Improving second grade elementary students' writing and storytelling skills through digital literacy

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Abstract. The aims of this study was to improve writing and storytelling skills of second grade elementary school students. Through digital literacy, students can have a meaningful experience when they learn to make and tell a story they have made. Students will be able to explore their competences while using a lot of audiovisual media for finishing writing and storytelling assignment. This research conducted with a qualitative research design by using observation and students’ assessment as research instruments. Based on the findings, a conclusion can be drawn that digital literacy is able to improving second grade students’ writing and storytelling skills.

1. Introduction
Writing skills is one of language skills are trained and taught since entering elementary school level. In addition to meet learning targets, learning to write can also hone students' skills in stringing words as a form of expression and ideas they had and the ability to interact through the text. Writing can also be a reflection of students' cognitive level by taking into the structure of writing and the various word as conveyed by Shea [1] that written responses provide teachers with assessment of data on children's knowledge of the subject matter as well as their ability to express what they've learned. However, students not only required to just fulfill the task of writing but also involves other language skills namely storytelling. Brice in Mokhtar’s et al. said that storytelling is a successful strategy to increase pragmatic oral skills [2], the ability to use language in specific contexts for specific purpose, leading to greater ability to write. The realm of storytelling learning in the learning process in second grade is about the daily activities story or a simple fable. In the seventh learning theme “Togetherness”, students are instructed to write and retell the text that has been made. One of the innovations of learning that can be done to improve the skills of reading and storytelling is through the use of digital literacy. Digital literacy can be used as an alternative learning media that children will not get monotonous learning experience. So that, this study attempts to improve writing and storytelling skills by using digital literacy conducted with qualitative research design. Digital literacy that used in this study are storytelling audio playback through online sites, video playback and recording fairytale students’ storytelling.

2. Writing and storytelling skills elementary school students
Writing is one of language skills serving one's ideas or thoughts into the language of symbols. Writing is also a formative capability that produced to develop someone's ideas in the form of graphic symbols by practicing and learning through experience [3,4]. In the process of learning in second grade, writing skills focusing on early writing skills in which students make a simple language symbols. The act of...
writing in the second grade can be a write their daily activity, stories of daily life, until the story of their imagination possessed by the student in accordance with the level of development of students. The story presented is usually in the form of tales and fable stories.

To produce a good writing, students need to be facilitated to have a meaningful learning process. As a product of writing, the written text produced by the students subsequently evaluated and given direction to achieve the expected learning goals. Various models and alternative learning task given that the students are able to develop their writing skills. Therefore, teacher requires the alternative efforts to improve students' writing. In accordance with the level of development, students in second grade excited on storytelling. This is because students are able to listen to the story told by and generates a unique imagination about the story. Storytelling is also one of the students' learning tasks that must be accomplished. This tells the learning process can be done by various methods such as storytelling direct, or indirect storytelling. Indirect storytelling can be done through storytelling audio or video playback which many presented on the online site. In addition, indirect storytelling can also be in the form of digital storytelling in which students can create and access a broad range of products storytelling. As presented by Alismail and O'Brien and Scharber that said that digital storytelling defines as socially situated practices supported by skills, strategies, and stances that enable the representation and understanding of ideas using a range of modalities enable by digital tools that help teacher to save time and effort [5,6].

3. Digital literacy
Digital literacy is the instructional media advantage of technological developments in the implementation of learning. Martin and Grudziecki in Goodfellow’s said that the definition of digital literacy is the awareness, attitude and ability of individuals to use digital tools for communication, expression, and social action in specific life situations [7]. Application of digital literacy is intended that the learning process in schools to facilitate the 21st century skills that school can produce insightful and skilled graduates output. Simultaneously, web-based learning environment and potential social networking are used to explore the nature of literacy for supporting teaching and learning [8]. In addition, Baker and O'Neil [9] also said that most experts agree that students should develop technological skills in the context of learning and solving problems related to academic content. Buckingham [10] said that there are four broad conceptual for digital literacy namely representation, language, production, and audience. Furthermore, Selfe in Vie’s [11] said that in literacy activities, technological literacy as known as digital literacy refers to events that involve reading, writing, and communicating within computer-based environment. Based on those statements, we can conclude that through the use of digital literacy, the students are expected to maximize potential and language skills.

4. Research method
This research has been conducted in SD Ar-Rahman Darul Ilmi, one of the private schools in Bandung that actively conduct literacy activities in the learning process in the classroom. This research conducted with a qualitative research design with description method by using observation, interviews and students’ assessment as instruments.

5. Results and discussion
Digital literacy as a medium of technology assisted learning can improve students' language skills. As presented by The Hague and Payton in Akbar and Anggraeni [12] that the use of digital literacy can encourage curiosity and creativity of students. In addition, the digital literacy can also motivate and empower their ability to the fullest so that thought processes can be channeled through a fun way. Through several steps in the learning process, the students in second grade in SD Ar-rahman Darul Ilmi produce a various story text. With the theme of togetherness that is brought, the student is able to write a good essay text about everyday life or an imaginative story. Write a simple essay can be done after observing students online so narrative thinking skills and imagination can help the process of writing students. Furthermore, students retell the essay text through voice recording or video as the end product.
of learning. By storytelling, students can hone skills and confidence when telling stories because it is the result of their own story. The results of an audio recording that was sent by students also varied. This shows that they so impressed in their first experiences making a storytelling. The average sound of recording produced ranged 90-130 seconds. The illustration of the implementation of the application of digital literacy in improving students' ability to write and tell stories is as follows.

**Figure 1.** Mapping learning process through digital literacy.

Learning process with “Togetherness” theme in the classroom, there are several steps involved in improving writing skills and storytelling through digital literacy. The 4 steps are as follows.

5.1. **Play storytelling audio playback**
At the beginning of learning, teachers do the apperception to the students to know about the students' initial knowledge of fairy tales. After students answer the teacher's question, the teacher appreciates the student's response and explained that there are several ways of storytelling is through text reading, and storytelling. Storytelling can be delivered via direct storytelling and digital storytelling in the form of audio and video recordings. Furthermore, teachers introduce students to an online site that contains digital fairy tale in the form of audio recordings. The audio recordings presented in accordance with the written text stories read.

5.2. **Play storytelling video playback**
The second step is the activity that play video. Video fairy tales shown in a video of the students were telling fairy tales and animated videos. The purpose of this video playback is for students to be motivated and able to make an interesting story and retell it very well.

5.3. **Write the story**
Once students recognize and know the audio and video storytelling, students were given orientation on the content of storytelling that was about to be discussed, namely the content of togetherness. Students described and be briefed on the togetherness with fellow human beings. Students were asked to respond to the issue of differences in the environment around the student. Furthermore, when students have to understand the meaning of community, students guided by the teacher to make the text of the story with the theme of togetherness.

5.4. **Recording the storytelling**
Text stories created by the students subsequently retold through audio or video recordings. Students are given the freedom to choose the medium used in storytelling. Manufacture of audio and video recordings made with the guidance of parents at home, because of the limited time and media support in school.
6. Conclusion
The use of digital literacy has a positive impact on the process and the write and storytelling students’ outcomes. Both the writing and storytelling activities through digital literacy give students a meaningful and enjoyable learning process.

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