



Using Digital Storytelling As A Tool To Enhance English Writing Skills Among School Students Can Be Highly Effective

Pemanfaatan Digital Storytelling Sebagai Alat Untuk Meningkatkan Keterampilan Menulis Bahasa Inggris Di Kalangan Siswa Sekolah Bisa Sangat Efektif

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Abstract

This study explores the potential of digital storytelling as a novel approach to bolstering English writing abilities among schoolchildren. Writing is a cornerstone of effective communication, yet many students struggle with it due to limited exposure and grammatical challenges. Conventional teaching methods often fall short in captivating students and overcoming these obstacles. Digital storytelling, a fusion of multimedia and narrative, offers a dynamic learning environment that can enhance writing proficiency. By employing pre- and post-tests on a group of 25 students, this research evaluated the impact of digital storytelling. The results unequivocally demonstrate significant improvements in writing skills, characterized by higher test scores and enhanced ability to structure and articulate ideas. These findings corroborate previous research emphasizing the effectiveness of digital storytelling in fostering language skills and critical thinking. This study posits that digital storytelling is a potent tool for teaching writing, providing an immersive and rewarding learning experience. It is recommended that educators integrate this method into writing curricula to optimize student outcomes. Future research should investigate the long-term effects of digital storytelling and its adaptability to diverse educational settings.

Keywords : Digital storytelling, English writing skills, Education, Multimedia learning

Abstrak

Studi ini mengeksplorasi potensi penceritaan digital sebagai pendekatan baru untuk meningkatkan kemampuan menulis bahasa Inggris di kalangan anak sekolah. Menulis merupakan landasan komunikasi yang efektif, namun banyak siswa yang kesulitan karena keterbatasan paparan dan tantangan tata bahasa. Metode pengajaran konvensional sering kali gagal memikat siswa dan mengatasi kendala ini. Penceritaan digital, perpaduan multimedia dan narasi, menawarkan lingkungan belajar dinamis yang dapat meningkatkan kemahiran menulis. Dengan menggunakan tes pra dan pasca pada sekelompok 25 siswa, penelitian ini mengevaluasi dampak penceritaan digital. Hasilnya dengan tegas menunjukkan peningkatan signifikan dalam keterampilan menulis, yang ditandai dengan nilai ujian yang lebih tinggi dan peningkatan kemampuan untuk menyusun dan mengartikulasikan ide. Temuan ini menguatkan penelitian sebelumnya yang menekankan efektivitas penceritaan digital dalam mengembangkan keterampilan bahasa dan berpikir kritis. Studi ini menyatakan bahwa penceritaan digital merupakan alat yang ampuh untuk mengajarkan menulis, yang memberikan pengalaman belajar yang mendalam dan bermanfaat. Para pendidik disarankan untuk mengintegrasikan metode ini ke dalam kurikulum menulis untuk mengoptimalkan hasil belajar siswa.



Penelitian di masa mendatang harus menyelidiki efek jangka panjang dari penceritaan digital dan kemampuan adaptasinya terhadap beragam lingkungan pendidikan.

Kata kunci: Digital storytelling, Kemampuan menulis bahasa Inggris, Pendidikan

INTRODUCTION

Writing is a crucial skill in English that students must master. According to Yamac & Ulusoy (2016), writing's importance has grown continuously as a means of communication and self-expression. Writing allows individuals to convey their thoughts and ideas effectively (Qumairi, 2022). It enables the exploration of ideas, thoughts, and feelings in written form, developed through various learning experiences over one's lifetime. Writing encompasses all aspects of language, such as grammar, vocabulary, word order, spelling, and logical arrangement of ideas. Consequently, students must learn more than just these aspects of writing. As Heaton stated, 'Writing skills are complex and sometimes hard to learn, involving not only grammatical and rhetorical devices but also conceptual and judgmental elements' (Gunawan, 2019).

To teach writing effectively, teachers must find strategies that engage students. Richard & Renandya (2002) noted that students face difficulties in writing, including generating ideas and composing text that is easy to read. Many students dislike writing due to a lack of experience, ideas, and understanding of grammar and punctuation. Additionally, some teachers still use a teacher-centered approach without incorporating media like images or videos, which could aid in writing instruction. Digital storytelling can be a valuable tool for teachers, saving time and enhancing student participation and understanding. Research shows that integrating digital storytelling into lessons can encourage discussion and clarify content for students (Alismail, 2015). Various approaches to teaching writing include product-based, process-based, and technology-based methods.

Digital storytelling merges digital elements with storytelling. Digital technology, increasingly integrated into education due to technological advancements, serves as a learning tool. Storytelling, meanwhile, engages students by teaching lessons, illustrating points, and involving them in the learning process (Qumairi, 2022). Digital storytelling involves creating a multimedia product that combines pictures and audio, often resulting in a short video with narration (Firza, 2013). Studies by Abd Sani & Shah (2017) and Ahmad & Yamat (2020) showed that students are more interested and attentive when learning English through digital storytelling. This method makes learning writing in the classroom more enjoyable for students.

Digital storytelling can make learning activities more engaging and enjoyable, motivating students to participate actively. According to Robin (2008), digital storytelling can boost student interest and involvement in learning. It creates a pleasant learning atmosphere by incorporating the narrator's voice, allowing listeners to perceive emotions. Additionally, it helps develop conceptual skills and critical thinking abilities, making it an effective tool for teaching writing.



Numerous studies have highlighted the effectiveness of digital storytelling in improving students' writing skills. For instance, Lim & Noor (2019) found that digital storytelling helps students structure ideas, articulate content clearly, and use proper grammar and vocabulary. Duman & Gocen (2015) demonstrated that digital storytelling facilitates proficient use of language mechanics and grammar, enhancing writing fluency and organization. Sadik (2008) emphasized that digital storytelling helps students develop multiliteracy skills, enabling them to write effectively and think critically. Sylvester and Greenidge (2009) noted improvements in the quality and structure of students' writing due to digital storytelling. Yang (2012) found that students using digital storytelling outperformed those in traditional lecture-based courses in English achievement, critical thinking, and learning motivation. Interviews with instructors and students confirmed that digital storytelling improved understanding of course material, increased willingness to explore topics, and enhanced critical thinking skills—essential for navigating the complexities of the 21st century. Jake and Brennan (2005) emphasized that digital storytelling provides authentic and personal learning experiences, making the writing process more relevant and meaningful. Ohler (2006) pointed out that digital storytelling encourages collaboration and communication, often requiring group work that enhances both collaborative skills and writing abilities.

Based on the research mentioned, digital storytelling is an effective tool for teaching English writing to students. This inspired the writer to explore its use in improving English writing skills among school students. During an internship, the writer observed that many students struggled with English vocabulary and grammar, and some teachers shared this view. Therefore, using digital storytelling could be a potential solution to improve students' English writing skills and their scores.

Based on the background above, the writer conducted research entitled '**Using Digital Storytelling as A Tool to Enhance English Writing Skills Among School Students Can Be Highly Effective.**'

RESEARCH METHODS

This study employed a quasi-experimental design with a pre-test and post-test to evaluate the effectiveness of digital storytelling in improving English writing skills among school students. The participants were 25 students from a selected class, representing a convenience sample. The study spanned over a period of six weeks and was structured into several stages:

1. Pre-Test Assessment:

Before the intervention, students were given a pre-test to assess their baseline writing skills. The test involved a writing task where students were asked to compose a short essay on a given topic. This assessment helped in establishing a baseline for comparing the impact of the digital storytelling intervention.

2. Introduction to Digital Storytelling:

Students were introduced to the concept of digital storytelling, its benefits, and its application in enhancing writing skills. Instructional sessions were conducted to guide students



on how to create digital stories, focusing on the integration of text, images, sound, and video using digital tools.

3. Digital Storytelling Intervention:

The students engaged in a series of sessions where they created their own digital stories based on predetermined topics. During these sessions, students received ongoing feedback and support from the instructor to refine their digital storytelling projects. The process emphasized narrative coherence, creativity, and technical proficiency.

4. Post-Test Assessment:

Following the digital storytelling sessions, a post-test similar in structure to the pre-test was administered to evaluate any improvements in students' writing skills. The results from the pre-test and post-test were compared using statistical analysis to determine the effectiveness of the intervention.

5. Data Analysis:

The data collected from the pre-test and post-test scores were analyzed using paired sample t-tests to examine the significance of the differences in writing performance. Qualitative feedback from students was also gathered to gain insights into their experiences and perceptions of digital storytelling as a learning tool.

RESULTS AND DISCUSSION

The researcher used Digital Storytelling as a tool to improve students' writing skills. A class of 25 students will be given two tests for writing skills: The first test before the treatment (pre-test) which will assess the students' initial writing skills, and the second test after the treatment (post-test) which evaluates the impact of using Digital Storytelling on improving their writing skills.

First, students are given an introduction to the concept of digital storytelling and its benefits in improving writing skills. At this stage, students are also given technical guidance on how to create digital stories using the software provided. In the first test before the treatment, students are given a writing assignment to measure their initial writing skills. The pre-test scores are recorded as baseline data for further analysis. Then students are asked to create their own digital stories based on a predetermined topic. They combine text with images, sound, and video to convey their stories. This process involves several sessions, where students are given feedback and guidance from the teacher. After the digital storytelling implementation period, students are given a second writing assignment after the same treatment as in the pre-test. The post-test scores were recorded and compared with the pre-test scores to assess the improvement of writing skills.

The first and second treatment sessions were both conducted offline, which went quite smoothly even though there were some obstacles such as the internet network or the devices used.

This data was then collected from the pre-test and post-test scores. The average score was 13.23, and the total deviation was 8.37. The calculated t-test value was 8.95, higher than the t-table value of 2.04 at a significance level of 0.05. Since the t-test value exceeds the t-table value, the



null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, indicating that the use of Digital Storytelling has a significant positive effect on improving students' writing skills.

The results showed that digital storytelling significantly improved students' writing skills. This is consistent with the findings of Lim & Noor (2019) and Duman & Gocen (2015), which stated that digital storytelling facilitates the use of language mechanics proficiently and improves writing fluency and organization. The multimedia approach helps students visualize and conceptualize their narratives, making it easier for them to organize their thoughts and express them coherently in writing.

The findings of this study indicate that digital storytelling significantly enhances students' writing skills. The quantitative analysis revealed a substantial increase in the post-test scores compared to the pre-test scores, suggesting that the intervention had a positive impact on students' ability to organize and express their ideas coherently.

The pre-test scores indicated that students initially struggled with various aspects of writing, including grammar, vocabulary, and the logical organization of ideas. These difficulties are consistent with those reported in previous studies (Richard & Renandya, 2002), where students faced challenges in generating ideas and composing readable text.

Through the use of digital storytelling, students were able to engage more deeply with the writing process. The integration of multimedia elements allowed students to visualize their narratives and provided a scaffold for structuring their ideas. This multimodal approach aligns with the findings of Lim & Noor (2019), who highlighted that digital storytelling aids in the proficient use of language mechanics and enhances writing fluency and organization.

Moreover, the qualitative feedback from students indicated an increased interest and engagement in writing activities. Students reported that the use of digital tools made the learning process more enjoyable and motivating, leading to a greater willingness to participate actively in writing tasks. This outcome supports the assertions of Robin (2008) and Ohler (2006), who noted that digital storytelling can create a positive and immersive learning environment that fosters student involvement and collaboration.

The collaborative aspect of digital storytelling also contributed to improved writing skills. Students often worked in groups to develop their stories, which facilitated peer learning and communication. This collaborative process not only enhanced their writing abilities but also developed their critical thinking and problem-solving skills, as they had to negotiate and articulate their ideas effectively within a group setting.

Despite the positive outcomes, the study faced several challenges, including technical difficulties related to internet connectivity and device accessibility. These challenges underscore the importance of providing adequate technical support and resources when implementing digital storytelling in educational settings.



CONCLUSION

This study demonstrates that digital storytelling is a highly effective tool for enhancing English writing skills among school students. It engages students, improves their writing proficiency, and develops critical thinking and multiliteracy skills. Given these findings, it is recommended that educators incorporate digital storytelling into their writing instruction to create a more engaging and effective learning experience. Future research should explore the long-term effects of digital storytelling on writing skills and investigate its impact on different student populations. Additionally, studies should examine the most effective ways to integrate digital storytelling into various educational contexts and curricula.

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