CHAPTER 3
METHODOLOGY

Chapter II elaborates on relevant theories related to the present study, covering the notions of critical literacy, critical literacy approaches, the application of digital technology in literacy learning, digital book trailers in literacy classroom, and students' engagement in language learning. Furthermore, this chapter provides a detailed description of the methodology of the research which encompasses, all the literature reviewed. It elaborates on the procedure for addressing the research questions that previously stated in Chapter I. The discussion begins by describing the purpose of the study and the research questions. Additionally, this chapter also covers research design, site and participants, data collection procedure and data analysis.

3. 1   Research Questions

As formulated in the previous chapter, there are three research questions in this present study, as follows:

1. What do the students know about the use of digital technology in literacy field?
2. How does the use of a critical literacy approach, the *Four Resources Model,* help EFL students' critical literacy development?
3. How does the production of digital story trailer provide evidence for the development of students' literacy skill in EFL classroom?

3. 2   Research Design

To address the research questions above, this study aimed to delineate students' knowledge about the use of digital literacy especially in literacy field. Subsequently, this study tried to portray how the *Four Resources Model* aids in students' critical literacy development dan investigate students' experiences in creating digital story trailers, focusing on how critical literacy aspects are reflected

in their digital story trailers after reading and comprehending the text critically by using the Four Resources Model. In line with the research questions and the purpose of the study, a qualitative research design was utilized. According the categorization of research design stated by Nunan (1992), this study is characterised as a qualitative program evaluation since the researcher in this study implemented a teaching program by using the teaching model as mentioned previously. Besides, it has similar characteristic to a case study since this study has similar characteristics to a case study due to three reasons.

First, it was conducted on a small scale (Hamied, 2017). In this study, the case is aimed to describe and interpret a particular phenomenon in a classroom of students. Second, as stated by Creswell (2017), case study is typically employed to comprehend a phenomenon in depth. In line with this, the study aimed to investigate students' experience of the implementation of critical literacy oriented activity and technology assisted language learning in an EFL classroom. In addition, qualitative research aims to portray experiences in which the researcher can involve in the data collection process (Merriam & Tisdell, 2016; Merriam, 2009).

In this study, I, the researcher, acted as the teacher who implemented a critical literacy approach in a reading lesson within the context of the EFL classroom. Conducting this study by applying the researcher as a teacher was intended to obtain data through teacher's investigation and reflection in identifying the natural phenomenon (Lynch & Sell, 2014). This was also beneficial for the teacher-researcher, as it enhanced the researcher's knowledge of critical literacy practice and improve teacher's ability to cope with emerging challenges through real experience while collecting the data (Sell, 2013). Hence, this becomes a powerful professional development strategy for teacher-researcher. In addition, this aligns with one of the characters of case study wherein the researcher can be acted as a teacher (Thompson & Cook, 2014). Moreover, the findings of this study were intended to delineate phenomenon in which the context of study was carried out and do not intend to present general conclusion.

3. 3   Research Setting and Participants

In conducting this present study in response to the condition during the Covid-19 pandemic, all of the universities in Indonesia were suggested to be closed to alleviate the negative effects on society. Therefore, this research was undertaken through a virtual classroom. Specifically, this study was conducted virtually with 37 undergraduate student-teachers enrolled in an English as General course at one public university located in Bandung, West Java, Indonesia.

The choice of tertiary level was considered relevant since it was possible to expect them to read more critically in EFL classroom. Besides, it is due to the reason that tertiary education is a phenomenon in which research on critical literacy is crucial to be developed (Setyaningsih, 2019; McLean, 2006). In addition, undertaken at the tertiary level, it was expected that the research might have positive impact on wider society.

The participants consisted of six males and 31 females who volunteered to participate. All participants were between 19-22 years of age. They were all Muslims, and English is their foreign language. All names in the study were pseudonyms. The research was conducted from March 23th to June 22nd 2022. Each meeting lasted approximately 100 minutes or equivalent to two credit hours. All 37 participants took part in every virtual classroom session, including discussions, and were also involved in producing the digital book trailers.

3. 4   Teaching Procedure

The teaching procedure in this present study covers introducing the basic knowledge of critical literacy, especially the Four Resources Model as an approach in critical literacy. At the beginning of the lessons, the teacher-researcher presented the basic knowledge of critical literacy, including the Four Resources Model as an approach in critical literacy. The teacher began the activity by posing a question; namely, "what does it mean by being critical?" This aimed at eliciting students' prior knowledge related to the basic concept of critical literacy. Afterwards, explicit teaching about critical literacy was carried out, to help the students in acquiring knowledge and develop their skills during the lessons.

Specifically, there were some points discussed during this session, such as definition of critical literacy, power, ideology, and hegemony. Besides, the students were also guided to follow certain criteria, such as paying attention to social position and embedding the text or data to social contexts. After the teacher introduced the basic concepts of critical literacy, an exercise was given to check students' understanding about what they had learned.

The next activity involved the teacher asking the students to discuss "smoking" in different perspectives. To provide guidance, the teacher attempted to foster discourse entanglement around to topics; namely, smoking and health and smoking and the economy. Furthermore, some students were assigned to construct arguments dealing with smoking and health while others were asked to mention ideas dealing with smoking and economy. Initially, some students mentioned some ideas that could be categorized as negative sides of smoking. However, when the discussion focused on economic impact of smoking, some students realized that smoking could bring positive effect for some people. With regard to this activity, it was intended to help them to activate their background knowledge and to develop various opinion by viewing a case or an issue from different perspectives.

During the learning process, Bahasa Indonesia was used judiciously due to the reason that somehow students found difficulty in expressing ideas in English. Besides, the use of L1 was also intended to instil students' confidence and to avoid misunderstanding when necessary. It is as stated by Cook (2001) & Khetaguri, Zangaladze & Albay (2016) that it is reasonable to use first language in EFL classroom in order to help students in comprehension process when the use of foreign language cannot be grasped by them and to continue learning activities without any misunderstanding.

The second stage was the teacher-researcher also showed a short dialog to help the students in identifying power and hegemony. For instance, in order to consolidate students' understanding they were asked to differentiate the choice of words used in the given conversations between peers and students-teacher. This exercise was aimed to highlight power and hegemony which has to do with

cognitive aspect. Additionally, this activity was also aimed at giving an example to the students to identify how critical literacy was implemented in social context.

Furthermore, in the third stage, students were asked to read a text before moving on to discussion session. In doing this, since this was the first time for students to engage in the critical literacy-oriented activity, the teacher-researcher guided them in pre-reading session and while reading session by posing several questions and helped the students in answering the given questions.

Furthermore, the students were given two short stories; namely, 'Thank You Ma'am' written by Langston Hughes and 'The Story of An Hour' by Kate Chopin. the decision in choosing the two short stories in this project was due to the consideration that they provide social and cultural values. The texts allowed students to explore different perspectives and identify certain point of views by considering cultural backgrounds and time periods. Hence, the texts could stimulate discussion and critical thinking. Besides, the texts also allowed students to compare different perspectives in classroom discussion session.

Specifically, there were two short stories discussed in this present study; namely, *Thank You Ma'am* by Langston Hughes (1958) and *The Story of an Hour* written by Kate Chopin (1894). In the first session, the students were asked to read a short story entitled *Thank You Ma'am* carefully. The story by Langston Hughes (1958) began with the author description of a women in the story, Mrs. Jones, a middle-age woman who was walking home at night and Roger, a teenage boy who tried to steal the woman's purse to buy a new pairs of shoes. The woman showed us the way to treat a child who was coming from low income neighbourhood. After reading the story, the students were involved in classroom activity by applying the four strategies, covering code breaker, text participant, text user, and text analyst.

In the second session, the students read and discussed another short story, entitled 'The Story of an Hour' written by Kate Chopin (1894). The story was about a young woman, Louise Mallard, who dealt with a bad news about her husband's death in a train accident. She was a married woman who lived in traditional Victorian marriage in which woman has no freedom to vote and has limitation to pursue her dream in this era. Through this story, the reader can implicitly identify

the women's point of view regarding the context of women position in marriage at that time.

In discussing the texts, the students were guided in analysing two texts in the form of short stories from critical literacy perspectives by utilizing the Four Resources Approach. Specifically, the teacher presented the role of students based on The four resources model as critical literacy concept during the lessons, which covers, code breaker, text participant, text user, and text analyst. In analysing the story, the activity were divided into four stages; namely, breaking the code of the text, participating in meaning-making process, using text functionally, and analysing text critically.

Code-breaking stage began with asking students to read the text individually. Then, they were invited to identify difficult or new vocabularies to be discussed in classroom discussion. Besides, the students were also asked to examine visual aspects related to the short story. In addition, they were asked to identify the generic structure of the text.

In meaning making process, the students were asked to answer some questions in order to comprehend the content of the text. Moreover, in this semantic practice, they were invited to activate their background knowledge in order to connect it with the issue provided in the text and to obtain message of the given text.

In using text functionally practice, the students were asked to manage a small group discussion to examine the purpose of the text and moral value provided in the text. In this stage, the students' were asked to compare their prior knowledge to the story.

Afterwards, the last learning stage was analysing text critically. the activity covered investigating the author's purpose, discussing different viewpoints, and examining social issue provided in the text. In this stage, the students were invited to see a social issue from different perspectives.

In relation to this, the following are the examples of questions to guide the students during pre-reading, while-reading and post-reading:

1. What is this text about?

2. Is there any difficult word in the text?

3. Can you identify the generic structure of the text?

4. What is the topic of the text?

5. How are persons or phenomena/events named and referred to?

6. What arguments are employed in the text?

7. From what perspective are the arguments expressed?

Furthermore, the last stage was creating digital story trailer as group work. The students were guided to create digital story trailer, including assessment rubric of this task. Furthermore, the researcher also informed the students what was expected from them including attending the class each meeting during the observation session, reading the given short stories, participating in class room discussion and working individually as well as in small group discussion. The medium of instruction at the learning activity were both English and Bahasa Indonesia.

Having obtained the gist of the texts and analyzed the texts critically, furthermore, the students were challenged to create digital story trailer as a literacy project aimed at examining their understanding as well as their critical literacy of the given short story. Besides, through this project, the students were expected to entice others to read the texts. Since the students have discussed the content of the given texts, it was expected that the video trailer produced by them could capture the essence of the text including storyline, characters, and settings.

In the production of digital story trailers, as mentioned previously, the students should combine various elements including images, video clips, music, narration and/or text. Hence, previously, before asking the students to operate video creation applications, they were asked to fill the questionnaire to seek whether they were familiar with some digital tools that can be used to help them in creating the trailer or not. Given the result above, it was apparent that all the students could operate at least one of video maker apps hence it was possible to conduct digital story trailer project (see Finding and discussion in 4.1 section). However, since the students' ability in operating digital devices were varied, this project was carried out in small groups so they could help each other. Since relevant data in the previous section revealed that more than 75% students knew how to make video and other

related skills/abilities required to make a digital story trailer, so it was easier for them to ensure whether each group could share their resources and skills. Another rationale behind the decision why this project was carried out as a group work was due to the reason that they could consider diverse perspectives, generate refined ideas, and enhance their creativity through considering feedback and each other's contribution.

3. 5 Data Collection Procedure

3.5.1 Questionnaire

Administering questionnaire in this present study was intended to discern students' knowledge about digital technology and the use of it for learning purpose. Hence, a questionnaire in the form of close-ended questions was utilized. It was adapted from a Framework for Developing and Understanding Digital Competence in Europe by Ferarri (2013) and a Framework of Digital Literacy by Park (2019). It was organized on March 23rd, 2022. To respond the questionnaire, the students were asked to fill given questionnaire via google form.

Specifically, the questionnaire consists of 51 items that consist of five subsections. Specifically, the questionnaire consisted of seven checkbox questions (4,5,6,7,8,9, and 10) in order to find out students' experiences in using digital tools and demographic data of participants; 10 Dichotomous scale (Yes or No questions) (12,13,…20) which was intended to find out students' basic skills in operating digital tools and applications such as to use learning management system, photo editing skills, use search engine skill that can be considered useful in language learning; five questions (in the form of dichotomous scale, 21, 22,…25) were aimed to find out students' information competence including browsing, searching; two questions (26 & 27) to find students' communication competence; 8 questions (28, 29, 31, 32, 33, 34, 35, 36) which aimed to seek students' competence in creating digital content; four questions (no. 30, 37, 38, and 39) to seek students' safety competence which deals with how copyright and licences apply to data, information and digital content. Besides, seven close-ended items in terms of dichotomous questions (no. 40-46) were also administered to find students' self-assessment in

seeking their ability in using technology to assist them in language learning. And, eight statements (47-54) in the form of likert-scale to seek students' self-assessment of their attitudes toward using technology in English language learning.

The statements in close-ended questionnaire were given in both English and Bahasa Indonesia in order to avoid misunderstanding. The rationale for using questionnaire was based on the statement proposed by Lambert (2019) & Mackey and Gass (2015) that this kind of instrument facilitated the researcher to obtain information which was the participants were able to reveal their self-assessment. Meanwhile, in order to obtain in depth data on students' attitudes and understanding on integrating information and communication technologies during the lesson, interview was also administered after observation session.

3.5.2 Observation

Furthermore, observation in this study aimed at investigating students' critical literacy development and engagement through classroom sessions in which the Four Resources Model (FRM) as critical literacy-oriented approach was implemented. Specifically, it was caried out in order to find out whether the Four Resources Model could help the students in developing their critical literacy and how students reflected their literacy skill in their digital story trailer and how the production of digital story trailers provide evidence for their critical literacy development. The observations in the form of participant observations in which I, as the researcher, took on the role of the teacher implementing the teaching strategy were applied in this study. It is as stated by McMillan and Schumacher (2010) that participant observation enables the researcher to get participants' perception of events and processes expressed in their actions, feelings, thought, and beliefs. In particular, it was conducted to seek students' ability in comprehending a short story from critical literacy perspectives and to investigate students' experiences in making digital story trailer video. To teach and observe simultaneously, video recording as observational tool were used, along with note taking method to aid in monitoring students' engagement. The observation sessions were undertaken from April 23rd, 2022 to June 18th, 2022.

In order to obtain a clear picture of each activity in the classroom, video tapings were carried out. Specifically, through observations, the researcher could investigate students' engagement during the learning process by applying critical literacy oriented activities. In collecting the data, the researcher also jot down observation notes immediately after each session. It is as highlighted by Creswell (2014) & Van Lier (1988) that writing observation notes, while the memory of classroom activity is still fresh, is necessary. The following is the observation sheet adapted from The Four Resources Model Framework by Luke & Freebody (1999) was used to help the researcher in taking note during the learning process.

Table 3.1: Observation sheet adapted from The Four Resources Model Framework

Stage	Evidence	Researcher's Comment
Code breaker • Identifying vocabulary • Using picture(s) to predict the content of the story. • Identifying generic structure of the text. • others		
Text participant • linking the idea or issue provided in the text to students' experience or prior knowledge. • Interpreting/identifying characters of the text. • Questioning the statement/excerpt of the given text. • others		
Text user • Giving argument of the content of the text based on students' point of view. • Identifying the purpose of the text. • others		
Text analyst		

• stating argument related to the given issue by seeing multiple perspectives. • Examining the way(s) author persuade the reader/identifying writer's point of view. • Others.		

adapted from The Four Resources Model Framework by Luke & Freebody (1999)

3.5.3 Student-Created Digital Story Trailers

The collection of students' assignment is in the form of digital short story trailer videos, as the result of students' group work. This task was aimed at delineating how the students produced digital story trailer and literacy aspects portrayed in their video. In this assignment, participants were expected to interpret their understanding of the content of given text and to promote their literacy development within EFL context. Through creating digital story trailer, the students were expected to produce written or verbal output in English. The due date of this task was June 18th, 2022.

Before creating the digital story trailer, students watched the example of digital book trailer to guide them in designing the video by identifying components of digital book trailers. Besides, the students attended a mini workshop to learn about the process to create digital story trailer through Animoto application. Furthermore, the students accomplished weekly assignments. The activities aimed at fostering students' reading comprehension and their critical literacy progress, including writing a review of the story and selecting the excerpt of the story for digital video trailer.

In order to help the students in producing digital story trailer, there were guided to follow the list of component of story trailer based on the criteria adapted from rubric for assessing book trailer adopted from an assessment rubric designed by Collins (2014), Neary (2014) and Oldakowski (2014), as follows; (1) choice of visual images (20); (2) the content of the story, including review of the story (20) and the video should summarize the plot and character (20); and conflict (10); (3) the quality of spelling (10) and grammatical aspects, including word choice (10);

and (4) incorporation of pictures, back sound, and text (10). In terms of critical literacy aspect, the strategy was in terms of review in which the students should give their argument related to the text. This is as asserted by Reisigl & Wodak (2009) that argumentation can be used as a strategy to foster learners' critical literacy. to make it clear, the following is rubric for assessing digital story trailer as a final project in EFL classroom adapted from Rubric for assessing student-created digital book trailers by Neary (2014) and the Assessment Rubric for Digital Short story by Collins (2014).

Table 3.2: Assessment Rubric for Digital Story Trailer

Category	21-25 points	16-20 points	15-11 points	10-0 credit
Images *25 points*	Images/sketches represent the content of given story accurately; use at least 5-10 images, including the cover of the book. Major a.characters were represented. b.The conflict was portrayed. c. the resolution was apparent.	Use of 5-10 images, but some images do not fit in with the story elements.	Very view of the pictures fit in the story, or there are fewer than 8 images utilized.	Images do not fit in the story.
Content of the story *25 points*	a. Captions accurately tell/retell the story in the learners' own words (the video summarized the plot of the story); b. The character and setting appropriate to the content of the story; C. The content shows reader position.	Almost all content in the learners' own words is accurate. There is some relationship between images and texts, but there are gaps in the overall content of the video; character and setting are	At least half of the text is in the learners' own words and accurate. Captions do not tell most of the content of the story; character and setting are not appropriate to the	Less than half of the content is in the learners' own words or is suitable. Captions are appear very little knowledge of the given story; character and setting are not appropriate

		appropriate to the content of the story; the content shows reader position.	content of the story; the content shows reader position.	to the content of the story; the content does not show reader position.
Language *25 points*	No spelling or grammatical mistakes on a storyboard with appropriate text; captions are clear, images are appropriate and video lasts at least 1 minute.	1-3 spelling or grammatical mistakes on story board with little text. One or more images are not clear or captions cannot be read clearly.	3-6 spelling or grammatical mistakes on the video. Several slides and captions are not clear. Lasts less than 1 minute.	More than six spelling or grammatical mistakes on the video. Most slides are unclear.
The choice of music *25 points*	Clean version of music that goes along with the text.	Clean version of a music however it does not fit in with the story.	Poor version of a music.	No music is included.

Adapted from: Rubric for assessing student-created digital book trailers by Neary (2014) and the Assessment Rubric for Digital Short story by Collins (2014).

3.5.4 Interview

Furthermore, interview in this present study aimed at obtaining more detail information related to the aims of study, the interview was also administered with the representative of each group. The participants were interviewed two times, the first interview was aimed to seek students' understanding on the use of digital tools in language learning and their experiences during the lessons. The interview were conducted before observation sessions, March 23rd 2022 and the second interview was conducted on June 22th 2022 and July 1st,2022. after observation sessions were completed in order to investigate students' opinion and attitudes towards the learning activities.

The interviews were carried out in order to obtain in-depth information which could not be accessible from observation and questionnaire (Alwasilah,

2011). The interview in the present study was utilized to validate information related to two points; namely, to investigate their ability in using digital technology to help them during language learning and to respond to the learning activities. In terms of identifying students' understanding in digital literacy, the questions adapted from a Framework for Developing and Understanding Digital Competence in Europe by Ferarri (2013) and assessment for students' digital literacy by Gilster (1997). In the meantime, guided questions to find students' perception and attitudes related to the critical literacy learning activity by adapting The Four Resources Model and the production of digital story trailer were also administered.

The interviews utilized in this study was semi structured virtual interview since it was guided by a list of question (Creswell, 2013; Merriam, 1988) (see Appendix). Specifically, there were five guided questions in order to seek students' experience in utilizing digital technology in English language learning. The first interview was organized after obtaining the data from the questionnaire. Meanwhile, in the second interview, five guided questions were formulated and were also administered in group interview after observation session in order to gain deeper data related to students' opinion dealing with the activities. In addition, the interview involved flexible questions when necessary in order to dig deeper information or to confirm certain information during the interview (Cohen, 2007).

3. 6   Data Analysis

The present study triangulated the data obtained from observation, questionnaire and interview in answering the research questions. The data analysis was carried out over the course and after the teaching program. Ongoing data analysis were carried out and they were analysed descriptively. The researcher analysed the data based on several steps as stated by (Miles, Huberman & Saldana, 2019); namely, (1) Transcribing the data; (2) reading through all the data; (3) coding the data; (4) organizing, categorization and generating themes; and (5) analysing and interpreting the data based on related theories as mentioned in chapter two and certain criteria.

3.6.1 Questionnaire

The questionnaire in the form of close ended questionnaire was the key to obtain data about students' digital literacy. in the first section, some questions in the form of checkbox questions were analysed to delineate students' knowledge in operating digital devices and their previous experience in utilizing digital technology. Second, yes no questions was intended to investigate students' ability related to their information competence, communication competence and digital content creation competence. Third, questionnaire in the form of Likert scale was ranged from 1 to 5 point in which to identify students' self-assessment in using digital tools to assist their language learning. In terms of Likert—scale questions, the data was analysed by counting the average score (M). by measuring the mean score, the researcher could identify the result of all scores.

They were first analysed using criteria adapted from The Digital Competence Framework for Developing and Understanding Digital Competence in Europe proposed by Ferrari (2013). After analysing the data, they were categorized into four theme based on the theory proposed by Ferarri (2013) were analysed descriptively. Here are the categorization of the data; namely, (1) students' knowledge in operating digital devices and their previous experience in utilizing digital technology; (2) information competence area, it covers students' basic skills in finding digital information; to find, organize, analyse, synthesize, evaluate media and learning sources and use language resources; (3) communication competence, including students' ability in interacting, collaborating, and sharing information through technology in language learning; and (4) Content creation competence in using digital devices to assist language learning, especially English. Further findings and discussion dealing with the data were elaborated in chapter IV.

3.6.2 Observation

The data obtained from observations were analysed based on video-recording, observation sheets, and researcher's field notes. In analysing the data, the video recorded was played and some excerpts from classroom conversation were transcribed to get deeper understanding of the class activities. In this case, the

video was analysed to capture the real situation in the class, and to support the data from teacher's field notes and observation sheets. The data then classified based on the theory proposed by Luke & Freebody (1999). In all observation data, there were some terms used, covering T referred to teacher-educator, and S referred to student. To assist the researcher in taking note during the lessons, an observation sheet was used, as follows:

Table 3.6.1: observation sheet adapted from Luke & Freebody, 1999.

No.	Activity/the role of the students	note
1.	Code breaker	
2.	Text participant	
3.	Text analyst	
4.	Text user	

Taken from: Luke & Freebody, 1999.

Furthermore, the data were synthesized and interpreted based on relevant theories as elaborated in chapter II.

3.6.3 Students' digital story trailer

Furthermore, students' digital story trailers were analysed in terms of five aspects adopted from criteria proposed by Neary (2014) which covers; images, content of the story, language and the choice of music. In addition, the development of students' critical literacy was also analysed based on students' review of the story as a strategy to relate students' background knowledge and the issue occurred in the text. It is as asserted by Reisigl & Wodak (2009) & Van Dijk (2009) that students' perception or thought can be seen as a cognitive process in analyzing discourse critically. To make it clear, below is the digital story trailer rubric that was used to analyze the video trailers.

Table 3.6.3 Digital Story Trailer Rubric

Category	21-25 points	16-20 points	15-11 points	10-0 credit
Images *25 points*	Images/sketches represent the content of	Use of 5-10 images, but some images	Very view of the pictures fit in the story, or	Images do not fit in the story.

	given story accurately; use at least 5-10 images, including the cover of the book. Major characters were represented. b.The conflict was portrayed. c. the resolution was apparent.	do not fit in with the story elements.	there are fewer than 5 images utilized.	
Text (Content of the story) *25 points*	a. Captions/voice-over accurately tell/retell the story in the learners' own words (the video summarized the plot of the story); b. The character and setting appropriate to the content of the story; C. The content shows reader's opinion related to the text.	Almost all content in the learners' own words is accurate. There is some relationship between images and texts, but there are gaps in the overall content of the video; character and setting are appropriate to the content of the story; the content shows reader position.	At least half of the text is in the learners' own words and accurate. Captions do not tell most of the content of the story; character and setting are not appropriate to the content of the story; the content shows reader position.	Less than half of the content is in the learners' own words or is suitable. Captions are appear very little knowledge of the given story; character and setting are not appropriate to the content of the story; the content does not show reader position.
Language *25 points*	Word choices, No spelling or grammatical mistakes on a storyboard with appropriate text; captions	1-3 spelling or grammatical mistakes on story board with little text. One or more images are not clear or	3-6 spelling or grammatical mistakes on the video. Several slides and captions are not clear.	More than six spelling or grammatical mistakes on the video. Most slides are unclear.

	are clear, images are appropriate and video lasts at least 1 minute.	captions cannot be read clearly.	Lasts less than 1 minute.	
The choice of music *25 points*	Clean version of music that goes along with the text.	Clean version of a music however it does not fit in with the story.	Poor version of a music.	No music is included.

Adapted from: Rubric for assessing student-created digital book trailers by Neary

(2014) and the Assessment Rubric for Digital Short story by Collins (2014).

Table 3.6.4: An example of assessing student's video trailer, as follows;

Time	Images	Voice-over
00:01-00:20		Thank You Ma'am by Langston Hughes. One day there was a woman by the side of the road, she was Mrs. Jones. She looks like a large woman with a large purse.
00:21:00:24		And a boy bound to steal purse.
00:25-00:30		The boy lost his balance.

00:31-00:35		…and fell down.
00:36-00:39		The boy's legs flew up.
00:40-00:42		The boy who tried to steal used blue jeans. He was Roger. Mrs. Jones turned around and kicked him.

Time	Image	Narration
00:43-00:50		And then pick the boy up. She shocked him until his teeth rattled.
00:51-00:53		Guess what happen next?
00:54-01:10		In this story we are shown the kindness of Mrs. Jones like she taught roger what is wrong and right. Invite roger to eat and give roger what he wants.
01:10-01:20		From this story, there are many lessons that we can take. Such as not replaying bad with badness but also replying with kindness.

Category	21-25 points	16-20 points	15-11 points	10-0 credit
Images	Images, designed by students, represent the content of given story. (25)			

Text (Content of the story)	-This group utilized voice-over telling the overview of the story in every slide. captions following the images are easily read (the last two slides). - in critical literacy aspect, this group also mentioned their argument by trying to identify writer's point of view and highlighting social value of the text. There was also a phrase, *"Guess what happen next?"* that seemed to tease upcoming scenes without revealing all the story or images related to the text. This showed that the students tried to entice others to read the text (21)			
Language		there were no more than three grammatical mistakes on the text, captions are easily read, images are clear, and video lasts more than one minute. (16)		
The choice of music	-the music was clear that goes along with the story. - there was dramatic back sound while revealing the complication stage in the story trailer seemed to intensify of the content of the text. (25)			

Description of the analysis of the video above:

The video represents the text well. The group seemed to adhere to the guidelines explained at the beginning of this project. In the video, there were four

elements in their digital story trailer; namely, music, captions, voice-over and images. Specifically, there was a voice-over telling the overview of the story in every slide with was no caption following the images except in the last two slides. Besides, it was apparent that there were two characters represented in the video, Mrs. Luela and Roger. The video also summarized the plot of the story, and the conflict was apparent. In addition, the music was clear that goes along with the story. In addition, in terms of critical literacy, this group also mentioned their argument by attempting to identify writer's point of view and highlighting social value of the text. Meanwhile, the choice of dramatic background sound while revealing the complication stage in the story trailer seemed to intensify of the content of the text. There was also a phrase, "*Guess what happen(s) next*?" that seemed to tease upcoming scenes without revealing all the story or images related to the text. This showed that the students tried to entice others to read the text.

3.6.4   Interview

As mentioned above, the interviews were organized for the students in small group settings. The analysis commenced with the replaying the interview recording, followed by transcription conducted by the researcher. The process aimed to explore the general sense of the data (Creswell, 2010). In analysing the data concerning students' understanding on using digital tools to assist literacy learning, the researcher reviewed the transcribed data so that the data can be coded then categorized. Subsequently, the data were categorized into five themes, synthesized and interpreted based on the theory proposed by Ferarri (2013); Park (2019) and Gilster (1997) in order to strengthen the data from questionnaire. In the meantime, the data related to students' responses regarding the use of the Four Resources Model in assisting them during the lessons and during the production of digital story trailer were used and elaborated upon to enrich the data from both questionnaire and observation.