

THE TEACHING OF INTEGRATED ENGLISH PRODUCTIVE SKILLS THROUGH DIGITAL STORYTELLING PROJECT IN THE PANDEMIC COVID-19 AT UNIVERSITY OF PALANGKA RAYA

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Abstract

This research is a digital storyteller compilation project with English-based Computer Information Technology (ICT) instruction to promote the teaching of integrated English productive skills during the Covid-19 Pandemic which was carried out in the Semester 1 Student Class of the Forestry Study Program, Faculty of Agriculture, Palangka Raya University in the Academic Year 2020/2021. The purpose of this research is to find solutions to improve integrated English productive skills in the form of writing and speaking skills through making short films using computer information technology. These productive skills are in accordance with those mandated in the Indonesian National Qualifications Framework (KKNI) Higher Education Curriculum which demands the responsibility of educators to present professional learning to produce quality graduates, and who are able to adapt to their environment, especially in the industrial era 4.0. during the covid-19 pandemic. The Higher Education Curriculum is an institutional mandate capable of producing graduates (learning outcomes) which include new literacy abilities including data literacy and technology literacy. This type of research is a project which consists of several stages, namely: (1) topic selection, (2) design, (3) development, (4) evaluation, and (5) publication. The results of this digital storytelling project can then be accessed at www.youtube.com. Digital storytelling projects are also believed to be able to: (a) make students feel happy during teaching, (b) increase student participation in the teaching process, (c) improve student writing skills, (d) improve student skills in describing places, procedures, and others orally, and (e) improve students' ICT literacy skills.

Keywords: digital, storytelling, projects, productive, skills, covid-19

INTRODUCTION

Today's children are digital natives who grow up with technology and feel comfortable and confident with it (Dudeney and Hockly, 2007: 5-9). Students majoring in Forestry, Faperta, UPR who live in the interior are also familiar with technology, namely the internet and smartphones. Some of them use smartphones to take self-camera photos (or now known as selfies) then upload them on their social media such as Facebook and Instagram. They rarely use smartphones to support their studies. As a lecturer, researchers must help them use the facilities to support the teaching and learning process.

In addition to the use of smartphones and internet owned by students, in the Forestry Department of Faperta, UPR is also equipped with information and communication technology. The UPR campus has dozens of PCs available to students and they are connected to the internet. However, its use is still limited in the Information and Communication technology class (ICT class). Regarding the strength of students who are ICT literate and analyze campus facilities, a teaching process that makes use of technology is required. Researchers take advantage of students' interest in technology and design ICT-based learning processes to promote other learning processes. During the Covid-19 pandemic, which requires

students to study from home independently, learning activities using this technology are freer time that students can use independently to complete their assignments.

In English classroom settings using either zoom or face to face, some students experience difficulties in productive skills consisting of speaking and writing. In speaking instructions in the first semester, students must be able to express the meaning of simple transactional and interpersonal dialogue (Competency Standards no 3) and express the meaning of a simple short monologue in Indonesia in the form of descriptive and recount text (competency standard no 4). In the written cycle, writing instruction requires students to be able to express meaning in short functional texts and simple essays in descriptive form and tell the text (competency standard no 6).

Competence is not easily achieved by students. For the researcher's teaching experience in the past five years, the students faced more difficulties in expressing simple short monologues (KD 4.2) and expressing meaning in simple essays (KD 6.2). In the researcher's observations which were limited to the first semester of the 2019/2020 academic year, students experienced difficulty in expressing meaning orally due to limited vocabulary, lack of pronunciation and feeling nervous. On the other hand, the problem of writing skills is the difficulty of their grammar.

To find solutions to these problems, researchers conducted a needs analysis. From the needs analysis, the researcher found that the students wanted to make short films and write stories to practice in their English. Analysis of student needs and ICT available on campus encourages researchers to take further action in the process of teaching English.

Based on the above background, the researcher formulated the following problems for this study:

"How can you use Information and Communication Technology to improve the teaching of integrated English productive skills? " This study will examine the teaching of productive English skills through storytelling projects as a way of making films. The productive

integrated English language skills are limited to the expression of meaning in the form of short essays (written) and simple monologue English (spoken). The text used is descriptive text (basic competence) and focuses on regional tourist destinations in Indonesia.

The learning process on campus or school has limited time to accommodate all processes in the classroom. In addition, there are also problems related to student competence. Some students are not used to writing in English. They also have a limited amount of vocabulary. To solve this problem, interesting activities are needed. This will allow them to enjoy activities that will result in an improvement in their writing skills. To do so, researchers reviewed several theories. One possible way of engaging students in engaging writing activities is through project work.

A project work can be used with almost all levels, ages and abilities of students (Haines, 1989 in Stoller, 2000: 109). There are also several advantages to the project summarized by Stoller (2000: 110). One of its strengths is that it has the potential to motivate, stimulate, empower, and challenge.

Digital storytelling is the process of combining storytelling with various digital multimedia, namely: images / visuals, audio and video (Robin, 2008). Several programs can be run to do digital storytelling, such as: (1) Microsoft Power Point; (2) Microsoft Photo Story; (3) Adobe Photoshop Elements; (4) Windows Movie Maker; and several other programs. In line with DeCoster (2010) who describes the procedure for digital storytelling through Windows Movie Maker 6.0, Fajariyah (2012) explains the steps in running Windows Movie Maker 2.6 to do digital storytelling.

There are several relevant studies related to digital storytelling in learning English. They are as follows.

1. Abidin et al (2011) used digital storytelling to teach listening in kindergartens in Malaysia and they found that students in the experimental group showed better listening comprehension than those in the control group.

2. In addition, previous research conducted at SMPN 5 Panggang showed that students were happy as long as they were instructed to listen using digital stories and they thought that digital stories could help them understand monologue texts (Fajariyah, 2014: 162).

Both studies focus on the use of digital storytelling in teaching listening, which is a receptive skill. This study will focus on the use of digital storytelling in teaching productive skills in English.

In line with the student needs analysis, a digital storytelling project was undertaken to assist students during the teaching of productive skills (i.e. writing and speaking). As a multimedia-based project, the digital storytelling project adapts a project-based writing model such as in Hyland (2003: 10-14) and multimedia-based learning designs (Lee and Owens, 2004). This project consists of several stages, namely: (1) topic selection, (2) design, (3) development, (4) evaluation, and (5) publication.

To carry out a project, there are several facilities and applications required. The facilities are: (1) Smartphone + internet connection, (2) Laptop / PC + internet connection, (3) LCD projector and audio speakers, (4) Mozilla Firefox browser, (5) Windows Moviemaker 2.6, (6) Facebook social media, and (7) Media www.youtube.com

The object of study in this study were students of Palangka Raya University. This type or type of research is descriptive qualitative. There are three main topics in this research method, namely (1) data collection, (2) data processing, and (3) data analysis. In the data collection process, this research was carried out by means of interviews and documentation.

Digital Storytelling Project Process

As mentioned in the conceptual framework, digital storytelling projects to teach productive English skills adapt project-based writing instruction (Hyland, 2003: 10-14) and multimedia-based learning designs (Lee and

Owens, 2004). This project started in September 2020 and ended in October 2020 at the publication session.

RESULT AND DISCUSSION

Topic Selection

Class A students of the Department of Forestry 2020/2021 consist of 50 students divided into groups of 10 people. This class is divided into 5 groups. They then discussed the topic with the lecturer. They then agreed to choose a topic about local tourist destinations. They chose several regions in Indonesia to find out local wisdom. After they agreed on a topic, each group chose their own place to describe. Group 1 proposes Kereng Bangkirai, Group 2 describes Lake Toba, Group 3 chooses Green Kasongan, and Group 4 chooses Cave Kemang, group 5 chooses the topic Tourist Attraction "Merdeka Field".

Design

At the design stage, in their own groups, students make storyboards. The storyboard includes the narrative to be presented and the images needed to support the narrative. During storyboard writing, cooperation between group members is needed. The students explored information about tourist objects and looked for the right image through the Google search engine using a smartphone or laptop. They also write correct narrative using English.

In this phase students work in groups, some are looking for information using smartphones and some are making storyboards.

In this phase, the lecturer facilitates them by revising the sentences which are grammatically wrong. Figure 1 below shows the storyboard written by Group 2.

Information	Sentences	Picture
TITLE General information	Lovely Indrayanti (Ahmad) Indrayanti is very beautiful beach in Yogyakarta (Bisma)	
Location	It is located in Tegal, Samarakulu (Ifta)	

Figure 1. Story Board

Students consult their storyboard with the lecturer, then the lecturer helps them with any suggestions needed for revision.

Development

After downloading the required images and photos and writing an accurate description on the storyboard, students started digital storytelling by running Windows Movie Maker 2.6. They import images or photos into the Filmmaker project and drag them to the timeline based on the order in the storyboard. They also decide on the title of their project and edit the image transitions. After that, they recorded his voice as a narrative.

The recording process is the most difficult. Researchers found that some students could not pronounce sentences correctly so they needed to do short pronunciation exercises. The note-taking process for each group took about 15 minutes or more. This is due to the need to record the best sound they can make and some students still have difficulty pronouncing some words and they laugh at the strange words. One group repeated the recording session up to three times.

In this phase we can see that digital storytelling involves both written and oral skills. Oral skills are trained during narrative recording and writing skills are taught during the storyboard / design phase. Students need to know the right words and phrases and structures to produce a good narrative. This is why this project was able to promote the teaching of coherent two skills.

After students finish recording, students edit the timeline and adjust the image with the appropriate narrative.

After they edit the timeline and adjust all the images / photos with the narration, they save their project as a Windows Media Audio / Video file.

Evaluation

Each group that has finished making their work presented their storytelling products by sharing the screen via media at the zoom cloud meeting. Figure 2 below when a meeting with the cloud meeting zoom.

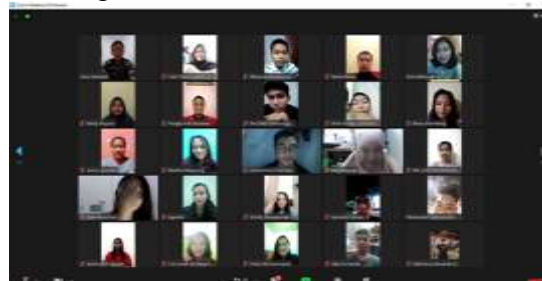


Figure 2. During a meeting with the cloud meeting zoom

Some students are embarrassed when their voices are heard. After one group presented its digital story, other students commented on the product. They also provide some suggestions. Some of them relate to the speaking phase of several students in describing places and repetitions of words. Comments and suggestions given by other group members are used to revise their products prior to the publication session.

Publication

Digital storytelling products that are presented and edited are then published. There are five products in in this project. Then uploaded on YouTube social media as shown in Figure 3 below.

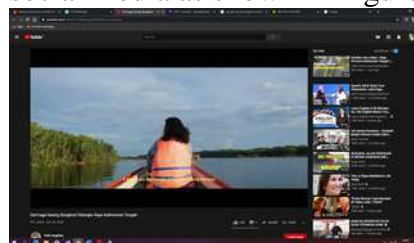


Figure 3. The publication of digital storytelling products on Youtube

This social media was chosen because most students are active users of this media and researchers want to invite them to use this media wisely, namely to support the teaching and learning process.

In the publication session, the researcher provides an opportunity for anyone to 'like' or 'comment on' the five digital stories as presented in Figure 3 above.

The number of 'likes' and 'comments' is then used to determine the winner. Voting starts on October 20, 2020 and closes on October 22, 2020. Poll results are announced at the zoom meeting.

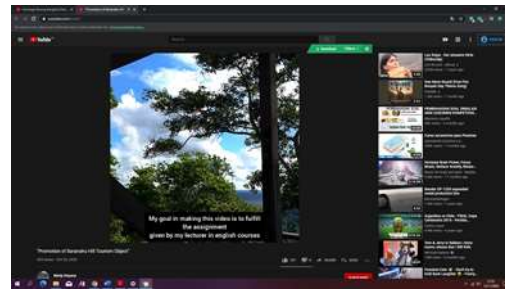
In this session, the digital storytelling product from Group 1 entitled 'Kereng Bangkirai Palangka Raya Central Kalimantan' received the most 'likes', namely 238 likes and the most 'commented' (83 comments) for products developed by Group 4 entitled 'Promotion of Baranahu Hills Tourism Object'. In addition to assessing products, comments in this session given by Youtube subscribers are also used as input for further projects.

There are five products made during this digital storytelling project which are published on Youtube to get 'likes' and 'comments'. Hopefully this product from digital storytelling can be useful for fellow YouTube users and other users. The resulting digital Story Telling projects are as follows.

1. Putri Angelina's group (Group 1) regarding the Kereng Bangkirai Palangka Raya Pier, Central Kalimantan, can be enjoyed at the following link: <https://youtu.be/xTe8mvJgo28> with the example of the following print screen in Figure 4:



2. Nindy Royana with the topic of Baranahu Hill, Central Kalimantan with the following link: <https://youtu.be/KD3cQ5gyry4> with the example of the following print screen in Figure 5:



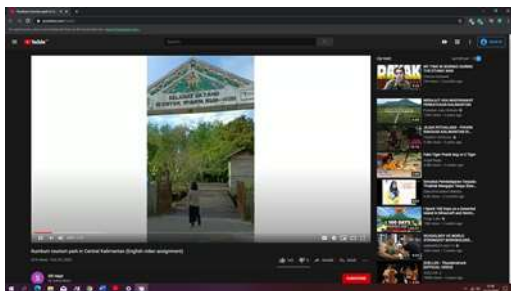
3. Asima R.M Siahaan with the topic of Lumban BUL BUL White Sand Beach, North Sumatra. With a link <https://youtu.be/0KFcAtPk3JQ> with the example of the following print screen in Figure 6:



4. Saputra Tampubolon with the theme Kum Kum Tourism <https://youtu.be/-4zM11BAHyo> with the example of the following print screen image 7:



5. Siti Hajar with the topic of Kum Kum Tourism Park with the following link <https://youtu.be/RmYYZpXaMzE> with the example of the following print screen image 8:



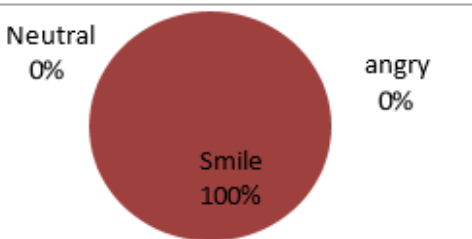
The digital storytelling project was also evaluated by students through a set of questionnaires. The questionnaire tried to collect information about students' opinions on the teaching of integrated English productive skills through a digital storytelling project. Students are given a set of statements and they circle a smiley for each number. They circle smiling faces when they agree with the statement, neutral faces when they give neutral opinions or angry faces when they disagree with the statement. Figure 9 below shows the questionnaire given to students.

No.	STATEMENT	PENDAPAT
1	Pembelajaran Bahasa Inggris dengan proyek cerita digital menyenangkan	😊 😐 😡
2	Dengan proyek cerita digital meningkatkan ketertarikan saya dalam pembelajaran Bahasa Inggris	😊 😐 😡
3	Proyek cerita digital meningkatkan kemampuan saya menulis deskriptif	😊 😐 😡
4	Proyek cerita digital meningkatkan kemampuan saya berbicara dalam bahasa Inggris terutama dalam mendeskripsikan tempat	😊 😐 😡
5	Proyek cerita digital meningkatkan keterampilan teknologi ilmu komputer saya dalam browsing, download, dan membuat video dengan program yang dipilih	😊 😐 😡

Figure 12. Questionnaire for evaluating the DS project

Figure 9. Questionnaire for evaluating the Digital Story project

The results of the questionnaire show that all students are happy while learning English productive skills is integrated through digital storytelling products as shown in Figure 10 below.



When students are happy during the teaching and learning process, most students believe that digital storytelling projects can increase student participation during the learning process (See Figure 11).

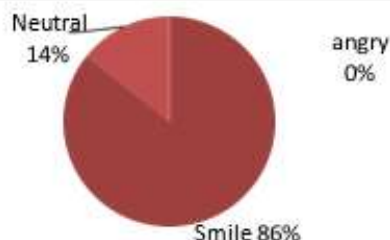


Figure 11. Digital Storytelling project increasing student participation

Further information collected in the questionnaire was the students' writing skills. Unfortunately only a few students agreed that their writing skills were improved through the project (Figure 12).

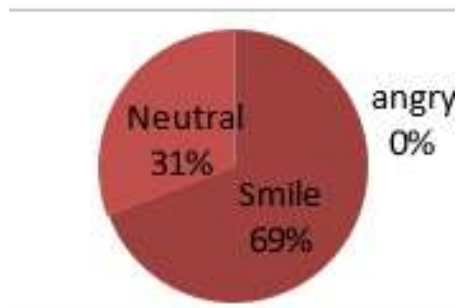


Figure 12. The Digital Story Telling Project improves writing skills in describing the place. This project is also believed to be able to improve students' ICT literacy skills as illustrated in Figure 13 below.

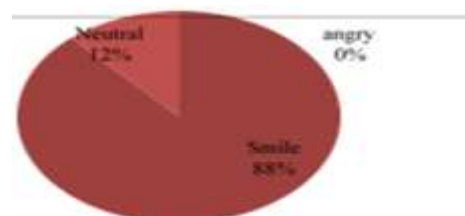


Figure 13. A digital storytelling project improves students' ICT literacy skills

The evaluation of the teaching of integrated English productive skills through a digital storytelling project collected from a questionnaire was validated by interviews with students. Representatives from each group said that the project was interesting because they made the video through the filmmaker and were able to download the image and describe it.

CONCLUSION

The teaching of integrated English productive skills through digital storytelling projects is carried out by adapting project-based writing instruction (Hyland, 2003: 10-14) and multimedia-based learning designs (Lee and Owens, 2004). This includes several stages, namely: (1) topic selection, (2) design, (3) development, (4) evaluation, and (5) publication. The results of the digital storytelling project were five digital stories created by students, namely: (1) Kereng Bangkirai Pier, Palangka Raya Central Kalimantan (2) Bukit Baranahu, Central Kalimantan, (3) Lumban BUL BUL White Sand Beach, North Sumatra, (4)) Kum Kum Tourism, and (5) Taman Wisata Kum Kum Depok, Beach of Pleasure. They can be accessed at www.youtube.com. Digital storytelling projects are also believed to: (a) make students feel happy during learning, (b) increase student participation in the learning process, (c) improve student writing skills, (d) improve student skills in describing places orally, and (e)) improve students' ICT skills.

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