

The Use of Digital Book Media to Improve Writing Skills of Explanatory Text

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Article Info

Abstract

Keywords:

Digital Book;

Writing skills;

Explanatory Text

The purpose of this study is to examine the usage of digital book media in the development of explanatory texts for students in the sixth grade of primary school. The experimental design employed in this study was a one-group pretest-posttest design. Test in command questions is used to collect data, which is then used to produce explanatory texts utilizing digital book media. The paired sample t-test on the SPSS Version 22 system is used for this normality test, and the results are presented in the following table. The results of the study revealed that the pre-test mean was 66.11. In contrast, the post-test mean was 82.78, indicating that the post-test score was more dominant than the pre-test based on descriptive statistical analysis approaches. H_0 is rejected, while H_1 is approved, indicating an effect of utilizing digital book media on writing skills in the sixth grade of elementary school, according to the findings of the study.

Kata kunci:

Digital Book;

Keterampilan Menulis;

Teks Eksplanasi

Abstrak

Penelitian ini bertujuan untuk menganalisis penggunaan media digital book terhadap keterampilan menulis teks eksplanasi kelas VI sekolah dasar. Penelitian menggunakan penelitian eksperimental desain one-group pretest-posttest design. Teknik mengumpulkan data menggunakan tes dalam bentuk soal perintah untuk menulis teks eksplanasi dengan menggunakan media *digital book*. Analisis menggunakan uji normalitas ini menggunakan uji *paired sampel t test* pada sistem SPSS Versi 22. Hasil Penelitian menggunakan teknik analisis statistik deskriptif diperoleh mean pretest adalah 66,11, sedangkan posttest diperoleh 82,78, sehingga posttest lebih dominan dibandingkan nilai pretest. Hal riset menunjukkan H_0 ditolak dan H_1 diterima, sehingga terdapat pengaruh penggunaan media digital book terhadap keterampilan menulis teks eksplanasi murid kelas VI sekolah dasar.

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INTRODUCTION

This is a rapidly evolving, highly evolved, and sophisticated era, with technical advancements having a considerable impact on education, such as the availability of technology in the form of gadgets, communication tools, personal computers, tablets, and other similar devices. From elementary school pupils to university students, they are all familiar with and use various offline and online techniques in varying degrees. By introducing more efficient and practical technologies, an attempt is being made to bridge the gap between now and the future. Learning technology is also evolving in tandem with the times (Marryono Jamun, 2018), allowing for the dissemination of knowledge across geographical and temporal boundaries in the classroom through learning technology media on various subjects, including Indonesian subjects, at the school.

Indonesian is a vital subject to be taught (Pantu & Luneto, 2014) at all levels of education, including at the elementary school level. Learning Indonesian at schools improves students' communication skills correctly and adequately, orally and in writing, supporting the success of students studying other subjects (Pantu & Luneto, 2014). Skills in Indonesian consist of several aspects, one of which is explanatory writing skills. Writing skill is still considered the most difficult because many ideas cannot be written (Susdiana, 2017). However, it is essential because it can make students productive based on thinking results (Ekawati et al., 2019). Writing is crucial for students because it can make it easier for students to think.

Various studies on explanatory writing skills have been researched such as increasing the ability to write explanatory texts through the read, answer, discuss, explain, and create model (Setiawan, Hartati, et al., 2019), STAD model (Saleh, 2016), cooperative method picture and picture type (Melati et al., 2015) (Khaerunnisa & Azhari, 2018), demonstration method (Herman et al., 2016), Desy sentence concept technique (Damayanti, 2015), discovery learning model (Mulya et al., 2018), copy the master technique (Gusnita et al., 2018), problem based learning model (Hizati & Arief, 2018), CIRC method (Setyowati, 2019), problem based learning model assisted by audiovisual media (Marizal & Hafrison, 2020), cooperative learning model of think pair share type (Pratiwi Elpha & Arief, 2019), brain writing model (Kinasih et al., 2019), discovery learning model assisted by audiovisual media (Khaerunnisa, 2018), problem based learning model (Nanda Putri, 2019), discovery learning model (Asnita & Gani, 2020), video breaking news media on television (Rohman et al., 2019), concept sentence learning model (Mainassy, 2020), discovery learning model assisted by serial image media (Intanni, 2020), brainstorming method (Fitriyani et al., 2019), model example non example (Tya et al., 2019), adobe flash-based media (Windhiarty et al., 2017), serial image media (Yulistiani & Indihadi, 2020), PQ4R strategy collaboration and comic media (Yuliasih, 2020), strategy cooperative integrated reading and composition (CIRC) (Azriani, 2017), concept sentence model (Aprilia et al., 2017), audiovisual media (Novita et al., 2017), RADEC learning model (Setiawan, Sopandi, et al., 2019), picture and picture method (Susdiana, 2017), discovery learning method (Anjani et al., 2020), picture and picture method (Ekawati et al., 2019), audiovisual media (Suprianto, 2019). However, none of the research has used digital books to improve students' writing skills in explanatory texts, so it is a novelty.

Although several researchers have also studied research on digital book media, no one has used digital book media in the Indonesian language learning process, precisely students' writing skills in explanatory texts. Such as research on the use of digital book media in Arabic subjects (Muhammad et al. al., 2017), history subjects (Romadhoni et al., 2020), electrical lighting installation subjects (Kurnia & Ismayati, 2019), electric motor installation subjects (Wulandari, 2019), fiqh subjects (Syafuruddin, 2019), multimedia development courses (Mawarni & Muhtadi, 2017), mathematics subjects (Zaini et al., 2019). So that the results of this research are something new has novelty value in the development of students' writing skills in explanatory texts.

Students' writing abilities can be improved by using learning media that is relevant to learning (Muhson, 2010). The ability to be creative and talented in the development of learning media that is relevant to the topic and the growth of students is expected of teachers. Students in grade VI SDN Batu Bessi, Barru Regency, however, demonstrate poor writing skills, according to preliminary observations made in the school. This occurs due to a lack of pupils' ability to organize their ideas effectively, as evidenced by the fact that there are still kids who do not comprehend the importance of using proper spelling. There are still pupils that struggle with capitalization, organizing paragraphs, and structuring phrases that are not logically connected. Then, because the teacher does not employ creative learning material, pupils are likely to become disinterested in their studies, particularly when it comes to writing. The media that the teacher use, such as visual media, is quite monotonous. Problems are critical and must be addressed as soon as possible since they might make it more difficult for pupils to convey their ideas and, as a result, impair their learning of the Indonesian language. The utilization of new learning media, such as digital book-based media, can solve these difficulties.

Various research results explain that digital book media is very effective to use for learning media. Digital books can improve reading skills (Muhammad et al., 2017), increase learning motivation (Romadhoni et al., 2020), provide students with psychomotor stimuli (Syafuddin, 2019). The advantage of digital books is that they are more practical to carry, wherever and wherever, just enough to turn on your smartphone or tablet electronic device. So that digital books are valued more than printed books. Digital book media allow students to express all ideas and essays and attract students' attention to be interested in participating in the learning process. There are new things that can be used as sources and motivation in technology-based student writing skills. Based on the background of the problem, it is essential to use Digital Book Media to improve Writing skills of Explanatory Text

METHOD

This research design was experimental research. Experimental research was treatment. The study used a one-group pretest-posttest design. The research population was all students of class VI SDN Batu Bessi, totalling 18 people. The samples were all students of class VI SDN Batu Bessi, Barru Regency, totalling 18 people consisting of 11 boys and seven girls. Writing test pre-test before treatment and then writing test post-test learning after treatment as a research instrument. The collecting data used a test technique in command questions to write explanatory text using digital book media. The analysis using this normality test used a paired sample T-Test on the SPSS Version 22 system. The data on students' writing skills results were normally distributed if the significance is > 0.05 . On the other hand, it was said to be not normally distributed if the significance is < 0.05 . With an error level (α) used 0.05.

FINDINGS AND DISCUSSION

Pretest Results of Explanatory Text Writing Skills Before Using Digital Book Media

Based on research data on digital books on students' writing skills in the explanatory text, pre-test and post-test data were obtained for writing the explanatory text of writing skills.

Table 1. The Results of Explanatory Text Writing Skills on pre-test and post-test

Descriptive statistics	Score	
	Pretest	Posttest
Mean	66,11	82,78
Median	67,50	80,00
Modus	55	95
Range	45	30
Minimum	45	65
Maximum	90	95
Sum	368,61	447,78

The descriptive statistical data analysis results provide a general description before the treatment (pre-test), which is the mean of 66.11. After the treatment (post-test), the mean score is 82.78, so that the mean score of the post-test is higher than the pre-test. The mode's mean score, which often appears based on the frequency above, is 55 in the pre-test and 95 in the post-test. The minimum score in the pre-test is 45, while the post-test is 65. It can be seen that the minimum score in the pre-test can be categorized as still Poor. And the maximum score in the pre-test is 90 while the post-test is 95. It can be seen that the maximum score in the post-test is higher than the pre-test. So the total number of recapitulation scores for writing skills is $447.78 > 368.61$.

From the data above, it can be seen that the level of frequency and percentage of explanatory text writing skills based on the results of the pre-test and post-test as follows:

Table 2. Distribution of Explanatory Text Writing Skills Result in the Experimental Group from Pretest and Posttest Results

Interval Score	Classification	Experimental Group			
		Pre-test		Posttest	
		f	%	f	%
85 – 100	Very Good	2	11,11 %	8	44,44 %
75 – 84	Good	4	22,22 %	8	44,44 %
60 – 74	Fairly Good	5	27,78 %	2	11,11 %
40 – 59	Poor	7	38.89 %	0	0%
0 – 39	Very Poor	0	0 %	0	0%
	Total	18	100 %	18	100 %

The pre-test results were two students or 11.11% in the very good category, four students or 22.22% in the good category, five students or 27.78% in the fairly good category, seven students or 38.89% in the poor category. While the post-test results, there were eight students or 44.44 % in the very good and good category, two students or 11.11% in the Fairly Good category. Based on the percentage results, it can be concluded that the skill level of writing explanatory texts before using digital book media is classified as Poor, in contrast to the level of explanatory text writing skills after using digital book media is classified as very good.

When it is associated with the Minimum Completeness Criteria (KKM) indicator for student learning set by the school, it is 75. It can be seen from the data as follows:

Table 3. Complete Learning Outcomes in Pretest and Posttest

KKM	Category	Pre-test		Posttest	
		f	%	f	%
<75	Incomplete	12	66,67	2	11,11
≥ 75	Complete	6	33,33	16	88,89

In the pre-test, 12 students scored 66.67 per cent on the KKM (incomplete), and in the post-test, two students scored 11.11 per cent on the KKM (incomplete). On the whole, it can be stated that many students are still lacking in their ability to write an explanatory text. There were six students with a percentage of 33.33 per cent in the pre-test and 16 students with an 88.89 per cent in the post-test who scored higher than the KKM (completed), indicating that they were above the KKM (completed). It may be concluded that the mastery outcomes of the pupils improved as a result of the treatment.

Normality test

The normality test uses a paired sample t-test with the criteria for testing the student's writing skill results data will be normally distributed if the significance > 0.05 . The following are the results of the normality test of the pre-test and post-test data.

Table 4. Normality Test Results of Pretest and Posttest data

Data Group	Kolmogorov - Smirnov Z	Shapiro- Wilk	Explanation
N=18	Pretest	0,116	Sig > 0,05 (Normal)
	Posttest	0,142	Sig > 0,05 (Normal)

The significance values obtained are 0.319 and 0.07. The value is greater than 0.05. Therefore, it can be said that the pre-test and post-test score is normally distributed.

Hypothesis testing

The hypothesis testing technique uses inferential statistical techniques using t-test.

N	X1 (Pretest)	X2 (Posttest)	d = X2 - X1	d ²
1	60	80	20	400
2	70	80	10	100
3	55	75	20	400
4	45	75	30	900
5	70	80	10	100
6	65	85	20	400
7	70	85	15	225
8	55	65	10	100
9	55	70	15	225
10	85	95	10	100
11	50	75	25	625
12	80	95	15	225
13	80	95	15	225
14	80	90	10	100
15	75	95	20	400
16	55	80	25	625
17	50	75	25	625
18	90	95	5	25
Total	1.190	1.490	300	5.800

In light of the results obtained using t Count 10.308 and t table 2.109, it can be concluded that there is an effect of using digital book media on the skills of writing explanatory texts for sixth-grade students at SDN Batu Bessi, Barru Regency because H₀ is rejected and H₁ is accepted. t Count 10.308 and t table 2.109.

Based on the findings of this study, which utilized digital book media to improve the skills of writing explanatory texts for sixth graders at SDN Baru Bessi in Barru Regency while paying close attention to writing mechanics and vocabulary, the following recommendations were made: To find out the outcomes of the analysis without the use of digital book media, students are given a pre-treatment test (pre-test) to complete. Students are permitted to utilize a digital book, either one that is displayed by the teacher or one that is based on Android technology. Then, utilizing digital book media, the teacher administered another test after the treatment (post-test) to determine the analysis results. According to the findings of the research (Muhammad et al., 2017), (Romadhoni et al., 2020), (Syafuddin, 2019), (Mawarni & Muhtadi, 2017), and (Zaini et al., 2019) found the use of digital book media to be very good in the teaching-learning process from various fields, giving treatment (treatment) using digital book media to provide opportunities for students.

The recapitulation of the results of writing explanatory text skills for grade VI students at SDN Batu Bessi, Barru Regency, used digital books in the pre-test (before treatment), the maximum score was 90, and the minimum score was 45. Meanwhile, in the post-test, the maximum score was 95 and the minimum score. That is 65. The mean score in the pre-test is 67.50 and in the post-test is 80.00. The results of the data analysis description obtained the Mean score of students' writing skills in explanatory texts before using digital book media was 66.11. While the results of data analysis, the mean score of explanatory text writing skills after using digital book media is 82.78. The post-test result is higher than the pre-test score so that the digital book media

can improve the learning outcomes of explanatory text writing skills, like other research on writing explanatory text skills through Desy's sentence concept technique (Damayanti, 2015), copy the master technique (Gusnita et al., 2018), CIRC method (Setyowati, 2019), brainwriting (Kinasih et al., 2019), brainstorming (Fitriyani et al., 2019), but what is different from the results of other studies is that the use of digital book media is not the same as previous research, namely the science of writing students' writing skills in explanatory texts.

The research hypothesis was analyzed using inferential data. It is known that the t count value is 10.308, with a frequency of $18-1 = 17$, with a significance of 0.05 or 5%, the t table is 2.109. Therefore, $t \text{ count} > t \text{ table}$ at a significant level of 0.05. This means that there is an effect of using digital book media on the skills of writing explanatory texts for sixth-grade students at SDN Batu Bessi, Barru Regency, after treatment using digital book media in learning to write students in explanatory texts, they get higher results, because it provides opportunities for students to expressing ideas, attracting students' attention, being motivated in the learning process and can be used as a source of learning both inside and outside of learning. This is by the results of the study (Nisa & Sari Faradiba, 2020). The use of digital book media can improve learning outcomes (Zaini et al., 2019), student interaction (Mawarni & Muhtadi, 2017), motivation and reading skills (Muhammad et al., 2017).

CONCLUSION

There is an effect of using digital book media on the writing skills of the sixth grade of elementary school. After using digital book media, the skill of writing explanatory texts for sixth graders at SDN Batu Bessi, Barru Regency, is influential. So the skill of writing explanatory text with digital book media, descriptively writing skills are categorized as complete with the mean score of 82.78 for post-test and 66.11 for pre-test incomplete. The results inferentially effect using digital book media on students' writing skills in explanatory texts. This can be seen from the t-test analysis calculation, $t \text{ Count} > t \text{ Table}$ or $10.308 > 2.109$, so that there is an effect of using digital book media on students' writing skills in the explanation text. The research implication for the development of science is that the skill of writing explanatory texts can be developed and improved through digital book media. It is possible to research other skills such as listening skills and reading skills.

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