Utilization of e-Learning to Improve Students' Storytelling Skill

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Abstract- *Learning with internet facilities (e-learning) conducted in schools is a supporting activity carried out by classroom teachers to complement the conventional learning process. The activity is carried out by teachers who have laptops and mobile phones with internet network signal hotspots. In this study internet learning conducted by classroom teachers is to make it easier for students to understand the subject matter and to serve as an effort to improve the students' storytelling skill. The research method is descriptive qualitative, while the respondents and research sites include: class teachers and grade 3 students of State Elementary School 03 Iwul, Parung, Bogor, West Java. Research time is April—May 2018. Research objectives: 1. Knowing the potential of e-learning in the learning process of public primary school students. 2. Knowing the students' storytelling skill in the learning process by utilizing E-learning. The results of the study: 1) the students' understanding of the subject matter through conventional learning methods is in the high category consisting of 12 people, and through the e-learning process are in the high category consisting of 10 people; 2) the mark of storytelling skill of students is in the high category consisting of 4 people, the moderate one consisting of 7 people, and the low one consisting of 17 people. The Minimum Mastery Standard (KKM) rating determined by the school is high = 90-100; moderate = 80-89; low = 70-79. Conclusion: The success of e-learning depends on the ownership of computer facilities that can be used for e-learning activities.*

Keywords: E-learning; Storytelling Skill

I. INTRODUCTION

In the digital era like at the moment, there are various ways that teachers can do to improve students' abilities in the learning process. Learning is a process of change in behavior that occurs in students, which is permanent or permanent based on the events and experiences they experience as well as repeated exercises that are not caused by illness, motion sickness or anything else. Haryati, 2016:80-96.

The purpose of learning is to obtain: 1. Knowledge, those who are ignorant before, now are enlightened; 2. Experience, previously they did not understand, now they understand; and 3. Skills, previously they are not able to use, now they become able to use. So that learning objectives can be achieved, the effectiveness of the learning process can be known from various learning resources used. Lilawati (2017). The source of learning according to Abdullah (2012), are all sources that exist in the learning environment of students that can be used in the learning process, including those that are currently widely used are tools or media that use electronic devices available in internet programs or commonly called e-learning.

The implementation of the e-learning process requires the teacher responsible for the learning process to have the competence or skill to use information and communication technology devices and even be able and capable to access and use the internet, Aini (2012). Research on e-learning conducted by Ibrahim (2014), has a variable consisting of learning motivation, learning achievement, and the effect of using e-learning. With the learning motivation variable in the experimental group, the average mark obtained is 74.03 and in the mark control group obtained is 70.42. The learning achievement variables in the experimental group have produced the average mark 15.45, in the mark control group produced 12.09. From the research result data, it can be concluded that there is a positive effect of the e-learning process on the motivational variables and the learning achievement variables that are treated towards the research respondent students.

The results of the study stated that the learning process by utilizing e-learning can help students understand the subject matter given by the teacher. Safitri et al. Thus, e-learning can help the learning process in various subjects or subjects at various levels of education. One of the subjects that can be done with e-learning is the Indonesian language learning process with topics to improve students' storytelling abilities.

Storytelling skill can be delivered in verbal or nonverbal forms. Storytelling is a routine activity that at every human being can do at any time to convey the contents of the message in the form of ideas, desires, and feelings or exchanging experiences among people involved in the storytelling activities. Andriani et al. (2016). Storytelling also involves mental readiness, courage, and the use of language in accordance with the

rules, each word must be clearly pronounced so that it is easily understood by others. Through storytelling activities, people can generally develop their imagination and expand their interest in something, the person can also learn to get to know each other who ultimately can understand the meaning of life, expand their discourse and experience of life. Amalia and Kastam (2014).

The activity of storytelling in its implementation must be adapted to the development of cognitive, affective and psychomotor students and can be said to be effective based on several factors, namely: 1. Mastery and accuracy of the material, being in order is a must; 2. Pronunciation/selection of words; 3. Intonation and volume when emphasizing certain words and sentences; 4. Attitudes, dispositions and students' views when speaking in front of the class; 5. Body language or gestures when talking. Hutagalung and Halimatussakdiah (2013). The results of Anggraini's (2016), research on the speaking skill of the grade 3 elementary school students showed that students' storytelling skills improved through the use of hand puppet media.

Based on the above explanation, the formulation of the problem in this study are; 1. Can e-learning complement the conventional learning process?; 2. Can e-learning help improve students storytelling skill?; 3.How is the student's readiness in e-learning. Research objectives:1. Knowing the potential of e-learning in the learning process of public primary school students'. 2. Knowing the students' storytelling skill in the learning process by utilizing E-learning.

II.   METHOD

The method used in this study is descriptive qualitative. Data is collected through observation, documentation studies, and interviews. The study was conducted in April-May 2018 at the State Elementary School 03 Iwul, Parung, Bogor, West Java. The research respondents were 28 grade 3 students and one grade 3 teachers with a total of 29 people. Subjects that becomes the object of research is Natural Sciences chapter 5 for class 3 concerning Growth and Development of Living Things to be discussed: a. Human Growth and Development; b. Animal Growth; and c. Plant Growth.

Storytelling skill activities are basically included in the process of learning Indonesian subjects. In this study, the storytelling skill of students was carried out by the teacher through the discussion material taken from Natural Sciences subjects. Allocation of learning time for Natural Science subjects is 2 meetings per week. Each meeting includes two times meeting with 35 minutes per each. A total of 2 days in a week is for 4 meetings with 35 minutes per each. The learning process is carried out conventionally. In the first day of learning, the teacher provides subject matter based on textbooks that students must learn. At this stage, the teacher completes the learning process with e-learning, which complements the textbook material with the material on the internet. At the second meeting on the same day, the teacher discusses with students about the subject matter and asks students one by one to tell the class about the material already discussed in textbooks and e-learning. In the second day of learning, the teacher repeats the subject matter by playing back e-learning material taken from the internet. In the conventional learning process the function of e-learning is not to replace, but only to strengthen conventional learning models. Rahmatia et.al, (2017).

E-learning material is taken from the internet in the form of images, 2-dimensional animated films, and/or other animated films from YouTube such as the following example:

Figure 1: Growth and Development of Living Things

Source: https://www.google.com/search?q=gambar+materi+pelajaran+ipa+kelas3
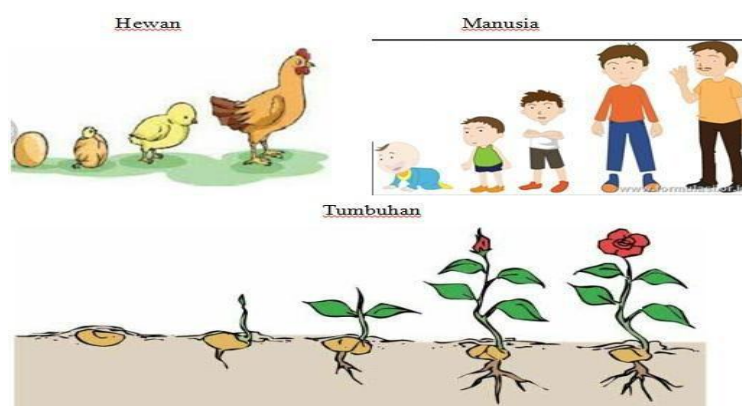
Figure 2: Youtube Human Growth and Development

Source*:* https://www.youtube.com/watch?v=KzPetvTHoLw

Figure 3: Youtube Changes in the Living Things

Source: https://www.youtube.com/watch?v=Mi_Xs352wGU

Evaluation of the understanding of subject matter is carried out in the form of storytelling skill conducted by students in front of the class about the subject matter. The storytelling skill assessment material for students is in the following table:

Table 1 Storytelling Skill Evaluation n = 28

No.	Assessment Material
1	Mastery and accuracy of the delivery of material, being in order is a must.
2	The pronunciation/selection of words must be in accordance with the applicable rules
3	Intonation and volume when emphasizing certain words and sentences
4	The attitude, attitude, and views of students when speaking in front of the class
5	Body language or gestures when talking

III.   RESULTS AND DISCUSSION

1. Data of respondents
    a. The number of respondents was 28 people, consisting of 14 women and 14 men.
    b. The social status of the parents of students is in the following table:

Socio-Economic Status of Students' Parents
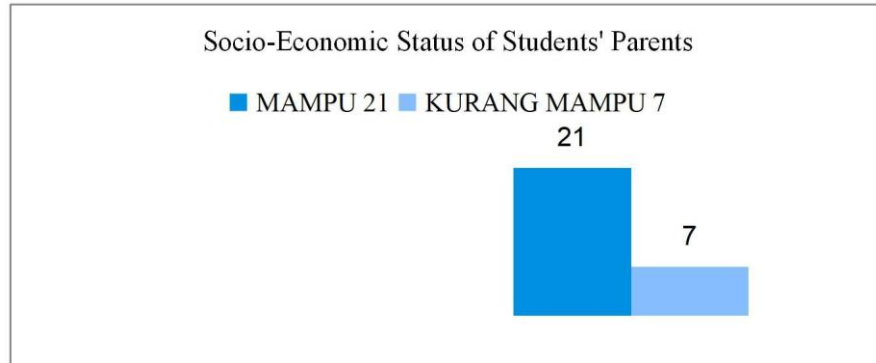■ MAMPU 21 ■ KURANG MAMPU 7
21
7

Table 2: Socio-Economic Status of Students' Parents n = 28
(Source: Administration Section of SDN 3 Iwul, Parung, Bogor)

2. Respondents were third-grade teachers in State Elementary Schools.
    Interview with Ibu Jubaedah, Wednesday, April 17, 2018, at 11:30
    Internet learning activities (e-learning) are conducted with the permission of the principal and classroom teacher initiative to make it easier for students to understand the subject matter. Activities are carried out only on a certain subject matter whose material is thought to exist on the internet and in accordance with the material in the textbook that students must learn at school. In internet learning activities evaluation is done conventionally according to the schedule set by the school.
    Storytelling skill activities are basically included in the process of learning Indonesian subjects. In this study, the storytelling skill of students is carried out by the teacher with the discussion material taken from the subjects of Natural Sciences, namely Growth and Development of Living Things to be discussed: 1. Human Growth and Development; 2. Animal Growth; and 3. Plant growth. Each student is allowed to choose 1 of the 3 topics, 5 minutes given for each student. It is performed in 2 meetings, each meeting lasts 35 minutes.
    The school does not require the learning process with the internet and for now, the school does not have computer equipment and internet networks for e-learning activities. The teachers' difficult experiences in e-learning activities are the limited facilities owned by the school, the facilities and infrastructure available at school are not as adequate as they should be. Budiaman (2010).
    Computer devices (laptops) and internet networks (hotspots with mobile phones) that are used to carry out the e-learning process can only be done by each class teacher who owns the facility. Not all classroom teachers have these facilities. Class teachers or subject teachers who do not have a computer (laptop) and internet network, cannot complete the learning process with the internet (e-learning).

3. Learning process
    a. Ownership of science books, laptops, and cellphones to support learning, data is in the following table:

Table 3 Ownership of Learning Resources n = 28

No	Learning resources	Ownership		Amount
		Have	Not Have	
1	Textbook	15	13	28
2	Laptop	2	26	28
3	Handphone	5	23	28

b. Student interest in the learning process carried out at school.

Table 4 Interest in the Learning Process

No	Learning process	High	Moderate	Low	Amount
1	Conventional	14	7	7	28
2	E-learning	8	10	10	28

4. Students' understanding of the subject matter in the conventional learning process and e-learning

Table 5 Understanding of Subject Matter n = 28

No	Learning process	High	Moderate	Low	Amount
1	Conventional	12	8	8	28
2	E-learning	10	10	8	28

5. Selection of topics in the task storytelling skill students in front of the class

Table 6 Selection of Discussion Topics n = 28

No	Discussion Topics	Amount
1	Human Growth and Development	8
2	Animal Growth	12
3	Plant Growth	8
	Amount	28

6. The student's storytelling skill marks
    The student's storytelling skill marks are in the following table:

Table 7 The Student's Storytelling Skill Mark n = 28

No.	Discussion Topics	Mark Category			Amount
		High	Moderate	Low	
1	Human Growth and Development	8	3	6	11
2	Animal Growth	1	2	5	8
3	Plant Growth	1	2	6	9
	Amount	4	7	17	28

Source: Grade 3 Teacher's List of Marks SDN 3 Iwul, Parung, Bogor.
Mark Description:
Height   : 90-100
Medium : 80-89
Low   : 70-79

The assessment data above, it can be seen that the criteria for storytelling skill of students are in a low category according to the KKM (Kriteria Ketuntasan Minimal = Minimum Mastery Standard) assessment set by the school.

Based on interviews with students, it can be seen that students like e-learning learning given by class teachers at school but they cannot re-learn the material at home. They do not have laptop/internet facilities and also do not have cellphone facilities that can be used for internet networks to study at home. Students think that e-learning is only done at school but cannot be learned at home. At home, they are limited to reading textbooks that every student must have and learn.

E-learning activities carried out in schools are in nature to complement the learning process in an effort to improve students' understanding of the subject matter. The school does not have facilities for e-learning. Students learn e-learning in schools for teachers who have laptops and cellphones as a condition to be able to carry out e-learning activities. Students cannot re-learn e-learning material that the teacher has given at school, because in their homes they do not have laptops or cellphones. On that basis, the results of the study show that the storytelling skill of the students is in the high category consisting of 4 people, while the moderate category consists of 7 people, and the low category consists of 17 people. The Minimum Mastery Standard (Kriteria Ketuntasan Minimal = KKM) rating determined by the school is high = 90-100; moderate = 80-89; low = 70-79.

IV. ACKNOWLEDGMENT

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