

The Development of Digital Storytelling in German Lessons

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Abstract

This study aims to develop a digital storytelling in German lessons. The process of digital storytelling in German lessons consists of the explanations of the phases of Richey and Klein theory. These include: (1) planning, (2) creation, (3) evaluation. The data of this research are images, sounds, videos, text material about "City of Medan". The data sources in this research are based on the book "Potensi Objek dan Daya Tarik Wisata Budaya Dalam Pengembangan Pariwisata di Kota Medan" and website of "Pemko Medan". This research is carried out in the German department of the Faculty of Language and Arts at the State University of Medan. The result of this creation research is a video digital storytelling about "City of Medan". The creation of the digital storytelling will be evaluated by the experts. The results of the evaluation show that digital storytelling is very good. This is how the video Digital Storytelling can be used in German lessons.

Keywords

the development; German lessons; digital storytelling; city of Medan



I. Introduction

Language plays a role as a means of communication and evolves over time. In general, a person must have four language skills, namely reading, listening, speaking and writing. The students should master four language skills. The students find it difficult in all aspects of learning: reading, listening, speaking and writing, because there are several obstacles, the first is the lack of vocabulary mastery and the students' lack of interest in learning, as well as boring learning media, so the students less are active learning process (Tahir, 2021:128).

German students in the second semester at the State University of Medan have difficulties learning German. Based on the questionnaire, students experienced difficulties in learning German. Difficulty reading, writing, speaking and hearing. Even students have never used digital storytelling when learning German. One way to improve education is to develop the media used in learning. Educators are currently expected to be able to teach using technology. With the development of technology and information, learning media are not only obtained through image or sound, but can be obtained with both, namely audio-visual.

Audiovisual media play an important role in learning German because they can be easily understood by the students. This is consistent with the questionnaire on the often used learning method, namely watching videos in German with clear articulation and reading increase, memorizing vocabulary, reading YouTube and also listening to or watching videos in German.

In this technological age, there are many innovative learning media. One form of learning media is digital storytelling. However, when learning German at Medan State University, there was no digital storytelling learning, and the students also indicated that they had never learned how to use digital storytelling.. Digital storytelling is a technique of

telling a story using a computer application that aims to give creators the opportunity to express the power of their emotions. Digital storytelling is one of the innovations in classroom learning media that can enhance students' language skills. In learning activities, digital storytelling is one of the learning methods that can improve multiple skills, listening comprehension, speaking skills, writing skills and program operation skills that use computer and technology developments (Muhyadi, et.al, 2010).

Based on the background, this study creates a digital storytelling in German lessons. Since previous research only explains how student learning outcomes leverage existing digital storytelling, digital storytelling is performed in this investigation. This investigation tells about the city of Medan, including the language, region, tourist attractions and events that have taken place in recent years. Medan is the third largest city in Indonesia after Jakarta and Surabaya and the largest city outside of Java. Medan is the first city in Indonesia to integrate airport with train (El Fikri, M: 2019). Therefore, events related to airports and trains are reported in this study. Also, a story is told about the condition of one of the icons of the city of Medan, namely the Becak. This story is designed to arouse the emotions of the students. Basically, digital storytelling is a video that tells a story. This research design is included in the book "Potensi Objek dan Daya Tarik Wisata Budaya Dalam Pengembangan Pariwisata di Kota Medan" and website Pemko Medan. In this study, VN software is used. VN Software is a video and image editing application that can be used on smartphones and laptops. This software is very easy to use and very up to date. Digital storytelling is created by mixing video, images, effects, text, sound and supporting animations. This investigation is started with collecting data and information about the investigation, and then creating text scripts and digital storytelling.

II. Review of Literatures

2.1 The Concept of Learning Media

According to Arsyad (2015:8), learning media is anything that can be used to convey messages or information in the teaching and learning process in order to attract students' attention and interest in learning. Meanwhile, Indriana (2011:15) states that media is a very useful tool for students and educators in the learning and teaching process. Furthermore, Adam, S (2015:79) states that learning media is everything both physical and technical in the learning process, which can help teachers to facilitate the transfer of material to students in order to facilitate the achievement of formulated learning goals.

Learning media are tools in the learning process to stimulate learners' thoughts, feelings, attention and abilities or skills so that they can promote the learning process (Tafanao, 2018: 105). According to Nurrita (2018:172), learning media are an important element in the learning process. Learning media is a learning resource that can help teachers enrich student insights. With different types of learning media, teachers can use them as material for imparting knowledge to students. Based on the opinions, it can be concluded that learning media is a tool that can support the learning process and serves to clarify the meaning of the message conveyed, so that learning goals can be better and more perfectly achieved.

2.2 The Concept of Digital Storytelling

Digital storytelling can be defined as a form of storytelling that uses digital technology (Adara & Haqiyah, 2021:110). According to Robin, BR, & McNeil, SG

(2019:1), digital storytelling is the practice of creating short films by combining digital artifacts such as images, text, video clips, animation, and music with computer-based programs. Digital stories are often told in the form of audio recordings that add an emotional element to the story. Digital Stories are stored in a digital format and can be viewed on a computer or other device capable of playing video files. Digital stories are often uploaded to the internet and can be viewed through any major web browser. This can be interpreted as internet users in Indonesia belongs to the category of digital natives group (Gunawan, 2020).

Digital storytelling, in general, is the process of creating stories by combining and manipulating multimedia elements such as text, animation, music, images, and narration on specific topics. Digital stories can range in time from 3 to 5 minutes (Hava, K., 2019:4). Based on the opinions, it can be concluded that digital storytelling is a story created with the help of a computer application by combining images, text, sound effects, music and voice filler to tell a specific story.

2.3 Elements of Digital Storytelling

Digital has several elements, namely (Lambert, 2010:9-12):

a. Point of View

Point of view is the creator's point of view, so the perspective depends on the storyteller or author. The author needs to focus on what is being told, preparing all kinds of material as interesting as possible.

b. Dramatic Question

This element sets up a conflict from the start that will hold the audience's attention until the story ends. Questions are answered at the end of the story, usually in the form of a conclusion from the whole story or purpose.

c. Emotional Content

Content in stories is usually emotionally appealing or compelling. This element affects the emotional element in the story being made. For example, it could be the emotion of failure, joy, or anything else related to the problem highlighted in the digital story.

d. Voice

Using the tone, inflection and timbre of one's own voice to tell a story is one of the most important elements that contribute to the effectiveness of digital storytelling. Voice is one way the presenter can tell that story well so the audience can understand what is being conveyed. This element needs to be clear as this part is an important part of listening ability.

e. The Strength of the Accompanying Music

Supporting elements in the form of music sounds or voices that can support the atmosphere. This element also affects hearing ability. In addition, the type of speaker must be attractive not only in terms of voice but also in terms of gestures/body style, facial expressions and other characteristics.

f. Simple

Refers to the author's awareness of using language sparingly in relation to the narrative being made. The presentation of the material is simple and not overdone, but

tends to be effective so that the audience doesn't feel overly attentive. In this element, the simple words used also affect the ability to master vocabulary while listening.

g. Tempo

How the storyteller or author always tells different or updated things so the audience doesn't get bored with what is given is used to set a story to keep the audience's attention..

h. City of Medan

In ancient times, the city of Medan was known as Tanah Deli and the state of the land was swampy with an area of approximately 4000 hectares. Several rivers cross the city of Medan and they all flow into the Straits of Malacca. The rivers are Sei Deli, Sei Babura, Sei Sikambing, Sei Denai, Sei Putih, Sei Badra, Sei Belawan and Sei Sulang Saling/Sei Kera. In the beginning it was Guru Patimpus who opened the Medan village, which became Tanah Deli located. Since colonial times, people have always associated Medan with Deli (Medan-Deli). After the independence era, the term Medan Deli gradually disappeared so that it became less popular.

In the past, people called Tanah Deli from the Sungai Ular (Deli Serdang) to the Sungai Wampu in Langkat, while the Deli Sultanate in power at the time did not cover the area between the two rivers. According to Volker, in 1860 Medan was still a jungle and here and there, especially at the mouths of rivers, interspersed with settlements of people who came from Karo and the Malay Peninsula. In 1863, the Dutch began opening a tobacco garden in Deli, which had become the prima donna of Tanah Deli. Since then, the economy has continued to grow so that Medan has become the governmental and economic center in North Sumatra.

At the beginning of its development there was a small village called "Medan Putri". The development of Kampung "Medan Putri" cannot be separated from its strategic position as it is located at the confluence of Deli and Babura rivers, not far from Jalan Putri Hijau. The two rivers were quite busy trade routes in the past, so the village of "Medan Putri", the forerunner of Medan City, quickly developed into a very important transit port.

i. The VN software

According to Qoyimah, N. (2021:14), VN Video Editor Lite software is a medium for creating videos with various features such as: Green screen and other video editing effects. This simple software is suitable for both beginners and professionals. This lightweight, easy-to-learn feature can be used as an alternative medium for creating educational materials.

III. Research Methods

The research data are the images, sounds, videos, text material about "City of Medan". The data source of the research is the book "Potensi Objek dan Daya Tarik Wisata Budaya Dalam Pengembangan Pariwisata di Kota Medan" (2018) by Badan Penelitian dan Pengembangan Kota Medan and website Pemko Medan. This research is carried out in the language laboratory of the Foreign Languages Department of the Faculty of Language and Arts at Medan State University. In this study, the theory of Richey and Klein (Sugiyono, 2015:39) was used. Richey and Klein's development model consists of three steps, they are: planning, creation and evaluation.

This chapter deals with the results of the investigation into the creation of digital storytelling in German lessons. The steps and the results of the investigation are explained

in this chapter. In this research, the theory of Richey and Klein (Sugiyono, 2015:39) was used, which consists of three steps, these are (1) planning, (2) construction, (3) evaluation.

a. The Planning

The first step is “planning”. During the planning, the preliminary investigation was carried out. In this study, a questionnaire was distributed to the students of the 2021 class. Based on the questionnaire, students experienced difficulties in learning German and had never used digital storytelling in learning German. In this phase, the learning medium with the application "VN". The research design is the images, script, videos, and audio. The steps of using “VN”. This phase will be described in this creation of the learning medium.

b. Idea

The first phase is brainstorming about the city of Medan. After defining the idea, a story is made about the city of Medan. The goal is that the learning media become interesting so that the students are more focused and not bored.

c. Research

The second phase is exploration through gathering accurate materials. In this phase information is provided about tourist attractions, the surrounding area and transport options in Medan.

d. The Script

After the research, the narration of the story is made. The data source of the script is the book “Potensi Objek dan Daya Tarik Wisata Budaya Dalam Pengembangan Pariwisata di Kota Medan” (2018) by Badan Penelitian dan Pengembangan Kota Medan and website Pemko Medan.

e. The Creation

In this learning medium, which comes with the application VN. The data source of the research is the book “Potensi Objek dan Daya Tarik Wisata Budaya Dalam Pengembangan Pariwisata di Kota Medan” (2018) by Badan Penelitian dan Pengembangan Kota Medan and website Pemkomedan. Creation of the video with the application “VN”. The next phase is the collection of images/audio/videos obtained by downloading from the sources provided and made by yourself for the sake of originality. These materials are combined and matched between image, narrative and sound.

f. The Evaluation

This phase is the last step of the Richey and Klein Thorie (Sugiyono, 2015:39). In this phase, digital storytelling is created with the application "VN". The exercises and materials of this learning medium based on the book ". The data source of the research is the book “Potensi Objek dan Daya Tarik Wisata Budaya Dalam Pengembangan Pariwisata di Kota Medan” Then two validations are performed on this learning medium, they are material validation and media validation. The material validation was carried out by a German lecturer. The material was evaluated in six categories. The expert gave a grade of four (very good) for four aspects and a grade of three (good) for two aspects. The expert gave the material a grade of 91.6 (very good). The material validation has already corrected the material, there are only small improvements, namely some spelling errors. The second validation is media validation. The validation is carried out by the media expert. The media was evaluated in eight categories. The expert gave a grade of four (very

good) for six aspects and a grade of three (good) for two aspects. The media expert gave the following grades: eight of the aspects of the evaluation gave a grade of 93.7.

IV. Discussion

The result of the investigation is a video digital storytelling. This digital storytelling about “City of Medan”. The video will combine images, text, sound effects, music and voice filler and be created to tell a specific story. This video has a duration of more than five minutes. This learning medium has been uploaded to CD and Google Drive.

In this study, the Richey and Klein theory is used. The steps of this model are as follows: 1) Planning, 2) Creation, 3) Evaluation. The preliminary investigation was carried out in the planning phase. In this study, a questionnaire was distributed to the students of the 2021 class. And then in this phase the idea, the research and the script are made. The second phase is creation. The study designed the concept of the learning medium. In this phase, a digital storytelling is created. The video Digital Storytelling is made with the application “VN”. In the evaluation phase, video digital storytelling will be created as a learning medium in German lessons. The materials and exercises are taken from the book “Potensi Objek dan Daya Tarik Wisata Budaya Dalam Pengembangan Pariwisata di Kota Medan” and website Pemko Medan. In this phase, the video digital storytelling was evaluated and validated. The media expert gave the following grades, giving eight of the aspects of the evaluation a grade of 93.7. The expert's opinion on the medium is: the tone in the media is not strong.

The end product resulting from this research is video digital storytelling about the city of Medan”. In the video digital storytelling including: (1) overall, the video digital storytelling has a rating of criteria of “very good” under a variety of aspects and is suitable for learning, (2) students are motivated with this digital storytelling to be more active in listening comprehension practice. (3) Add learning medium to the subject listening comprehension. The expert's opinion on the medium is: the tone in the media is not strong. After the media validation, the media is improved.

This medium conducted the survey with students. The students' opinions are: The media is good, but the background music is too strong, so it is recommended to make the sound clearer in the media. Media are also advised to correct some words. The medium was improved following suggestions from students.

The difference between this research and Asri's 2017 research entitled “Penerapan Digital Storytelling Dalam Pembelajaran Bahasa Inggris Di Program Studi Manajemen Informatika” is that this research clearly explains how to explain digital storytelling and the video results obtained, while Asri's 2017 research only explains how to implement digital storytelling in learning English. This investigation also has the advantage that many of the latest videos are made by themselves.

Based on the above explanation, it can be summarized that the creation of video digital storytelling as a learning medium in German lessons with the application 'VN' and with the Richey and Klein theory is very good. So that the video Digital Storytelling can be used in German lessons.

V. Conclusion

Based on the results of the research, the conclusions are as follows:

The process of creating a digital storytelling in German lessons. This process consists of explaining the phases of Richey and Klein theory. These include (1) The planning: the preliminary study was carried out. In this study, a questionnaire was

distributed to the students of the 2021 class. And then in this phase the idea, the research and the script are made. (2) Creation of the product: the digital storytelling with the application “VN”. The research design is the images, the narration, the videos, and the audios. (3) The evaluation: Two validations are then carried out for this learning medium, they are material validation and media validation.

1. The results of digital storytelling in German lessons as follows:

This study created a good digital storytelling in German lessons, which is attached to this thesis. The story is about the city of Medan, include the culinary, the tourist objects, the transportation. This digital story telling can be used in german lesson to motivate the learners to learn german language.

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