classrooms, dedicated DST research has been conducted, and there are numerous EFL studies investigate the impact of DST writing abilities. It enables to integrate narrative with a variety of interactive media technologies, can be helpful for language learning in a number of ways. Further, Cierci and Gultekin (2017) and Thang et al. (2014) mention that DST promotes and motivates students while improving their communication skills. According to Tajeri, Syal, and Marzban (2017), DST enables students to explore, apply, acquire, and convey a wide range of language. Due to the limits of storytelling

and the digital delivery of information, it also encourages students to develop critical thinking skills. Teachers can present students with shared experiences to enhance their learning through seeing, hearing, and feeling (Beck and Sitzman 2019).

METHOD

This study employs a descriptive approach to describe how students perceive the use of DST as a medium of instruction in teaching writing. The descriptive qualitative method was selected for this study since it provides an overview of students' perspectives of DST and finally draws a conclusion analysis of the data obtained. According to Gay (1992), descriptive study contains the collection of data to answer questions about the current aspect of the areas of research. The data obtained from this study were analysed quantitatively and qualitatively. Represented quantitatively by the percentage of data obtained. While the qualitative analysis is explained with a description of the percentage of data, the statistical analysis is clarified with a description of the percentage of data. Perception is one of the factors that must be considered in the process of language learning. Perception cannot be overlooked as a significant aspect in the process of teaching and learning a language, as it has a significant effect on the learning of language students. Since students are the most important stakeholders in the learning process, it is important to include their perceptions in order to fully comprehend their learning experience (Anthony & Walshaw, 2009; Bishop, 2003; McCullum et al., 2000). The respondents of the research are 29 Indonesian language learners of the third year in one of private Junior High School in Jakarta, Indonesia. The research instrument is an online questionnaire. It is consisted of fifteen items, each one with four answers on a Likert scale ranging from strongly agree to strongly disagree. It consists of two sections: (1) eighteen items to gather information regarding the students' perceptions of DST as a teaching medium and (2) seven items to collect data based on the students' perceptions of DST as a means of problem-solving for learning writing.

RESULTS AND DISCUSSION

Results

The data of the students' perception towards the use of DST were gained by questionnaire, and it was analysed through the SPSS program in order to find its percentage, mean, and standard deviation. These figures described the students' perception towards the use of the internet as a learning medium in order to enhance students writing narrative ability. The conclusion reached as a consequence of the computation and examination of the data is presented in table 1 below.

Table 1. Result of Students' Perception

No	Statements	SA	A	D	SD	Mean	Std
	Students Positive Perception Toward the Process of Learning Through DST						
1	I enjoy doing the story telling activities	48,3	13,8	20,7	17,2	2,9	1,2
2	I give my full attention during the DST activities	34,5	48,3	3,4	13,8	3,0	1,0
3	I'm confident when it comes to work with DST at school.	24,1	55,2	3,4	17,2	2,9	1,0
4	I become more motivated in learning using DST	58,6	27,6	10,3	3,4	3,5	0,8

5	I feel safe to participate in the DST activities	44,8	24,1	17,3	13,8	3,0	1,1
Students' Perception toward DST Activities							
6	DST is useful for learning because it gives me a chance to enhance the communication skills	44,8	41,4	10,3	3,4	3,4	0,8
7	DST is important to improve writing skill	34,5	48,3	3,4	13,8	3,0	1,0
8	I like studying through images, videos, and audios.	31,0	55,3	10,3	3,4	3,1	0,7
9	I think using DST in class takes up too much time.	-	-	47,5	52,5	3.5	0,5
10	DST help me to develop my ideas in writing	55,2	17,2	10,3	17,3	3,1	1,2
11	I sometimes have difficulty in figuring out what my teachers expect from me.	17,3	13,8	44,8	24,1	3,0	1,1
12	DST activities help me to understand the content better.	44,2	45,0	6,7	4,2	3,3	0,8
13	I get many new things and information through DST	34,5	48,3	3,4	13,8	3,0	1,0
Students' Challenges toward DST Activities							
14	I find the problem of comprehending the story	24,1	24,1	6,9	44,9	2,4	1,3
15	When I find bed internet connection, I lose my access to the DST	37,9	31,0	17,3	13,8	2,9	1,1

Students' perceptions about the employment of DST as a teaching medium for the English topic were reflected by their leads to 15 of the questionnaire's statements, as presented in Table 2. The biggest percentage of students that responded positively to the use of DST was found to comply with statement number three, which indicated that they become more motivated to learn when utilizing DST. The increase of students' learning motivations also aligned with the findings of the prior study (i.e., Aziz & Husnawadi, 2020; Anggeraini, 2017). It can be found that 86.2% of the students responded that they agree or strongly agree with that statement. This result is relevant with their learning attitude toward DST as it is revealed in number 2 that 82.8% of students gave full attention during the learning. Additionally, other statement showing the students' positive perception towards the DST was number 1, 3, and 5.
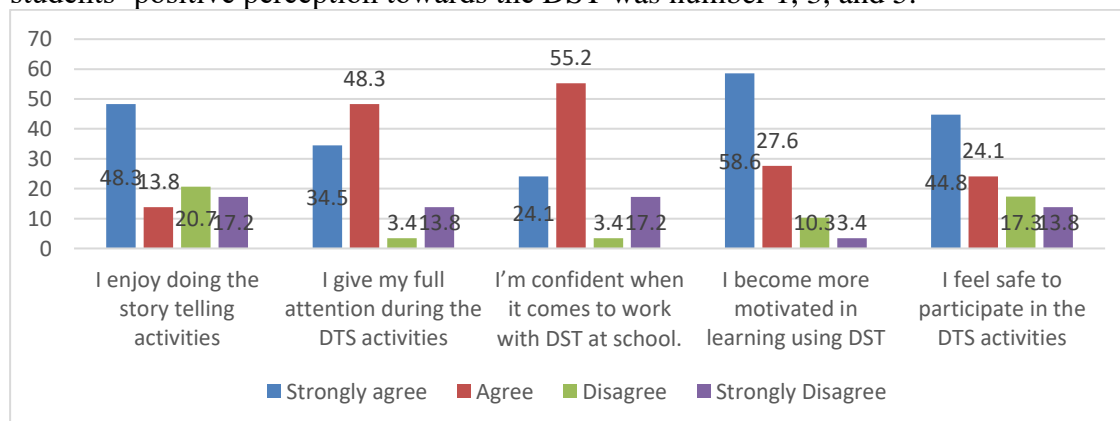

Figure.1 tudents Positive Perception Toward the Process of Learning Through DST

The survey result revealed that DST considered extremely help learners to understand the content better . It shows that 89.2% of students chose strongly agree and agree for item number 12. This perception result effected their learning, therefore they prefer to learn narrative text through DST as it helps them to understand the story. Item number 6 shows an impressive 86,2% of the respondents strongly agreed and agreed that DST is useful for learning because it gives them a chance to enhance the communication skills. This can be found that having a good communication skill could help them to write the ideas better.24,31,34,35,36,37,38 A substantial number of students responded strongly disagree and disagree that DST does not take up too much time learning in class. All of them show positive attitude and 82,8% students believed that they could experience learning and get many useful information in learning. According to Musthafa (2010), the use of different instructional activities engages learners and avoids boredom. In accordance with him, Heewon & Kim (2013) define instructional media as the instruments that engage students' curiosity and facilitate effective learning. In addition, students expressed a high level of agreement with the statement that DST are essential for language acquisition. It helps students discover many new topics, and as a result, they desire to study English more using DST. The finding also reveals that the teaching and learning processes were not monotonous, that students recognized DST as a powerful tool, and that they viewed the English-learning process as pleasant.
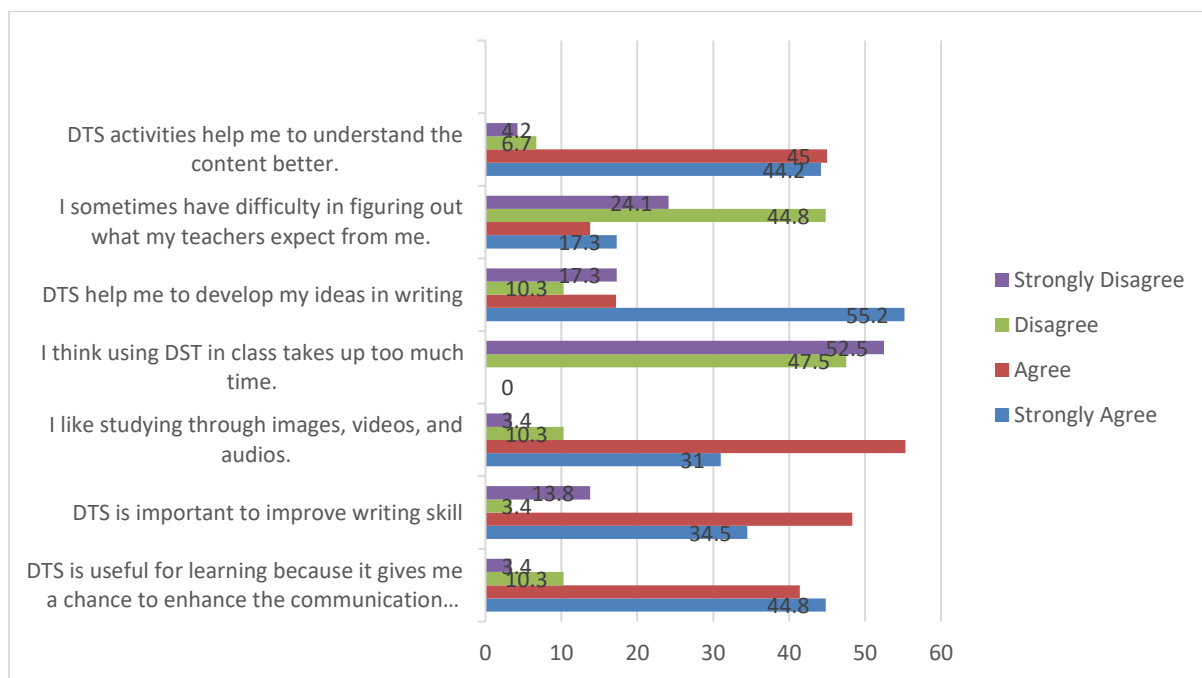

Figure.2 Students' Perception toward DST Activities

In terms of perceiving the benefit of DST for writing. The answers on the item number 7 shows that 83,8% of students agreed and strongly agreed that DST is useful because it gives could improve the students' writing ability. This is in line with (Balaman, 2018) Integrating writing into DS Students generally find writing more engaging and inspiring during class than they do in traditional writing classes, which are crucial elements in writing activity. This fact can also be seen from the students' positive response that they really enjoy to learn through images, videos and audios. 72,4% of students experienced that DST helped them to develop their ideas in writing. However, a small number of students (31,1%) answered that they sometimes had difficulty in figuring out what the teacher expected from them. Students' writing abilities can

be enhanced through the use of digital storytelling as an instructional tool (Xu et al., 2011; Sarica & Usluel, 2016; Yamac & Ulusoy, 2016; Tarigan & Liana, 2018). In addition to strengthening learners' visual memory (Xu et al., 2011; Yang & Wu, 2012; Sarica & Usluel, 2016)
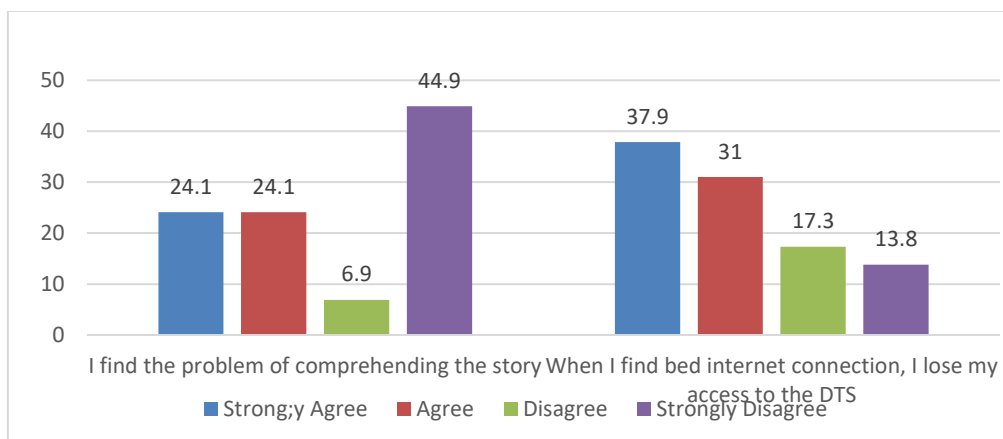

Figure.3 Students' Challenges toward DST Activities

The questionnaire item on the perceived challenges reveal that the majority of respondents (48,2%) perceived that the students have difficulty oftity of learning basic knowledge about the components of the story, therefore, it took them some time to retain the information. Several phrases in the story were misinterpreted. While 51,8% of students did not have problem (68.9% strongly agreed and 31% agreed. This is showed that they lose their access when they find bad internet connection.

CONCLUSION

This study focuses on the perceptions of students regarding how DST affects their ability to write. The perception of the students indicates that the use of DST in writing class has a positive effect on writing skills. The evidence that DST is helpful in making both internal and external writing structures . The study is written from the perspective of a student, and it explains how DST's integration of multimedia features contributes to help. The DST phase is effective in writing and in integrating technology and writing into harmony. The scope of this study is limited to the effects that utilizing DST in writing classes may have. Due to the use of standard coding, the research data were not evaluated independently. In recent studies, it is possible to do more specific studies on other language skills, and information regarding whether or not other abilities aid with writing in the DST process can be offered in depth. In addition, it is important to highlight that the researcher's role as the teachers and the researchers at the same time in the study may have been a factor that influenced the results they found.

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