

THE EFFECT OF USING INTERACTIVE E-BOOKS ON THE ACHIEVEMENT OF STORYTELLING SKILLS AMONG SCHOOL STUDENTS

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Abstract

This study was conducted to determine the effects of the use of e-book extra in improving the storytelling skills of level two primary school students. Storytelling skills have an importance in terms of the application of values and behaviours among students. Storytelling technique is a form of learning technique that can create interest in learning among students. This research has been conducted on a total of 40 primary Tamil school students who are in rural areas in the state of Johor to find out the effects of using e-book extra in improving storytelling skills. Samples were given pre-test and post-test using e-books. Findings show that there are significant differences in storytelling skills available to students. Therefore, e-book extra are considered by experts and teachers as an alternative teaching technique in an effort to improve storytelling skills among primary school level two students in teaching.

Keywords: *Interactive, E-Books, Story-Telling, School Students*

INTRODUCTION

In the 21st century, the term "technology" is something that is important in various fields including education. This is because technology has become a stream of knowledge exchange in most countries. The combination of technologies today has undergone invitations and changes in our society that have changed the way others think, work and live (Wood, Mirza, & Shaw 2018). As part of this change, schools as well as other educational institutions where they should provide should prepare students to adapt their lives surrounded by "knowledgeable society. In addition, they need to consider the use of information technology in their curriculum (Wood et al. 2018). The combination of technology, information and communication in the field of education refers to the use of computers based on communication that can be used in the process of giving instructions in the classroom on a daily basis. In line with preparing students for the current digital era, teachers are seen as important people in the use of ICT (Information Technology) in their classrooms every day. This is due to the ability of ICT in providing a proactive and dynamic teaching and learning environment (Yamin & Samad, 2016). Meanwhile, the goal of the merger of ICT is to restore and improve the quality, availability and cost savings in receiving instruction to students and even refer to the benefits of the learning network community to face the challenges of globalization today.

According to Eman A. H. Mohamed & G Wesiak, M AL-Smadi (2014), e-books can be classified into three categories according to their content, namely:

- (i) Cartoon stories,
- (ii) Stories that examine historical events, and
- (iii) Stories used specifically to convey a message or moral value.

The use of e-books as reading material may be further expanded. This study attempts to link the use of e-books and their potential to improve storytelling skills among school children.

BACKGROUND OF THE STUDY

Storytelling skills have an importance in terms of the application of values and behaviours among students. According to Walan (2019) storytelling skills are an important element to build an understanding of an event that can increase unanswered questions, conflicts that can not be resolved through an understanding of the character in line with the story plot. As Bruner puts it (in Reason & Heinemeyer, 2016) the application of storytelling skills in education is closely related to humanitarian intentions and this is very relevant in the context of education today. Storytelling skills can also be brought into life by providing a strong structure as well as incorporating principles. We may not always give students direct experience with psychological concepts but stories may be available. A story has more in-depth things than a brief example. A story tells about an event for a particular individual and something that happened to them. A story gives awareness to thoughts, emotions and can lead the creation to the mental shadow of the student (Reason & Heinemeyer, 2016). Individuals who hear the story react to them automatically, participating, in purpose, in narrative action. The application of all these systems using materials in learning and teaching can help student learning. The importance of storytelling elements in education in general is closely related to the development of thinking skills based on scientific and logical aspects. Bruner (in Stoller 2018) has distinguished paradigmatic in terms of logical, and scientific elements and ways of conveying thoughts but found that these elements cannot be stimulated together in the classroom. Therefore, teachers need a story as a platform that can cultivate various aspects of such thinking. According to Stoller (2018) the story is interesting and inspiring, attracts attention to the listener as well as promoting communication. Chlopczyk (2019) argues that storytelling is the only platform that combines various components of communication in education.

Storytelling skills can cultivate one's creative thinking. Storytelling skills also allow students to adapt important aspects such as the beginning and end of the story, story settings, characters and plot lines. It can also help students in expressing thought ideas, using figurative and descriptive language, developing ideas in sequence, and choosing appropriate words when telling a story. In fact, students will be able to use tones and intonation that are appropriate to the meaning they are trying to convey. Therefore, the development of storytelling skills should be given special attention.

PROBLEM STATEMENT

The impact of storytelling skills in language pedagogy is now becoming more pronounced as there are too many students who are unable to master various critical learning standards in terms of communication in language pedagogy in primary schools (Alderman et al. 2019). Storytelling skills are an aspect of speaking skills that are part of the language curriculum in primary schools. When students are unable to master storytelling skills, indirectly, the effect is on speaking skills. There are several learning standards that are closely related to storytelling skills. This problem makes students unable to master these skills fully. According to Yilmaz et al. (2020), storytelling skills are one of the important skills in the context of language skills in the language curriculum in primary schools.

OBJECTIVES OF THE STUDY

The aim of this study is to examine the effect of the use of e-books containing audio and visual on storytelling skills among school children. In addition, emphasis is also given to the effect of voice (audio) on the intonation criteria of students and the effect of video presentation (visual) on the criteria of student expression and the style of student presentation in particular.

This study was conducted based on the objectives – objectives

- i) To develop e-books that have audio (audio) and video story presentation (visual) for school children.
- ii) To compare the level of achievement of storytelling skills between school students who use e-books with voice and video presentation with school students who use e-books without voice and video presentation.
- iii) To compare the effect of using e-books with voice and e-books without sound on intonation criteria in storytelling skills
- iv) To compare the effect of using e-books with video presentation and e-books without video presentation on face expression criteria in storytelling skills (data: student expression marks only).
- v) To compare the effect of using e-books with video presentation and e-books without video presentation on the presentation style criteria in storytelling skills (data: student presentation style marks only).

LIMITATIONS OF THE STUDY / SCOPE OF THE STUDY

This study was conducted in two schools in Segamat District, Johor. The respondents of the study consisted of 40 Year Four (4) students in both schools who took Tamil language subjects. The e-books developed are in full Tamil. This study only focuses on the effects of e-books on the three criteria of storytelling skills only, namely intonation criteria, facial expressions and student presentation style.

SIGNIFICANCE OF THE STUDY

There are various interests in designing education that can apply skills relevant to global needs by applying the use of technology that is appropriate and coincides with those needs. This study is a study based on the application of technology as a complement and supporter to the learning and teaching process that takes place in the classroom to ensure that students can develop certain skills. Specifically, there are several aspects of importance that are triggered through the implementation of this study.

BACKGROUND OF THE E-BOOK

An e-book is a digital form of a book that contains certain information. The e-book contains certain programs, formats and methods that should be known before the user can start reading. Generally, users need to have a basic knowledge of how to read the e-book. Thus, the extent to which the use of ebooks affects the method of obtaining information can be identified by recognizing current consumer trends. In addition, comparisons, features, advantages and disadvantages of books and e-books should also be seen as factors that contribute towards changing the method of obtaining information.

The term book can be referred to as a sheet of bound paper that has writing and so on to read or that contains blank space for writing (Kamus Dewan, 2007). Meanwhile, e-book or electronic

book is a type of information delivery medium that refers to the use of electronic data as a book that contains various information. E-books are available in paid and free versions. Most of these e-books come in the form of .pdf files or the like to make it easier for each individual to read them on a computer or special device (Wikipedia, 2010). The e-book file format type also consists of various formats such as *.htm, *.txt, *.doc, and *.pdf.

STORYTELLING SKILLS

Hidayati (2019) states that the development of technology makes the world narrower and various types of information and shows are easily accessible, including by children. Various types of acts of violence, crime, and even videos or content that are not yet appropriate for children to watch are more easily accessible through the device. This has a negative impact on the lives of children of the nation, such as theft, sexual violence, and fights committed by children and adolescents. If the focus of education is on inculcating moral values in children, of course educators need the right media to use. . One way is to tell a story. By listening to stories, directly or indirectly, children will absorb moral values from what they hear. In addition, knowledge of language vocabulary will be absorbed by children. Various researches according to Hidayati (2019) have confirmed that children have the cognitive ability to delve into every thing they see and hear. Paper by Hidayati (2019) is a literature review that discusses the relationship between storytelling in the process of improving language skills and applying moral values to children. Based on some available resources, it can be concluded that the use of storytelling as a medium is an effective thing for children to use.

STORYTELLING SKILLS

There are three criteria that are preferred in this study, namely intonation, facial expression and delivery style. However, to complete the storytelling skills scoring form because this test was made during the storytelling competition, another criterion is smoothness added but not further analyzed in this study.

INTONATION

The definition of intonation in this study is the tone of the student's voice that goes down / up or high / low when speaking and based on the type and form of sentences found in the story whether it is a regular statement sentence, question sentence, command sentence, inverse sentence or passive sentence. It can also be associated with voice control. Voice control also plays an important role in storytelling skills. As students tell stories they need a clear and loud voice. Variation skills should also be used to change the tone of voice according to the character, mood and storyline.

FACE EXPRESSION

The definition of facial expression in this study is the facial mimicry resulting from one or more muscle reaction movements on the face of the student who is telling the story.

DELIVERY STYLE

The definition of delivery style in this study refers to the act of students telling a story supported by certain movements using appropriate limbs such as hands and head.

E-BOOK DESIGN

There are two types of e-books developed in this study namely e-books that contain voice and video presentation and e-books that are not complete voice and video presentation. E-books that have voice and video presentation are more easily referred to as EXTRA e-books and e-books that are not equipped with voice and video presentation are more easily called regular e-

books. For physical books, this study uses only existing books that are commonly used by teachers. Please refer to Chapter 4 for more information. This study has implications for several stakeholders who will receive impact from various angles through the findings of the current study. This impact, whether positive or negative, still reflects the influence brought through the results of the current study.

CONCLUSION

In conclusion, current studies have successfully strengthened the relationship between elements of interactivity and learning storytelling skills. The element of interactivity brought through the use of electronic books that have video and sound is a 21st century teaching aid that needs to be improved. Authorities need to work on the publication of such e-books on a larger scale for the use of all students.

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