DIGITAL STORYBOOK DEVELOPING STUDENTS' SKILLS IN VIRTUAL LEARNING ENVIRONMENTS

by CEK TURNITIN

PROSIDING
SEMINAR NASIONAL
DALAM JARINGAN
HASIL PENELITIAN DAN
ABDIMAS TAHUN 2020

"Mengurai Problematika Pembelajaran pada Masa Pandemi dalam Rangka Menyiapkan SDM Unggul"

Pacitan, 23 Desember 2020

Diterbitkan Oleh
LPPM PRESS STKIP PGRI Pacitan

i

DIGITAL STORYBOOK: DEVELOPING STUDENTS' SKILLS IN VIRTUAL LEARNING ENVIRONMENTS

Indah Puspitasari[1], Asdinar Galuh Wahdini[2], Ristia Novita Dewi[3]

[1,2,3]Program Studi Pendidikan Bahasa Inggris, STKIP PGRI Pacitan

E-mail: inkiku47@gmail.com[1], dinargaluh91@gmail.com[2], ristianovitadewi11@gmail.com[3]

Abstract

Since the Covid-19 pandemic hit the world, the Indonesian education system has become very different from before. This situation forces the changing of the learning environment. One of the learning models applied in distance learning is the project of creating a digital storybook. The objectives of this research are to describe the implementation of creating a digital storybook for developing students' skills in virtual learning environments. The participants were nineteen English Education students of STKIP PGRI Pacitan. In this qualitative research, the researchers play an important role as the main research instrument. They acted as a planner, data collector, analyst, and reporter of the findings. Data collecting techniques include observations, interviews, and questionnaires. Meanwhile, the data are analyzed by using these stages: data reduction, data display, and conclusion drawing and verification. The findings showed that through creating digital storybook projects, students can increase their knowledge and experience. This is because they have never done it before. The positive responses were shown from their enthusiasm in involving the process. So, it was seen that their English language skills, their translation skills, and their ability to design images will also be honed with the existence of this creating a digital storybook project.

Keywords: *digital storybook, virtual learning environments*

INTRODUCTION

Education is an initial foundation used by humans to realize a good future with an effort that must be done by every individual. Nowadays, education is very different from the previous system caused by the pandemic of Covid-19. This situation forced the governments to issue distance education rules, start implementing online learning methods, and dismiss students, where students should do home-based learning for the continuation of students' learning activities.

Kiryakova stated that Distance Education or abbreviated as DE is one of the education design where instructor/teacher and students have apart interaction at different times with different communication tools (2009: 29). It means the concept of distance education can be interpreted: teachers and students are separated by distance and time, compatible media and communication tools are needed to convey material, and control of the learning process do by students themselves. Meanwhile, Setijadi (2005: 1) said that Distance Education or DE was an education model where learners are far from teachers or educators, so the meeting should indirectly, and the delivering of the materials from teachers or educators to learners must be done by using learning media. From the statement above, it can be concluded that in distance learning where teachers and students are separated by distance and time, the use of media and communication devices for delivering material is necessary, so the learning objectives can be realized properly.

For supporting the implementation of distance learning, especially in Teaching English for Young Learners subject in the English Education Study Program of STKIP PGRI Pacitan, the researcher conducted a project of creating a digital storybook. She considers this as an alternative to teaching TEYL in a recent pandemic situation. Through this project, students can explore more their knowledge and understanding of the TEYL subject. Content of digital storybook is focused on stories for children.

Many educational experts believe that digital storybooks can be applied to some subjects, and can accommodate a variety of student learning styles. Moody (2010: 23) said that many parents and educators use it, for some reason that is efficient, cheap, and very accessible with the many titles of books provided. Meanwhile, Jeoung (2010: 391) revealed that digital storybooks are accessible 24-hours a day this way can be used by teachers in teaching and learning processes that support the curriculum.

Especially in the face of learning in this covid-19 pandemic where all teaching is transferred to a virtual learning environment. This digital storybook project is expected to develop students' abilities. Not only their language proficiency (writing, reading, listening, and speaking skill) which includes their mastery in vocabulary and grammar, but also their other skills in technology and art.

From the explanation above, it can be assumed that creating a digital storybook project can be implemented for developing students' skills in virtual learning environments. In this research, the researcher researched Teaching English for Young Learners subject in the English Education Study Program of STKIP PGRI Pacitan in the academic year of 2020/2021.

LITERATURE REVIEW

Nowadays, education is very different from the previous system due to the pandemic of Covid-19. This situation forced the governments to issue distance education rules, start implementing online learning methods and to dismiss students where students should Study from Home (SFH). The learning environment changes, from a conventional learning environment where it is carried out in the classroom, into a virtual learning environment. A Virtual Learning Environment (VLE) is a web-based software system designed to facilitate learning and teaching with the use of tools and activities. Students using a VLE can be set a 'task' to complete in class or at their own pace, time, and location, they can contribute to synchronous and asynchronous discussions to help develop their learning (JISC, 2009 in Barker & Gossman, 2013: 19). Empirical evidence suggests that the use of a Virtual Learning Environment (VLE) has an impact on student achievement, encourages independent learning, and increases students' motivation to learn (JISC, 2008 in Barker & Gossman, 2013: 19).

The rapid development of information technology in the current era of globalization is very influential in the world of education. Global demands require the world of education to adapt information technology developments to efforts to improve the quality of education. This is because information technology can easily and quickly access science. Therefore, information technology in

education can produce quality human resources that determine the success of the world of education in Indonesia.

Digital storybook is widely used because it has several advantages of ease of access and can support the learning and teaching process. Moody (2010: 36) said that a digital storybook has a variety of features equipped with sophisticated technology. He also revealed the same thing that the digital storybook is provided in two forms: online websites and personal electronic devices equipped with digital equipment features how to read words and comes with the definition of the word selected to help students learn the meaning of words they have not known before. Vanessa (2012) in Irawati (2018: 49) stated that the digital storybook also has an oral reading feature which means that the digital speaker emits sound followed by text, sound effects, animation, explanation of word definitions, and some games.

Especially in the face of learning in this covid-19 pandemic where all teaching is transferred to a virtual learning environment. This digital storybook project is expected to develop students' abilities. Not only their language proficiency (writing, reading, listening, and speaking skill) which includes their mastery in vocabulary and grammar, but also their other skills in technology and art. The project also required students to develop their translation skills because the digital storybook they create must be bilingual. So, it was seen that their English language skills, their translation skills, and their ability to design images will also be honed with the existence of this creating a digital storybook project.

Creating digital storytelling can more interesting, especially via the user-friendly software called Storyjumper. This online digital storytelling platform is one of the most popular digital storytelling websites which has gained millions of users for its simple and engaging environment which is why it is chosen as the computer-assisted prompt of this study. It also offers ready-made high-quality digital visualizations; users can also upload photos or use their drawings to appear in the pages of their stories. Storyjumper allows its users to collaborate and share artistic and literary talent across the globe.

Some studies proved that digital storybook gives benefits to English teaching. First, Tatik Irawati (2018) with his research paper entitled Digital Storybook to Improve Writing Narrative: The TTW Strategy Presented and Tested. Results of her research showed that the average value obtained during the preliminary study was 62. The value increased to 75 in cycle 1. In cycle 2, the average value obtained increased again to 80.5. So, the conclusion is the use of a digital storybook is highly recommended to improve the ability to write a narrative. Second, Mohammad Farid Naufal and Selvia F. Kusuma (2016) entitled Interactive Digital Storybook for Increasing Children Reading Interest of Indonesian Folklore. The result of their research showed that in the experiment, the children will read the interactive digital storybook and traditional storybook after that we will see their responses. So, the result shows that interactive digital storybooks can increase children reading interest in Indonesian folklore.

METHOD

The qualitative approach is carried out on the descriptive analysis method. This method is used to describe the implementation of creating a digital storybook for developing students' skills in virtual learning environments. In this qualitative research, the researcher plays an important role as the main research instrument. The researcher acted as a planner, data collector, analyst, and reporter of the findings.

Subject/participant of the research

The subject/participant of the research was nineteen students of the English Department STKIP PGRI Pacitan. Those students came from the third level who was studying Teaching English to Young Learners subject in the first semester of 2020/2021 academic year. The subject/ participant in the study consisted of 4 male students and 15 female students.

The instrument of the Study

The instruments used to collect the data of this study were students' interviews and questionnaires besides the observation of the students' performance and project. The results of the observation are presented in the form of field notes and checklists of observations. Structured interviews are done to support initiations, the plans, and the findings of the research. There were 22 questions related to the implementation of creating a digital storybook for developing students' skills in virtual learning environments. Meanwhile, the questionnaires of students' creating process of the digital storybook are distributed at the end of the research. The questionnaires were given to get their opinion about the experience process of creating a digital storybook. The questionnaire consists of thirteen questions. Before the instrument of the questionnaire was distributed to the subject/ participants of the research, previously the researchers measured the validity and reliability of the questionnaire instrument.

FINDINGS AND DISCUSSION

The major focus of the interview and questionnaire was to collect students' point of view toward the implementation of creating a digital storybook for developing students' skills in virtual learning environments. The questionnaire was distributed to the subject/ participants of the research, that is nineteen students male and female students from the third level at the English Department of STKIP PGRI Pacitan, who was studying TEYL subject in the first semester of 2020/2021 academic year. Following is the description of their responses.
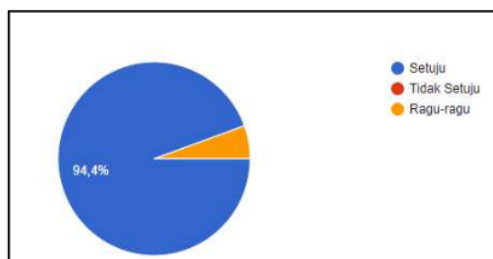
Figure 1. Questionnaire Statement "English Education students need to learn about creating a Digital Storybook."

In the above figure, there were 94.4% out of 19 students agree that English Education students need to learn about creating a Digital Storybook, while 5.6% of students no idea about the statement. This questionnaire result supported by the interviews as the sample as follows:

|	
Researchers	*"Have you ever made a digital storybook before?"*
Student A	*"No, Never made it before."*
Student B	*"No. This is my first time to create a digital storybook."*
Researchers	*"What benefits can you take from the project of creating a digital storybook in this pandemic situation?"*
Student A	*"The benefits can I take from creating a digital storybook in this pandemic situation is I can appreciate my efforts, the results of my thoughts. Without having to think about pressure from other parties. Because I completely write this digital storybook using my imagination. Motivate me to keep learning and not give up easily".*
Student B	*"The benefits of creating a digital storybook on story jumper site during this outbreak are like it forces me to enhance my creativity and skill in English by making a storybook for children. Since the pandemic has entered and infected our country where we must work from home. It starts killing my creativity. I can do anything too much. Then, making a digital story has been a new experience for me where I can improve my skills in English. Especially, improving my writing and speaking skills in English. I learned many things about how to use story jumper which I've never tried before. It's so fun."*

The 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. When the researchers asked them what the benefit of doing the project in this pandemic situation, they answered that it forces them to enhance their creativity and skill in English by making a storybook for children, besides they were motivated while creating this project.
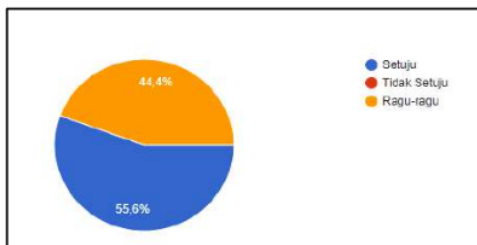
Figure 2. Questionnaire Statement "By the project of creating a Digital Storybook, my speaking skill has improved.
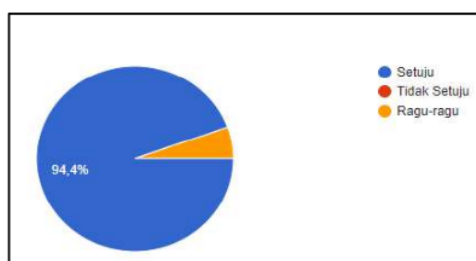
In the above figure, there were 55.6% out of 19 students agree that their speaking skills improved by creating a Digital Storybook project, while 44.4% of students no idea about the statement. This questionnaire result supported by the interviews as the sample as follows:

Researchers	*"What steps can be taken to improve English speaking skills through a digital storybook project?"*
Students A	*"The steps can be taken to improve English skill through a digital storybook project are recording our voice by reading the text in the story, listening to our recording, then correcting the pronunciation. We may type the words on an online dictionary just to make sure that the way we pronounce every word is correct to avoid misinterpretation and misunderstanding in our recording. From it, we can learn how to say every single word in English fluently. We need to be careful to put record our voice. Because we don't want the readers to misunderstand what we are saying. Then, correct the words we say in the story to fix the pronunciation. After that, rerecord our voice clearly after checking and imitating the word pronunciation we heard before. It might help us to improve our speaking skills in English. Using our speaking recording is a good way to enhance our speaking skills. We listen to our voices, learn, and look for mistakes. Then we try to fix it. This will be easy to remember which one is the wrong pronunciation in English. It is going to make our speaking to be more qualified."*
Student B	*"After record your voice you will be able to hear your voice (which is hard to do without recording) and be able how to show your English speaking habits and where you slow down and run into problems. After you know the problem, repeat to record your voice and watch your progress. Then the next step is to read the text of your story aloud. It is good to do so that you will get used to speaking for a long time and will have no trouble forming long sentences. You can also find additional words for your vocabulary. The writing in the storybook that you make will help you. Although the sentences are short but will increase your speaking skill. Don't hesitate to read aloud, let alone be ashamed to hear others. Just try."*

The questionnaires and interviews above showed that almost all students have the same ways to enhance their speaking in doing this project. The digital storybook is designed bilingual and using voice story, so by using their recording, they can give feedback to themselves also to their friends' speaking.
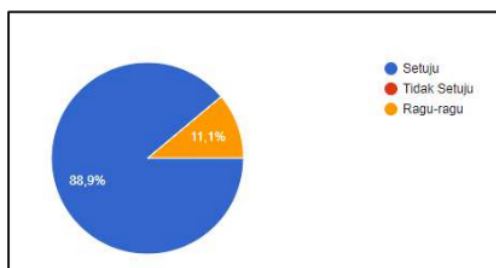

Figure 3. Questionnaire Statement "By the project of creating a Digital Storybook, my writing skill has improved".

In the above figure, there were 94.4% out of 19 students agree that their writing skills improved by creating a Digital Storybook project, while 5.6% of students no idea about the statement. This questionnaire result supported by the interviews as the sample as follows:

Researchers   Can your English **writing skill** improve by creating a digital storybook?
Students A   Yes, right.
Student B   Yeah, that's true.

The questionnaires and interviews above showed that almost all students have the same answer that by doing this project; they can enhance their writing skills. Further by their interview, most students explained the steps can be taken to improve their English writing skill through a digital storybook project based on life experience in using story jumper site. The first step is making a digital storybook that forces us to be creative in selecting words. That is why we need to look up some words in English that are proper to use in our story. Since English is not our language. So, it was pretty normal if only they could not know all of the words. Then, start writing the words unfailingly is considered a good habit to improve our writing skills. It will make students be used to producing a lot of words. By writing new words, it can also enhance their vocabulary mastery in English. Besides, writing a story can be a powerful way to increase creativity and encourage writing habits.
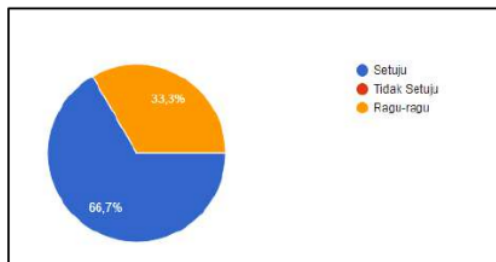

Figure 4. Questionnaire Statement "By the project of creating a Digital Storybook, my reading skill has improved".

In the above figure, there were 88.9% out of 19 students agree that their writing skills improved by creating a digital storybook project, while 11.1% of students no idea about the statement. This questionnaire result supported by the interviews as the sample as follows:

Researchers	"How to improve your English reading skill through a digital storybook project?"
Student	"Creating a digital storybook can improve English reading skills. The steps that can be taken is to read our storybook many times and make sure that our story is understandable. We also try to read aloud and fluently when recording our voice so it can improve our English reading skill."

The questionnaires and interviews above showed that students have a way to improve their reading skills by doing this project. That is by reading their storybook many times and make sure that their story is understandable. One step can be taken to improve students English reading skill is going through a digital storybook since reading is a receptive skill in English which obliges a great and ideal practice and skill. By reading their storybook on the story jumper site again and again can make students get used to reading in English words. Besides that, checking and editing the story on story

jumper demands students to reread their story from the first page until the last one to find out wrong typing. Reading stories frequently will make students more adept at saying words correctly. Moreover, a storybook can be an effective way to develop students' comprehension skills as well. Reading activity is considered as an activity to understand what the meaning of words in English is. So, we will know how every word does works in a sentence and the meaning of it too. It also gets us to be able to pull the main topic of the story.

Figure 5. Questionnaire Statement "By the project of creating a Digital Storybook, my listening skill has improved".

In the above figure, there were 66.7% out of 19 students agree that their writing skills improved by creating a digital storybook project, while 33.3% of students no idea about the statement. This questionnaire result supported by the interviews as the sample as follows:

Researchers	Can the project of creating a digital storybook improve your listening skills?
Student A	Yes, it can
Student B	Yes, it can be. It's basically neither good nor bad.

According to the questionnaires and interviews above showed that in the evaluation stage of the project, there is a showing project phase, where friends can listen to each other's recordings or voice stories. This is where students can practice their listening skills. The more often they listen, the better their listening ability will be than before. Moreover, other students also assumed that improving English listening skills in creating a digital storybook project on the story jumper site does not provide many steps. It is neither a good nor bad way to increase our ability in listening skills in English. Yet, if students listen to other stories from other authors. They will probably figure out the differences in pronouncing words where students can also learn the accent by listening to it. Then, they can compare their pronunciation by listening to their own story to other stories. This is a good start to check and fix students' pronunciation.

In the virtual learning environment, there were obstacles to making a digital storybook project. First, there are so many obstacles or difficulties in making digital storybooks on the story jumper site. Previously, students were thinking that it was not going to be hard to edit and put the character based on the story. But then, the limited props, scenes, pictures which are supposed to support students' story be a fundamental reason for the problem. They can search for many props or pictures on Google as they want to. But, they will get the copyright. Then, this should be avoided. So, students tried to draw their pictures the same as my imagination on a sketchbook application on their phone. Turned

out, it took a very long time. Not to mention, adding pictures to story jumper often failed. It is because necessary to have a good connection if we want to input our drawings on story jumper easily. Thus, there are too many unavailable characters or incompatible with the story.

CONCLUSION

Based on the findings above, it can be concluded that through creating a digital storybook project, students can increase their knowledge and experience. This is because they have never done it before. This project suitable for conducted in a virtual learning environment because the world's situation currently still in the pandemic era. There were positive responses from students where it has shown from their enthusiasm in involving the process. So, it was seen that their English language skills, their translation skills, and their ability to design images will also be honed with the existence of this creating a digital storybook project.

REFERENCES

Irawati, Tatik. (2018). Digital Storybook to Improve Writing Narrative: The TTW Strategy Presented And Tested. *Journal of English Language Teaching*. Retrieved on http://ojs.ikipmataram.ac.id/index.php.joelt.

Jeoung. (2010). a comparison of the influence of electronic books and Paper Books on Reading Comprehension, Eye Fatigue, and Perception. Retrieved from www.emeraldinsight.com

Kiryakova, G. (2009). Review of Distance Education.*Trakia Journal of Sciences*, Vol. 7, No. 3, pp 29-34, 2009. Retrieved from http://www.uni-sz.bg

Moody. (2010). Using electronic books in the classroom to enhance emergent literacy skills in young children. *Journal of literacy and technology*. Volume 11, No.11.

Naufal, M. F & Kusuma, Selvia F. (2016). Interactive Digital Storybook for Increasing Children Reading Interest of Indonesian Folklore. *Jurnal Informatika & Multimedia*, Vol. 08, No. 01, Tahun 2016. Retrieved from https://www.academia.edu/34876887/INTERACTIVE_DIGITAL_STORYBOOK_FOR_INCREASING_CHILDREN_READING_INTEREST_OF_INDONESIAN_FOLKLORE

Setijadi. (2005). Pedoman Pendidikan Jarak Jauh. Jakarta: Universitas Terbuka.

Terrel, Sanchez Shelly (2016). 11 Tools and Apps for Creating Digital Storybooks. Retrieved from https://americantesol.adobeconnect.com/terrell/

Willis, Judy. (2020). Five Steps to Developing Students' Skills for Tomorrow's Challenges. *LifeSkills Barclays*. Retrieved from https://barclayslifeskills.com/educators/blog/five-steps-to-developing-students-life-skills-for-the-future/

DIGITAL STORYBOOK DEVELOPING STUDENTS' SKILLS IN VIRTUAL LEARNING ENVIRONMENTS

25%
SIMILARITY INDEX

24%
INTERNET SOURCES

6%
PUBLICATIONS

12%
STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

6%

★ www.neliti.com
Internet Source

| Exclude quotes | Off | | Exclude matches | Off |
| Exclude bibliography | On | | | |