THE IMPLEMENTATION OF DIGITAL STORYTELLING IN WRITING RECOUNT TEXT TO SECOND GRADERS OF JUNIOR HIGH

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Abstrak

Penelitian ini menunjukkan bahwa Digital Storytelling telah diimplementasikan dalam proses belajar dan mengajar materi menulis teks recount untuk siswa menengah pertama kelas delapan A di SMP Negeri 26 Surabaya. Dengan demikian penelitian ini bertujuan untuk mendiskrisikan bagaimana guru mengimlementasikan Digital Storytelling dalam pembelajaran menulis teks recount. Penelitian ini menggunakan metode diskripsi kualitatif, meneliti tentang penggunaan Digital Storytelling dalam pembelajaran menulis teks recount. Catatan lapangan dan hasil tulisan siswa digunakan sebagai data dalam penelitian ini. Sebanyak 38 siswa kelas delapan A dipilih menjadi partisipan. Hasil dari penelitian ini menunjukkan bahwa pengimplementasian Digital Storytelling telah dilaksanakan sesuai dengan tahapan-tahapan lesson desain yang disarankan oleh Suleiman (2011). Pada tahapan awal pengimplementasian, guru memperkenalkan digital storytelling, teks recount, dan topik serta kosa kata yang akan digunakan pada pembuatan teks. Dalam menjelaskan materi recount, guru menggunakan bantuan slide powerpoint. Guru meminta siswa untuk menulis teks recount dengan topik yang telah ditentukan sebagai narasi untukdigital storytelling. Guru menerapkan langkah kedua dengan meminta siswa untuk bergabung dalam grup serta meminta siswa untuk menyiapkan materi untuk digital storytelling; memilih teks, membawa headphone, laptop, serta mengambil gambar. Langkah ketiga dilaksanakan dengan memeintahkan siswa untuk mulai merekam narasi dan menggabungkan dengan gambar dengan moviemaker. Langkah keempat dilakukan dengan mengumpulkan video siswa dan menampilkan dua video acak di muka kelas. Guru dan siswa memberi komentar pada video yang ditampilkan. Tahap akhir pengimplementasian dilakukan dengan meminta siswa memperbaiki tulisan pada pertemuan lalu di kertas yang sama dengan sebelumnya.

Kata Kunci: Implementasi, Digital Storytelling, Menulis, Teks Recount.

Abstract

This research is aimed to describe the implementation of digital storytelling in writing recount text to the second graders of junior high school and to describe the students' writing after the implementation. The design of this research is a descriptive research. To conduct the research, a field note is used as an instrument of collecting data. The research subjects of this research are the students of SMP Negeri 26 Surabaya, the students of VIII A Class. The students and the teacher were chosen because they have been implementing Digital Storytelling in writing recount text. Field note and students' writing were used as data in this research. 38 students were chosen as participant of the research.

The result of this research is that the implementation of digital storytelling to teach writing recount text was conducted properly according to the stages suggested by Suleiman (2011). The observation showed that the teacher conduct the first stage of the implementation by explaining recount text and introduced the students to topic and vocabularies by showing example of recount text in a form of digital story and simple recount text. The teacher used PowerPoint slide in explaining the material. The teacher asked the student to create a recount text using a certain topic chosen by teacher as a narration material of the digital story. At the second stage, the teacher asked the students to join in groups then prepare material to create a digital storytelling; choosing the text for narration, photos, headphones, laptop, etc. The third stage was done in the second meeting since there was not enough time in the first meeting. The teacher asked the students to start recording narration and combining the materials of the video into a good digital storytelling clip. Fourth stage was done by collecting students' video and showed them in front of the class, the students and the teacher gave comments to the video. The last stage of the implementation was done by assigning the students to revise their text in the same paper as the first text.

Keywords: Implementation, Digital Storytelling, Writing, Recount Text.

THE IMPLEMENTATION OF DIGITAL STORYTELLING IN WRITING RECOUNT TEXT

INTRODUCTION

In Indonesia, learning English is considered as EFL. Learning English as foreign language focuses on several main aspect. Teacher should deal with language which is not familiar to them. It may cause a problem since this problem requires habitual uses of target language. Teaching English as a foreign language involves four language skills; listening, speaking, reading, and writing. These skills need to be mastered in order to learn English effectively.

Compared to other language skills, writing skill is the most difficult skill to comprehend since writing deals with learner's skill toward target language (Nunan, 1999, p. 85). Listening and Reading skills are included in receptive skills, while speaking and writing are included in productive skills.

Writing is an activity to express feeling, ideas, and thoughts. Dumain (1988) in Ellis's (1997) Second language acquisition book states that writing in English is to express feeling, ideas, opinions, and other to express something in written form in English. Langan (1987) states that expressing thoughts in writing is a complex subject, which includes organization of thought, sound and usage of English language, and imagination. Young and Savage (1982) states that writing skills cannot come automatically. It requires some experiences, talents, and a lot of regular training. It can be inferred that writing is difficult and complex subject.

For those reasons, most students are afraid of writing. It is because they are convinced by themselves that they will make mistakes. According to Fergenson and Nickerson (1992), writing is a skill that is acquired through study, never be afraid to write because of worried to make errors.

According to the Standard Competence of English curriculum 2013 for the second graders of junior high school, EFL students in Indonesia are expected to be able to construct spoken and written text of simple recount text with focusing on the purpose, structure, and grammatical features of the text. In shorts, students were expected to be able to construct a recount text about experience, activities, etc. Recount text is a kind of text which specify on telling past experiences by telling the events of the story in sequence. Thus, students are expected to be able to retell the past events in sequence and grammatically correct.

Unfortunately, most students in second grade of junior high still get the difficulties in writing a proper recount text. The problem lies in student's willingness to learn to write. This reluctance came up because the students are afraid of making mistakes. Most of them are having problem with writing events in sequence and the unity of the writing. Therefore, to be able to ease students' reluctance in writing recount text, teachers are indeed expected to activate students' motivation and skill to do so.

To enhance students' motivation in learning language, teachers need to create an activity that attracts students' interest. The rapid development of computer technology and multimedia has done a great deal to help education to become more attracting. Baek (2005) suggest an idea of using 'edutainment'. The word 'Edutainment' itself is coming from the word 'education' and 'entertainment'. In line with Baek, Han (2007) also suggests an idea of using Edutainment. In classroom context, Han suggests the use of digital storytelling as a media of edutainment. He argues that digital storytelling is a necessary element in edutainment learning contents.

Digital storytelling itself is a multimedia product which is created by combining pictures and audio with a storyline in it. The physical appearance of digital storytelling is a short clip containing audio, pictures, and narration of the story. There are numerous definitions of digital storytelling. Kang et al. (2003) define digital storytelling as storytelling that is created using digital technology as the medium or method of expression, in particular using digital media in a computer-network environment. The stories for digital storytelling are mostly about personal stories and historical stories. The audio and the stressing of the story will interest the students and the story will make an emotional bond between the students.

There are many different definitions of digital Storytelling, but in general, they all revolve around the idea of combining the art of telling stories with a variety of digital multimedia, such as images, audio, and video. Not so different with traditional storytelling, digital stories revolve around a selected theme and topic, and usually include a particular viewpoint. The stories are mostly just a few minutes duration and have varying purposes. The purpose can be telling personal stories, recounting historical events, or simply to inform or instruct on a particular topic (Robin, 2008)

There are several researches concerning the use of digital storytelling in language teaching. Sadik (2008) conducted a research of implementing and integrating digital storytelling with authentic learning tasks. He found out that digital storytelling was an effective support for the teacher. The students took responsibility for their group projects and did collaboration work effectively. Robin (2008) conducted a research about the educational uses of digital storytelling. He found out that there are numerous ways that Digital Storytelling can be

used in education. Digital storytelling can be used by the teacher as one way of presenting material or used by the students as a project. Some teachers may create their own digital story and show it to their students as a way to present new material. Suleiman (2011) conducted a research using digital storytelling to sharpen language skills, the results showed that digital storytelling can increase students' language skills. Xu, Y., Park, H., & Baek, Y. (2011) conducted research in implementing Digital storytelling on activity focus on writing. Their research found out that Digital storytelling can be used in classroom to teach writing. Their study shows that Digital storytelling can increase students' writing self-efficacy. In this case the students are encouraged to write and share within group.

Based on three studies above, the researcher wants to conduct research about implementing digital storytelling in writing. This research is different from the previous studies because this research is focused on implementation of digital storytelling in writing recount text.

According to the background of the study, the research questions can be formulated as follows:

1. How is the implementation of digital storytelling in writing recount text?

2. How is the students' writing in writing recount text after the implementation of Digital storytelling?

RESEARCH METHOD

Design that used in this research is a descriptive qualitative research. Descriptive research is a research which describes a situation or natural phenomenon which happened in the process of teaching and learning process.

The subjects of this research are VIII-A of 26 SMP Negeri 26 Surabaya. The class consists of 38 students; 14 male and 24 female students. The students at SMP Negeri 26 Surabaya have received their computer and multimedia lesson since the first grade. Therefore most of the students are computer literate. The school facilitates each class with projector and speaker to motivate the teacher to use multimedia while teaching the students. The teachers sometimes got help from computer teacher in creating the multimedia. Both the teachers and the students are familiar with computer based multimedia, the students even able to make their own computer based multimedia since the first grade. They are familiar with movie maker and very enthusiastic in creating one.

The data collected will be a descriptive data. During the research, the researcher will do a non-participant observation as a technique to collect the data needed to answer the research questions. Non-participant observation is less subjective which latter involves observing actions and interactions, perhaps sitting in a

corner of the room, silent, but attentive (Koshy, 2005). The researcher collected the data through observation conducted at VIIIA classroom. The observation was conducted twice since the implementation needs two meetings. The time allocated for each meeting was 2x40 minutes. The researcher kept taking notes on anything happened during the teaching-learning process in the class in papers. The researcher recorded the teaching using video recorder hidden at the back corner of the class, in case there are things missed in the field note. The data will be described in a form of unstructured field note. The researcher also used students' recount text writing to be evaluated and described the result in words. The evaluative of students' writing which was chosen by the researcher was the writing which was done by the students during the first and second meeting. The result of students' writing was used by the researcher to answer the second research question.

Miles and Huberman in Koshy (2005) suggest three process of analyzing qualitative data, which are data reduction, data display and verification. Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in the written up field notes or transcriptions (Koshy, 2005). The researcher will reduce the data shown in the field note, selecting only important things about the implementation of digital storytelling in writing recount text.

Since this research is descriptive study, there is no graph, chart, or any network use in the study. The researcher draws a conclusion explicitly. The researcher discuss about the implementation of digital storytelling in writing recount text.

The researcher will describe the second data about students' recount text writing explicitly. The teacher analyzed students' writing based on three main points that were taught at the first meeting and from students' comments in the previewing stages; generic structures, grammar (the use of past tense, conjunctions, and action verbs).

RESULT AND DISCUSSION

In this part, the researcher will discuss the result of the observation based on theories to answer the research questions.

The Implementation of Digital Storytelling

The researcher found out that the teacher conducted the steps of the stages correctly according to lesson design suggested by Suleiman (2011). In the Stage 1: Introduction to topic and vocabulary; the observed teacher made a preparation by explaining recount text to the students briefly. In case of the topic of the text, the teacher

introduced the topic clearly by using topic that is familiar to the students, 'a day in school'

In the second stage: Authentic Learning Experiences, the observed teacher told the students to write their own recount text using given topic, then asked them to gather in their groups. The students interacted with others students within their group and choose the best text among them for the video. They discussed about the pictures that they were going to use in their digital storytelling.

In the third stage: Creation of Digital story, the teacher let the students to start to work on their project. The teacher did not asked the students to create a text story as University of Houston suggested in the third stage suggested since the story has been created at the first stage. The students started their narration recordings, choosing the photos, and combining the narration into the video. The teacher walked around the class checking each group in case the students had difficulties in doing the project. The students recorded their narration, combined the pictures, and finalized their video according to the teacher instruction.

In the fourth stage, the observation showed that the teacher conducted this stage correctly. The students saved their digital storytelling in a USB flash drive and collected it to teacher's computer. In the computer, the teacher sorted the video into the same folder. The teacher and the students presented two randomly chosen digital stories to class. Teacher facilitated learning by asking questions to elicit response from the students on the narration, images or audio recorded. Teacher and students gave feedback for further improvements to the stories. The teacher paid attention to whether the students had made the correct recount text or not.

The editing part of the fifth stage of the implementation was conducted by the teacher slightly different with the one suggested by Suleiman. The teacher asked the students to correct their own text, instead the one used as narration in digital story. The students revised their text in the same paper as the previous one then collected it to the teacher.

Students' Writing after the Implementation of Digital Storytelling

From the descriptions of students' writing, the researcher can deduce that most students has grasped and understood the concept of the recount text. The students did not make any mistakes in the generic structure of the text. The students did well in writing each part of the generic structure. The students managed to write down a good orientation for a simple recount text. The students were able to write the events in sequence and coherence.

At the re-orientation, the students were able to write a closure of the text correctly and properly.

The students' mistakes were coming mostly from the grammar. The students seemed to have already understood that recount text use past participle, but there were still some mistakes done by forgetting the past form. There were not many mistakes on conjunction used in students' writing. Students are able to revise their previous mistakes on the conjunctions after watching their friend's video.

SUMMARY

According to this research, it is concluded that the implementation of digital storytelling as student project in writing recount text to the second graders of junior high school was conducted properly according to the stages suggested by Wan Alfida Suleiman. In case of students' writing, the students had understood the main concept of recount text. There were not any mistakes in the purpose of the text and the generic structure of the text. The students were able to use proper conjunctions. The mistakes appeared mostly from the grammar; the use of past participle, which tended to be forgotten by the students.

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