

THE EFFECT OF DIGITAL STORYTELLING TO IMPROVE UNIVERSITY STUDENTS' READING SKILLS AND SELF EFFICACY

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Abstract

The innovative strategies and teaching media during the past few decades are always updating to increase the learners' language skills especially literacy skill. Application of digital technology-based learning media is not only to maximize their language skills in both face-to-face and distance learning but also their interest and self- efficacy. The study aimed to find out whether the media digital storytelling significantly affects the students' reading skill and self-efficacy. The study was conducted by experimental research with a quantitative approach. Fifty students of English Education Department at Universitas Pembinaan Masyarakat Indonesia participated in the study as the experimental (n=25) and the control (n=25). The data collection instrument was carried out by observation, questionnaires, and reading test. This study analysis method was descriptive statistics. The finding of the study revealed that digital media storytelling significantly affects the reading skills and self-efficacy of English Education Department students at Universitas Pembinaan Masyarakat Indonesia. By finding these suitable results, this media further can be applied to improve other language skills and also in other majors.

Keywords: Media; Digital Storytelling; Reading; Self Efficacy.

1. INTRODUCTION

The current challenge of practitioners and researchers in language education is the learners' low motivation in reading. The literacy ability of Indonesian for instance, has decreased the most sharply especially reading followed by mathematical literacy and scientific literacy (OECD, 2019). The current condition that obliges the distance learning during pandemic Covid -19 also increasingly causes the difficulties for learners in reading without adequate facilities.

At the tertiary level, the main problem of EFL students to get used to culture of reading was the lack of motivation and self-efficacy in reading due to tedious activities. Based on early observation, the students are interested in reading books only in certain genres. The books chosen are generally only light ones, such as those related to their interests and hobbies (Tang, 2015).

With their reduced motivation and self-efficacy, their reading ability also diminishes. Therefore, media is one of the key to success in today's learning. With the development of appropriate instructional media, it is expected to be able to significantly improve reading skills. Accompanied by the development of virtual learning recently, the world increasingly demands education on the use of digital technology media or commonly known as digital technology. For pandemic covid-19, system of education for universities is also required to modify learning media with online digital technology (e-learning). Through digital technology-based learning media, it

is expected that it can improve self-efficacy and the ability to read English texts among students to the level of mastery (proficient). The use of technology to create a more up to date learning system is also expected to provide new experiences and introduce them to the learning era 4.0.

One of media that can improve this situation is digital storytelling. The term of digital storytelling refers to the use of technical tools to manipulate images, music, sound, graphics and the author's voice to express and explore the author's artistic expression (Porter in Yamaç and Ulusoy, 2017). All digital stories combine digital graphics, audios, videos and music to present information, and they have a certain theme and viewpoint as in the traditional stories. Hence, digital storytelling has more potential to facilitate teaching and learning process especially in teaching reading. In addition, Ellis and Brewster (in Mujizat, 2016) states that storytelling can motivate students to develop positive attitudes towards the foreign language and language learning. In every story, there will be a moral message can be taken, whether it is negative or positive. The importance of as they naturally begin to imagine and make sense of the story while they listen. Developing reading comprehension through audio and video make teacher comprehend the use of technological tools especially in online learning.

Self-efficacy is defined as a person's belief in their ability to do a job at a certain level of performance or to achieve an expected result that will affect situations that affect their lives (Feist, 2011). In addition, Gufron and Wita (2012) states that self-

efficacy is one of the most influential aspects of self-knowledge in everyday human life because self-efficacy also influences individuals in determining the actions to be taken to achieve a goal, including estimates of the challenges that will be faced. It is significant for someone to have high self-efficacy, because high self-efficacy will shape one's character in every action taken in a particular task. The more a person has high self-efficacy, the more the individual has high self-confidence in his ability to be able to complete tasks well and vice versa.

Some previous researches have been done related to the use of digital technology in teaching reading. Anggraeni and Afifah (2017) have found that the students revealed this improvement after applying digital storytelling for teaching reading of short stories. Radaideh, Dina Al-Jamal, Imad Sa'di (2020) also recommended using digital storytelling in teaching English language reading comprehension skills. Furthermore, Hamdy 's study (2017) was inferred that digital storytelling had a significant effect on students' reading comprehension and listening comprehension. Based on the background of the above problems, it is significant to conduct a study with a special aim to improve the ability to read English texts and student self-efficacy by using digital media storytelling which were carried out at Universitas Pembinaan Masyarakat Indonesia with students majoring in English education as research subjects. The urgency of this study is very necessary to determine whether digital storytelling media have an effect on improving students' reading skills and self-efficacy.

2. RESEARCH METHODOLOGY

Research Design

The study was conducted by using experimental research which consisted of pretest, treatment and posttest. The pre-tests were administered before the treatment in order to determine the comprehension level of reading as well as to ensure the groups equivalence. Furthermore, the treatment was implemented on the experimental class, while no treatment, conventional teaching method were applied on the control class.

The population was the students of English Education Department, Faculty of Teachers' Training and Education in Universitas Pembinaan Masyarakat Indonesia in academic year 2020/2021. The sample was divided into experimental class and control class with 18 students in each class. The data were chosen by using purposive sampling technique. The instruments used to collect the data were questionnaire sheets, *pre-test* and *post-test*. Data collection was done using pre-test and post-test to identify the students' reading abilities. After the data were collected, the data were analyzed by calculating the percentage of each answer. The data analysis method used descriptive statistics.

3. RESULT AND DISCUSSION

As stated before, the objective of this study is to find out whether or not the digital storytelling significantly affects the students' reading skills and self-efficacy.

The data were obtained from the result of reading test. From the result, it was found that the students' reading skill is still low. It could be seen from the mean score of pretest in experimental class was 69.40 and the score of pretest in experimental group was 60.00.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_kontrol	60.00	25	10.000	2.000
	Posttest_kontrol	65.00	25	11.365	2.273
Pair 2	Pretest_Eksperimen	69.40	25	10.540	2.108
	Posttest_eksperimen	83.40	25	7.599	1.520

Figure 1. Data Mean of Pre Test and Post Test in Control Class and Experimental Class

In the pretests of both reading and listening, the means of the experimental class and the control class do not display differences. In contrast, the differences are displayed at the result of post-test. The mean score of posttest in experimental class was 83.40 while posttest in control class was 65.00. The treatment was given to the experimental group. During the treatment, the students were very enthusiastic to listen the explanation about spoof text because the researcher used digital storytelling to motivate them. Then the students were asked to read and do the exercise of answering the questions of the text based on the video. At the last treatment, the students were asked to make own video of storytelling by their own creativity.

The result of posttest indicates that the experimental class and control class were significantly different in reading achievement. The result of subtracting pretest from the post-test scores) of the experimental group is higher than the control group. It can be assumed that the treatments had been done successfully. It means that the alternative hypothesis (H_a) is accepted. In other words, digital storytelling significantly affects the reading skill.

	Paired Differences		95% Confidence Interval of the Difference			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Lower	Upper	Lower			
Pair 1: Pretest_kontrol - Posttest_kontrol	-8.000	7.688	-1.828	-4.172	-1.907	-0.273	24	.800
Pair 2: Pretest_Eksperimen - Posttest_eksperimen	-14.000	8.774	-1.102	-16.898	-15.897	-12.124	24	.000

Figure 2. Result of T- Test Pretest-Posttest of Reading Test

To find out the significant effect of the treatment on students' reading skill, the analysis of t-test was run on SPSS. It was used to analyze the differences of means of the test scores of both

classes. With the paired sample t-test, the table displays that a significant difference appears between the mean of pretest and post-test scores of the experimental class means there is a significant difference appears on the experimental group with value sig. (2-tailed) was $0.00 < 0.05$.

Meanwhile to assess the effect of digital storytelling on students' self-efficacy can be seen as figure belows.

	Mean	Std. Deviation	Paired Differences		t	df	Sig. (2-tailed)
			Mean	Std. Deviation			
Group 1: Pre-Tested Post-Test	4.88	1.23	1.23	1.30	4.88	1.00	.000
Group 2: Pre-Tested Post-Test	7.23	1.99	1.61	1.23	4.67	1.00	.000

Figure 3. Result of T- Test Pretest-Posttest Self efficacy

This figure describes the different mean of pre test and post test of self efficacy . It can be seen from parametric test result and t-test that sig- value (2-tailed) was .000 which can be concluded that sig-value (2-tailed) $< 0,05$ obtained the significant difference between pretest and post test.

4. CONCLUSION

After applying digital storytelling in this study, it is known that the result of T-test by using SPSS to post test and pretest of reading and self-efficacy was obtained output value sig (2-tailed) $< 0,05$, means that there is significant effect between using media digital storytelling and without using digital storytelling. Hence, the alternative hypothesis (H_a) is accepted. Therefore, it implies that digital storytelling is appropriate to be applied for improving reading and self efficacy of students in university level.

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