

THE USE OF DIGITAL STORY IN TEACHING WRITING NARRATIVE TEXT

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ABSTRACT

This study deals with investigating of the use of digital story in teaching writing narrative text. Furthermore, in conducting this study the researchers used qualitative research in which case study was employed to collect the data from participants in this research that was English teacher who used digital story in teaching writing narrative text. This study used purposive as a sampling technique. There were two instruments used by the researchers in conducting the study such as observation and interview. The results showed that teacher's ways in teaching writing narrative text by using digital story were implemented as follows. Firstly, the teacher explained the material concerning the theme on that day, and then the teacher presented the example of narrative text by using digital story, after that the teacher instructed the students to work in group in order to make the narrative text script and search images, audio, and background from internet that relevant with their topic of the story. The next activity, the teacher instructed the students to sit with their group to make a digital story with the script and images, audio, and background that was students search. Finally, teacher instructed the students to present their digital story in front of the class and then asked the other group to comment the performance of group who perform in front of the class. In addition, digital story can be used to motivate students writing, improve presentation skill or academic performance in front of the class, and improve their understanding of teacher's material. Besides, digital story let students own their creative work, taking the narrative process to them. The use of digital story in teaching writing narrative text also makes the students felt fun and not bored in the classroom. Based on the results of this study, the writer concludes that digital story is one of appropriate teaching media that can be used by the teachers.

Keywords: Teaching writing, teaching media, digital story, digital storytelling, narrative text.

INTRODUCTION

The language skills to be achieved are divided into two parts of language function, namely, oral and written English as a means of communication. In this case listening and speaking are oral language; reading and writing are written language. However, for most of the students the written one is the most difficult skill of language, especially writing skill.

Supported by Meyers (2005, p. 2), "Writing is one of four language skills, it is considered as a difficult skill because the writers have to make some aspects in

writing such as content, organization, purpose, vocabulary, punctuation, and spelling in balance way”.

In this regard, digital story as one of the important media to motivate students’ writing. By using digital story, it can help students to organize the ideas before students do writing process. Robin and McNeil (2012) holds that there are variety of reasons of using digital story in the classroom, such as; motivates students and involves them in the writing process and helps improve writing skills by having students learn to write with a concise point of view. In this way, teaching writing will become more enjoyable. In addition, digital story can be the best way to mobilize a student’s enthusiasm to organize the ideas before students do writing process. Based on this study, it can be concluded that digital story can give great contribution on the development of teaching writing.

Moreover, to support the study there are some previous studies to present the study. The first previous study was done by Setyaningsih (2011) “The Use of “Digital Story” to Improve Students’ Ability in Reading Narrative Text”. The second previous study was done by Yuksel (2012) “Educational Uses of Digital Storytelling around the World”. The last previous study was done by Abdel-Hack (2014) “Using Digital Storytelling and Weblogs Instruction to Enhance EFL Narrative Writing and Critical Thinking Skills among EFL Majors at Faculty of Education”.

Based on the previous studies above, in general some of the previous studies tried to observe digital story. In contrast, in this present study the researchers try to observe digital story in teaching learning process, especially in teaching writing narrative text. The research focused on observing the use of digital story in teaching writing narrative text.

According to Ohier (2007, pp. 56 - 58) “A digital story can be anything that uses digital technology to construct narrative”. Digital story is a short, first-person video-narrative created by combining recorded voice, still and moving images, and music or other sounds. Digital stories usually contain some mixture of computer-based images, text, recorded audio narration, video clips and or music. Adapted from Robin (2005, p. 24), there are some steps and procedures that teacher’s uses in teaching writing narrative text by using digital story.

Step		Procedures
1.	Define, collect, and decide.	a) Select a topic for the digital story b) Create a folder on the desktop where you can store the materials you find c) Search for image resources for the story, including: pictures, drawings, photographs, maps, charts, etc. d) Try to locate audio resources such as music, speeces, interviews, and sounds effect. e) Try to find informational content, which might come from web sites, word processed documents, or PowerPoint slides. f) Begin thinking for purpose of the story.
2.	Select,	a) Select the image that would like to use for the digital

	import, and create.	<p>story.</p> <p>b) Select the audio that would like to use for the digital story.</p> <p>c) Select the content and text that would like to use for the digital story.</p> <p>d) Import images into Cartoon Story Maker.</p> <p>e) Import audio into Cartoon Story Maker.</p> <p>f) Modify number of images and or images order, if necessary.</p>
3.	Decide, write, record, and finalize.	<p>a) Decide on the purpose and point of view of the digital story.</p> <p>b) Write a script that will be used as narration in the digital story and provides the purpose and point of view that have chosen.</p> <p>c) Use computer microphone and record of narration on the script.</p> <p>d) Import the narration into Cartoon Story Maker.</p> <p>e) Finalize and save the digital story.</p>
4.	Demonstrate, evaluate, and replicate.	<p>a) Show the digital story to the peers.</p> <p>b) Gather feedback about how the story could be improve, expanded, and used in the classroom.</p> <p>c) Helps other groups how to create their own digital story.</p>

Futhermore, There are many benefits of digital story. It can help the students to motivate their writing skill by using digital story in learning writing narrative text. Adapted from Yuksel (2012, pp. 4 - 5) the benefit of digital storytelling are:

- 1) Digital stories use a wide variety of multimedia, making it more interesting and engaging for the viewer.
- 2) Digital stories utilizing audio can be enjoyed by people suffering from blindness.
- 3) Digital storytelling allows students to improve their understanding of subject area knowledge, writing skills, technical skills, and presentation skills.
- 4) Digital storytelling helps students improve all of the skills specified in the question.
- 5) Digital storytelling allows students to improve their research skills.
- 6) Digital storytelling improved overall academic performance.

Meanwhile, Alexander (2011) indicated that DS lets students own their creative work, taking the narrative process to them. It can help students' practice collaborative learning. It is the practice of combining narrative with digital content, including images, sound, and video, to create a short movie, typically with a strong emotional component. It can be interactive movies that include highly produced audio and visual effects.

Moreover, this purposes of this research are as follow:

1. To investigate how the teacher uses Digital Story in teaching writing narrative text.
2. To discover why the teacher uses Digital Story in teaching writing narrative text.

METHODS

This research is about the use of digital story in teaching writing narrative text. This research was aimed especially to investigate how the teacher uses Digital Story in teaching writing narrative text and to discover why the teacher uses Digital Story in teaching writing narrative text. There were two instruments used by the researchers in conducting the study such as:

1. Observation

The data from observation was analyzed by transcribing, categorizing, and exploring. According to Creswell (2012, p. 247), "this process involves examining the data in detail to describe what you learned, and developing themes or broad categories of ideas from the data". Then the researchers analyzed the data by exploring. According to Creswell (2012, p. 243) "...exploring the data to obtain a general sense of the data, ideas, thinking about organization of the data, and considering whether the researchers need more data". Finally, the researchers concluded and verified the data. In short, the data from classroom observations was analyzed by the researchers with some steps. First, the researchers transcribed the data from classroom observation. Furthermore, the researchers categorized the steps conducted by the teacher in the classroom observation in the use of digital story in teaching writing narrative text and the steps with the theory. The next step was categorizing. The researchers categorized whether the use of digital story in motivated the students in writing narrative text were relevant or not. Finally, the last step was drawing the conclusion and validated the data with the data taken from interview.

2. Interview

In conducting the analysis of the results in interview, the researchers formulated the following steps as the guidance in analyzing the result of interview. The first step was transcribing the data from interview. According to Creswell (2005, p. 246), "Transcription is the process of converting audiotape recordings or field note into text data". The transcripts provided the written sources, it is aimed at analyzing the data easily. Furthermore, the researchers classified based on the the topics discussed by the teacher during the interviews. The subsequent step was identifying the main ideas expressed for each topic and identifying the most important points and translated them. The next step was displaying some excerpt of interview (translated version) in the section of data analysis. In line with this, the data was described and then made broad categories or developed the them (Creswell, 2008, p. 254). It covered the analysis of interview that consisted of some questions that were the focus of this study. Furthermore, the researchers related the results of the interview with the relevant theory. Finally, drawing conclusion was the last step done by the researchers

FINDINGS

After analyzing the data, the results were as follows:

Based on the data from observation the writer concludes, that the teacher applied some steps in implementing digital story in teaching writing narrative text.

1. Define, collect, and decide

In the first session, the teacher instructed the students to work in group in order to make the narrative text script and search images, audio, and background from internet that relevant with their topic of the story. It was aimed to prepare the images, sound, and topic before learning writing narrative text by using digital story.

2. Select, import, and create

The next activity, the teacher instructed the students to sit with their group to make a digital story. The first, each group must be select the images, background, and audio that would like to use for the digital story. Then, select the content and text that would like to use for the digital story. After that, import the images, background, and audio to the digital story and modify number of images and or images order, if necessary.

3. Decide, write, record, and finalize

Firstly, the students must be decide on the purpose and point of view of the digital story, then write a script that will be used as narration in the digital story and provides the purpose and point of view that have chosen, because each group was wrote a script in last week, so they just copy paste the script into digital story. After finish for copy paste of script, the students use computer microphone and record of narration in the digital story. Then, the students finalize and save the digital story.

4. Demonstrate, evaluate, and replicate

The teacher instructed the students to present their digital story in front of the class and then asked the other group to comment the performance of group who perform in front of the class. After group that perform finished of their presentation then back to the sit, the teacher instructed that group for help other group that did not finished to make the digital story.

Based on the data from interview, the researchers summarized that the teacher's reason using digital story to teach narrative text because of some reasons. Firstly, the students were motivated and interested in writing narrative text by using digital story because digital story let's students own their creative work, taking the narrative process to them. It can help students' practice collaborative learning. It is the practice of combining narrative with digital content, including images, sound, and video, to create a short movie, typically with a strong emotional component (Alexander, 2011, p. 17). Furthermore, digital story can be used to motivate students writing, improve presentation skill or academic performance in front of the class, and improve their understanding of teacher's material (adapted from Yuksel, 2012, pp. 4 - 5). The use of digital story in teaching writing narrative text also make the students felt fun and not bored in the classroom.

DISCUSSION

The researchers analyzed the teacher's ways in teaching writing narrative text by using digital story based on the theory of Robin (2005, p. 24) to answer the first research question. In this case, the researchers analyzed that the teacher was used some steps in implementing digital story in teaching writing narrative text. The first steps is define, collect, and decide, the second steps is select, import, and create, the third steps is decide, write, record, and finalize, and the last steps is demonstrate, evaluate, and replicate.

Furthermore, in responding the second research question the researchers analyzed the data based on the theory of Alexander (2011), the researchers found some teacher's reason in teaching writing narrative text by using digital story. First of all, the students were motivated and interested in writing narrative text by using digital story because it can help students to practice collaborative learning. It is the practice of combining narrative with the digital content, including images, sound, and video, to create a short movie, typically with a strong emotional component. After that, digital story can be used to motivate students writing, improve presentation skill or academic performance in front of the class, and improve their understanding of teacher's material. Besides, digital story let's students own their creative work, taking the narrative process to them. The use of digital story in teaching writing narrative text also make the students felt fun and not bored in the classroom.

CONCLUSION AND SUGGESTIONS

This research is aimed at investigating teaching writing, especially in teaching writing in narrative text by using digital story. The researchers found out that the teacher was used some steps in implementing digital story in teaching writing narrative text. The first steps is define, collect, and decide, the second steps is select, import, and create, the third steps is decide, write, record, and finalize, and the last steps is demonstrate, evaluate, and replicate. Furthermore, the researchers found some teacher's reason in teaching writing narrative text by using digital story. First of all, the students were motivated and interested in writing narrative text by using digital story because it can help students to practice collaborative learning. It is the practice of combining narrative with the digital content, including images, sound, and video, to create a short movie, typically with a strong emotional component. After that, digital story can be used to motivate students writing, improve presentation skill or academic performance in front of the class, and improve their understanding of teacher's material. Besides, digital story let's students own their creative work, taking the narrative process to them. The use of digital story in teaching writing narrative text also make the students felt fun and not bored in the classroom.

Based on the result of the conclusions presented previously, the researchers also presents some suggestions to the English teachers as the guide of education, the students as the subject of education, and the other researchers. In this regard, those suggestions are as follows:

First of all, all English teachers are suggested to find out alternative techniques, media, and strategies in teaching writing narrative text which one of

them is by using digital story media. Besides, they are also suggested to help students' motivation in writing narrative text. In addition, they can give also other alternative media to solve students' bored in teaching writing especially in teaching writing narrative text.

Meanwhile, the students were also suggested to feel motivated and interested in writing narrative by using digital story. Besides, they were also suggested to solve some problems in learning writing narrative text by using digital story.

Furthermore, the school principal is also suggested to constantly give suggestion to the teachers for improving their students' competency especially English skill. Besides, the school principal should be able to facilitate the teachers with adequate technique, media, and strategies for improving their students' English ability.

In addition, the other researchers can use the result of this research in carrying out further studies because it gives a valuable reference for the other researchers in conducting the similar research about teaching writing narrative text by using digital story. In addition, the other researchers are suggested to gain more objective data from many instruments to enrich their research. Besides, they are also suggested to broaden the sample used in their research.

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