



DIGITAL STORYTELING (DST) BERBASIS WEB UNTUK SISWA SEKOLAH DASAR

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ABSTRAK

Storytelling umumnya dilakukan oleh orang dewasa, misalnya guru kepada siswa, kakak kepada adik, atau orang tua kepada anaknya, baik menggunakan buku, gambar atau alat peraga lainnya. Akhir-akhir ini marak ditemukan media atau alat peraga yang dirancang dengan menggunakan media *digital*. Media ini membantu siswa sekolah dasar (SD) yang mulai lancar dan tertarik dalam membaca kata-kata atau kalimat dalam Bahasa Inggris antara lain siswa usia 10 tahun ke atas terutama dalam hal cerita dongeng atau *storytelling*. *Digital Storytelling*, khususnya dalam bentuk cerita pendek yang dinarasikan secara pribadi pertama kali dipelopori oleh Center for Digital Storytelling di Berkeley pada tahun 1993, merupakan praktik yang kini telah meluas ke negara-negara berbahasa Inggris dan Eropa Barat, dan memiliki kehadiran yang lebih kecil namun semakin berkembang di negara-negara berkembang dunia (Davis & Foley, 2016). Melalui media digital ini siswa difasilitasi dalam membaca *storytelling* tersebut agar lebih mudah dan lebih memudahkan guru untuk menilai kemampuan membaca siswa, khususnya dalam Bahasa Inggris yaitu pelafalannya. Lebih jauh lagi, *storytelling* ini dapat digunakan dengan mudah oleh siswa melalui suatu aplikasi digital di *smartphone* atau komputer atau laptop sebagai media penyampaiannya, sehingga menjadi suatu *Digital Storytelling (DST)*. Dengan demikian, siswa usia 10 tahun ke atas tersebut dapat membaca dan mencari sendiri cerita-cerita yang diinginkannya, kapan saja dan di mana saja khususnya melalui *smartphone*.

Kata kunci: media digital, cerita dongeng, mendongeng digital, telepon pintar, mobile web

WEB-BASED DIGITAL STORYTELLING (DST) FOR ELEMENTARY SCHOOL STUDENTS

ABSTRACT

Storytelling is generally done by adults, for example teachers to students, older siblings to younger siblings, or parents to their children, either using books, pictures or other props. Lately there has been a rise in media or props designed using digital media. This media helps elementary school (SD) students who are starting to be fluent and interested in reading words or sentences in English, including students aged 10 years and over, especially in terms of fairy tales or storytelling. Digital storytelling, especially in the form of short personally-narrated stories first pioneered by the Center for Digital Storytelling in Berkeley in 1993, is a practice that has now expanded throughout English-speaking countries and Western Europe, and has a smaller but growing presence in the developing world (Davis & Foley, 2016). Through this digital media, students are facilitated in reading storytelling so that it is easier and makes it easier for teachers to assess students' reading abilities, especially in English, namely the pronunciation. Furthermore, this storytelling can be used easily by students through a digital application on a smartphone or computer or laptop as a medium of delivery, so that it becomes a Digital Storytelling (DST). Thus, students aged 10 and over can read and search for the stories they want, anytime and anywhere, especially via smartphones.

Keywords: digital media, fairy tales, digital storytelling, smartphones, mobile web

INTRODUCTION

The current era of digitalization requires the younger generation to always develop their potential. One of the things that needs to be mastered to increase competitiveness in the digital market is mastery of English (Fajriah, 2011). The use of English is very important because all aspects of life, starting from technology, which is growing rapidly, so that this generation becomes digital natives, as well as education and others, use English as the language of instruction. In response to this phenomenon, almost all educational units make English one of the Fields of Study that must be taught to students and has even been taught starting from the Elementary School level and even Kindergarten.

One of the uniqueness of learning English lies in its pronunciation ability. Because in English the written sentence is not read exactly the same but has a different way of reading. Many teachers only teach pronunciation by rereading what the teacher recites. This is what causes many students to become lazy and give up learning English because the techniques or methods provided by the teacher are very monotonous and not fun (Asrul & Rahmawati, 2022) and the students feel bored with the teaching method used by the teacher (Lauryn, Ibrohim, & Amirullah, 2019).

Based on the phenomenon of rapid digitalization and the importance of English for students in Indonesia, one of the most qualified English learning media in teaching reading is using the Digital Storytelling (DST) method. Storytelling is one way to stimulate students' interest in reading, so that they can read more fluently, especially in English with good and correct pronunciation.

The methods and media used in learning should meet several criteria, namely: 1) able to attract students' interest and learning motivation, 2) in accordance with learning objectives, 3) able to improve various kinds of students' skills, 4) able to increase students' activeness in the learning process in the classroom (Djamarah & Zain, 2006).

DST is used as a method of conveying knowledge, stories, one of which is fairy tales. However, the problem is that students are no longer interested in reading books in their free time. They are more interested in smartphones that are currently developing, so an application is needed to make it easier for them to access DST via a smartphone.

Robin (2011) in *The Educational Uses of Digital Storytelling said*: Despite the current emphasis on multimedia technology, Digital Storytelling is not a new concept. Joe Lambert, helped Digital Storytelling get off the ground as the co-founder of the Center for Digital Storytelling (CDS), a non-profit, community arts organization in Berkeley, California. Since the early 1990s, Lambert and the CDS have provided training and assistance to people interested in creating and sharing their personal narratives (Center for Digital Storytelling (CDS), 2005). The CDS is also known for developing and disseminating the Seven Elements of Digital Storytelling, (see Table 1) which is often cited as a useful starting point to begin working with digital stories (Robin, 2011).

TABLE 1: THE SEVEN ELEMENTS OF DIGITAL STORYTELLING

The Seven Elements of Digital Storytelling
1. Point of View – what is the perspective of the author?
2. A Dramatic Question – a question that will be answered by the end of the story.
3. Emotional Content – serious issues that speak to us in a personal and powerful way.
4. The Gift of your Voice – a way to personalize the story to help the audience understand the context.
5. The Power of the Soundtrack – music or other sounds that support the storyline.
6. Economy – simply put, using just enough content to tell the story without overloading the viewer with too much information.
7. Pacing – related to Economy, but specifically deals with how slowly or quickly the story progresses.

In the early days of digital storytelling, Lambert was impressed by how easily average people were able to capture their story in a really powerful way in a relatively short amount of time for a relatively small amount of money (Tucker, 2006). Fast forward to today and one can see that what is



new is that the tools needed for digital storytelling--computers, scanners, digital cameras, and high-quality digital audio capture devices--have become increasingly more affordable and accessible. Add to this mix a series of powerful, yet inexpensive software programs that allow even novice computer users to become digital media producers and editors on a scale that was hardly imagined when Atchley and Lambert were first beginning their work. We are currently witnessing dramatic growth in the educational use of digital storytelling, as a convergence of affordable technologies interacts with a contemporary agenda for today's classroom.

The need for students to use effective written communication and to be technologically literate remains strong. Meanwhile, educators charged with developing these skills are searching for ways to engage students in the writing process and integrate technology into daily learning activities. Digital storytelling aligns with both of these objectives and on the other hand it will make students more enjoy than reading only. They will learn four languages skills (reading, writing, listening, speaking) when they study digital storytelling (Tarigan, 2016).

Digital storytelling can be a potent learning experience that encompasses much of what society hopes that students will know and be able to perform in the 21st century (Jakes & Brennan, 2005). As they do so, students develop enhanced communication skills as they learn to conduct research on a topic, ask questions, organize their ideas, express opinions, and construct meaningful narratives. Students who participate in the full digital storytelling experience may also benefit from learning to critique their own work, as well as the work of others, facilitating social learning and emotional intelligence (Robin B. R., 2008). Robin also said to practitioners of digital storytelling outside of education, this technology is most often used to create personal narratives that document important events in one's life. However, digital storytelling can also be a powerful tool in the classroom when used to produce historical documentaries, as well as instructional presentations that inform viewers about a particular concept or practice.

The subject of a digital story may be as diverse as the skills that are being honed. A sampling of story subjects includes engaging personal stories, historical figures, and even characters related to scientific concepts (Robin B. R., 2008).

Digital Storytelling web-based mobile is becoming one way that can be relied upon as a medium of instruction for the students aged 10 years and older to help them learning something. Beside the development of internet technology, deployment of an application is fast, easy, and inexpensive. However, it is unfortunate that the website storytelling are still minimal. It is inversely proportional to the increasing number of internet users in Indonesia.

Because of the lack of digital storytelling web- based mobile application in Indonesia and the importance of storytelling, the writers are interested in creating an application with the title "*Web-Based Digital Storytelling (DST) for Elementary School Students*". In this application fairy tale will be presented in English.

Digital Storytelling application serves as a medium of learning English in particular through fairy tales for students that can be taken through the narrative and words in the story. This application is also used as a medium for the introduction of myth from Indonesia and International. Besides this fairy tale has a moral education that is contained in every end of the story.

METHODS

Research Method

In this writing, the writers use qualitative research. Qualitative research is an approach which is also called investigative approach because usually researchers collected data by face to face and interact with the people in the study (McMillan & Schumacher, 2013).

Research Techniques

Research Techniques is a process tool to decipher the data. Research Techniques used in building storytelling web-based mobile application is as follows:

1. Library Studies

Literature study is done by utilizing a wide variety of information and the methods of books, journals, articles on the website, and others related to the problems encountered.

2. Observation

This method is done through observation and recording of the condition of the object to be examined.

RESULT AND DISCUSSION

The application of Web-Based Digital Storytelling (DST) for Elementary School Students is not only available for the students aged 10 years and older. It also can be used for all of the students in all ages who want to improve their reading skills. The application can be uploaded on the play store or any other platform by sharing them the link and the students can access or install the application on their smartphones. The application display will look like the following example:



Figure 1. Menu: Choose Genre of the Stories



Figure 2. Menu: Choose Title the of Stories

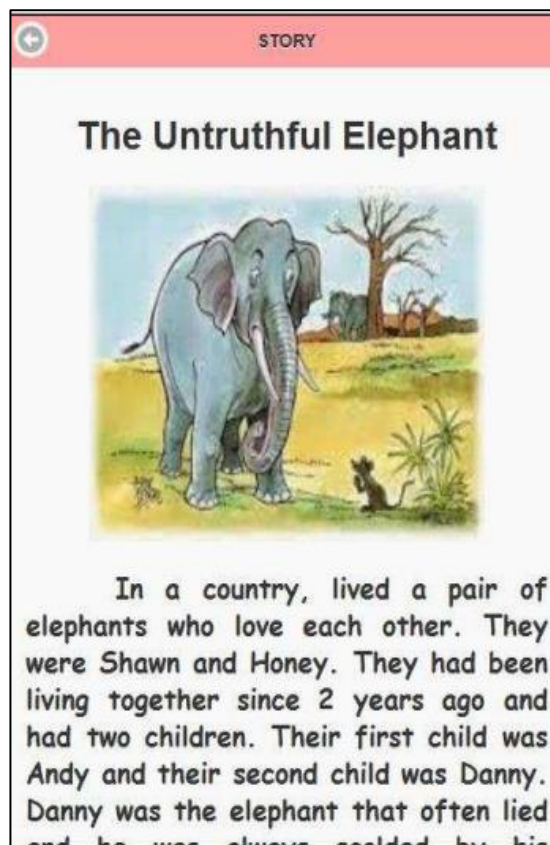


Figure 3. Menu: Choose the Text of the Story

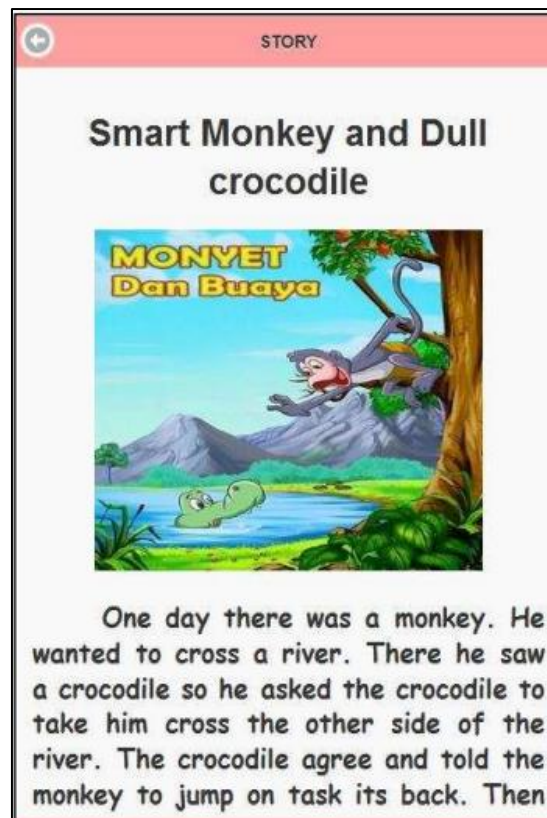


Figure 4. Menu: Choose the Text of the Story

CONCLUSION

The application of Web-Based Digital Storytelling (DST) for Elementary School Students which not only for the 10 years and over age students can be used for every student who wants to practice more in reading, particularly in pronunciation. Other high school students, who are older, can also practice and improve their pronunciation by using this app. They can use their smartphones anytime and anywhere in their free time. So that they can improve their pronunciation ability in reading skills.

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