DEVELOPING LOCAL WISDOM BASED DIGITAL STORYTELLING THROUGH BLENDED LEARNING METHOD AS AN INNOVATIVE MEDIA FOR TEACHING WRITING AT EIGHT GRADE STUDENTS OF SMP NEGERI 2 SINGARAJA

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ABSTRACT
This research was a Research and Development (R&D) which aimed at developing local wisdom based digital storytelling through Blended Learning method as an innovative media for teaching writing at eighth grade students of SMP Negeri 2 Singaraja. The data were collected by using documentation technique, interview, observation, and questioner. The collected data were analyzed quantitatively to find out the mean score, in which the mean score was categorized based on the criterion referenced evaluation table. This research found that, (1) in developing local wisdom based digital storytelling through Blended Learning method required a chronologically steps, namely: observation, need analysis, designing prototype of the media, expert judgment, revising the product, field testing, analyzing the data and finalizing the final product, (2) the total of mean score of the questionnaire filled by the English teacher was 4.14, it indicated that the local wisdom based digital storytelling through Blended Learning method was categorized as excellent, and (3) furthermore, the result of the questionnaire filled by the students was 3.78, it represented that the implementation of local wisdom based digital storytelling through Blended Learning method could be categorized as good. The results of this study were highly expected can help both the teachers and the students in the process of teaching and learning writing narrative text.

Keywords: digital storytelling, local wisdom, Blended Learning method

INTRODUCTION
In this globalization, there are many objectives which need to be achieved by the students in learning English. One of them is to do a lot of things that are useful to their lifes and the environment around them. The students are necessary to learn English as one of important thing to develop thier better life academically, socially, personally, and vocationally. In helping the students to use English in many aspects within their real lifes, their experiences which are involved should be prospected in real lifes as well. This is aimed to the learning components that should be directly related to the usage of English in real world, by using and developing many textbooks adopted from many resources, spoken or written, which applied in social context.

Thus, in the teaching and learning process, every English teacher should use English as a main instruction language for communicative activities. The opportunity to interact using English in everyday teaching and learning process is very necessary in order the language becomes an important part in students’ everyday lifes. Thus students become accustomed in listening, speaking, reading, and writing various phrases that are relevant to carry out teaching English in the classroom and in the school environment.
Wahidah (2010) proposed that the inability of many junior high school students to communicate in English is not because of the demands of the Content Standard (SI) and the Graduate Competence Standard (SKL) is too high, too large classes, high teachers' workload, or inadequate facilities. Those all could be said as excuses to cover the failures so far. There were some other things to be the direct causes of the inability of the teaching and learning process in schools in developing English language skills for daily life. Firstly, the teaching and learning process was not focused on the acquisition of speech acts set by the Content Standard (SI). The demands on the acquisition of English competence used in everyday life have not been emphasized. In addition, most of the students' learning activities in school were still focused on the mastery of concepts. Secondly, there were many teachers who felt comfortable with their conventional materials, learning resources, teaching methods, and assessments, so it was not easy to do the changes. Many changes related to English subjects have not shown a significant change yet, it was meant that the results achieved by the students were still far from the hopes that the students were accustomed using English as a communication tool in their daily lives.

The goals of Curriculum 2013 in teaching English as a foreign language in Junior High School is to allow the students to master four integrated skills, such as: listening, speaking, reading, and writing. Besides cognitive skills, the students also required to have competencies both in affective and psychomotor. Furthermore, the goal of a language teaching is mainly to enable the students to communicate in their target language.

Writing is one of the productive skills that should be mastered by the Junior High School students. The students should be able to communicate in written form accurately to be applied in their daily life. Furthermore, the teaching and learning process is genre based. Specifically, in teaching writing narrative text, the students should be able to write a narrative text with correct grammar, punctuation, spelling and diction.

Based on the pre-observation conducted at the eighth grade students of SMP Negeri 2 Singaraja, there were some students who encounter mistakes in their writing, especially in writing narrative text. They write their sentences ungrammatically, misspelling, and incorrect punctuation. Moreover, their writing organization or development that made it difficult to be understood.

During the observation, the researcher also found that there was no media used for teaching writing narrative text. The only media used was the course book and student's worksheet (LKS). The students were asked to read the materials in the LKS then they asked to answer the given questions in written form. The students did not have any challenging activities during the teaching and learning process. The researcher found that, the students were not motivated enough in the process of teaching and learning.

The real situation showed that the low of the students' learning outcomes in English subjects especially in eighth grade of junior high school was considered that in the learning process students did not gain the meaning and were not fully able to implement something they have learned. Besides that, it could also be said of the most prominent cause was that, the teachers were still depending on their learning resources such as students worksheet (LKS),
textbooks, and other sources that were less relevant but it was still used nowadays. This was very unfortunate because the types and forms of learning activities in the student worksheet (LKS) and textbooks were monotonous and focused only on the comprehension and linguistic rules. So that the teaching and learning processes were ineffective and lack of the students’ potential which could empower the students to master the competencies expected. In addition, it was also caused by the ineffectiveness of the use and application of the technology as a medium of learning English at school.

Nowadays, technology development increases rapidly in any field of our life. It is also happened in education, one of the newest technology which is used in the teaching learning process is digital storytelling. By using digital storytelling as a media for teaching writing, the students will have more chance to practice their writing through face to face instruction and distance learning.

This kind of media supports the Blended Learning method in teaching writing. The Blended Learning method combines face to face classroom methods with computer-mediated activities to form an integrated instructional approach (Bonk, C. J. & Graham, C. R, 2013). Based on the factors and the situation above, the researcher did a research in order to develop local wisdom based digital storytelling through Blended Learning method as an innovative media for teaching writing at the eighth grade students of SMP Negeri 2 Singaraja.

Furthermore, the problems which were discussed in this research such as: (1). how to develop local wisdom based digital storytelling through Blended Learning method as a media for teaching writing at the eighth grade students of SMP Negeri 2 Singaraja, (2). how the responses of the teacher in applying the local wisdom based digital storytelling through Blended Learning method, and (3). how the responses of the students in applying local wisdom based digital storytelling through Blended Learning method as a media for teaching writing at the eighth grade students of SMP Negeri 2 Singaraja.

In order to solve the problems, the researcher reviewed some relevant literatures. Digital storytelling is the use of a computer application program to tell a story. Most of digital storytelling is telling a topic from a certain perspective (Banaszewski, 2002). Local wisdom is often also referred to a cultural identity, identity or personality that led to the nation’s culture which is able to absorb and process foreign cultures that is appropriate with its characters and abilities (Ayatrohaedi, 1986).

Blended Learning method is a method which integrates face to face learning and distance learning through online with a variety of communication options that can be used by the teachers and students (Harding, Kaczynski and Wood, 2005). The use of Blended Learning method is based on the assumption that there is no absolute advantage of face to face method; there is also no absolute advantage of online learning method. Each other has its disadvantages and advantages. But face to face learning is still the best way of learning.

Its main advantages are well supported by the interaction between teachers and students who can present an ideal learning environment. However, the students do not have the same style, pace, and needs of learning. Face to face learning ignores this characteristic. Online learning has advantages in the wealth of learning resources provided. Through online...
learning, the teachers and students can achieve very wide learning resources which is not obtained in face to face learning. The disadvantages are the lack of interaction between the teachers and students. With the loss of face to face interaction is causing the non-verbal elements in the interaction are not delivered properly.

The teachers cannot directly know the lack of the students understanding about the material which often shown through non-verbal symbols. Blended Learning method allows the students to choose the learning style they like. The teachers use Blended Learning method because not all students are able to follow the online learning or because they want to give more attention to weak students. Some teachers use Blended Learning method because they want to reduce face to face activities and move to online learning activities because not all students can attend the face to face learning. Some educational institutions use blended learning to cut the costs in the traditional educational system. So that, there are a lot of reasons why a process of learning is choosing the Blended Learning method. The main goal is not just to follow the trend in the use of technology in learning, but there are reasons match with the learning objectives to be achieved. The use of Blended Learning methods emphasis on the students activity. This method is used in an effort to improve the communication skills of the students. Several advantages can be exploited in the use of Blended Learning method. The use of online media at least to ease the access, effectively achieves the learning objectives, and improves the interactions.

Blended learning is a teaching method that integrates face-to-face learning and distance learning using online learning resources and a variety of communication options that can be used by teachers and students (Harding, et.al, 2005). Writing is a means of communicating ideas and information. The responsibility lies on the teacher's shoulders to enhance their students' abilities to express themselves effectively. In order for students to communicate well they need to have to expand their cognitive academic language proficiency level (Buck March 1997).

With Blended Learning method, students who need more time to learn can learn again by accessing online. The possibility to deliver the learning material in form of text, images, and sounds that often cannot be implemented in face to face learning will ease the students to absorb the learning material. In face to face learning there are cultural barriers that make the students reluctant to argue. Through discussion forums which are deliberately intended to address topics that match with the learning activity will enhance the interaction between the teachers and students as well as among the students themselves. This condition will develop the confidence to give opinions and simultaneously accept and respect others' opinions. And of course the understanding of learning material is also increasing.

In Indonesia, the use of online media is no longer viewed as a strange activity by most of people. Although the number is still small, but the efforts to utilize the online media for personal or institutional purposes have increased. There are many schools which have had an access for their students to connect to the internet. Some creative teachers even have started to develop a personal blog that also used for learning activity. However, these activities are still in the stage of trial only. It is not used as an integral part of the learning process. This is a kind of advantage that can be maximized in
implementing the Blended Learning method.

This was in line with Sumarno’s statement (2011) that the application of digital storytelling could be used to enhance communication skills, because: (1) the students were actively providing their opinion on the subject. The students could give their opinions cognitively and affectively, without any fear of whether the opinion was right or wrong. (2) the students actively explored a topic, based on the perspective they have got. In this case, the students learned to take a decision, if they had different opinions. In line with these explanation, the blended learning method also plays an important part in teaching learning process. Blended learning method enable the teachers and students to create an ideal teaching and learning environment. It also provides the teacher and student a wider teaching learning resources which cannot be achieved in a traditional teaching learning.

DISCUSSION
The Procedures of Developing Local Wisdom Based Digital Storytelling through Blended Learning Method as an Innovative Media for Teaching Writing at the Eighth Grade Students of SMP Negeri 2 Singaraja

The aim of this research was to design a media called local wisdom based digital storytelling wisdom through Blended Learning method for teaching writing at the eighth grade students of SMP Negeri 2 Singaraja. In developing the media the researcher followed the steps outlined in the adapted design from Luther’s model in Sutopo (2003). The detail procedures of developing the media could be explained as following:

1. Observation to Identify the Problems

In this part of the study, the researcher conducted an observation at eight grade students of SMP Negeri 2 Singaraja. The observation was conducted in the three different classes, they are: in class VIII.1, VIII. 5 and VIII. 11. The purpose was to identify the problems occurred during the teaching and learning process in the classroom. The material taught in each class was narrative text which concerned on the writing skill.

During the observation, the researcher found that there was no media used for teaching writing narrative text. The only media used was the course book and...
student’s worksheet (LKS). The students were asked to read the materials in the LKS then they asked to answer the given questions in written form. The researcher found that, the students were not motivated enough in the process of teaching and learning.

Furthermore, in order to get the comprehensive data the researcher did an interview both to the teacher and the students. Wijaya, stated that there were some difficulties faced in the teaching and learning process. He also said that, some of the materials in the LKS were not match with the demand of the curriculum, because there were some topics which not in lines with the competency standard and basic competency. It was supported by Sumerta also stated that, it was difficult to teach writing to the students. It was caused by many factors, such as: (1). less motivated students in learning English, (2). the text book was not covered the whole materials needed by the students, (3). there was no media applied to the students, and (4). the lack of facilities provided at school.

Moreover, the researcher also did an interview to some eighth grade students of SMP Negeri 2 Singaraja. Okawa said that most of the students still confused when they were asked to write a narrative text. Then, she stated that the problem caused by: (1). the English teacher was not explain the materials clearly, (2). most of the activity in the classroom was only reading a text, then answer the following questions, (3). there was not colorful course book given to the students, (4). there was no an innovative media applied by the teachers.

2. Need Analysis

In this step, the researcher did some analysis on the characteristics of English at eighth grade students of Junior High School, teaching learning process, the existing media for teaching writing, and the characteristics of the eight grade students of SMP Negeri 2 Singaraja.

Based on the observation conducted, the students still low in writing narrative text skill. It was caused by the limited media for teaching writing narrative text. Because of that, the students still confused when they were asked to write a narrative text. Besides that, the teacher also felt difficult when he wanted to design a media for teaching writing. Because of the reasons above, in this study the researcher only focused on the writing skill and the genre was narrative text.

During the observation, the researcher found that the students were lack of motivation in learning. They also were being lazy; they did not have their own creativity to express ideas, opinions, or criticisms during the teaching learning process. So the effect of those things was the students were unable to gain the competencies expected from the teaching and learning process.

Moreover, there are twelve classes of the eighth grade students of SMPN 2 Singaraja, started from 8.1 to 8.12. In each class, there are around 35 students with heterogenic learners (fast learners, medium, and slow learners). In order to motivate and facilitate the fast and active learners, the management of SMPN 2 Singaraja decided to group them into one class (8.12). According to Arya, stated that all of the students in SMPN 2 Singaraja have the same opportunities in entering the 8.11 class. There are some criteria that should be fulfilled by the students, such as: those students should be the first rank in their class, they are active, and many others criteria.
In developing the media, this study referred to the government regulation No. 22 year 2006 about the content standard. One of its parts consists of the competency standard and basic competency of English. The details competency standard and basic competency of English for the eighth grade students of Junior High School specifically in the second semester.

The researcher did some analysis during the teaching and learning process. In the whilst activity, the teacher should do the three steps, namely: exploration, elaboration, and confirmation. In this case, the exploration was the activity for the teacher to explore the prior-knowledge of the students. In order to optimize this step, the teacher could use media to help the students explore their prior-knowledge. The media could be: text, picture, audio or video. Unfortunately, in this step the teacher did not use any kind of media. The teacher only guided the students by using questions orally.

The elaboration was the main activities during the teaching and learning process. In this part of the teaching and learning process, the teacher should elaborate between the student’s prior-knowledge and the new knowledge or materials. Based on the observation conducted, the teacher did not help the students to gain the competencies in writing narrative text. There was no important activity done by the students during this session. The students only asked to read the passage then answer the given questions. The expected task given to the students was how to give the chance the students to write narrative text.

In line with the fact stated above, the students in 8.12 have better intelligence than the other classes. Because of that, the students in this class need deeper and wider materials. Besides that, the teacher should be able to facilitate, motivate, and guide them well.

On the other hand, when the teacher teaches English in 8.1 to 8.11, he/she should be able to be creative and innovative one. The students in those classes are lack of intelligence and motivation. So, they need a more attention from the teacher. In this case, the teacher has to be able to explain the materials clearly. Besides that, they need some media to guide them and make them easier to understand the materials delivered.

Based on the phenomenon stated above, the teacher has to change his/her teaching style and method. The teacher required to be able to create an innovative and creative media for teaching the students. In this case, the media is expected can help both the teacher and the students in the process of teaching and learning in order to achieve the objectives of the teaching and learning process.

3. Designing the Prototype

In this part of the study, the researcher designed the prototype of the media. There were four steps that should be followed by the researcher, such as: (1). deciding standard and basic competency, (2). deciding indicators and objectives, (3). designing writing materials and activities, and (4). designing the media.

Based on the limitation of the study, the researcher only focused on the writing narrative text. In this case, the researcher integrated the Balinese local story as the examples of narrative text that discussed by the students. There were some reasons in line with the used of Balinese story, such as: (1). the stories were familiar with the students, (2). to give chances to the students to know, understand, and apply the moral values lying behind the stories, and (3)
asked the students and the teacher to keep the Balinese culture through education.

In this part of the study, the researcher determined the indicators and the objectives of the materials that would be developed. The goals and materials were developed based on the Regulation of Education Minister Number 22 of 2006 which concern the content standard that included competency standard and basic competency of the English subject at eight grade students of Junior High School.

In this case, the researcher focused only on the writing competency with narrative text as the genre which is applied in the eighth grade students of Junior High School, specifically in the second semester. The researcher developed the media in line with the competency standard, basic competency, genre, and the skill focused through local wisdom based digital storytelling wisdom through Blended Learning method.

The researcher applied Balinese local story as the examples of narrative text that would be discussed. There are some reasons in choosing the local story to be compiled with the Digital Storytelling media, like: (1) to make the students easier to understand the narrative text, because they have been knew about the story in their daily life, (2) to give chances to the students to know, understand, and apply the moral values lying behind the story, and (3) to keep the Balinese culture through education at school.

In line with the competency standard and basic competency, the indicators and the objectives that would be developed could be formulated as following:

a. Indicators
   1) Understand the social function of narrative text
   2) Understand the generic structures of narrative text
   3) Understand the language features of narrative text
   4) Able to write narrative text

b. Objectives
   1) Through group discussions, the students understand the social function of narrative text;
   2) Through group discussions, the students understand the generic structures of narrative texts;
   3) Through group discussions, the students understand the language features of narrative text;
   4) By using series of pictures media the students are able to write a simple narrative text in groups;
   5) By using set of questions media the students are able to write a simple narrative text individually.

Furthermore, the materials and the activities developed referred to the demand of the curriculum which reflected on the competency standard and basic competency. Besides that, the materials developed were based on the needs of the students and the teacher. The design of the media was made based on the requirement of the competency standard, basic competency, the needs of the students and the teacher. Then the researcher decided to create the media through website, because it can facilitate the teaching and learning process wherever and whenever. In this case, the researcher choose one of the blog software, it was “Wordpress”.

4. Expert Judgment

The product of this study was a prototype of local wisdom based digital storytelling wisdom through Blended Learning method as a media for teaching.
writing at eight grade students of SMP Negeri 2 Singaraja. In order to validate the product, the researcher invited three experts to give justifications on the instruments used, the content of the media, and the appearance of the media.

The first instruments judged were the questionnaires for the teacher and the students. There were some suggestions and corrections on the instructions of the questionnaires. The instructions were criticized for having clearer choice of words to make it easier to be understood by the respondents in filling the questionnaire.

The next justifications were given by the content media expert. The expert was Dr. I Gede Budasi, M.Ed. He is a lecturer in English Education Department of Undiksha University Singaraja. Before judged on the content of the media, the expert criticized on the questionnaire used for the content experts. There were some corrections given by the expert. There were two additional components of assessment that should be added in the questionnaire, they were: “balikan” and “tata bahasa”. Besides that, the expert also commented on the instructions and on the grammar used in the questionnaire.

Based on the calculation of the score given by the content expert, the researcher found that the mean score was 4.73. It indicated that the content of the media was categorized as “excellent”. It also meant that the content expert considered the media was acceptable to be applied for teaching writing at eight grade students of Junior High School.

Moreover, the prototype of local wisdom based digital storytelling through Blended Learning method was validated by a multimedia expert. The expert was Ketut Widi Astawan, S.T. He is a multimedia teacher and the headmaster of SMK TI Bali Global Singaraja.

Before giving justifications on the media, the expert gave comments and corrections to the questionnaire used for the media expert. In this case, the expert suggested on the components of assessment which was should be more specific one. For instance, the term “Tampilan Media” had to be divided into some specific items, such as: “Pewarnaan, Penggunaan Huruf, Kualitas Gambar”.

Based on the result of the questionnaire filled by the media expert above, can be concluded that the local wisdom based digital storytelling through Blended Learning method was categorized as “excellent”. It meant that the media was appropriate to be applied for teaching writing at eight grade students of SMP Negeri 2 Singaraja.

5. Field Testing

The researcher conducted the field test in the multimedia laboratory of SMP Negeri 2 Singaraja. In this case, the researcher conducted the field test twice. Each meeting was 90 minutes. During the first day of the field test, the students from other classes came to watch the whole process, making remarks on the equipment and the researcher. Some of them tried to talk to the students in the classroom, the teacher then had to tell them not to disturb their friends. However, it was not a problem during the field testing because they did not make a big noise.

In order to reduce the time consumed during the equipment preparation stage especially in writing activities, on the second day of the field test the researcher turned the laptop and all the computers in the laboratory on before the lesson began.
all the preparation was finished, the laptop and all the computers were not shut down, but only put in Stand By mode, therefore when the researcher booted it up, it only took 10 second for the laptop and computers to start and ready to be used.

After revising the product based on the suggestions given by the experts, the researcher conducted the field test in the multimedia laboratory of SMP Negeri 2 Singaraja. The participants during the field test were Mr. Putu Wijaya as an English teacher and the VIII.11 students of SMP Negeri 2 Singaraja. In this case, the researcher conducted the field test twice. Each meeting was 90 minutes. During the first day of the field test, the students from other classes came to watch the whole process, making remarks on the equipment and the researcher. Some of them tried to talk to the students in the classroom, the teacher then had to tell them not to disturb their friends. However, it was not a problem during the field testing because they did not make a big noise.

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6. Final Product

The final product of this research and development was the local wisdom based digital storytelling wisdom through Blended Learning method as a media for teaching writing at eighth grade students of SMP Negeri 2 Singaraja. The product only focused on the writing skill. The media could be used through online and offline. In the online form, the media could be accessed on: www.pondokwriting.wordpress.com. The media was also provided in a Compact Disc Room (CD-Room).

Moreover, the product was the result of the revision done to solve the problems found during the field testing. The final product was revised based on the criticism from the teacher, experts, and students. The results of the field test showed that the material had very little problems in terms of the content of the material, yet suffer significant flaws in the presentation, and organization. The final product that was local wisdom based digital storytelling wisdom through Blended Learning method as a media for teaching writing at eighth grade students of SMP Negeri 2 Singaraja.

The Teacher’s Responses in Applying the Local Wisdom Based Digital Storytelling Wisdom Through Blended Learning Method as a Media for Teaching Writing at Eight Grade Students of SMP Negeri 2 Singaraja

The English teacher of eighth grade students of SMP Negeri 2 Singaraja was asked to comment on the media that had been developed. The teacher tried to use the media since the researcher gave a short training in order to apply the media until the end of field test session. The results of teacher’s comment obtained through a questionnaire which was given after the teacher taught the students by using the media.

The mean score of the result of the questionnaire filled by the English teacher was 4.14. It means that the media called local wisdom based digital storytelling wisdom through Blended Learning...
Learning method was categorized as “excellent” media for teaching writing at eighth grade students of SMP Negeri 2 Singaraja.

The Student’s Responses in Applying the Local Wisdom Based Digital Storytelling Wisdom Through Blended Learning Method as a Media for Teaching Writing at Eight Grade Students of SMP Negeri 2 Singaraja

The field test was conducted in the computer laboratory which had an internet connection. The reason was that the media could be accessed easily by the students in the teaching learning process, because the media was in form of website blog. At this stage the researcher also conducted an observation and gave questionnaires to the students to know how the students’ responses to the implementation of the media. There were 15 items in the questionnaire that should be filled by the students.

Based on the result of the questionnaire, the mean score of the questionnaire was 3.78. It means that the local wisdom based digital storytelling wisdom through Blended Learning method as a media for teaching writing was categorized “good”. In addition, the students’ responses of the media were positive. They were interested and motivated while the teaching and learning process by using the media.

CONCLUSION

Based on the findings and discussion explained above, the conclusion that, there were some steps which should be followed in developing the local wisdom based digital storytelling wisdom through Blended Learning method as a media for teaching writing, such as: (1). observation at eighth grade students of SMP Negeri 2 Singaraja to identify the problems, (2). did some analysis in order to identify the needs of the students and the teacher, (3). designing the prototype of the media, (4). expert judgment, (5). revising the product based on the expert’s corrections, (6). field testing, (7). analyzing the data and revising the product, and (8). finalizing the product;

The field testing was done in order to know the effectiveness of the media for teaching writing. In order to know the teacher’s responses, the researcher delivered a questionnaire to the English teacher. The total of the mean score of the questionnaire was 4.14. Based on the results of the questionnaire filled by the English teacher can be concluded that the media was “excellent”.

Furthermore, the students also were given an opportunity to give responses about the media. In this case, the researcher also delivered questionnaires to each student after the process of the teaching and learning. After calculating the results of the questionnaire, the total of the mean score was 3.78. It indicated that, the media was “good” for teaching writing at eighth grade students of SMP Negeri 2 Singaraja.

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