THE USE OF DIGITAL STORYTELLING IN IMPROVING STUDENTS` READING COMPREHENSION OF SHORT STORIES

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Abstract: *Students are familiar with number of applications of computer network technology have been utilized such as multimedia, email, electronic journals, databases, World Wide Web, chat, blog, audio and video conferencing etc. As we know that teaching reading of short stories is to make students more understand about the material and can analyze the contents of the story including the moral value, plot, setting, and characters in the story. One of the teaching media that can be used is digital storytelling. This study aims to find out whether the digital storytelling can significantly improve the students` reading comprehension of the short stories. The result showed that digital storytelling can significantly improve the students reading comprehension of short stories. The paired sample test showed the comparison of pretest and posttest score displayed the difference between scores. The value of t-obtained was 8.633 and it was identified that sig. (2-tailed) or p value (0.00) was less than alpha value (0.05).*

Key Words: *digital storytelling, reading comprehension, short stories*

Introduction

Nowadays, people can get the information easily from all over the world. They can get the information from the internet, newspaper, journals, and various types of reports. To get information they must read the texts and comprehend them. Reading is very important because by reading people can understand the information sent or read from the printed page and people who read a lot will have knowledge and latest information to facilitate in having good speaking, writing and listening. Comprehending the English reading passage, learning materials and short stories is a must for university students to absorb the experience and knowledge.

Teaching reading of short stories is to make students more understand about the material and can analyze the contents of the story including the moral value, plot, setting, and characters in the story. English education study program has reading class that consists of Reading I, Reading, II, Reading III, and advanced reading. In teaching reading of short stories, the lecturer should find more interactive activities that dealing with technology to make the classroom more meaning full and joyful. It deals with the literature class such as English drama, English Prose, and literary appreciation, etc. Those of subjects need comprehension the reading activities especially for short stories and novel before applying in action.

Mutalib, Aziz, and Shaffiei (2011) found that the digital storytelling is entertaining reading material that is able to invoke fun among the readers, especially the children. Entertaining and fun are different in meaning in which entertaining refers to anything that engage people; whether it is horror, comedy, drama, sport, war, or sad. In contrast, fun is something associate with laugh, happiness, and excitement. They are both semantics of user experience. Meanwhile, Menezes, 2012 clarifies that digital stories usually contain computer based images, text, recorded audio narration, video clips and music. They vary in length but in education the most used last between two and ten minutes. Topics range from a wide area, covering almost everything thinkable

Tendero (2006) stated that digital storytelling efficiently facilitates efforts to capture classroom moments for Pre-service teachers to reflect upon and revise practice, as well as to develop a teaching consciousness. Ghasemi and Hajizadeh (2011) mentioned that the short story as a multi-dimensional literary genre can be profitably used in the acquisition of various language skills. The short story's distinctive features, i.e., its brevity, modernity, and variety make it appealing and interesting to language learners. When the short story is chosen based on the students' level of English proficiency, it can offer them adequate linguistic, intellectual, and emotional involvement and enrich in their learning experience. This research was conducted in order to explain how effective the developed digital storytelling used for teaching reading of short stories was.

Digital Storytelling

Students are familiar with number of applications of computer network technology have been utilized such as multimedia, email, electronic journals, databases, World Wide Web, chat, blog, audio and video conferencing etc. Multimedia technology plays a positive role in promoting activities and initiatives of students and teaching effect in English class, **Anggeraini (2015).** It means the developing of multimedia technology and its application to teaching, featuring audio, visual animation effects give positive contribution model in the new era

Computer technology and internet can be used by teachers and authorities as practical and useful tools to improve learning. Hughes (2005) identified three functions technology typically fulfills in the classroom: a) replacement, b) amplification, or c) transformation. Technology as replacement is observed when a teacher presents lecture notes on a Prezi versus a handout. Technology serves as amplification when, for example, its use expedites or eases a traditional task, such as co-editing a document on Google Docs. Technology as transformation "has the potential to provide innovative educational opportunities by reorganizing students' learning content, cognitive processes, and problem solving activities" (Yang and Wu, 2012).

Digital storytelling is a multimedia text incorporating images complemented by a narrated soundtrack to tell a story. It encourages students to engage with each other. It provides students with a variety of modes that they can use to find and use their own authorial voice through multiliteracies. Thus, it is an application used to explore multiliteracy and can be applied to the EFL context (Gillespie, 2009). The types of digital stories can be categorized into the following three major groups: 1) personal narratives: stories that contain accounts of significant incidents in one's life, 2) historical documentaries: stories that examine dramatic events that help to understand the past, and 3) stories designed to inform or instruct the viewer on a particular concept or practice. Meanwhile, Robin (2008) classified three major of digital stories categories: personal narratives, inform or instruct stories, and re-tell historical events.

Alexander (2011) indicated that digital storytelling lets students own their creative work, taking the narrative process to them. It can help students' practice collaborative learning. It is the practice of combining narrative with digital content, including images, sound, and video, to create a short movie, typically with a strong emotional component. It can be interactive movies

that include highly produced audio and visual effects. It can be instructional, persuasive, historical, or reflective. Digital stories not only reflect each student's understanding of the subject, but also allow collaboration, which can encourage collaborative skills and creativity. DS integrates technology with learning, facilitates an emotional connection to the content, and allows for the sharing of that content. It addresses the need by giving students opportunities to interact and brainstorm through the creative process.

Abdel-hack and Helwa (2014) clarified different kinds of Digital storytelling:

1. Photo Stories: they 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.

2. 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.

3. Presentations: 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.

4. 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.

5. Video clips: 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.

Using the digital storytelling is one of was as the implication of the technology used. Robin (2011) defined digital storytelling simply as the practice of using computer- based tools to tell stories. It includes multiple forms of media: images and/or video, music, text and narration.

The Importance of Reading Comprehension

The goal of reading for Indonesian students is to understand or comprehend the material of the test because reading comprehension is a bridge to understand scientific books they read. The ability of the students in reading is very important by having the ability to read, they will be able to improve their knowledge and get the information from the printed text. Through reading, the readers can get the information and new knowledge from the printed text that can help them in developing the ideas in speaking and writing and when in listening, they are familiar with new vocabulary from the reading process.

Ghasemi and Hajizadeh (2011) mentioned that reading comprehension, as a fundamental language skill, requires a complex acquisition process which can account for the way that learners comprehend what they read. Many researchers and educators have made untiring attempts to find more efficient ways of enabling the learners to become more proficient readers. However, it is necessary to point out here that reading is not simply a linguistic decoding; rather, it is the comprehension of the text's meaning.

According to Hill (2006), there are three elements involved in comprehension: the reader, the text, and the activity. The reader consists of those aspects that make us all different: our cultural experiences, knowledge, capabilities, age and gender. The texts can be in print or electronic form and of different genres from comics to information books. The activity has three dimensions: the purpose for reading, the process and the consequences. Based on the statements above, it means that in comprehending the text will give vary result of the reader because the reader has different capability, knowledge, age, and gender. Besides that, there is one thing that also influences the reader in comprehending the text that is strategy because it is the guidelines for the readers in reaching the ideas of the text.

Without comprehension, the act of reading is an empty, vacuous event. You may appreciate the words aesthetically words and even be able to draw some small bits of meaning from the page, but you are truly reading the story. The words on the page have no meaning. They

are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn`t provide the reader with any information.

A. Short Stories Materials

Ghasemi and Hajizadeh (2011) stated that the short story creates the tension necessary for a genuine exchange of ideas in class discussions. In addition, the short story pushes the students out of a passive reading state into a personal connection with the text and then beyond, extending the connection to other texts and to the world outside of school.

Stories are an important part of every culture. Short stories have their roots in folklore, or the oral tradition of storytelling. In the oral tradition, stories were told to explain beliefs about the world (e.g. myths), to remember the great deeds of past kings and heroes (e.g. legends), to teach moral principles (e.g. fables and parables) or simply for the sake of entertainment (e.g. folktales and fairy tales). These are kinds of short stories (networking, 2012):

A **myth** is a traditional story that explains the beliefs of a people about the natural and human world. The main characters in myths are usually gods or supernatural heroes. The stories are set in the distant past. The people who told these stories believed that they were true.

A **legend** is a traditional story about the past. The main characters are usually kings or heroes. Some examples of well-known legends include the tales of Odysseus from Ancient Greece, Beowulf from the Norse lands and King Arthur from Old England. Like myths, legends were thought to be true.

A **fable** is a brief story intended to teach a moral lesson. The main characters are usually animals, objects in nature (e.g. mountains, lakes, stones) or forces of nature (e.g. the sun, the wind, the rain), which are given human qualities. The most famous fables in Western tradition are Aesop's fables from Ancient Greece. There are also many well-known fables from China, India and other Asian cultures.

A **parable** is a brief story that illustrates a moral principle through the use of metaphor. Unlike fables, the main characters of parables are human beings.

A **folktale** is an anonymous story passed on through generations by word of mouth. Folktales are often timeless and placeless, with formulaic openings like: 'Once upon a time, in a faraway kingdom, there lived an old man and an old woman in a small cottage in the forest…' Folktales were told as a form of entertainment. 'Folktale' is a general term that can include a wide range of traditional narratives, such as myths, legends, fables and fairy tales.

A **fairy tale** is a traditional folktale involving imaginary creatures such as fairies, wizards, elves, trolls, gnomes, goblins and fire-breathing dragons.

A **ghost story** is a story about ghosts or other supernatural beings. In cultures all over the world, ghost stories have been told and passed down orally from generation to generation. These stories reflect the superstitious fears and beliefs that people had in various cultures. Stories about witches, ghosts, goblins, vampires, werewolves and all sorts of land and sea monsters came out of the oral tradition of storytelling.

A **tall tale** is a story with unbelievable elements that are exaggerations of the truth. The characters are usually heroes that are 'larger than life'. Many tall tales are based on actual people. The tall tale is a part of the American folktale tradition. Some famous examples include Johnny Appleseed, Davy Crockett, Paul Bunyan, John Henry and Pecos Bill.

A **trickster tale** is a story involving a character, usually an animal, who likes to play tricks on other characters. Trickster tales are common in many cultures. Cartoons like Bugs Bunny and the Road Runner are based on trickster tales.

An **urban legend**, also known as an **urban myth**, is a story that is thought to be true, but is usually not. Urban legends may contain elements of truth, but they are usually exaggerated and sensationalized.

English has truly become a global language and there are more and more writers, both male and female, from countries and cultures all over the world writing their stories in English, even when English is not their mother tongue. Other types of stories that may be considered in the Short Stories module include jokes, anecdotes, personal recounts and short feature stories in the news.

Methodology

The sample of this research was the second semester students whom took the course "Reading 2". Before applying the digital storytelling, the writer delivered ten questions as the pretest. This test was already valid and reliable. Next, the writer gives the treatments (digital storytelling that was developed by the writer). Then, the writer delivered posttest. The last step was analyzing the data and concluding the result of the research.

Teaching Procedure

In doing this study, there some procedures were applied:
(1) Pre-Activities
    a. Lecturer asked some questions related to the material.
(2) Whilst-Activities
    a. The lecturer gave the title of short stories to the students
    b. The lecturer asked the students to preview and predict about the text and they share their opinion to the others
    c. The lecturer showed and explained how to the digital storytelling media
    d. The lecturer played the digital storytelling ased on the selected short stories

Source: Anggeraini & Afifiah (2017)

    e. After the students played the digital storytelling many times, the lecturer asks the students to discuss, generate an answer questions about what they have read, listen and then they summarize it and share the information others
(3) Post-Activities
    a. The teacher summarized and ended the lesson.

Data Analyses

In analyzing the data the writer used paired simple t-test which was computed by SPSS. Moreover, normality testing used to know whether the collected data is normally distributed or not. When the data distribution is normal, the result of the normality test can be generalized on the population. In this study, computer program SPSS 16 version which is Kolmogrov-Smirnov Text was applied to test the normality of the data. If the significance of Kolmogrov-Smirnov test exceeds 0,05, the data are normal.

Findings

The Result of the Test

The Result of the pretest and posttest of reading of narrative text in the experimental group is described in the following table.

Table 1
Descriptive Statistic of the Pretest and Posttest in the Experimental Group

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	14	25	45	70	58.21	7.992	63.874
PostTest	14	10	75	85	79.64	4.144	17.170
Valid N (listwise)	14						

The table 1 above showed the result of pretest of the students` reading score of short stories. It showed that the lowest score was 45 and the highest was 70. The mean score was 58.21. Moreover, the statistical data also described the result of posttest of the students` reading score of short stories. It showed the lowest score was 75 and the highest score was 85.

The score distribution and the percentages of pretest and posttest scores group are shown in following table below.

Table 2
The Score Distribution

Score Range	Category	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
80-100	Very Good	1	4%	9	64%
70-79	Good	2	14%	5	36%
56-69	Average	6	36%	0	0%
40-55	Poor	5	43%	0	0%
≤40	Very Poor	0	0%	0	0%

The table 2 above provided above showed the percentage of pretest of the students` reading comprehension achievement of short stories. It showed that none of the 14 students was in very poor category, 43% of the 14 students were in poor category, 36% students were in average category, 14 % students were in good category, and 7% students were in very good category. It means almost students were in below average in the pretest.

The next is percentage of posttest of the students` reading comprehension achievement of the short stories. It showed that 0% student was in very poor category, 0% student was in poor category, 0 % student was in average category, 36 % students were in good category, and 64 % students were in very good category. It can be concluded that there was a progress of the students` reading scores after the treatment (developed digital storytelling).

The Normality

The normality test was used to find out whether or not the data of reading test. The result gained was distributed normally. In analyzing the normality of the data, the writer used the Kolomogrov-Smirnov test which was computerized by applying the SPSS version 16. If the normally spread p>0.05 then it is normal, whereas if p<0.05 then it is considered not normal or approximately normal. The result showed that the values of 0.867 and 0.473 were higher than 0.05. Therefore, it can be assumed that the data of pretest and posttest were distributed normally. The statistical output of the normality tests are shown in table 3 below.

Table 3
The Summary of the results of Normality Test of Reading Comprehension Achievement
One-Sample Kolmogorov-Smirnov Test

	pretest	posttest
Kolmogorov-Smirnov Z	.598	.845
Asymp. Sig. (2-tailed)	.867	.473

a. Test distribution is Normal.

The Analysis of Paired sample T Test Result

Table 4
Paired Samples Test

		t	df	Sig. (2-tailed)

Table 4

Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1 posttest - pretest		8.633	13	.000

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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 8.633 and it was identified that sig. (2-tailed) or p value (0.00) was less than alpha value (0.05). It was effective to teach reading of short stories by using digital storytelling .

Conclusion

It can be concluded that the digital storytelling provides the students to engage the story with their daily life that can build their critical reading. Digital Storytelling can significantly effective in order to improve the students` comprehension achievement. After being taught by using developed materials through digital storytelling, the reading score of short stories increased which 64 % of students were in very good category and 36 % of the students were in good category in the posttest result. It was different with the pretest result that there were 7 % students were in very good category and 14 % students were in good category. The students revealed this improvement after applying digital storytelling for teaching reading of short stories.. Digital storytelling gave significant contribution to help the students in comprehending the text because in this activity the students can explore and intpret the stories into the daily life .

Suggestions

From the finding conclusion above, the writer would like to offer some suggestions. Firstly, for the students, they should be active learner in reading class, especially in work group activity. They should collaborate with others. Secondly, the students may apply various reading strategies in learning reading, and read a lot to get new information and knowledge. And the last, for the other writers, because of the limitation of time, this study focuses only on the effectiveness of digital storytelling reading on students reading achievement, it should be better to provide more variable instead of reading achievement.

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