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Digital Storytelling In Teaching Writing at The Second Semester of Hamzanwadi University

Wahida Nikmah^{1✉}, Laila Wati², M. Adib Nazri³, Ari Prasetyaningrum⁴

Hamzanwadi University

Email: wahidanikmah305@gmail.com[✉]

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas pengajaran menulis Digital Storytelling pada semester kedua Universitas Hamzanwadi. Penelitian ini menggunakan desain pra-eksperimental dengan menggunakan one group pre-test dan post-test. Sampel penelitian ini adalah siswa kelas 2 semester genap yang berjumlah 18 siswa. Data dikumpulkan dari pre-test dan post-test siswa dengan menggunakan tes menulis. Data dianalisis dengan menggunakan SPSS 22 for Windows. Setelah data dimasukkan ke dalam uji beda berpasangan (paired sample t-test), ditemukan adanya perbedaan skor utama yang signifikan antara pre-test dan post-test, $t(df=17) = -41.944$ pada $p=0.000$ yang berarti bahwa hipotesis alternatif diterima dan hipotesis nol ditolak. Dengan demikian, Digital Storytelling secara signifikan efektif dalam pengajaran menulis siswa di semester kedua Universitas Hamzanwadi. Mempertimbangkan proses dan hasil penelitian ini, peneliti menyarankan agar perkuliahan bahasa Inggris menggunakan media ini dalam pengajaran menulis.

Kata Kunci: *Digital Storytelling, Menulis*

Abstract

The purpose of this study was to determine the efficacy of utilizing Digital Storytelling as a method of instruction for writing during the second semester at Hamzanwadi University. This study utilised a pre-experimental design employing a one-group pre-test and post-test approach. The study sample comprised 30 students from the second semester 2D class. The data were gathered from students' pre-test and post-test through the administration of a writing assessment. Analysed data using SPSS 22 for Windows. Upon doing a paired sample t-test, it was determined that there was a substantial disparity in the primary score between the pre-test and post-test. The t-value (df=17) was -41.944, with a p-value of 0.000. Consequently, the alternative hypothesis was accepted, and the null hypothesis was rejected. Therefore, Digital Storytelling proved to be highly helpful in instructing writing throughout the second semester at Hamzanwadi University. Based on the methodology and findings of this study, the researcher recommends that English instructors incorporate this medium into their writing instruction.

Keywords: *Digital Storytelling, Writing*

INTRODUCTION

English is a globally recognised language that is widely spoken by individuals from many countries. English has a significant role in global communication as one of the widely spoken languages (Zhou & Wei, 2018). Rao (2019) asserts that the use of English as a global language has also stimulated investigations into the communication skills of other nations, particularly their intercultural abilities. Learning English is crucial because it is widely utilised for communication in the majority of countries worldwide.

The English language requires mastery of four essential skills: reading, speaking, writing, and listening. When composing a written piece, it is crucial for the writer to carefully consider the arrangement of words and phrases, the use of vocabulary, and the coherence between sentences. The writing process encompasses the stages of conception, creation, editing, and rewriting, along with the integration of content and the coordination of the entire composition (Kelly & Melor, 2016).

Out of the four skills, it seems that writing is the most challenging to acquire. According to Bulqiyah et al. (2021), writing is the most formidable skill for those acquiring a second or foreign language. This hypothesis holds true as writing necessitates extensive cognitive processing. Writing encompasses not only the act of structuring and generating ideas within our thinking, but also the process of transforming these ideas into a readable form of writing.

In this digital era, Teachers must demonstrate creativity and ingenuity while designing technology-driven learning activities. Digital-based learning media are educational resources that may be created and utilised in the present digital age. One of the technology-based learning media that can be utilised is digital storytelling.

Utilizing digital storytelling can greatly benefit students with diverse learning styles and modalities. In Robin's (2006) work, Lambert, a specialist in digital storytelling, identifies seven key characteristics that contribute to the effectiveness of digital stories. The essential elements include: a perspective, a compelling topic, emotional depth, efficiency, timing, the uniqueness of your voice, and a complementary music.

Researchers are currently focused on digital storytelling ways for teaching writing to enhance students' speaking proficiency. This strategy has been extensively investigated in multiple literacy sources and has consistently demonstrated significant benefits for students.

Based on the findings of the previous description, the researcher ultimately made the decision to accept this title. He was particularly interested in the use of digital storytelling in teaching writing at Hamzanwadi University during the school year 2023-2024 by utilising strategies in English language acquisition.

English Writing Skill

Writing can be categorized into numerous genres. One example of writing is narrative writing. Narrative writing, as defined by Trapsilo (2016), is a series of events that are connected by both chronological order and causal relationships. Sulaiman (2017) defines it as events conveyed through a story. Adam (2015) offered a lucid elucidation by defining narrative writing as the act of recounting or composing tales about particular occurrences, which can encompass both real or fictional events and human encounters. The writing is usually in the first person and includes vivid sensory descriptions, emotions, and other elements that captivate readers (Hapsari & Sukavatee, 2018). The five essential components of narrative storytelling are plot, setting, characters, subject, and point of view (Tompkins, 2008).

In order to enhance the significance of their writing, authors engage in specific writing procedures to accomplish a writing assignment. Writers adhere to specific writing protocols in order to complete a writing task, which enhances the significance of their writing. There are essentially two types of writing methodologies. One approach is founded on the development of products, whilst the other is centred around the

optimisation of processes. The traditional pedagogical approach to teaching writing, referred to as the "product-based approach," emphasises the final outcome by instructing pupils to imitate a model text (Yee & Kee, 2017). On the other hand, the process-based approach emphasises the writing process itself, asserting that the various actions and tasks that authors undertake will improve the language they use (Yee & Kee, 2017). Planning, production, editing, and revision are sequential stages involved in the process of writing. The scope of work encompasses the integration of content and the organisation of overall writing.

Proficiency in sentence construction and a broad vocabulary are essential skills for writers (Sulaiman, 2017). Anita (2016) highlights the importance of possessing expertise in language, syntax, subject matter, mechanics, and organisation when it comes to writing. Nonverbal individuals have the ability to engage in communication with others by means of written expression. Some definitions of writing are subjective and rely on the viewpoints of specific experts.

According to Gaith (2002: 1), writing is a complex process that allows authors to explore ideas and thoughts and express them in a visible and physical way. Writing facilitates the acquisition of knowledge and enhances the ability to analyse and evaluate information. It promotes conversation and offers opportunities for contemplation. Written thoughts facilitate the process of analysing, reconsidering, incorporating new ideas, reorganising, and making changes.

Writing serves as a means of engaging in cognitive processes and acquiring knowledge. It provides a distinct opportunity to investigate concepts and obtain knowledge. Writing is one of the four essential skills in English that English learners must acquire. There exist multiple conceptions regarding the definition of writing in a broad sense. Nurgiyantoro (2001) provided a definition of a writing activity as the most recent ability acquired by students following the development of their listening, speaking, and reading skills.

1. Micro and macro skill of writing

When it comes to writing, there are certain factors that must be taken into account. Brown (2004:221) has condensed all of these components into two primary aptitudes: micro skills and macro skills in writing. Subsequently, they might be employed for both instructing writing and evaluating writing. The skills are delineated as follows:

a. Micro-skills

- 1) Generate graphemes and orthographic patterns of the English language.

- 2) Generate written content at a rapid pace that aligns with the intended objective.
 - 3) Generate a satisfactory set of words and apply suitable patterns of word order.
 - 4) Utilise grammatically correct systems, including as tense, agreement, and pluralization, following established patterns and standards.
 - 5) Articulate a specific significance using various grammatical structures.
 - 6) Utilise coherent devices in written discourse.
- b. Macro-Skills
- 1) Employ the rhetorical structures and conventions of written communication.
 - 2) Effectively fulfil the communicative objectives of written texts based on their structure and intended aim.
 - 3) Establish connections and relationships between occurrences, and express these interconnections as the main idea, supporting thought, fresh knowledge, supplied information, generalisation, and exemplification.
 - 4) Differentiate between the explicit and implicit interpretations of written text.
 - 5) Accurately communicate culturally particular allusions within the written text.
 - 6) Employ a comprehensive set of writing techniques, including accurately evaluating the audience's understanding, employing prewriting tools, writing with ease in initial drafts, utilising paraphrases and synonyms, seeking input from peers and instructors, and incorporating feedback to revise and edit.

After completing the learning process in digital storytelling, the students were instructed to compose a narrative text. The students' written output serves as the primary data source for assessing the efficacy of digital storytelling. When evaluating the pupils' writing, some aspects were assessed, including topic, vocabulary, organisation, and grammar. The elements were assessed using an analytical scoring rubric derived from Cohen's (1994) work. It is shown in Table 01.

Table 1. Analytical Scheme of the Students' Writing Skill

Element	Score	Criteria
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Content	5 (excellent)	<ul style="list-style-type: none"> Main ideas stated clearly and accurately, change of opinion very clear.
	4 (good)	<ul style="list-style-type: none"> Main idea stated fairly clearly and accurately, change of opinion relatively clear.
	3 (average)	<ul style="list-style-type: none"> Main ideas somewhat unclear or accurate, change of opinion somewhat weak.
	2 (poor)	<ul style="list-style-type: none"> Main ideas not clear or accurate, change of opinion statement very weak.
	1 (very poor)	<ul style="list-style-type: none"> Main ideas not all clear or accurate, change of opinion statement very weak.
Organization	5 (excellent)	<ul style="list-style-type: none"> well organized and perfectly coherent.
	4 (good)	<ul style="list-style-type: none"> fairly well organized and generally coherent.
	3 (average)	<ul style="list-style-type: none"> loosely organized but main ideas clear, logical but incomplete sequencing.
	2 (poor)	<ul style="list-style-type: none"> ideas disconnect, lacks logical sequencing.
	1 (very poor)	<ul style="list-style-type: none"> no organization, incoherent.
Vocabulary	5 (excellent)	<ul style="list-style-type: none"> Very effective choice of words and use of idioms and words forms.
	4 (good)	<ul style="list-style-type: none"> Effective choice of words and use of idioms and words forms.
	3 (average)	<ul style="list-style-type: none"> Adequate choice of words but some misuse of vocabulary, idioms, and words forms.
	2 (poor)	<ul style="list-style-type: none"> Limited range, confused use of words, idioms, and word form.
	1 (very poor)	<ul style="list-style-type: none"> Limited range, very poor knowledge of words, idioms, and word forms.
Grammar	5 (excellent)	<ul style="list-style-type: none"> No errors, full control of complex structure.
	4 (good)	<ul style="list-style-type: none"> Almost no errors, good control of structure.
	3 (average)	<ul style="list-style-type: none"> Some errors, fair control of structure.
	2 (poor)	<ul style="list-style-type: none"> Many errors, poor control of structure
	1 (very poor)	<ul style="list-style-type: none"> Dominated by errors, no control of structure.

Digital Storytelling

Digital storytelling is a form of spoken communication that involves the use of technology and incorporates textual elements. Banaszewski (2005) provided a definition for digital storytelling as the act of merging human narratives with multimedia elements such as photos, audio, and text to create a concise film. Moreover, storytelling, which is an

ancient method of communication, adapts and changes with every technological advancement (Balko et al., 2011).

The aim of digital storytelling, especially personal narratives, is to provide learners with alternative tools that enable them to independently and autonomously construct their own knowledge. Students should not just passively absorb knowledge, but actively engage in the process of acquiring new language skills. They should also take the time to analyse and understand the reasons behind their learning experiences.

Digital Storytelling is the act of individuals sharing their personal life stories and creative ideas with others via digital technology. This new form of storytelling emerged as a result of the advancement in media production techniques, tools, and software that are more easily available. Through the utilisation of contemporary technology, individuals now have the ability to disseminate their narratives on the Internet using platforms such as podcasts, CDs, YouTube, Vimeo, and other electronic distribution channels. Digital storytelling serves not only as an alternative means of conveying information, but also as an instructional approach to assist individuals in creating their social media presence and cultivating connections.

Digital storytelling takes many different forms and media into account, each with distinct qualities and methods of their own. These are a few typical kinds:

a. Video Stories

These include short films, documentaries, animations, and video blogs (vlogs). They rely heavily on visual elements and often incorporate audio narration or dialogue.

b. Interactive Stories

These stories allow the audience to participate or make choices that influence the narrative outcome.

c. Audio Stories

Podcasts, audio dramas, and radio-style storytelling fall into this category. They rely on sound effects, music, and voice acting to immerse listeners in the story.

d. Social Media Stories

Platforms like Instagram, Snapchat, and Facebook offer features for sharing ephemeral, short-form content such as photos, videos, and text that together create a narrative.

Advantage and Disadvantages of Digital Story Telling

Comparing digital storytelling to conventional narrative forms reveals various advantages:

1. Advantages of Digital Storytelling

a. Accessibility

Utilizing online platforms, digital storytelling has the ability to rapidly reach a global audience, eliminating any limitations imposed by geography. It enables individuals from diverse backgrounds to articulate their perspectives and narratives.

b. Interactivity

Interactive narratives and gaming are only a few examples of digital storytelling genres that engage audiences by allowing them to actively participate in the story, make choices, and explore several plot paths. This active participation leads to a heightened sense of engagement and empowerment among the audience.

c. Multimedia Integration

Digital storytelling allows for the integration of diverse multimedia elements, including text, images, audio, videos, animations, and interactive features. This multimodal strategy enhances the communication of complex concepts and emotions by utilizing a range of senses and learning techniques.

2. Disadvantages of digital storytelling

Digital storytelling has many advantages, but it also has some drawbacks and difficulties.

a. Information Overload

As a result of the potential for information overload, digital stories may have a tough time distinguishing themselves from the flood of digital content and attracting readers' attention. When there is a flood of competing material available online, it can be difficult for storytellers to properly reach and engage the audience they are trying to reach.

b. Privacy and Security Concerns

There are concerns regarding privacy and security that arise as a result of the fact that digital storytelling typically involves the online sharing of experiences, photographs, and personal data. It's possible that consumers are hesitant to participate with digital stories or offer their own experiences online because they are concerned about getting their identities stolen, having their data compromised, or being harassed online.

c. Copyright and Intellectual Property Issues

Digital storytelling frequently makes use of several multimedia components, including but not limited to text, music, video, and images. There is a possibility that copyright and intellectual property legislation will safeguard these components. The process of overcoming copyright limits and securing suitable licences for material dissemination can be challenging and time-consuming for those who tell stories.

RESEARCH METHOD

Data Collection

1. Identification of variable

In this research, the researcher use one variable wich is teaching writing.

2. Definition of variable

Tabroni et al. (2022) assert that teaching writing involves assisting students in discovering and refining their unique voice to effectively communicate with others. Teaching writing involves instructing pupils on how to effectively convey their ideas or imagination through written means.

3. Instrument of the study

a. Test

The writing test, also known as the subjective exam, was the instrument that was utilised in this research. According to Urgo and Arguello (2022), a subjective test is a type of examination that consists of a question or instruction that requires a somewhat lengthy response in the form of a description being provided.

b. Scoring

Some aspects of the students' writing, including content, vocabulary, organisation, and grammar, were investigated as part of the evaluation that was used to evaluate their writing. The analytical scoring rubric that was appropriated from Cohen (1994) was utilised in order to analyse these components. Within the scoring system, a score ranging from one to five was assigned to each category.

4. Technique of collecting data

a. Pre-test

The purpose of the pre-test was to determine the pupils' actual level of knowledge before the therapy procedure began. In the course of this investigation, the pre-test will be administered to students in the second semester of their studies at Hamzanwadi University.

b. Treatment

During the pre-experimental class, the researcher provided all of the students with treatment through the application of digital storytelling. There will be three sessions to complete the treatment.

c. Post-test

Following the conclusion of the treatment process, the post-test was given to the students in order to evaluate their growth in the ability to write fluently. This was done at the conclusion of the study. During the most recent session of the pre-experimental class, the post-test was given to the students.

Analyzing Data

1. Descriptive statistic

For the purpose of this investigation, the data was gathered and then analysed using descriptive statistics. The researcher will use SPSS 22 for Windows to run frequencies in order to compute the mean and standard deviation of the students' test performance. This will allow the researcher to determine the standard deviation as well as the mean score of the students.

2. Statistic Required For Teaching Hypothesis

a. Normality Testing

It will be used to know the normality of the data that will be analyzed whether the sample from the population will be distributed or not. The researcher will perform one simple using SPSS 22 windows.

b. Homogeneity Testing

Homogeneity was used to know whether the questions were homogeneity or not. Homogeneity will be performed by S-W one-way ANOVA using SPSS 22 windows.

RESULT AND DISCUSSION

Result

The researcher employed descriptive statistics to analyse the data in this study. The researcher identified the highest and lowest scores among these 18 items. The pre-test findings had a standard deviation of 16.825. Among the 18 students, the highest score was 70 and the lowest score was 20. The post-test results had a standard deviation of 10.416. The highest score was 100 and the lowest score was 70. The statistical outcome is displayed in table 2.

Table 2. Descriptive Statistics of Pre-Test and Post-Test

Group	N	Minimum	Maximum	Mean	Std. Deviation
PrePre-test	18	20	70	42,50	16,825
Po Post-test	18	70	100	84,44	10,416

The current researcher came to the conclusion that the students' writing during the second semester, after being taught with some therapy through the use of digital storytelling, was classified as good based on the data that was acquired. This conclusion was based on the explanation that was provided earlier. This indicates that the use of digital storytelling is an excellent method for assisting students in the process of writing instruction.

In order to determine whether the null hypothesis should be accepted or rejected, testing of the hypothesis was carried out. The current researcher utilised a paired sample T-test in order to determine whether or not there was a significant difference in mean score between the pre-test and the post-test. This was done in order to get at the response to the hypothesis. A paired sample T-test was performed, and the results showed that there was a statistically significant difference in the main score between the pre-test and the post-test. The t-value for the difference between the two scores was 2.614, and the p-value was 0.000. According to this interpretation, the alternative hypothesis was accepted, while the null hypothesis was rejected. At the conclusion of the research project, it was found that the use of Digital Storytelling was a successful method for instructing students at Hamzanwadi University to develop their writing skills during the second semester.

Table 3. Paired Samples Test

Paired Differences				t	df	Sig. (2-tailed)
Mean	Std. Deviat	Std. Error Mean	95% Confidence Interval of the			

		on		Difference					
				Lower		Upper			
Pair	PreTest -	-41,944	13,189	3,109	-48,503	-35,386	-13,493	17	,000
1	PostTest								

The data analysis in this research result mean score wich is 42.50 in pre-test and 84.44 in the post-test. Its mean that there is an improvment in the mean score from the pre-test to the post-test.

Normality Test

The Shapiro-Wilk test was employed to confirm the normality of the data. In order to determine whether the data follows a normal distribution, normality testing is conducted. In addition, if the significance levels of both the pre-test and post-test are more than the predetermined significance level of 0.05, based on the normal distribution of the data. However, if the significance values for the pre- and post-tests are less than 0.05, it indicates that the data distribution is not normal. The pre-test yielded a value of 0.43, while the post-test yielded a result of 0.13. The data demonstrated a normal distribution. Table 05 was shown.

Table 2. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	,187	18	,095	,892	18	,043
PostTest	,276	18	,001	,861	18	,013

a. Lilliefors Significance Correction

Homogeneity Test

The data was examined using One-Way ANOVA during the homogeneity test. Furthermore, a homogeneity test was conducted to ascertain the uniformity of the data. Moreover, it was indicated that if the level of significance values above (p)=0.05, the data was considered homogeneous. However, if the statistically significant levels were less than (p)=0.05, it indicates that the data was not homogeneous. The Levene's statistic value was calculated to be 1.523, and based on this, the significance level was found to be 0.083. The significance level exceeded 0.05. It implies that there was consistency in the data. Table 06 was exhibited.

Table 3. Test of Homogeneity of Variances

<i>PretestPostTest</i>			
Levene Statistic	df1	df2	Sig.
1,523	3	11	,263

Discussion

The researcher began the study by administering a pre-test to the students. They then provided the students with a task paper, instructing them to write utilising Digital Storytelling. Following the pre-test, the researcher administered four treatments to observe the effects of Digital Storytelling. The final assessment was administered to determine the ultimate outcome.

According to the results of the normality tests, the p-value for any pre-test score was higher than the significance level of 0.05. The data exhibited homogeneity and normality, as indicated by the results of the homogeneity test, where the p-value above 0.05. Meanwhile, the researcher found that the significance level was below 0.05, indicating acceptance of the alternative hypothesis (H_a) and clear rejection of the null hypothesis (H_0). The research findings indicate that "Digital Storytelling" was effective in enhancing students' writing skills, as observed during the treatment of the second semester at Hamzanwadi University in the academic year 2023-2024.

These findings do not deviate much from those of previous investigations. Two studies, one by Robiatul Munajah, Mohammad Syarif, Sumantri, and Yufiarti Yufiarti titled "The Use of Digital Storytelling to Improve Students' Writing Skills" and another by Sevda Balaman titled "Digital Storytelling: a Multimodal Narrative Writing Genre," examine the use of digital storytelling to enhance students' writing abilities. Both investigations employed experimental methodologies. Furthermore, the effectiveness of the digital storytelling technique is supported by the observed improvement in students' scores from the pre-test to the post-test stage.

CONCLUSION

According to the study's findings, the researcher found that Digital Storytelling is highly beneficial in enhancing the writing skills of second semester students. This is evident from the post-test score, which is greater than the pre-test score. The average score on the post-test is 50.00, compared to 30.00 on the pre-test. The average score is statistically significant. The students' writing results improved after receiving treatment. Meanwhile, the researcher found that the significance level was 0.000, suggesting that

the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was clearly rejected. Moreover, the results of this study suggest that "Digital Storytelling" is beneficial in facilitating the learning process.

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