

The Effect of Digital Big Book Media on Descriptive Writing Skills of Students Elementary School

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ABSTRACT

This research encourages student development through digital-based learning media, where most educators pay little attention to the application of media as a learning tool in the digital era. This study aims to determine the improvement of descriptive writing skills by using the application of digital big book media. The research method used was the quantitative one-group pre-test-post-test method. The population of this study were students of class IV B. The sample used in this study amounted to 21 students. Researchers used a descriptive writing skills assessment rubric that contained: Content, organization, grammar, style, spelling, and punctuation. The data collection technique used pre-test and post-test questions. The data analysis technique used paired t-tests. The results of this study indicate that there is an effect of digital big-book media on the descriptive writing skills of elementary school students. This can be seen from the results of the t-test with a sign (2-tailed) value of $0.000 < 0.05$, it can be said that H_0 is rejected while H_a is accepted, meaning that digital big book media on descriptive writing skills has a positive effect on descriptive writing skills of elementary school students in class IV B SDN Karangjati III. Thus, digital big book media can be an innovation in learning in elementary schools and can be developed again with the needs of students, so that later it can foster students' creative ideas.

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INTRODUCTION

Nowadays in the 21st century, the world has experienced advanced and rapid changes, so no one can avoid the changing times, but one must be able to adapt to every development and stay up-to-date (Bao & Koenig, 2019). The development of this era is certainly always accompanied by the emergence of sophisticated technology. As a result, various fields and elements of work are highly dependent on technological sophistication to support the ease of carrying out activities. For example, in the field of education which has been required to be adaptive in this era, it is done by optimizing the development of highly advanced information technology without ignoring the

values of civilization (Kuswanto & Radiansah, 2018). For this reason, in Indonesian language education now, educators are emphasized to be able to develop students' basic abilities optimally, through reading, writing, and counting. (Puteri, A, Ferdiansyah, M, 2022). Reading and writing are part of language skills when learning Indonesian. Language skills also include reading, writing, listening, and listening. Not only that, in adapting Indonesian language learning to existing technological advances, we must find ways to ensure that students will receive materials that are suitable for their learning. This can be done with the digital big book media on writing skills (Lorena & Sadiku, 2015; Nisfah & Nurroh, 2020). Writing is an important skill in the learning process. In this case, writing is not only a means of communication, but as a way to improve students' reading, comprehension, and critical thinking skills (Alharthi, 2021; Şaşmaz & Çifci, 2023).

Writing skills are the most important part to be given or taught to students. Writing skills do not go through the process of good reading comprehension, but good reading comprehension provides students with a broad source of information insight. In addition, writing also requires time, special skills, special training, and teaching, therefore the experience gained will also get more information and a more diverse vocabulary reader (Guntur & Pordanjani, 2019; Rinawati et al., 2020; Sudirman et al., 2020). Writing skills are an active and creative process in conveying ideas in the form of written words and is a communication between writers and readers. Writing skills are also needed for every student, through writing students can find out about the ability to express their ideas (Winarni et al., 2022; Wiratama et al., 2022). In writing skills, students can process thoughts, can express language productively, hone a sense, and can also communicate the results of their thoughts in the form of writing or essays. In writing skills, proper writing must also be done, which is by the use of applicable language rules, and always paying attention to things such as spelling and punctuation (Bustami & Kurniasih, 2022; Julianto, 2023; Widiastuti et al., 2022).

In writing skills, students need to know how to organize words to write more interestingly, well, wisely, and accurately. Good writing aims to convey the information it contains to the reader (Andriani & Mardikantoro, 2018; Astuti & Mustadi, 2014; Safitri & Susiani, 2021). This writing skill is the most difficult when compared to other skills. Because writing skills are required to master the vocabulary, knowledge, and experience they have. If a student has good writing skills, he can write any form of writing (Inggriyani & Anisa Pebrianti, 2021; Lestari & Rahmawati, 2022; Octavia et al., 2020). In descriptive writing activities, aspects that need to be considered include ideas, spelling in writing, punctuation, words, paragraphs, sentence order, and so on. Descriptive writing is a process that uses different sensory organs, different activities, and activity processes in writing activities. Descriptive writing can convey the impression of observation and emotion to the reader through the text, thus allowing the reader to experience the subject as a whole, just as the reader experiences it physically through the text (Umam & Firdausa, 2022; Wiratama et al., 2022). Learning media is the most important part of helping facilitate learning activities. Learning media is a learning tool that makes it easier for educators to deepen student understanding and convey information to students. The usefulness of learning media can stimulate students' interest in learning material supported by educators to make it easy to understand (Moto, 2019; Nurrita, 2018). By using digital media, the delivery of material will provide good results, especially in the digital era at this time, students will be interested in participating in the learning process with the presence of digital media. Digital media is media that does not require the help of human hands. The world of education brings innovation or change in learning, especially in the use of digital media that cannot be separated from current technological developments. Because digital media requires students and teachers to be ready to communicate interactively using digital media (Arif, 2020;

Azis, 2019; Hasan et al., 2021). Digital media in learning has different types and forms depending on the media to be discussed. One of the creative digital media that can be used as a reference for learning is digital big-book media (Risnaini et al., 2020). To achieve efficient learning in writing skills, researchers need to know learning that can stimulate student interest. Ways used to overcome problems by using digital big book learning media.

Big book big book in which contains large pictures and large writing that is clear, large, and the sentences are easy to understand (Rahmadona et al., 2022). Making a big book can be made manually or handmade, it can also make it using certain applications that are by the creativity created. Digital big books are made from certain applications, by sketching or designing a style that matches the learning material that can be accessed via the internet. Digital big books can attract students' interest because the pictures have an interesting rhythm, there are pictures, have repetitive writing, and also have a simple storyline. The use of digital big-book media can improve students' writing skills and increase student activeness and involvement (Agustina et al., 2023; Kiswari et al., 2022; Sigit Vebrianto Susilo et al., 2020). The characteristics of this digital big book media include large font size, large images, and each page has a picture, has several words and sentences. Researchers combine digital media to improve writing skills in grade IV. Researchers also showed that student learning outcomes could be improved through a two-cycle learning process. The first cycle was conducted without using digital big books, and in the second cycle, researchers used digital big book media in learning activities.

The difference between this study and previous researchers is that previous researchers have not applied digital big book media in the activities of students' descriptive writing skills in the classroom. In addition, previous studies used manual big book media that were not digital-based, using large picture books. This study utilizes digital big-book media with the Canva application. The purpose of this research is to see the effectiveness of digital big-book media on descriptive writing skills in IVB-grade students in elementary schools. With the application of this digital big-book media, it is hoped that it can improve learning outcomes for the descriptive writing skills of elementary school students. And to find out whether the effect of digital big-book media can overcome the lack of descriptive writing skills in class IVB students in elementary schools so that it is hoped that this digital big-book media can be used as a reference in carrying out Indonesian language learning activities to increase student interest in descriptive writing skills.

LITERATURE REVIEW

Digital Big Book Media

The 21st century is a century of change, where advances in science and technology also affect life changes. This has an impact on the existence of a competitive life order, to develop strong and superior competitiveness in media selection, it is necessary to develop both the quality of human resources as a whole and the skills and abilities they have (Nuroh et al., 2020). Digital media and social networking platforms are also considered channels of social influence in the current digital era that can influence students' learning processes (Chang & Chang, 2023). This is because learning media must be able to support learning activities in which it contains several aspects; interactive, challenging, motivating, and providing more space for students to develop creative and independent ideas according to the habits and requests that students have (Hayati et al., 2022). The use of media in learning must be able to attract students' interest in learning and provide a good and clear understanding. The learning media that will be discussed here is digital big-book media using the Canva application. Digital big book media can help teachers to develop

and improve students' moral behavior. The big book is a large picture book containing text, pictures, and colors (Hafidhlatil Kiromi & Yanti Fauziah, 2016). Big books have characteristics that can attract students, namely books that are colorful, have unique images, and clear sentences, and also have characteristics according to student interests and the learning theme (Wahyuningsih et al., 2018).

The pictures contained in this ledger encourage students to more easily understand the contents of the ledger. This will have a positive impact on aspects of student development, to help develop social and emotional thinking in written language. The benefits of digital big book media can help teachers interact and optimize student learning, especially in Indonesian language learning on descriptive writing material. Digital big-book media is expected to help students understand and accept the content of the story. Furthermore, it can increase student interest in learning, learning motivation, and learning activities. The specifications of the digital big book media that have been developed are as follows; 1) The product produced in the form of big book descriptive writing skills material in Indonesian language subjects for grade IV elementary school students. 2) This digital big book media is made or designed using the Canva application using templates made manually (Putri et al., 2023; Roycha & Hendratno, 2023).

Descriptive Writing Skills

According to Henry Guntur Tarigan (2008:22), writing is painting graphic symbols that can describe a language that is understood by someone, so that other people can read these graphic symbols if they can understand the language with graphics. One of the purposes of writing is to improve their ability to think. Writing skills do not come naturally and students need a lot of practice. Writing skills can communicate students' ideas, appreciation, and experiences to various audiences anytime and anywhere. Writing learning in elementary school is a language skill that students can master. Writing skill activities can teach students to think critically and logically and express ideas in writing (Azizah, 2016). Writing is one of the skills developed to educate students. In this case, writing can be used well as a learning tool (Cer, 2019).

Descriptive writing is part of literacy that can be used as a medium for self-development. Descriptive writing is an activity that describes a situation and the description must be detailed and clear (Qulub, T., & Renhoat, 2019). Descriptive is a type of discourse that provides details about an object in such a way that it can affect the sensitivity and imagination of the reader, based on the author's observations, experiences, and emotions. Descriptive provides details about an object in such a way that it can affect the sensitivity and imagination of readers or listeners, as if they had seen, heard, or felt the object directly. Descriptive writing has its characteristics; paragraphs/essays explain or can reveal something, paragraphs are mentioned very clearly and in detail, and contain sensory impressions, when readers read descriptive texts, they feel as if they are directly experiencing what is talked about in the text, write a detailed description or explanation of the items covered. The need for descriptive writing can improve the act of writing to express characteristics such as color, shape, smell, and density (Li et al., 2023).

METHOD

The type of research method uses experimental quantitative research techniques (Afri et al., 2023; Lestari et al., 2019; Winanda et al., 2020). This type of research was chosen because it can provide treatment to the experimental class. The quantitative research method is a method that has provisions in the form of numbers in the technique of collecting data in the field (Hasibuan & Suryana, 2022). Quantitative research is conducted to provide direction for researchers to get a

research problem, find or find hypotheses, get or find concepts, also find methodologies, and get a tool for data analysis. Experimental quantitative research methods to find the effect on other treatments with conditions that can be controlled. The test validity test is a measuring tool that can make validity in the data. Instrument reliability is a measuring instrument that has consistency in the measurement results shown by the instrument.

The design commonly used in this research is quasi-experimental. Research can use a pre-test and post-test group model. The form used in the quasi-experimental design by researchers uses one group pre-test post-test. The design is done to compare the results of the pre-test and post-test. A pre-test is done to determine the initial condition before treatment or treatment, and a post-test is done to determine the next condition after being given treatment or treatment. In this design, the research sample is one group of subjects or participants. The sample used by researchers used a quasi-experimental quantitative sample with a minimum sample size. The sample conducted by the researcher amounted to 21 students in class IV B. Data collection is done by measuring the variables to be observed during the pre-test treatment and after the post-test treatment. The data collection process carried out by researchers starts with observations to schools, testing the validity of the questions, and giving pre-test and post-test questions. The data collection instrument in this study is in the form of easy questions totaling 1 question. In this 1 question, students are asked to create descriptive text and describe the picture in the question.

Techniques in collecting data can be carried out by testing and documentation. This study uses data analysis techniques using hypothesis testing. While the research instruments are in the form of observation data, learning modules, Learning Implementation Design sheets, and writing skills assessment rubrics for teaching media learning materials in the form of digital big books. The data used is data on the application of digital big book media for students' descriptive writing skills in elementary schools. Data values from pre-test and post-test are given before learning and after students get treatment in digital big book media learning. Data collection carried out by researchers according to Sugiyono (2011:74) one group pretest-posttest formula design can be described as follows (Farida, 2011):

<i>Pre-Test</i>	Treatment	<i>Post-Test</i>
O ₁	X	O ₂

Table 1. Research design *one-grup pretest-posttest*

Description:

- 1) O₁ is the test result before being given digital big book media or pre-test
- 2) X is a teaching treatment (the use of digital big book media on students' descriptive writing skills)
- 3) O₂ is the test result after being given digital big book media or post-test

The test validity test is a measuring tool that can make validity in the data. In this research, the validation test allows us to create a Pearson correlation equation, commonly called the product-moment correlation equation, to calculate the correlation between the data of each question and the total score. In this study, researchers can use SPSS to check whether the t-tool used is valid or not. The validity results can be tested by comparing the Pearson correlation in (r count) and the product-moment correlation table value (r table) at the 5% significance level. The test criterion is that an element is said to be valid if $r \text{ count} > r \text{ table}$, it can be said that the item is valid. However, if $r \text{ count} < r \text{ table}$, it can be said that the question element is invalid. Reliability can show that the

instrument can be used as a tool for collecting good data. The reliability test can be calculated using SPSS. The results of reliability can be done by comparing the r count with the r table using a significance level of 6% or 0.06. The instrument can be said to be reliable if the r count is > from the r table. However, the instrument cannot be said to be realizable if the r count is < from the r table (Yasa et al., 2020). In the research procedure, researchers conducted observation and validation of instruments, assessment, and validation of digital media-based learning media. This research design used one class or one group of subjects, namely class IV B at SD Negeri Karangjati 3 which has 21 students with the object given in the form of digital big book media. The first is given a pre-test, after which treatment is given using digital big book media, and then measurements are taken again using a post-test. The results of the pre-test and post-test activities can be analyzed to find answers about digital big-book media that have been applied to students' descriptive writing skills. There is also a rubric grid for assessing descriptive writing skills according to Ahmad Rofi'udin and Darmiyati Zuhdi (2001: 191) which is used as a guide for student assessment in Table 2.

Table 2. Descriptive Writing Skills Assessment Rubric

No.	Aspect	Criteria	Score Range	Score
1.	Content	The suitability of the writing according to the title of the writing	1-30	5-10
		Accuracy of description writing according to the object	1-25	5-10
		Creating a reader's impression of description writing	1-20	5-10
2.	Organization	Developing description sentences	1-25	5-15
		Sequence in thinking		5-10
3.	Grammar	Having effective sentences	1-20	5-20
4.	Style	The right choice of words	1-15	5-15
5.	Spelling and Punctuation	Spelling, capitalization, and punctuation are present	1-10	5-10

RESULT

From the results of the Pretest and post-test assessments, there was an increase in student scores on the material of recognizing various kinds of traffic signs by using digital big book media, to improve students' descriptive writing skills. The benefits that can be obtained from the results of the study, can stimulate student brain work, can improve student learning, can stimulate student emotions, and through the material presented in digital media students can learn very effectively. Interest in learning by using interesting media can also affect student stimulation. Then it can be seen itself can also be said to be a productive and expressive activity in channeling its creative ideas. The following is a sketch of the digital big book media in Figure 1.



Figure 1. Sketch of the picture

The data of this study are students' Indonesian learning outcomes in the field of descriptive writing skills as a result of using digital big book media in the pre-test and post-test. Based on the results of descriptive analysis, the data is presented in the following table:

Table 3. Descriptive Statistics of Pre-Test and Post-Test Scores of Descriptive Writing Skill Results

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
PRETEST	21	30	50	80	1400	66.67	7.130	50.833
POSTTEST	21	30	65	95	1705	81.19	6.690	44.762
Valid N (listwise)	21							

From the table above, the pre-test data of descriptive writing skills shows the highest score obtained is 80 and the lowest score is 50. This score results in an average of 66.67, with a standard deviation of 7.130 and a variance of 50.833. Judging from the value of the Minimum Completeness Criteria (KKM) for Indonesian language subjects made a reference from the school, which is 75, it is known that the mean of the post-test results of descriptive writing skills is right in the sufficient category. Meanwhile, based on the data from the post-test results of descriptive writing skills, it shows that the highest score achieved is 95 and the lowest score obtained is 80. The resulting score is 81.19, with a standard deviation of 6.690, and a variance of 44.762. Based on the results of the Indonesian language subject KKM with descriptive writing skills, it is known that the average post-test results of descriptive writing skills are in the good category. In the test that has been carried out, it has been proven that the normality test has a normally distributed frequency in the research results. The values or results obtained in the pre-test and post-test of class IV B Karangjati 3 students were tested on the normality of the data.

Table 4. Test Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.177	21	.084	.932	21	.148
POSTTEST	.192	21	.043	.927	21	.117

a. Lilliefors Significance Correction

The table above shows, the results of the normality test calculated by the SPSS-assisted Shapiro-Wilk formula have a pre-test value of 0.148 and a post-test value of 0.117 based on the available table. This shows that the value is greater than 0.05, therefore it can be said that the data is normally distributed. After conducting the requirements test, use SPSS to conduct hypothesis testing using the paired t-test results table:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	66.67	21	7.130	1.556
	POSTTEST	81.19	21	6.690	1.460

Table 5. Hypothesis Test Results

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-14.524	3.842	.838	-16.273	-12.775	-17.323	20	.000

The sig value. (2 tailed) of $0.000 < 0.05$ based on calculations through the paired t test formula on SPSS, it can be stated that H_a is accepted because H_0 is rejected. This means that the application of digital Big Book media has an impact on the writing skills of elementary school students. It can be concluded that there is a significant difference between the average value of the results of the pre-test and post-test descriptive writing skills. The average pre-test score of students in class IV B SDN Karangjati 3 was 66.67, while the mean post-test score was 81.19. This data proves that digital Big Book media plays a big role in helping students master the material according to the good value results. Digital Big Book media is very suitable if applied in descriptive writing skills because it emphasizes more on the skill aspects of descriptive writing.

Pre-test and post-test research data were tested using the normality test to obtain normally distributed data, but the t test must go through a paired sample t-test with a sig value. (2 tailed) of $0.000 < 0.05$, therefore it can be stated that H_0 is rejected and H_a is accepted. This means that there is a big influence on digital Big Book media on the writing skills of elementary school students. Based on the research conducted at SDN Karangjati 3 school, this can be successfully implemented. Before carrying out learning, researchers make teaching modules consisting of learning outcomes, learning objectives, learning steps (opening or introductory activities, core activities, and closing activities). Researchers will also prepare learning tools or devices, learning media, and reading materials in accordance with the learning content, this is done so that researchers can understand

the learning material as a whole. The research findings show that the use of digital Big Book media has a significant effect on students' descriptive writing skills in class IV B SDN Karangajati 3.

DISCUSSION

Learning media in today's digital era, there are many digital media that are made to help or facilitate the learning process for students, can help convey material easily, but from the results of the analysis (Arisetyawan et al., 2021). Learning media has an important role in learning activities, namely to increase the enthusiasm for student learning and to improve the quality of education in learning activities (Masbur, 2023). Especially with the existence of digital big book media. Digital big book media is a big book media made from the Canva application in which there are simple sentences equipped with colorful images. The use of digital big book media which is rich in colorful images can certainly attract students' interest in learning activities. Digital big book media is one of the learning resources that can optimize the achievement of quality educational processes and results (Yasin, 2022). This media is suitable to be applied in learning descriptive writing skills so that it will make students have a very high level of ability in thinking, can improve creative thinking skills, can think critically, and this media can help students be more active in learning activities.

From the results of this study, the application of digital big book media in the learning process went well. This is obtained or can be seen from an increase in student learning outcomes, namely in the pretest results or before being given digital big book media treatment, student learning outcomes are still classified as very low, but after the posttest or after the application of digital big book media, student learning outcomes in descriptive writing students have increased. In this case, the use of digital big book media when learning descriptive writing has a big impact on writing skills (Sigit Vebrianto Susilo et al., 2020). This is evidenced by the results of descriptive analysis, and researcher activities in applying digital big book media with an average score on the post-test score of 81.19. The results of this study are also very relevant to previous researchers who proved that digital big-book media is effective in improving students' descriptive writing skills.

Digital big book media on students' descriptive writing skills greatly affects the student learning process. Descriptive writing skills are a form of writing that can describe an object (place, object, and person) as if the reader can observe, listen, feel, feel, or see everything that is described (Siregar, 2022). The purpose of this descriptive writing is that students can describe the picture clearly so that readers can understand each sentence written in the description. After conducting the research, the results obtained stated that students' activeness in descriptive writing had increased by using digital big book media. Before being given digital big book media, students' descriptive writing level was quite low. So research using digital big book media can affect the learning process of students in descriptive writing skills.

Based on the studies that have been conducted and have been proven in this study, the application of digital big book media is highly recommended to be applied in learning. Given that writing skills are very important in the world of education, especially at the elementary school level. So the benefits of digital big book media need to be disseminated so that it can help teachers in improving students' descriptive writing skills. In addition, other studies that also examine digital big book media on other skills must also pay attention to the benefits that can be obtained from digital big book media in learning. In future studies that use digital big book media, it is hoped that more innovations will be made when designing and making digital big book media. In making digital big book media as much as possible the material in it is more adapted to the conditions of students.

CONCLUSION

The results of the research were conducted by applying digital big book media learning to evaluate the influence of descriptive writing skills of grade IV B students at SDN Karangjati III. The results of this study indicate that this digital big book media has a positive influence on the results of descriptive writing activities in elementary school students in class IV B. From the results analyzed and from the discussion that has been presented, there are significant differences in the results of descriptive writing skills through digital big book media. So it is hoped that students can develop more digital big book media to develop descriptive writing skills in elementary schools. For further research, researchers suggest using more diverse or more interesting media, so as to attract students' attention in learning.

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