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PROMOTING THE DEVELOPMENT OF LEARNERS' TRADITIONAL LITERACIES THROUGH DIGITAL STORYTELLING

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Abstract

Learners frequently have problems comprehend the texts and arrange sentences to become good paragraphs. To address this issue, digital storytelling may be utilized as a technique to aid learners' reading and writing skill. The author aimed at finding out whether or not digital storytelling increases the learners' reading and writing skills. The author employed a quasi-experimental design. The 80 learners of sharia banking study program at IAIN Palopo participated in this research. The instruments of this research were reading tests and writing essays. Reading test consisted of 30 numbers; meanwhile writing test consisted of one number. The test had two parts: an initial test and a final test. To measure the significance difference on the learners' achievement in the two-class, the average, standard deviation, and t-test was computed. A significant difference was found when the two means were compared (82.50 > 57.05); the experimental class average improved after the treatment was implemented. Nevertheless, the learners in control class showed no improvement. Prior to the treatment, the learners in both classes exhibited equivalent writing skill. On the other hand, they had different achievement after being treated. Furthermore, whereas the experimental class experienced a change, the control class did not. Then, the author asserted that digital storytelling can increase the learners' reading and writing skills. The author hopes findings of this research can be valuable resources for the learners, the lecturers, and the future researchers.

Keywords: a quasi-experimental design, digital storytelling, traditional literacies

Introduction

The first semester learners of sharia banking study program at IAIN Palopo faced challenges to develop their traditional literacies (reading and writing) since they are confronted with new vocabulary and pattern that are unfamiliar to them. This difficulty arose because the instructional media that teachers typically employed in their classes to teach reading and writing were traditional media such as textbooks. Therefore, to be successful in teaching reading and writing skills in today's current era, a teacher must be able to integrate traditional media and new technology that can draw learners' attention to the subject to get the desired result.

The use of new technology in educational systems has risen significantly in recent years as digital cameras, editing software, authoring tools, and electronic media channels have motivated teachers to use more ways and tools than ever before to assist learners develop their own knowledge and ideas to show and share them more effectively in the previous ten years (Smeda et al. 2014; Amstrong, 2003; Stanley, 2003). One of the techniques in teaching language that has grabbed learners' and teachers' interest is digital storytelling (Sudarmaji et al., 2020).

Normann (2011); Lowenthal & Dunlap (2010); Heo (2009) argued that digital storytelling is the result of combining traditional storytelling with the use of multimedia technologies. Digital storytelling greatly expands the possibilities for both the production of stories and the subsequent transmission of those stories. It enables the incorporation of components from several sensory areas into the production of a story (picture, sound, movement, and so on), which can be done alone or collectively. When compared to traditional storytelling, according to Dorner et al., (2002), digital storytelling allows the learners to participate and to change the story. Furthermore, digital storytelling (Stanley & Dillingham, 2009) provides a simple option for language educators to include technology into their classrooms while also allowing learners to combine personal empowerment with communal duty. Besides, Smeda et al. (2014) explained that digital storytelling is a powerful tool for blending instructional messaging with learning activities in order to create more engaging and exciting learning environments. It's a step-by-step process for creating a constructivist learning environment based on cutting-edge teaching and learning ideas. As a result, this technique has the potential to improve educational performance and boost student engagement.

Some researchers have evidenced that digital storytelling aids learners in the development of writing skills, as well as motivation and attitude. Tarigan & Liana (2018) found that digital storytelling is a meaningful tool for teaching descriptive texts. Friatin & Jauharoh (2017) wrote that the utilization of a digital story is to educate learners how to write narrative text make them feel more engaged and less bored. It is an appropriate instructional tool that instructors can employ based on the findings of this study. Digital storytelling increases learners' reading progress and enthusiasm (Anggeraini & Hafifah, 2017). Digital storytelling is one type of enjoyable reading materials that can make readers fun (Mutalib et al., 2011). Digital storytelling influences reading comprehension and creativity (Bakar, 2019). It improves writing self-efficacy and flow (Xu et al., 2011). Digital storytelling can be integrated into curriculum (Sadik, 2008; Bakar, 2019). Huang et.al (2013, p. 753) argued that six years learners' reading and writing achievements were encouraged after they taught through digital storytelling.

Regarding to the problem statement above, the author formulated the two research questions as follows:

1. Does digital storytelling significantly increase reading skill of the first semester learners of sharia banking study program at IAIN Palopo?
2. Does digital storytelling significantly increase writing skill of the first semester learners of sharia banking study program at IAIN Palopo?

Literature Review

The concept of writing

One of the most fundamental abilities in learning a new language is writing. It is the act of writing down the graphic symbols that make up a language in order to convey meaning to the reader so that he or she can understand what the writer is trying to say. According to Brown (2004: 335), writing skill is a written product that is completed after the processes of thinking, planning, drafting, and revising and also requires the efforts and specialized skills of generating ideas, organizing them coherently, using discourse markers and rhetorical conventions, combining them all into one, revising the content for a clearer meaning, and editing for accurate grammar into a final product. Writing is, by its very nature, a solitary activity, performed in silence, requiring physical exertion and requiring a significant amount of time, even in L1. There are linguistic, psychological, and cognitive issues to contend with, making both teaching and learning it difficult. It's also worth remembering that many people never write anything substantial in their daily lives.

Writing, according to Oshima & Hague (2007: 2), is a progressive activity. It means that before we begin writing, we have already considered the topic we will provide in our composition. As a result, writing is a process of composing phrases into paragraphs that reflect our thoughts.

The Concept of Reading

Reading is defined by Millrood (2001) as the use of visual and cognitive processes to extract meaning from content through reading the text, processing information, and connecting it to prior experience. Reading serves more than just as a kind of leisure; it also serves as a means of language acquisition. Reading is needed to increase language abilities namely writing, grammar, and vocabulary (Harmer, 2007). Ehri (1991) argued that the readers can decipher, predict, establish an analogy, or even read sight words while reading.

Whalon et al. in Lestrud (2013) wrote that reading abilities enable a person to interact with written material and get meaning from it. Those are five various elements that must be mastered to comprehend the intended meaning conveyed in written content independently. Firstly, phonemic awareness, defined as "recognizing and manipulating spoken words in language". Secondly, phonics, defined as "knowing letter-sound correspondences in reading and spelling," Thirdly, fluency in reading orally, defined as "reading text with speed, accuracy, and expressiveness." Fourthly, vocabulary, defined as "comprehending words read by connecting them to oral vocabulary." Fifthly, comprehension, defined as "directly practicing learners to be aware of the cognitive processes involved in reading."

Digital storytelling

Digital stories, according to Meadows (2003), are brief, personal, multimedia storytelling. There's strictness to their composition, written with feeling and in the first person: 250 words, a dozen or so photographs, and two minutes is about the appropriate length. Considered tales that adhere to formal constraints tend to be elegant. When done right, digital stories may be as tight as sonnets: multimedia sonnets from the people, and when viewed as a tool of democratized media, it has the ability to revolutionize the way we interact with our communities. As they

develop crucial 21st-century literacy skills and get a deeper grasp in all areas of the curriculum, digital storytelling equips learners to be competent communicators and media creators. This technique is a hybrid of old-school storytelling with cutting-edge technology. With the growing availability of electronic equipment in classrooms, many forms of digital media production have become very popular as learning methods. A digital story is essentially any combination of a spoken narrative and a number of graphics, sometimes with music, as well as new technologies for editing and sharing the story. The learners can use digital storytelling to tell a story by combining images, photographs, music, narration, and text to create a movie. Writing the story in paper format is the first stage in making a digital movie. Later, learners blend the content from their stories with technical components that help them understand what they're saying

Learners practice the following abilities by using digital storytelling in the classroom: (1) Learners conduct significant study on their selected themes, (2) the learners can choose the greatest photographs, video clips, and other media for conveying targeted ideas, as well as the best media for the presentation, are picked (digital magazine, movie trailer), (3) writing abilities (which are an important element of the learning process) have improved, (4) the script's narration lends credibility to the videos while also improving public speaking skills, (5) learners must decide whether to zoom, which image is ideal, when to add voice-overs, and so on over the many hours spent editing videos. Learners can use these technical abilities to make videos that are increasingly fascinating and engaging as they gain experience, (6) learners participate in the learning process and practice social skills by working in classes, (7) learners exhibit their work before a live audience. The learners develop the films and lessons that will be used by the teacher in future classes. They learn from their own digital storytelling projects as well as those of former and current colleagues, and (8) the most intriguing component of digital storytelling is the imaginative use of technology.

Different types of digital storytelling were defined by Abdel-hack & Helwa (2014), and they are as follows:

1. Photo Stories: these are a mix of still images and writing. Learners just need to know how to capture photographs and create a PowerPoint presentation in which the photographs and text are combined.
2. Video Words: These are words or phrases combined with images to create a film or a short and easy presentation. The teacher can bring some photos to class and ask learners to match the visuals to the words.
3. PowerPoint presentations: The most typical way to tell a tale is with a PowerPoint presentation. A presentation is a combination of words and images that is used to present a topic. Learners must synthesize and deliver the most significant ideas in a specific order. They are expected to know more than what is written in the presentation's text. Learners should be able to speak without using notes, explain their thoughts clearly, and maintain eye contact with the audience.
4. Staging: This is a type of presentation in which the learners must discover a way to perform their sentiments, actions, incidents, statements, and so on. Learners should only present items that they are familiar with.
5. Video clips: A video clip is the last type of DS. Learners combine photographs, words, recorded conversations or narrations, and music to create a meaningful

story that encompasses all of the digital stories outlined above. A video clip discusses a topic that the storyteller is familiar with and that reflects his or her personal viewpoint.

The Narrative Paragraph

Narration is a type of storytelling used to describe a situation, preserve history, and entertain readers. An author has the opportunity to leave his or her mark on the world by telling a story that only he or she can tell in a narrative paragraph. It doesn't matter if it's based on personal experience. The aim of a narrative is to bring ones subject to life, whether it is based on personal experience or one that the writer has concocted. Any subject may be made entertaining by using sensory details, the five WH and H (who, what, where, when, why, and how), and fundamental story structure (Spencer, 2005). According to Przybyla (2009), narration paragraphs are most commonly used in fiction. As a result, they'll include all of the essential elements of action development, such as the protagonist, setting, aim, obstacle, climax, and resolution. As a result, writing a narration paragraph necessitates sequential order and chronology. The body of a narration paragraph contains many descriptive elements, but if written correctly, the paragraph will contain far more action than depiction.

Method

This is a quasi-experimental research. The author used a non-equivalent control class approach, in which two treatment classes were pre-tested, given a treatment, and then tested again. The difference is that instead of randomly assigning individuals to treatments, it entails randomly assigning intact classes to treatments. Digital storytelling was used in the experimental class, while no digital storytelling is used in the control class. The participants were the first semester learners of sharia banking study program at IAIN Palopo. 80 learners were between the ages of 19 and 20. Cluster random sampling was employed as the sample method in this research. These undergraduate participants were all in the same academic year, had the same skill level, and were taught by the same English lecturer. The author divided the learners into two classes, PBS I B class as the experimental class and PBS I C class as the control class. The instruments of this research were reading tests and writing essays. Reading test consisted of 30 numbers; meanwhile writing test consisted of one number. The test had two parts: an initial test and a final test. To measure the significance difference on the learners' achievement in the two-class, the average, standard deviation, and t-test was computed. The author also used the effect size formula by adopting Cohen's d from the averages and standard deviations for the two measurement occasions. Then, the author classified based on the category of the effectiveness is shown in the following table:

Table 1. Effect size category

Scale	Category
0 – 0.20	Ineffective
0.21 – 0.50	Modest Effect
0.51 – 1.00	Moderate effect
>1.00	Powerful effect

Cohen in Muijs (2004, p. 139)

Findings and Discussion

The Mean Score, Standard Deviation, and t-test value in each Reading components

Table 1 shows the average and standard deviation in the fourth-component of reading. To determine the achievement differences between two-class in the fourth reading components, the author computed the p values.

Table 1. The average score, standard deviation, and t-test value for reading components

Components	Class	Initial Test			Final Test		
		x̄	SD	Sig 2-tailed	x̄	SD	Sig 2-tailed
Phonemic Awareness	Experimental Class	2.45	.639		3.30	.516	
	Control Class	2.63	.740	.261	2.43	.501	0.000
Vocabulary	Experimental Class	2.25	.670		3.40	.496	
	Control Class	2.23	.698	.871	2.45	.639	0.000
Fluency	Experimental Class	2.48	.751		3.35	.483	
	Control Class	2.20	.823	.122	2.20	.648	0.000
Reading Comprehension	Experimental Class	2.33	.616	.714	3.22	.530	0.000
	Control class	2.28	.599		2.33	.730	

From the table above, we can see that the learners in both classes have the same reading proficiency before giving treatment (p values were more than significance level of 0.05). However, after applying digital storytelling, the learners' averages in experimental class were better than the learners' averages in control class. Besides, p values were less than significance level of 5%.

The Mean Score, Standard Deviation, and T-Test Value in each Writing components

Table 2 shows the average and standard deviation in the fifth-component of writing. To determine the achievement differences between the two-class in the fifth writing components, the author computed the p values.

Table 2. The average score, standard deviation, and t-test value for writing components

Components	Class	Initial Test			Final Test		
		x̄	SD	Sig. 2-tailed	x̄	SD	Sig. 2-tailed
Content	Experimental Class	16.73	2.013		22.08	2.664	
	Control Class	17.92	2.422	.018	19.05	2.961	0.000
Organization	Experimental Class	12.22	1.888		15.77	2.154	
	Control Class	12.60	2.146	.409	12.83	2.469	0.000
Vocabulary	Experimental Class	12.08	2.474	.511	15.15	2.597	0.000

Language Use	Control Class	11.75	1.891		12.23	1.993	
	Experimental Class	12.00	2.342		16.25	2.844	
Mechanics	Control Class	12.17	1.796	.114	12.90	2.907	0.000
	Experimental Class	2.30	.464	.709	3.48	.679	0.000
	Control Class	2.50	.641		2.63	.667	

From the table above, we can see that the learners in both classes have the same writing proficiency before giving treatment (p values were more than significance level of 5%). However, after applying digital storytelling, the learners' averages in experimental class were better than the learners' averages in control class. Besides, p values were less than significance level of 5%.

The Initial Test Result for Reading Section in Experimental and Control Classes

From table 3 below, we can see that the average score for experimental class was 58.13, while the average for control class was 57.95.

Table 3. The average and standard deviation of initial test

	Class	N	Average	Standard Deviation	Std. error mean
Initial test	Experimental class	40	58.13	11.092	1.754
	Control class	40	57.95	12.247	1.936

According to table 4, the t-value in an independent sample test was 0.067, the sig (2-tailed) value was 0.947, and the sig. (2-tailed) was more than significance level of 5% (0.947 > 0.05). From the results, the author stated that the learners had the same proficiency level in reading and comprehending texts.

Table 4. Paired Sample Tests

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Initial Test	Equal variances assumed	.187	.666	.067	78	.947	.175	2.613	-5.026	5.376
	Equal variances not assumed			.067	77.247	.947	.175	2.613	-5.027	5.377

The Final Test Result for Reading Section in Experimental and Control Classes

From the table below, we can see that the average score for experimental class was 82.50, while the control class's average score was 57.05.

Table 5. The average and standard deviation of final test

	Class	N	Average	Standard Deviation	Std. error mean
Final test	Experimental class	40	82.50	7.268	1.149
	Control class	40	57.05	12.665	2.003

According to table 6, the t-test value was 11.023. The sig (2-tailed) value was 0.000, it was less than alpha 5% (0.000 < 0.05). The author rejected null hypothesis; on the other hand, she accepted alternative hypothesis. Then, we may infer that digital storytelling has a substantial effect on learner's reading skill. This finding is in line with Hamdy (2017) who found that digital storytelling significantly affected his learners' reading and listening comprehension.

Table 6. Paired Sample Tests

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Final Test	Equal variances assumed	4.504	.037	11.023	78	.000	25.450	2.309	20.853	30.047
	Equal variances not assumed			11.023	62.172	.000	25.450	2.309	20.835	30.065

Effect Size

The following stage was to compute the effect size after obtaining evidence of the t-test in the final test and obtaining a score result. It was intended to determine the level of significance of this research's effect. The author applied *Cohen's d* effect size criteria to analyse the effect size and define the level of significance.

$$d = \frac{\textbf{\textit{Mean of group 1-Mean of group 2}}}{\boldsymbol{\sigma}\textbf{ pooled}}$$

$$\boldsymbol{\sigma}\text{ pooled} = \frac{\text{Std.Deviation 1+ Std.Deviation 2}}{2}$$

$$(1)\ \boldsymbol{\sigma}\text{ pooled} = \frac{7.2678 + 12.665}{2}$$

$$= 9.9665$$

$$(2)\ \text{d} = \frac{82.50 - 57.05}{9.9665}$$

$$= \frac{25.45}{9.9665}$$

$$= 2.55$$

The result of effect size is 2.55 and it is categorized as powerful effect. Then, the author revealed that digital storytelling has strong impact on the learners reading skill.

The Initial Test Result for Writing Section in Experimental and Control Classes

From the table below, we can see that the average for experimental class is 56.93, while for control class is 54.95.

Table 7. The average and standard deviation of initial test

	Class	N	Average	Standard Deviation	Std. error mean
Initial test	Experimental class	40	56.93	6.128	.969
	Control class	40	54.95	6.876	1.087

According to table 8, the t-value in an independent sample test was 1.356. The sig (2-tailed) value was 0.179, and it was more than alpha 5% (0.179 > 0.05). From the results, the author stated that the learners have the same writing performances before receiving treatments.

Table 8. The Paired Sample Test

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Initial test	Equal variances assumed	1.045	.310	1.356	78	.179	1.975	1.456	-.924	4.874
	Equal variances not assumed			1.356	76.989	.179	1.975	1.456	-.925	4.875

The Final Test Result for Writing Section in Experimental and Control Classes

Table 9 shows that the experimental class's average score was 59.68, while the control class's average score was 72.93.

Table 9. The average and standard deviation of final test

	Class	N	Average	Standard Deviation	Std. error mean
Final test	Experimental class	40	59.68	8.873	1.403
	Control class	40	72.93	8.824	1.395

According to table 8, the t-value in an independent sample test was 6.696. The sig (2-tailed) value was 0.000, and it was less than significance level of 5% (0.000 > 0.05). From the results, the author stated that the learners have the same writing performances in the initial tests.

Table 10. The paired sample test

		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Final test	Equal variances assumed	.040	.843	-6.696	78	.000	-13.250	1.979	-17.189	-9.311
	Equal variances not assumed			-6.696	77.998	.000	-13.250	1.979	-17.189	-9.311

Effect Size

The following stage was to compute the effect size after obtaining evidence of the t-test in the final test and obtaining a score result. It was intended to determine the level of significance of this research's effect. The author applied *Cohen's d* effect size criteria to analyse the effect size and define the level of significance.

$$d = \frac{Mean\ of\ group\ 1 - Mean\ of\ group\ 2}{\sigma\ pooled}$$

$$\sigma \text{ pooled} = \frac{\text{Std.Deviation 1+ Std.Deviation 2}}{2}$$

$$(1)\ \sigma \text{ pooled} = \frac{8.824 + 8.873}{2}$$

$$= 8.8485$$

$$(2)\ d = \frac{72.93 - 59.68}{8.8485}$$

$$= \frac{13.25}{8.8485}$$

$$= 1.49$$

The result of effect size is 1.49 and it is categorized as powerful effect. Then, the author revealed that digital storytelling has strong impact on the learners' writing skill.

Discussion

Concerning those findings above, the author concluded that the class equivalence was established prior to the beginning of the treatment since there was no significant change in the average of the initial scores. In other words, there was evidence suggesting the reading skill in both classes were similar before the treatment was held. A significant difference was found when the two means were compared (82.50 > 57.05); the experimental class average improved after the treatment was implemented. Nevertheless, the learners in control class showed no improvement.

Prior to the treatment, the learners in both classes exhibited equivalent writing skill. On the other hand, they had different achievement after being treated. Furthermore, whereas the experimental class experienced a change, the control class did not.

The use of digital storytelling aids learners in effectively visualizing the material. Learners will be able to better absorb the text since they will enable to look what is happening in the text because of the picture included in digital storytelling. For instance, an image can assist a learner in deciphering the meaning of a difficult term.

Furthermore, audio-visual tools such as music, light, and colour used in digital storytelling may stimulate and increase learners' curiosity and ease them to comprehend the text's contents. Digital storytelling can be used to capture learners' attention and to allow the lecturer to create an engaging learning environment for them. This will encourage learners to read the material on their own initiative in order to increase their grasp of the lesson rather than merely listening to what the teacher says.

Such researchers reported that digital storytelling encourage learners' reading skills (Royer & Richards, 2007; Ginting et.al., 2021; Alkhalili, 2018; Abdel-Khalek, 2018). Bakar (2019) stated that a digital storytelling technique evolves as an encouragement to allow readers to respond to the texts read, A reader must be aware of several possibilities while creating a digital story: the information contained in a text, the information missing from a text, the relationships between ideas, and the change of ideas. Radaideh et.al (2020) suggested the teachers to utilize a digital storytelling as a teaching medium.

In the process of self-writing, digital storytelling is a useful tool (Davis, 2004). Vasudevan et al., (2010) stated that digital storytelling strengthens and complicates texts, and digital storytellers can write for a number of audiences with the assistance of their communication skill and ability to make known their story.

These research findings are in line with YAMAÇ & ULUSOY (2016) who found that in terms of writing components, digital storytelling improved learners' ideas, organization, word choice, sentence fluency, and conventions. Similarly, digital storytelling increased the learners' understandings of generic structure in narrative text. Their findings showed constant improvement in the elements of digital story, as well as the technological literacy and competency of learners throughout the process, in terms of the quality of learners' digital story. According to Kulla-Abbott (2006), a digital storytelling help learner understands the generic structure of a story through reflection, drafting, and feedback processes. Seifeddin et.al (2015); Harjono & Wiryotinoyo (2020) argued that digital storytelling positively affected writing achievement since during the learners created digital storytelling it brought advantage for them. They might use the software and web resources to brainstorm, organize, and exercise their ideas and thoughts. They were also able to readily update their work using Microsoft PowerPoint. As a result, they must not put up with the monotony of writing their drafts on the paper.

This research is in contrast to Sudarmaji et al. (2020) who revealed that their research participants in experimental and control class has the same writing achievements; however, they were motivated to learn by using digital storytelling, which resulted in a pleasant classroom environment.

Although using digital storytelling as media showed to be an effective activity for improving learners' reading skill on narrative material, there were issues (disadvantages) for lecturers, learners, and universities. The teacher is confronted with the issue of being time-consuming in the first meeting. The teacher should demonstrate digital storytelling a few times to help learners comprehend the

content. As a result, the teacher must examine the amount of time consumed. To solve this challenge, the teacher should think about how long digital storytelling will last.

Conclusion

The author concluded that digital storytelling can increase the learners reading and writing skills. Because the lecturers can utilize a variety of techniques, from the easiest to the most complex, digital storytelling is considered as an adaptable tool. They can apply it as a variety of educational objectives. This is dependent on the learners' necessities and skill levels. The lecturer's and learner's roles have shifted as a result of using digital storytelling in the EFL class. To put it another way, the lecturer's job is to facilitate, ask questions, and provide feedback. The importance of the lecturer's position as a guide, manager, motivator, and feedback source grew. Learners, on the other hand, are no longer reliant or passive recipients of their education. Lecturers should think about the content quality of digital storytelling. One of the essential contents, for example, is the subtitle of digital storytelling. Learners can improve their reading speed by using the subtitles and conversations written across the bottom of the frame of digital storytelling. As a result, the subtitle should be relevant and unambiguous. When using digital storytelling, lecturers should consider whether it is appropriate for learners. It should be curriculum-based and consider moral values. To manage time, the lecturers should think about how long digital storytelling takes and how many times it is delivered. It is preferable if the time does not exceed 10 minutes.

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