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THE IMPLEMENTATION OF STUDENTS' TASK IN CREATING DIGITAL STORYBOOK FOR CHILDREN

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Abstract

Applying blended learning as a model of teaching learning in the post pandemic of covid-19 is suitable to overcome the situation, where the face-to-face learning cannot be totally held yet. A way was chosen by the lecturer is the implemention of students' task in creating digital storybook for children. The aims of the research are to describe how the implementation of students' task in creating digital storybook for children; and to find out how the students' responds toward the using of technology for creating digital storybook. There are seventeen numbers of students as participant in this qualitative research. Both researchers play an important role as the main research instrument (as the planners, the data collectors, the analysts, and the reporters of the findings). For collecting the data, the techniques used by researchers involve observations, interviews, and questionnaires. Then, the data analyzed by means of the data reduction, displaying data, and draw conclusion and verification. The research result indicated that the implementation of students' task is able to motivate students in mastering technology for teaching English. The stages process include: making stories, adapting the story to the features in the StoryJumper, applying additional features such as sound effects, and conducting evaluations-revisions of their task. They had positive responds toward the implementation of the task. They agreed that this experience can increase their knowledge, so that is what made them enthusiastic when involving the process.

Keywords: implementation, task, digital storybook, children

1. INTRODUCTION

Blended learning is the combination learning of virtual learning and traditional face to face learning. Husamah (2014) stated that blended learning is learning that combines various methods of delivery, teaching models, and various technological media. Therefore, students are expected to be active learners and can understand the material. Meanwhile, Rusman (2013) revealed that Blended Laerning as a combination characteristics of traditional learning and electronic learning environments or Blended Learning, by combining such as web-based learning, video streaming, synchronous audio communication, and asynchronous learning with traditional learning face to face.

The concept of Project-based learning (PBL) refers to a teaching approach that teaches curriculum concepts through projects that adhere to the principles of learner-centered teaching, learner autonomy, collaborative learning, and learning through assignments (Gai Mali, 2016). Meanwhile, (Thomas, 2000) in Hamidah et al (2020:17) revealed that the project-based learning is a model teaching which set emphasise on conveying tasks, for the most part in the form of task or projects that can lead students to experience an inquiry process. In future, it is expected the students will be able to improve their knowledge, skills and insolences as the valuation basis for educators. However, not all learning models follow-on in a project is categorised as project-based learning.

In the situation of post pandemic of covid-19, the English Education study program of STKIP PGRI Pacitan applies blended learning as a model of teaching learning. It means that the face-to-face learning cannot be totally held yet by students and lecturers. One of the lecturer who teach IT for Teaching English decided to combine the learning model of blended learning with project-based learning. Students are asked to creating digital storybook for children. The objective of the task is to motivate students in mastering technology for teaching English. All of the students welcomed and looked anthusiatism to the task, because in the previous time they never knew about the online website for creating digital storybook for children.

Nowadays, the digital storybook is widely used by the society, by the reason of the ease for accessing and suitable to support the teaching and learning process. A digital storybook hold advanced and varied features (Moody, 2010:36). Further, he also said that there are two form of digital storybook: online website and a digital private devices, which has features such how to read words that is equipped with selected word definitions to help students in learning the meaning of the words they have not known before. Meanwhile, Vanessa (2012) in Irawati (2018: 49) revealed that the digital storybook also provided with features for oral reading, it means that there is a sound followed by text, sound effects, animation, explanation of word definitions, and some games which be taken out by the digital speaker.

2. METHODOLOGY

In this research, the qualitative approach is carried out on the descriptive analysis method, used to describe: how the implementation of students' task in creating digital storybook and how the students' responds toward the using of technology for doing the task. The important roles plays by the researchers in this research are acted as the planners, the data collectors, the analysts, and the reporters of the findings. There are seventeen numbers of students as participant in this research. They came from the third level who was studying IT for Teaching English subject in the second semester of 2022/2023 academic year, which consisted of two male students and fifteen female students. For collecting the data, the researchers used techniques involve observations, interviews, and questionnaires. The observation sheet, the interview guideline, and the questionnaires were used as the instrument of the research. The observation results are presented in the form of field notes and observations checklists. While, the structured interview guideline made by the researchers consisted of five numbers of questions related to their experience in process of doing the task. Meanwhile, the questionnaires consist of ten items which distributed to the students to gain their responds toward the using of technology for creating digital storybook for children. Previously the researchers had measured the validity and reliability of the questionnaire before distributed to the subject/participants of the research. After collecting the data, then the rezearcher analyzed it through data reduction, data display, and conclusion drawing and verification.

3. RESULTS

The objectives should be realized in this research are firstly, to describe how the implementation of students' task in creating digital storybook for children. Secondly, to find out how the students' responds toward the using of technology for creating digital storybook. By using field notes, observations checklists, and structured interview guideline, the researchers describe the process of students'task in creating digital storybook for children. Generally, the implementation of students' task in creating digital storybook for children by means of the stages process include: making stories for children, adapting the story to the features in the StoryJumper, applying additional features such as sound effects, and conducting evaluations-revisions of their task. Meanwhile, the research result of students' responds toward the using of technology for creating digital storybook gained from the questionnaires distributed to the students, which consist of ten items.

3.1 The Implementation of Students' Task in Creating Digital Storybook for Children

The stages process in implementation of students' task of creating digital storybook for children consist of making stories for children, adapting the story to the features in the StoryJumper, applying additional features such as sound effects, and conducting evaluations-revisions of their task. For the first stage, the researchers asked the students to make stories for children. The students had to create at least seven sentences, so the story did not must be long. They could produce interesting, simple, and colorful stories for children. The children can learn the vocabularies, grammar, pronunciation, speaking, writing, reading, and also listening through the digital stories. An important thing in the story is it must have moral values. Hopefully, the children could take cores of the story.

Based on the interview result, students did not face difficulties in creating story for children. Some of them took title of the story such as: Patient Butterfly, Naughty Little Penguin, Araya and the Dolphin,

The Bona and the Small Kitty, The Naughty Cat and Poor Cat, Princess Sophia and Three Bears, The Ant and the Dove, Lola's Apple, and House without Window.

The second stage process of students' task in creating digital storybook for children is adapting the story to the features in the StoryJumper. StoryJumper is one of website which can help students to make a simple digital storybook for children. Firstly, the students could click on website https://www.storyjumper.com, then, they had to create a new free account, click on the Sign up button in the upper right corner. After that, they could continue to create story by exploring some of the features in the website, and used it for adapting the story.

Based on the result of observation and the interview, showed that some of the students looked enthusiasm in creating the digital story. This is because they have never done it before. They agreed that this task will support their knowledge and ability in teaching English. This statement is supported by the result of interview between researcher and the students.

Researcher	*Why do you need to learn how to make a Digital Storybook for Children?*
Students A	*It is because students of English Education Study Program are prepared to become a teacher. In this technological era, a teacher is must have an expertise in technology in order to be able to adapt the current era.*
Students B	*To provide necessities for students of English education study programs to be able to teach children through digital stories.*

For the next stage in the process of creating digital story for children is applying additional features such as sound effects. Sounds effect in https://www.storyjumper.com used to support the story, so it becomes more interesting and interactive. In the implementation, students can record their voice then applied to the digital story. They could imitate the voice of animals, little girl, wind, water, etc. The students argued that when they create digital stories by combining their voices, they are like telling a story directly to children. Absolutely, they agreed that the product of the task they made will more interesting and interactive for children.

The last process of creating digital story for children is conducting evaluations-revisions of their task. It used to evaluate possible errors in writing or grammar. Besides, this stage also to recheck the scene and the position of the image. Some students argued that for the last process of creating digital story for children, they had to evaluate and take some revision of their task. This statement is supported by the interview result between researcher and the students.

Researcher	*What is your last step in doing the task of creating digital story for children?*
Students A	*My final step is to edit the parts that are less tidy.*
Students B	*Check the sentences and pictures in the StoryJumper that I have made.*
Students C	*Reviewing the books that I have made, tidying up the placement of items that I think are not neat, choosing words that are easy to understand, adjusting the use of story tenses and grammar.*

Based on the result above, so it can be concluded that by means of students' task in creating digital storybook for children, it is able to motivate students in mastering technology for teaching English. The stages process in implementation of students' task of creating digital storybook for children consist of making stories for children, adapting the story to the features in the StoryJumper, applying additional features such as sound effects, and conducting evaluations-revisions of their task. The students also had positive responds toward the implementation of the task. They agreed that this experience can increase their knowledge, so that is what made them enthusiastic when involving the process.

To overcome the situation, where the face-to-face learning cannot be totally held yet, so the researcher decided to combine both learning model that is blended learning with project based learning for doing this research.

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3.2 The Students' Responds toward the Using of Technology for Creating Digital Storybook

The research findings of students' responds toward the using of technology for creating digital storybook gained from the ten numbers of questions in the questionnaires which distributed to the students. The questions can be represented two questions below. Their respond for each question can be seen from the figure as follow:

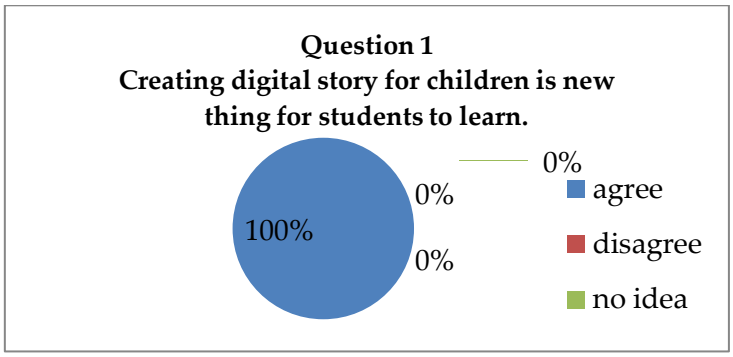


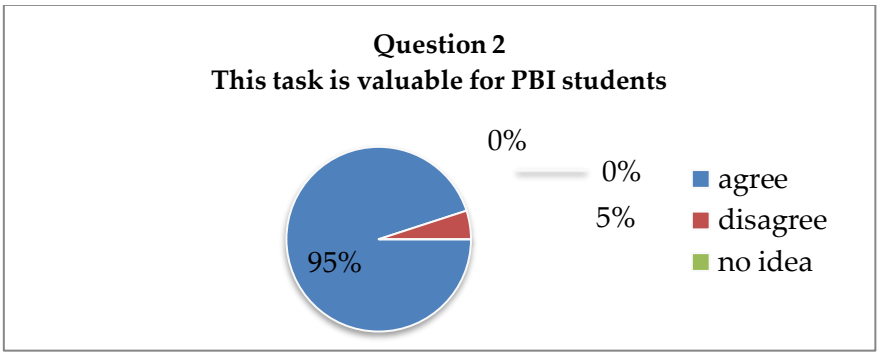
Figure 1. Questionnaire Statement "Creating digital story for children is new thing for students to learn."

Based on the figure above, there are 100% students agreed that creating digital story for children is something new for them. Besides, this statement also supported by the students interview result as follow:

Researcher *Have you ever made a digital storybook for children before?*
Students A *Never. First time, miss.*
Students B *It is new thing to learn, miss.*

The result of questionnaires and interviews above showed that all of the students never made a project of creating a digital storybook before. So, it became their first experience to do.

Their second responds is related to the existence of the students' task in creating digital story for children.



Based on the figure above, there are 95% students agreed that creating digital story for children is valuable for students to learn.

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