THE IMPLEMENTATION OF SCIENTIFIC APPROACH THROUGH DIGITAL STORYTELLING IN TEACHING READING NARRATIVE TEXT

Ainun Nurbaeti[1], Yanuarti Apsari[2]

IKIP Siliwangi
[1] ainunnurbaeti@student.ikipsiliwangi.ac.id, [2] yanuar.apsari1@gmail.com

Abstract

This study is aimed at describing the implementation of scientific appproach through digital storytelling in teaching reading narrative text. The participants of the study were the tenth grade students in SMA Pasundan Cikalong. Furthermore, this study employed case study as research design and conducted the classroom observation sheet to find out how the teacher implemented scientific approach in teaching reading narrative text. The finding of the study showed that the teacher implemented of scientific approach in teaching reading through several stages such as observing, questioning, experimenting, associating and communicating. In addition, during learning reading narrative text through digital storytelling, students become more engaged in the classroom as a result of their enjoyment. It may be stated that using a scientific approach through digital storytelling made it easier for students to understand the narrative text. Finally, the writer recommends that an English instructor use a scientific approach to teaching narrative text reading during the learning process.

Keywords: Scientific Approach, Digital Storytelling, Teaching Reading, Narrative Text

INTRODUCTION

Reading is a fundamental communicative skill, and it still involves a complex process. Reading can be defined as the process by which the reader discovers information given by the writer (Tang et al., 2019). Reading helps the reader in obtaining the information they need. Reading supports the reader in receiving the information that they require. Students might get not only information or knowledge, but also enjoyment and understanding by reading. Students in junior high school must be familiar with a variety of text types and genres. Narrative text is one of them. According to Purba, (2018: 29), Some types of retelling, anything that happened, convey a story are referred to as narrative. Herman (2014:31) cited in Pasaribu et al., (2020) stated that the purpose of a narrative text is to amuse or entertain readers by providing them with real or imagined experiences in various ways.

Nevertheless, teaching reading narrative text is one of the problems that students face in teaching English. Based on the writer's experience in learning English at SMA Pasundan Cikalong, the results showed that the students got difficulty in understanding narrative text. In some cases, when students were asked to read a narrative text, they have difficulty in comprehending the text. The majority of students had difficulty understanding a text because they lack vocabularies in reading narrative text; they spend a lot of time struggling to figure out what words mean in order to gain information. It is supported by the findings of previous study entitled "Teaching Reading Comprehension of Narrative Text by Using "Story Re-Enactment" Technique at Senior High School" written by Yusismi & Jufri (2017). The result revealed that the majority of students struggle to understand narrative text because the teachers' teaching

methods are boring to them. The majority of English teachers utilized the same strategy while teaching students about reading variables that make narrative material difficult to read.

Based on the phenomena above, it was needed the potential and creative teacher to create the successful of teaching and learning process. According to Sunardi (2017), when teachers used a scientific approach to teaching reading, students were more active and engaged. Teachers must follow those stages in any teaching or learning activity. Zaim (2017) states that The scientific approach has elements of "doing science," which allows teachers to improve the learning process by breaking it down into steps that provide specific instructions for doing student learning. Learning models are used in the Scientific Approach to execute the entire approach, strategy, and technique components, which are used holistically and thoroughly in learning.

One of the strategies which has attracted many attention for its ability to support the scientific approach in teaching reading narrative text is using digital storytelling. Scientific approach can make stundents more fun in learning and teaching reading narrative text. The stages of scientific approach are observing, questioning, experimenting, assosiating, and communicating (Kemdikbud, 2013a) in cited (Zaim, 2017). Beside that, according to Lambert (2012) cited in (Bloch, 2018), A digital narrative containing visual, oral, and audio aspects to communicate an event, one's experience, and others is known as digital storytelling. Students may create and analyze the components of their texts, digital storytelling improves students' academic skills and motivation to learn the material (Rosyidah & Putri, 2019). There are some benefits of using digital storytelling. Marianna et al (2017) as cited in Rosyidah & Putri, (2019) digital storytelling improves students' knowledge, can make it easier for students to get the lesson materials well, students can be more talented and passions to get creative in the class, students became more enthusiastic because the material is more modern and sophisticated and it's a fun and helpful way to engage students and teachers. In conclusion, using digital storytelling as a digital multimedia in students' present requirement to master narrative text is a highly important way for teachers and students. Based on the explanation above, researchers interested to conduct a research entitled "The Implementation of Scientific Approach Through Digital Storytelling in Teaching Reading Narrative Text".

METHOD

The design of this research is qualitative descriptive research. Qualitative descriptive focuses the description of the sentences being investigated theoretically (Sandelowski, as cited in (Lambert & Lambert, 2012)) as cited in (Nurmalasari & Apsari, 2019). In this study, the researcher conducted how scientific approach through digital storytelling was conducted in teaching reading. The participants of the study were the tenth grade in Pasundan Cikalong. The researchers collected the data through observation sheet on Whatsapp group that was used the during research. The researchers then implemented techniques proposed by Miles and Huberman (2009) to conduct data analysis for this study, including data collecting, data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

Results

The analysis of the data from the observation sheet showed that the use of scientific approach through digital storytelling was effectively used in helping to motivate students in reading

narrative text. Teaching and learning process were divided into pre activity, main activity and post activity. In Pre activity, the teacher started the learning by greeting students in a Whatsapp group, and then all students were required to fill out the attendance on the google form provided by the teacher. After the student filled in the attendance, the teacher gave the student an idea of the material and learning objectives of narrative text in the first meeting.

In the main activity, the stages of scientific approach was implemented. There are five stages as proposed by Kemendikbud such as observing, questioning, experimenting, associating and communicating. The two stages, observing and questioning were implemented in the first meeting. While, the rest stages such as experimenting, associating and communicating were implemented in the second meeting. The stages of scientific approaches are described as follows:

1. Observing
In the observing stage, after starting the purpose of the learning, then the teacher impelemtation of digital storytelling through showed the video containing narrative text, and students were required to watch the video before the core learning began. The teacher facilitate student by presented video as media about narrative text to begin the lesson in order to stimulate students' thinking. The implementation of digital storyelling demand students to respond and understanding the material of the topic.

Based on the observation. Student participation during the learning process has proved successful in getting students to be engaged and perform well in Whatsapp group. It could be seen from the responses of students who could follow the defense in accordance of the direction of the teacher. It is line with the statement of Marianna et al (2017) as cited in Rosyidah & Putri (2019), digital storytelling could improve students' knowledge and made it easier for students to got the lesson materials well. Using the video as media that could draw students' attention.

2. Questioning
In questioning stage, the teacher began to ask students about the definition, generic structure, and language of narrative text, and then the teacher and students asked each other about the narrative text for material that was not yet understood by the students. Questioning stage aims to improve students' critical thinking skills, as well as their ability to ask and answer questions rationally and logically with proper language. Based on the data from observation, it was revealed that in questioning, students could answer questions very well. It can be seen from the question and answer session that the students were enthusiastic in answering the question. It is line with the statement of Sunardi (2017) that when teachers used a scientific approach to teaching reading, students were more active and engaged.

3. Experimenting
In experimenting stages, the teacher asked students to create groups. Each group consisted of 6 member. After all the students had their own group, the teacher asked the students to work on doing the exercise that must be accessed through the Google form. Students were required to discuss with group members and those who filled out answers on the link were only representatives of the group. The time given by the teacher to do the test is as much as 45 minutes for 25 questions of narrative text.

Based on the experimenting, students could gain authentic information and gave some significant experiences on helping them to understand question of the test. In the rules that have been made by the teacher, students are also able to adhere very well it is seen from the way

students discuss with their respective groups and they get a score that matches their work. It is line with the statement of Ratnaningsih (2017), experimenting is a learning activity that is used to develop various learning objectives, attitudes, abilities, and knowledge, it is also used to internalize previously gained skills.

4. Associating

The activity of associating knowledge that occurred within the group was known as associating. The teacher asked students about which questions students found difficult to work with, evaluated the data, elaborating on the peculiarities of the actions, and locating information. After that, teachers and students discussed the difficult questions test that students did by evaluating the questions together.

Based on the results of associating, teachers and students disscussion about questions that are difficult to answer by students. In this communicating activity can increase the courage and confidence of learners when conveying questions that they think are difficult to work with. The students' activeness was gained from this step which demanded students to think systematically. It is line with the statement of (Gani & Ardi, 2020), associating made students process the information that they have collected before from their experimenting, observing and from gathering information activity.

5. Communicating

In communicating stage, the teacher asked the students again about the definition, generic structure, language, elements and types of narrative text. Then, before ending the learning, the teacher re-concluded everything about the narrative text that had been learned during the two meetings. The goal of communicating is to report the facts that have been observed and evaluated.

Based on the communicating activity, students have good motivation to participate in learning. Students are able to understand what has been conveyed by the teacher during the learning, this is seen from the attitude and response of students who always re-infer what has been learned during the learning narrative text. It is line with the statement of Burhanudin (2018) this step is aimed to develop ability to express or present all the knowledge and skill, spoken or written.

Discussion

From the observation sheet during the two meetings, it can be seen of the activeness and antusiasme of students by answering the teacher's questions alternately and complied with the test procedure in accordance with the rules set by the teacher. This showed that using a scientific approach can increase the spirit of students in narrative text learning. It is in line with the statement from Indrilla (2018), Observing, questioning, experimenting, associating, and communicating were steps in the scientific approach that can help teachers to become active learners during the learning process. It is in line with a study by Yulianti (2017) as cited in (Kane et al., 2016) stated that scientific approach affects students' cognitive, affective and psychomotor positiively. Students' attitudes, knowledge, and skills were all improved as a result of the scientific approach. This indicated that this strategy can help students improve their language skills, particularly their reading skills. The scientific approach can be used in the teaching and learning of English, particularly in the reading of narrative text.

In addition, the use of digital storytelling can also make it easier for students to follow the learning. It was evidented from the response of students who stated that with digital storytelling they were able to understand the material in a different way and not boring. This was also supported by the Dinal statement (2020), that digital storytelling was found to be effective in enhancing reading comprehension skills, increasing student participation in classroom events, and bringing a significant, fascinating element to the classroom. Language learners can express themselves creatively and convey meaning with more than just the spoken word through a digital storytelling project. Students can share something meaningful to them using pictures, video, and music.

CONCLUSION

The students grew more active as the scientific approach progressed. The first is that the teacher uses digital storytelling in the observation step, while the students listen carefully. The teacher then asked several simple questions, which the students answered correctly. Finally, the teacher and students discussed the narrative text together. As a result, students are more interested in learning narrative literature. An English teacher was found to have used a scientific approach as her alternative tool in the teaching and learning of narrative text. The use of digital storytelling was then used to support students to enjoy and be interested in learning to read narrative texts, as well as to increase students' knowledge of narrative text reading through the use of digital storytelling, with the teacher assisting the students with the tools they required. The findings of this study are important because using a scientific approach and digital storytelling in reading narrative texts allows students to access their learning goals that they previously had while learning to read narrative text, but using a scientific approach now encourages teachers to use their teaching media and enhances student enthusiasm based on their arguments. Finally, using a scientific approach through digital storytelling motivates and enthuses teachers and students to learn to understand narrative text.

ACKNOWLEDGMENTS

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