

**Using a Critical Literacy Approach and a Student-Created Digital  
Story Trailer Project in an EFL Classroom in the Digital Age**

A Dissertation



By

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# **Using a Critical Literacy Approach and a Student-Created Digital Story Trailer Project in an EFL Classroom in the Digital Age**

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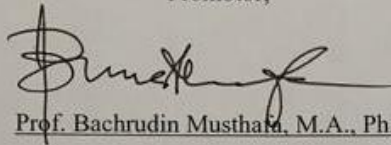
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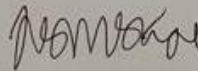
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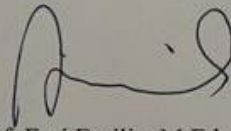


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## STATEMENT OF AUTHORIZATION

I hereby declared that this paper entitled 'Using a Critical Literacy Approach and a Student-Created Digital Story Trailer Project in an EFL Classroom in the Digital Age' is my original work. I am fully aware that I have quoted some statements and ideas from many sources. All quotations are acknowledged properly.

Bandung, 30 Januari, 2024



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## **Abstract**

Implementing a critical literacy-based approach and integrating technology into language learning, especially in the EFL classroom, can be deemed relevant to the demand of 21-century education. However, studies exploring the integration of technology and the infusion of a critical literacy approach in EFL classrooms in the context of tertiary education are still under-practiced. In response to this, one alternative is to link a digital story trailer project to critical literacy activities. This strategy allowed students to develop a more nuanced understanding of certain messages, narratives, and/or the ways in which stories shape perception, attitudes, or belief in society. Hence, to contribute to this topic, this study reported on the use of a critical literacy-based approach and the integration of technology to create digital story trailers as a literacy project for students who were learning English as a foreign language. In conducting this study, The Four Resources Model (Luke & Freebody, 1999) a critical literacy framework, was utilized as a pedagogical tool. Meanwhile, in terms of the use of digital story trailer project, an assessment rubric adapted from Neary (2014) and Collins (2014) was utilized as an analytical tool. In line with the aims of the study, this research was conducted using a qualitative case study framework. While undertaking this study, thirty-seven EFL students at a public university in Bandung, Indonesia, participated. To collect the data, a close-ended questionnaire, participant observations, and semi-structured interviews were utilized. Based on the data, the findings revealed that, to some extent, this approach helped the participants engage and develop their critical literacy skills, showing that students' critical literacy was gradually developed. In addition, creating digital story trailers as a literacy project can be seen as a useful strategy to help the students in developing their critical literacy, specifically the data showed that they were able to include story reviews in their self-made video trailers, contributing to their overall development of critical literacy. Considering the findings, it is recommended, in terms of pedagogical implications, to design a critical literacy-based approach along with the digital story trailer project, as they have been shown to assist students in becoming more critical. Besides, to conduct gradual and intensive critical literacy-based instruction, providing teacher training for English teachers to effectively implement critical literacy-oriented activity into the English language teaching and learning process is recommended.

Key words: Critical Literacy, Digital story trailer, Digital age.

## Abstrak

Menerapkan pendekatan berbasis literasi kritis dan mengintegrasikan teknologi dalam pembelajaran bahasa, terutama di kelas bahasa Inggris sebagai bahasa asing, dapat dianggap relevan dengan tuntutan pendidikan abad ke-21. Namun, studi yang mengeksplorasi integrasi teknologi dan penyuntikan pendekatan literasi kritis di kelas bahasa Inggris sebagai bahasa asing dalam konteks pendidikan tinggi masih kurang dilakukan. Sebagai tanggapan terhadap hal ini, sebuah alternatif adalah menghubungkan proyek trailer cerita digital dengan aktivitas literasi kritis. Strategi ini memungkinkan mahasiswa untuk mengembangkan pemahaman yang lebih tentang pesan-pesan tertentu, narasi, dan/atau cara cerita membentuk persepsi, sikap, atau kepercayaan dalam masyarakat. Oleh karena itu, untuk berkontribusi pada topik ini, penelitian ini melaporkan penggunaan pendekatan berbasis literasi kritis dan integrasi teknologi untuk membuat trailer cerita digital sebagai proyek literasi untuk mahasiswa yang sedang belajar bahasa Inggris sebagai bahasa asing. Dalam melakukan penelitian ini, Model Empat Sumber (Luke & Freebody, 1999), sebuah kerangka literasi kritis, digunakan sebagai alat pedagogis. Sementara itu, dalam hal penggunaan proyek trailer cerita digital, rubrik penilaian yang diadaptasi dari Neary (2014) dan Collins (2014) digunakan sebagai alat analisis. Sesuai dengan tujuan penelitian, penelitian ini dilakukan menggunakan kerangka studi kasus kualitatif. Pada penelitian ini, tiga puluh tujuh mahasiswa bahasa Inggris sebagai bahasa asing di sebuah universitas negeri di Bandung, Indonesia, berpartisipasi. Untuk mengumpulkan data, kuesioner tertutup, observasi partisipan, dan wawancara semi-struktural digunakan. Berdasarkan data, temuan menunjukkan bahwa, sampai batas tertentu, pendekatan ini membantu partisipan terlibat dan mengembangkan keterampilan literasi kritis mereka, menunjukkan bahwa literasi kritis mahasiswa secara bertahap berkembang. Selain itu, membuat trailer cerita digital sebagai proyek literasi dapat dilihat sebagai strategi yang berguna untuk membantu mahasiswa dalam mengembangkan literasi kritis mereka, khususnya data menunjukkan bahwa mereka mampu menyertakan ulasan cerita dalam trailer video buatan sendiri, berkontribusi pada perkembangan keseluruhan literasi kritis mereka. Mengingat temuan tersebut, disarankan, dalam hal implikasi pedagogis, untuk merancang pendekatan berbasis literasi kritis bersama dengan proyek trailer cerita digital, karena telah terbukti membantu mahasiswa menjadi lebih kritis. Selain itu, untuk melakukan instruksi literasi kritis secara bertahap dan intensif, disarankan untuk memberikan pelatihan guru bagi guru bahasa Inggris untuk melaksanakan aktivitas berorientasi literasi kritis secara efektif dalam proses pengajaran dan pembelajaran bahasa Inggris.

Kata Kunci: Literasi kritis, trailer cerita digital, era digital.

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