

The Impact of Storytelling-Based Teaching Material Module Toward Folklore Writing Skills

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ABSTRACT

The purpose of this study was to see how the storytelling-based teaching material module affected the ability to write folklore. The research method used is a posttest control design, which means that there is treatment in both the control and experimental classes. The study was carried out at the Indonesian Language Education Study Program, Faculty of Teacher Training and Education, PGRI Palembang University. To assess students' writing abilities, data was collected using an essay test. A t-test was used to analyze the data. According to the calculations, the Paired Sample t-test = 0.029 > Significant Level = 0.05. As a result, it is known that the group of students (control class) who did not receive the learning treatment with the storytelling-based writing teaching materials module had a lower mean value than the group of students who used the storytelling-based writing teaching module during the learning process. Meanwhile, the experimental class had a Paired Sample t-test value of 0.188 > Significant Level = 0.05. As a result, it is known that the group of students (control class) who did not receive learning treatment with the storytelling-based writing module scored higher on average than the group of students who did not use the storytelling-based writing module in class

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1. INTRODUCTION

Writing is one of the communication media that can convey messages to others (Dalman, 2013). Therefore, writing skills must be taught according to student needs and learning objectives as well as teaching materials that can meet scientific developments, such as authentic teaching materials (Rehman & Perveen, 2021). Moreover, the writing process for students requires critical thinking skills so that the written message can be conveyed. As concluded by Saddhono & Slamet (2014) Writing is a complex

activity because it requires a systematic way of thinking. So, the writing process also involves listening and speaking skills (Atmazaki, 2013). As a result, the teaching materials provided must be capable of meeting the requirements of writing practice (Susandi & Rachman, 2019).

One of the teaching materials used in the learning process can be printed teaching materials, such as a folklore writing module, which allows students to write a variety of folk tales and can be used by students from elementary school to high school. The preliminary findings concluded that when the Creative Writing course was implemented, students were always directed to produce imaginative literary works of fiction in the form of modern stories, such as short stories. However, based on the findings of interviews with several teachers, it was concluded that the module of teaching materials containing folklore was still limited, making it difficult for students to develop folklore. Students frequently use the same supporting information in their writing. When students tell their classmates about their writings, the meaning they want to convey is frequently misunderstood.

This study was inspired by these issues because teaching materials that can be taught through storytelling can be used for folklore writing activities in the Creative Writing course. Folklore writing activities can also teach the values of local wisdom. This study has a gap. It is not only designing the material but also incorporating local wisdom values. Furthermore, the results of previous development research related to the design of the folklore writing module have been carried out (Wardiah & Armariena, 2021). Is this module, then, an effective teaching tool that can help students improve their writing skills? Furthermore, the use of interesting modules can help students achieve good learning outcomes (Majid, Ali, Rahim, & Khamis, 2012).

As a result, this study implements a module based on the storytelling method to improve folklore writing skills. Because writing can be a medium for students to develop their ideas, concepts, and experiences (Armariena, 2018). Maryanto et al. (2018) concluded that students should present teaching materials for short story writing that are relevant to the context and culture of Indonesia. Teaching materials must also be capable of creating a learning environment based on student characteristics, content, and learning interests (Wekke, 2017). As a result, writing activities at the tertiary level must focus on the process rather than the final product (Juwita, Wardiah, & Murniviyanti, 2017). Writing engages students in thought processes and is not limited to physical activities (Rahmayantis & Nurlailiyah, 2020). In this case, students are required to have the ability to combine imagination and creativity (Armariena, 2017).

From the explanation of the problem findings and the results of previous research, this research is oriented towards the application of the storytelling-based writing teaching materials module to improve folklore writing skills. This means that students are taught authentic material related to improving their speaking and reading abilities. Because this module of teaching materials has been reviewed by writing experts. Furthermore, these teaching materials direct students to storytelling strategies for their writing, which can improve their writing skills (Alkaaf, Al-Bulushi, Alkaaf, & Al-Bulushi, 2017; Rizal, 2021). Furthermore, digital technology has resulted in a plethora of digital storytelling teaching materials. In terms of writing quality, digital storytelling improves students' ideas, organization, word choice, sentence fluency, and conventions. Similarly, digital storytelling expands story elements and word count (Yamac & Ulusoy, 2016).

The goal of this study was to see what effect using the storytelling-based teaching material module had on the ability to write folklore. The findings of this study are expected to have an impact on teachers' understanding of combining speaking and reading skills through storytelling in the development of writing skills. Furthermore, the findings of this study can be used to evaluate the module for writing teaching materials that have been created to provide results of a feasibility assessment for distributing the module.

2. METHODS

The posttest control design was used in this study because it allows researchers to control all external variables that affect the course of the experiment (Sugiyono, 2016). This study's population consists of all third-semester students for the 2020/2021 academic year, a total of 46 students with 23 odd student ID numbers and 23 even student ID numbers. The sampling method used was random sampling. As a result, the control semester is the Even Student Identification Number, and the experimental semester is the Odd Student Identification Number. An essay test technique was used to collect data in this study. The essay test is used to assess a student's writing ability. The study was carried out at the Indonesian Language Education Study Program, Faculty of Teacher Training and Education, PGRI Palembang University.

Before being analyzed, the obtained data were checked for homogeneity and normality. A homogeneity test is used to determine whether or not the sample was drawn from a homogeneous population. The F-test is used to assess homogeneity. The Kolmogorov Smirnov test can be used to determine whether the data is normally distributed if $Asymp. sig > 0.05$. Furthermore, the t-test technique was used to analyze the essay test data. The t-test is a statistical technique for determining the significance of a difference between two means derived from two distributions.

3. FINDINGS AND DISCUSSION

The research findings were recapitulated and then analyzed based on the data collected to determine the effectiveness of using the storytelling-based writing teaching material module to achieve student learning outcomes in the third semester of the Indonesian Language Education Study Program, Faculty of Teacher Training and Education, University of PGRI Palembang. This data analysis was divided into two stages: descriptive analysis and quantitative analysis. The research findings are as follows:

Table 1. Descriptive Statistic Data for Essay Test

	Descriptive Statistic	Control Class		Experiment Class	
		Pre-test	Post-test	Pre-test	Post-test
1	N	23	23	23	23
2	Minimum	60	55	45	70
3	Maximum	90	95	85	95
4	Mean	79,6	85	71,4	89,6
5	Median	80,00	85,00	75,00	90,00
6	Mode	80	85	75	90
Mean Different		5,4		18,2	

The control group performed significantly better on the tests. This significant difference can be interpreted as the group of students who do not receive treatment for learning to write folklore using the storytelling-based writing teaching materials module having a lower mean score than the group of students who use the storytelling-based writing teaching materials module during the learning process having a higher mean score. This occurred in the experimental class as well. As a result, the storytelling-based writing teaching materials module has a positive impact on the ability to write folklore and is more effective in improving student learning outcomes.

While the normality test results using the One-Sample Kolmogorov Smirnov Test method, and the basis for decision-making is if the probability value of t-statistics $>$ Level of Significant = 0.05, then the regression model meets the normality assumption. The normality test results with the One-Sample Kolmogorov-Smirnov Test are as follows.

Table 2. The result of the Normality Test

	Control Class		Experiment Class	
	Pre-test	Post-test	Pre-test	Post-test
t-statistic	0,923	0,873	1,006	1,418
Sig-	0,361	0,431	0,263	0,036
Note	Normal			

If the probability value of the t-statistic is greater than the Level of Significant = 0.05, the data meet the assumption of normality. As a result, the dependent and independent variables have a normal distribution, and good data has a normal or close-to-normal data distribution. While the result of homogeneity is shown in the table below.

Table 3. The result of the Homogeneity Test

	Control Class		Experiment Class	
	Pre-test	Post-test	Pre-test	Post-test
F-account	1,123	4,905	0,462	5,291
Sig-	0,294	0,31	0,500	0,026
Note	Homogenous			

When the results of the homogeneity test obtained the probability value of F-statistics > Level of significance = 0.05, the data met the homogeneity assumption. As a result, the population under study has the same or each other. The t-test result between the control and experiment classes is as follows;

Table 4. Control Class Difference Test Results

Variable	t-test	Sig.	Level of Significant
PreTest - Post Test	2,303	0,029	0,05

The Paired Sample t-test value = 0.029 > Level of Significant = 0.05, according to the calculation results. As a result, it is known that the group of students (control class) who did not receive learning treatment with the storytelling-based writing teaching materials module had a lower mean score than the group of students who used the storytelling-based writing teaching module during the learning process. Furthermore, it is possible to conclude that learning through modules is more effective or can improve student learning outcomes. The following are the outcomes of the various tests in the experimental class;

Table 5. Experiment Class Difference Test Results

Variable	t-test	Sig.	Level of Significant
PreTest - Post Test	8,753	0,188	0,05

The Paired Sample t-test value = 0.188 > Level of Significant = 0.05 based on the calculation results. Thus, it is known that the control group of students who did not receive learning treatment with the storytelling-based writing teaching materials module had a higher average score than the group of students who did not use the storytelling-based writing module in the learning process. According to the findings, the use of the storytelling-based writing materials module demonstrates the accuracy of providing teaching materials for writing learning activities. Module-based instruction allows students to learn at their own pace and in their way. Digital stories can be used to motivate students to write (Jauharoh, 2017; Wardiah, 2017). Digital storytelling projects develop students' creativity and critical thinking. Thus, the digital storytelling approach can be seen as a positive approach that can be applied to learning to write (Tang, 2016; Laina & Marlina, 2018; Rizal, 2021; Fitri, Husnawadi, & Harianingsih, 2021).

As a result, they use various techniques to solve problems based on their respective background knowledge and habits on a predetermined writing theme. This means that students write folklore based on their learning experiences. Students are expected to practice independently, express their opinions, and learn to develop logical thinking and reasoning skills in this module. Furthermore, this study discovered that the designed teaching material module provides feedback that occurs during student-teacher interaction. This finding was also consistent with another study. Students' writing skills improved significantly as a result of digital storytelling (Sarica & Usluel, 2016; Tang, 2016). The qualitative findings also revealed students' perceptions of the application of digital storytelling-based tasks, which revealed that digital storytelling-based tasks could improve students' writing skills, learning motivation, and language development for several skills such as listening and vocabulary expansion (Fitri, Husnawadi, & Harianingsih, 2021; Rizal, 2021; Laina & Marlina, 2018).

In addition, the use of the module also provides convenience in teaching because this material is very complete according to the syllabus and semester learning plan took. Because the modules have been presented briefly and clearly, students will find it easier to understand the contents of writing teaching materials. So, modules such as media and learning resources are more effective in improving student learning outcomes. Furthermore, learning outcomes are assessed to determine whether or not this module is effective in teaching students to write folklore by their opinions (Wardiah, 2017; Ginting & Permana, 2018; Armariena, 2018).

This study also found obstacles, namely the readiness of teachers to provide or create modules of teaching materials that could suit the needs of learning objectives and student backgrounds. From the results of observations during the research process, it was found that teachers found it difficult to prepare materials or materials in making modules. Making modules requires a lot of money. Teachers are reluctant to let go of conventional methods, namely relying on materials on the internet as learning media and lectures as the method that has been used so far. This has an impact on the lack of creativity and innovation of teachers in directing students when stringing words (Amalia & Doyin, 2016).

According to the description above, the existence of a learning module can be used to increase student enthusiasm and motivation to learn, as well as to enable students to learn independently based on their respective abilities. Meanwhile, with the module, the teacher serves as a facilitator, directing students while also motivating and guiding student learning. The main purpose of the module system is to increase the efficiency and effectiveness of learning in higher education, both time, facilities, and energy to achieve goals optimally, and by using this module students are easier understand a problem to be discussed.

Modules are required to aid the teaching and learning process because they are teaching materials or learning resources that are organized systematically, operationally, and directed by competency standards and basic competencies, which include indicators related to the subject matter as well as guidelines for their use. So that lecturers can easily understand the material in the module as they prepare for the semester's teaching and learning process. The main purpose of using learning modules is to increase the efficiency and effectiveness of higher education learning in achieving goals optimally. By using the module students are easier to understand a problem or material to be discussed.

4. CONCLUSION

The data analysis concluded that the teachers' designed storytelling-based writing teaching materials module had a positive impact on improving students' folklore writing skills. This is demonstrated by the difference in scores between the control and experimental groups. As a result, it can be concluded that learning with modules is more effective in improving student learning outcomes than learning without modules. These findings support the t-test findings that learning with modules

is more effective than learning without modules. The suggestion for the Indonesian Language Education Study Program is that the module can be one of the effective learning media. The module can be socialized to other universities in Palembang. So that this research becomes useful for all. In universities, workshops (training) can be held on how to make the right module as a medium for student learning. With the training for lecturers in universities, efforts are made to get positive and useful results.

The findings of this study suggest that teachers continue to innovate in designing teaching material modules that can meet the needs of students learning to write as well as their ability backgrounds. As a result, the module can be used as an alternative authentic material in the classroom. This research can still be developed by researchers who use technology in the development of teaching material modules so that the storytelling used is not only convenient but also digital storytelling.

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