ENGAGING STUDENTS' LITERACY PARTICIPATION USING AUDIO VISUAL STORYTELLING

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Abstract

The aim of this study is to engage students' literacy participation using audio visual storytelling to the students of primary school in the fourth grade. Every day in the first period time of school activities, students would have literacy time whether it was reading stories, books, telling stories, and sharing experiences in front of the classroom. Day by day this kind of activities bored the students. Many students preferred to talk to each other rather than spent the literacy time properly. In this case, the researcher gave another way to engage students' literacy participation by giving them audio visual storytelling in order to make all students got the benefit of literacy. The participants of this research were 27 students of fourth grade in primary school. Before the audio visual story telling was given to the students, there were 68% of the students were not participated in the literacy time. After the audio visual story telling was given, all of the students got participated (90%) in the literacy. This research was held at the third months of the odd semester. Literacy was given every day. Audio visual storytelling was given for a week. This is a descriptive research because which described systematically the existing phenomena under the study. Engaging students' participation in literacy, in order to motivate them in English literacy time would improve their capability in other skills as well such as: listening, reading, vocabulary, writing, speaking and grammar. The researcher found out that audio visual storytelling is useful to engage students' literacy participation in the classroom.

INTRODUCTION

Literacy becomes an important role in achieving the best knowledge. That is why introducing early literacy to the young learner or children becomes very important. Children who read for pleasure tend to perform better academically (The school in rose valley. 2018). Reading also fosters creativity and improves communication skills, which of course play a vital role in social interaction and career success. As we know that the importance of early literacy for students who participate in the program not only gain essential literacy skills but are also encouraged to enjoy the experience of reading and gaining new knowledge. All young children love high-energy activities that get them up and moving, so it is not always practical to sit still and read. But there are ways to encourage reading behaviors without actually sitting down and doing so. For example: Visiting local library story-times, book fairs and author visits, Acting out stories you've read, Cooking using a children's cookbook, and watching digital storytelling or audiovisual storytelling. Activities such as these build vocabulary and an

understanding of the world around us, essential tools for reading. In this literacy program, we usually told the students to read a story in the book, or some other textual stories. Through story, children can explore their imagination and develop their knowledge. Storytelling is a living art can create a vivid atmosphere for the listener/ audience (Agun, 2018) Storytelling is a motiving tool that encourage the language learning process (Guaqueta. 2017). According to Dujmović (2006) in Guaqueta. 2017) ''Stories are motivating and fun, they can help in the development of positive attitudes towards the foreign language and language learning. They can create a desire to continue learning'. The use of audio visual storytelling is related to the use of digital and technology in the literacy program. Where some students got bored to read the textual story, the researcher has got the idea to engage students' participation in literacy. Digital stories can be defined as using computer-based tools and multimedia such as graphics, video, pictures, photographs, music, voice over and texts to tell personal, historical stories or stories that inform or instruct (Robin, 2006; Jakes & Brennan, 2005; Chung, 2007 in Ciğerci. 2017).

The problem that found in this study was less engagement in the literacy program. In this research, the purpose of this research was to find out the effect of audio visual storytelling in engaging students' literacy participation.

Literature Review

The creation of multimodal texts using digital technologies, including mobile devices, augmented reality and the World Wide Web can engage, support and reposition primary school-aged literacy learners who have diverse needs. There is emphasis on how the creation of such texts can assist literacy learners in attaining reading comprehension, fluency and motivation (Oakley, G. 2017). Digital (audio visual) storytelling in a classroom will provide a strategy for teachers to effectively move beyond the print-based texts and engage students in working with digital multimodal texts (Natalia Churchill, Lim Cher Ping and Grace Oakley, and Daniel Churchill, 2008). English language classrooms must provide students with an opportunity to work with technology and develop skills required for meaning making and representing through digital multimodal texts (digital literacy). English language classrooms must provide students with an opportunity to work with technology and develop skills required for meaning making and representing through digital multimodal texts (digital literacy). This digital literacy should not be understood only as a part of language learning but as something that prepares students for effective performance across the curriculum and in all aspects of the modern life where meaning making and representing activities are required (e.g., working, learning, socializing).

Digital (audio visual) storytelling can be one strategy that when appropriately applied in the classroom, might provide a tool for teachers to effectively face the challenges to digital literacy learning. Digital (audio visual) storytelling is a contemporary strategy for creation of digital multimedia content for expressing ideas, representing knowledge, and otherwise communicating information through digital artifacts. The digital (audio visual) story (the final

product of digital storytelling) has also been referred to as a photo story (Microsoft, 2007), slide-show-style video (Salpeter, 2005), conversational media (Lambert, 2007), multimedia sonnets (Meadows, 2003a) and even radio-with pictures (Meadows, 2003b). In the production of digital storytelling students integrate modalities such as music, sound effects, text, transitions, graphics and images. Although not common, it is also possible that videos and animations can be included in digital story productions (Natalia Churchill, Lim Cher Ping and Grace Oakley, and Daniel Churchill, 2008).

METHODOLOGY

This study aimed to determine the effect of audio visual storytelling on engaging students' literacy participation of fourth grade primary school students. The study was descriptive research. The research was conducted at the middle semester of odd semester.

> Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, when, where, when and how questions, but not why questions. To determine cause effect, experimental research is required. A descriptive research design can use a wide variety of quantitative and qualitative methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them. Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, correlations, and categories (McCombes. 2019).

There were 27 students in the classroom. All the students were attended the classroom to have an audio visual storytelling. There were 14 females and 13 males in the classroom.

The following data collection instruments were used to collect qualitative and quantitative data for this research.

Observation

Observation was used in order to gain information about the students' participation in literacy. The researchers observed that there were some activities that students did during the literacy, such as reading the book, talking to friends, playing with anything and doing nothing. The researcher observed the students' literacy participation in three day and did a check list on the students' behaviors toward literacy. When the researcher did the observation, the students did not realize about the observation, in case to maintain the natural literacy involvement.

Interviews

The researcher did an interview to some students regarding the use of audio visual storytelling to engage the students' literacy participation. The questions in the interview forms sought the opinions about whether the use of audio visual

storytelling were effective in engaging students' literacy participation. The students were also asked what they thought about the audio visual storytelling they had watched, what kind activities they did based on the audio visual storytelling, which of the storytelling they liked most and why, which part of the storytelling they found to be difficult and why.

The research questions which addressed in this study "How effective the use of audio visual storytelling in engaging students' literacy participation". The researcher did and observation towards students' behaviors and activities during the literacy time. While the researcher observed them, they did not know that they were observed by the researcher. The purpose was to maintain the natural act while the research was conducted. After the observation was done in three days, the research could calculate the result and measure how many students that really into the literacy and how many were not. As to the qualitative data of the study, the researcher conducted semi-structured interviews with the students and the teacher in the experimental group. For this purpose, a questionnaire including questions about the literacy activities based on three digital stories were prepared by the researcher.

After the researcher observed the students' activities, the researcher found out that the students need variation in the literacy. These students feel unmotivated and bored towards the textual story. The researcher showed the audio visual storytelling to the students in the next three following days. All students were participated and focused to the audio visual storytelling.
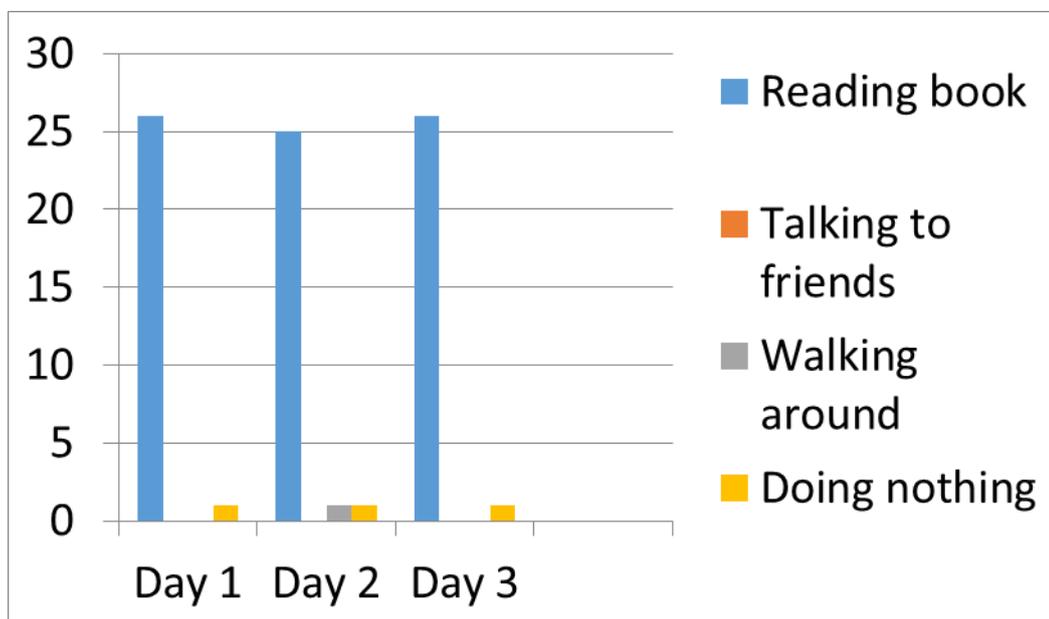
FINDINGS AND DISCUSSION

The students' literacy participation before audio visual storytelling was given.

Students' literacy involvement in percent (%)
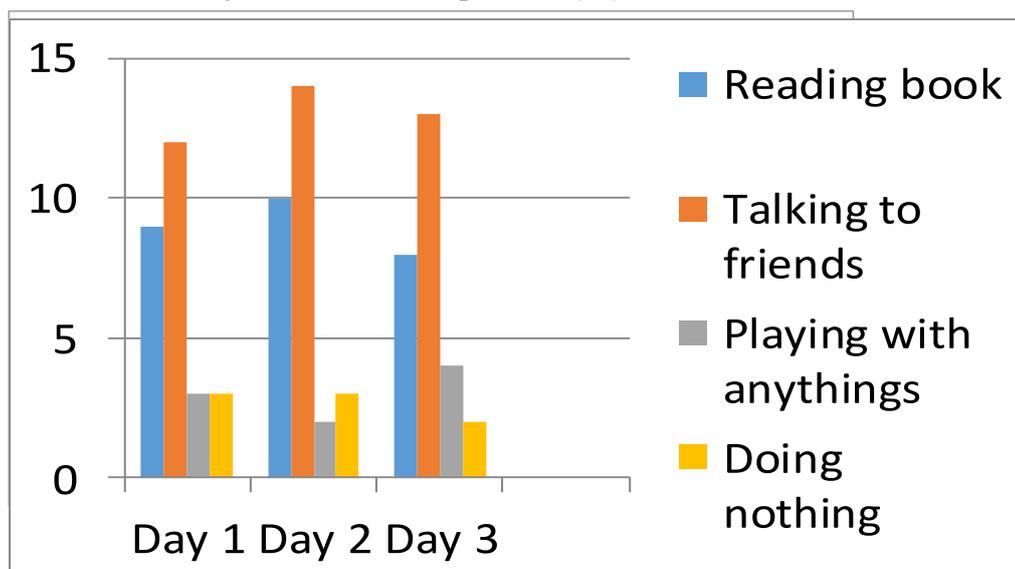
The result after audio visual storytelling was given.

From the result, the researcher also found out another behavior in the literacy time, there was one or two students were walking around while literacy was held.

The researcher found out that many students got bored to read in textual book. To avoid the bore, the researcher showed them an audio visual storytelling in order to motivate and engage the students to participate in literacy. From the observation, the researcher found out that all the students could participated in the literacy time properly. The use of audio visual storytelling as one of the digital literacy appropriately applied in the classroom will effectively support digital literacy learning. Audio visual storytelling in a classroom will provide a strategy for teachers to effectively move beyond the print-based texts and engage students in working with digital multimodal texts. Digital in audio visual storytelling can bring various modes such as written words, images, and sounds into their own multimodal representations. At the same time digital storytelling in audio visual storytelling can serve and an effective multimodal assessment strategy that enables teachers to understand students' skills for meaning making and representing through digital multimodal text. Furthermore, digital storytelling is easy to implement, as it requires minimal technical skills. This will allow teachers to concentrate on pedagogical aspects of implementation rather than be overwhelmed by technical difficulties. Practicing digital storytelling in the classroom will also provide teachers with an opportunity to develop or improve their own digital literacy.

CONCLUSION AND SUGGESTION

The classroom atmosphere should provide students with the modernization of technology. We could not be ignore that nowadays technology has a big part in the process of learning even language learning. This audio visual storytelling as one of the part of digital literacy should prepare students for effective performance in all aspects of the modern life where meaning making and representing activities are required (e.g., working, learning, socializing). In this research, the researcher tried to understand digital literacy skills through understanding of properties of digital media. Audio Visual storytelling can be one strategy that when appropriately applied in the classroom, might provide a tool for teachers to effectively face the challenges to digital literacy learning. Overall, digital storytelling provides an opportunity for student-centered learning while making teaching and learning more relevant to students' expectations that they bring to classroom. The researcher hopes that this research will provide us with material useful to construct evidence leading to a set of recommendations for pedagogically sound applications of digital storytelling for development of digital literacy in primary school English language classrooms. We also hope that the study will contribute to theoretical debate in relation to literacy learning and learning with technology, and further research.

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