ENHANCE STUDENTS' READING COMPREHENSION THROUGH DIGITAL STORYTELLING

Donny Adiatmana Ginting[1], Maitri Rahmadhani[2], Muhammad Hassan[3], Yusrah[4]

[1,2,3,4]*English Deparment Study Program, STKIP Al Maksum Langkat, Indonesia*

donyadiatamaginting@stkipalmaksum.ac.id

Abstract

As we all know, the purpose of teaching students to read short tales is to help them understand the material and analyze the elements of the story, including the moral value, storyline, setting, and characters. The purpose of this study was to determine (1) what the students' initial conditions on reading short story texts were before to using the developed digital storytelling, and (2) how successful the developed digital storytelling utilized for teaching short story reading is. This digital tale was created as a result of the findings of this study, which were based on the results of questionnaires and interviews. It was discovered that the digital storytelling media should cover the needs of the students, which have some criteria such as after reading the short stories, hopefully they can increase their vocabulary, they like to read dramatic and romantic stories, the suitable medias in learning reading of short stories are online reading sources and video, types of digital storytelling are video words and digital storytelling video clips, digital storytelling should be easy to operate an After using digital storytelling to teach short story reading, the students demonstrated this progress. The production of materials improves students' grades and can increase their enthusiasm in reading short stories.

Keywords: *Reading, Short Stories, Digital Storytelling*

INTRODUCTION

Using short stories as a teaching tool to help students better comprehend what they are reading, as well as to help them assess the story's content, including its moral, narrative, setting, and characters. Reading I, Reading II, Reading III, and Advanced Reading are all included in the English education program's reading class. The lecturer should use more technology-based activities to make the classroom more meaningful and enjoyable when teaching short story reading. Class topics include literary analysis, literary criticism, and literary theory. Before putting their theories into practice, students in these fields must first master the reading materials, especially short tales and novels.

We reap the benefits of the latest technology and its improvements, including the teaching and learning process in school practices, as a result of these advancements. English learning is made easier and more enjoyable by the use of technology in the classroom. Digital storytelling is an example of the use of

technology in teaching. A study by (Shalkhord, Gorjian, and Pazhakh ,2013) indicated that the use of digital stories to teach reading comprehension was the most effective method of education. They come to the conclusion that online instruction of digital stories has a greater impact on students' reading comprehension skill than conventional or paper-based instruction does, that online instruction of digital stories allows students to listen and analyze the story independently and freely, and that online instruction of digital stories improves students' reading comprehension skill.

According to (Mutalib,2011), readers find digital storytelling to be amusing and interesting to read. Entertaining refers to anything that entertains people, whether it's horror, humor, drama, sports, war, or tragedy. Fun, on the other hand, refers to anything that's enjoyable. Fun, on the other hand, connotes laughter, joy, and exhilaration. User experience has two semantics. Digital stories typically include computer-generated graphics, text, recorded audio narration, video clips, and music (Menezes,2012). However, the most commonly utilized ones in education are between two and 10 minutes long. All kinds of subjects are covered, from science and technology to politics and religion.

Digital storytelling has clarified into the different kinds, there are photo stories, video words, presentations and video clips. Photo stories are combinations of still images and texts. Students only need to know how to take photos and how to make a PowerPoint presentation in which the photos will be put together with the text. Video Words: they are combinations of words or phrases and pictures to make a film or a short and simple presentation. The teacher can take some photos and bring them to the classes and ask students to match the pictures with the words. Presentations are the most common story-making process is a PowerPoint presentation. A presentation is a combination of a text and pictures to present a certain topic. Students have to summarize the most important ideas and present them in a certain order. They are supposed to know more information than just that which is written in the text of the presentation. Students should be able to speak without notes; they should express their ideas clearly and keep the touch with audience. Staging: it is a kind of presentation but the students are not focused on facts but they have to find a way how to perform their

feelings, actions, incidents, sayings etc. Students should present the things which are familiar to them. Video clips is the last kind of DS is a video clip. While creating a video clip, students put pictures, words, recorded conversations or narrations and music together to make a meaningful story which covers all kinds of digital stories mentioned above. A video clip talks about a certain topic which is familiar to the story-makers and which reflects his or her personal point of view. (Abdel-hack and Helwa,2014)

The use of short stories in the classroom has two advantages, First of all, short stories are simple enough for kids to work on their own. Two, short stories offer a wide range of options for those with a variety of interests. If you have students of all ages, all levels, and all degrees of proficiency, short tales are an excellent tool for teaching in the morning, afternoon, or evening classes (Pardede, 2011).

METHODOLOGY

The research approach used in this study is experimental research, with a one-group pre-test and post-test design proposed by Donald Ary (2012). The subjects are second semester students and data are mostly gathered by assigning tasks to students and polling the above respondents via a questionnaire comprising questions about the product under development. In order to conduct such a study, the author took the following steps: First, the author used ten questions from a questionnaire to analyze the lecture and manage the classroom. The writer then conducted observations to back up the data about the student's beginning condition when reading short stories. Second, the author conducted an interview. In producing this digital storytelling, the writer was assisted IT expert. Finally, the writer included a pre-test, post-test, and several tasks in the digital storytelling. The writer examined the students' comprehensions of short tales in order to determine whether the students can understand short stories well and whether they can enhance their reading abilities based on the test results.

FINDINGS AND DISCUSSION

It was discovered that when asked about their difficulty in reading short stories, 86 percent of students stated that they find it difficult to understand the plot, while the remaining students claimed that they need a lot of time to read. In response to the second question about students' common hopes after learning to read short stories, it was discovered that 71% of students believed that reading would help them improve their vocabulary mastery.

For the third question about students' motive for reading a lot, it was discovered that 64 percent of them read because they do assignments from the lecturer, 22 percent of them read because they want to pass the exam, and 14 percent of them read to pass the exam. For the fourth question about the kind of reading topics they like to read, 57 percent of students said they like to read dramatic stories and 43 percent said they like to read romantic stories. In response to the fifth question about students' motivations for reading short stories, 60% of students stated that their motivation was to complete a task assigned by the lecturer.

For the sixth question, which asked students about their perspectives on appropriate media for learning to read short stories, 57 percent said online reading sources were appropriate, while the rest said video was. For the seventh question about appropriate and interesting activities to be delivered in the reading of short stories class, 60% of the students argued that doing reading task in group discussion was the most interesting activity, while the others argued that reading and answering the question was the most interesting. For the ninth question about the types of digital storytelling they like, 86 percent of students said video words, while the rest said DS video clips. In response to the ninth question concerning their view on good criterion of digital storytelling instruction, 93 percent of students said that being easy to operate was a good criteria of digital storytelling storytelling. In response to the final question on the most comfortable digital storytelling category, 72 percent of students said having clear text was the most pleasant DS category, while the rest said having more voice and sound was the most comfortable DS category.

The interview focused on the teaching of reading in the English Education Study Program at the STKIP Al Maksum, including the preparation, resources, and media used in the teaching and learning process. The results of the interviews revealed that the majority of the students and the lecturer were unfamiliar with digital storytelling. They had just recently been acquainted with the narrative. They contended that it is about technology.

Table 1.1 The result of t-test

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pair 1 posttest - pretest	21.003	9.200	2.123	8.541	13	.000

The paired sample test shows the comparison of pretest and posttest of experimental group displayed the difference between scores. The value of t-obtained was 8.541 and the standard deviation was 9.200. It was identified that sig. (2-tailed) or p value (0.00) was less than alpha value (0.05). There were some progresses happened after the students had been taught by using digital storytelling.

CONCLUSION

It was discovered that the digital storytelling media should cover the needs of the students, which have some criteria such as after reading the short stories, hopefully they can increase their vocabulary, they like to read dramatic and romantic stories, the suitable medias in learning reading of short stories are online reading sources and video, types of digital storytelling are video words and digital storytelling video clips, digital storytelling should be easy to operate an

The reading score of short tales increased after being taught utilizing generated materials through digital storytelling, with 60 percent of students in the very good category and 40 percent of students in the good category in the posttest result. It was different from the pretest results, which showed that 7% of students were in the very good category and 14% were in the good category. The students demonstrated this

progress after using digital storytelling to teach short story reading. The production of materials improves students' grades and can increase their enthusiasm in reading short stories.

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