Students' Perception towards Storytelling Courseware in Understanding Types of Reading Text

Yanti, Zaidatun Tasir[1*]
[1]Universiti Teknologi Malaysia, 81310 UTM Johor Baharu, Johor
*p-zaida@utm.my

Received: 5 September 2019
Revised: 1 October 2019
Accepted: 20 October 2019
Published Online: 3 November 2019

ABSTRACT

The purpose of this study is to design a storytelling courseware to help students in understanding types of reading text especially descriptive, narrative and procedure. Besides, this study also identify students' perception towards storytelling courseware in understanding types of reading text. A quantitative survey research design was used in this study. The research samples consisted of 70 first year students in senior high school. The samples were taken from 2 different school. Data were gathered using a questionnaire. Descriptive statistics which are mean and standard deviation indicated that students' perception towards the design of the courseware is quite good. The overall mean for students' perception on achievement from storytelling courseware was quite high, which is 3.07. This study shows that multimedia courseware to enhance student acquisition on types of reading text give a very positive way in teaching and learning process. The students respond show that multimedia courseware become one of the interesting method in teaching and learning English reading.

Keywords
Storytelling; courseware; reading skills

Introduction

In recent years the impact of "the information age" has shifted from occurring primarily within the arena of government and multinational corporations into the everyday lives of average people throughout the world. Accompanying this expansion lie a growing belief among the general public which suggest computers as essential component of the educational and instructional system. According to many researcher (Goddard,2002;Honey 2001;Polondi 2001) such public perception is warranted because the computer represent not only an excellent curricular tool, but also revolutionary classroom approach that can help student achieve important gains in learning and understanding.

Due to the complexity of teaching process, it is important to acquire complex sets of skills relate to much knowledge. Little is known about the outcomes of different technology-supported learning activities. Whether computer can be of benefit to the learning process has been a topic of discussion since 1950s. Computer technology has promised to revolution both teaching and learning in higher education.

Robleyer (2003) identifies two changes that have been brought about by the integration of technology. The first is an increase in the amount and type of technology resources that are available to instructor and learners. The second is the shift in learning strategies that the flexibility of computer technology. Traditional instruction generally involved an instruction led, didactic approach to learning.

The introduction of computers into the classroom has come with promises to change the passive learning approach by introducing interactive and dynamic capabilities into the classroom. This is being argued that the changes will provide

a richer learning environment where the learner can be more actively involved in her own learning. As such multimedia or the use of multiple digital media elements in an interactive learning application is becoming an emerging trend in the communication of educational information. In this new environment, the teacher will make a difference in the integration of the media into the student learning process.

The internet is proved to be an effective tool for language learning. In recent years, its use in language classrooms has gained popularity as it has potential to contribute to students' experimental learning and their language achievement. Ganderston (1997), for example, used the technology to teach reading and found that the interactive web based reading program which he used strengthened his participants' language skills and learning across diverse topic areas. Similar positive effects were observed in the integrative teaching of reading and writing.

In a project called web based English language learning, (P'Rayan, 2003) discovered that there was improvement in his participants' reading and writing skills after they took part in various email exchange, discussion forums and commenting activities based on the reading materials that were presented on the internet. With the advancement of technology and the opportunity to assist student in reading skills, this study aims to:

i. To design a storytelling courseware to help students in understanding types of reading text especially descriptive, narrative and procedure.
ii. To identify students' perception towards storytelling courseware in understanding types of reading text based on the following perspectives:
    a. The design of the multimedia courseware
    b. The influence of the multimedia courseware towards students' achievement.

Literature Review

Multimedia in Teaching and Learning

Multimedia is always defined as the collaboration of music, sound, animation and graphic that is made up by computer based technology. Rosenberg defined multimedia as combination of sound, static images, hypertext, and video that is used along with computer technology (Jamalludin, 2001). He also defined multimedia as "a group of technology member designing to attract attention and satisfy them among each other".

Multimedia has often created an unwarranted hype about the superior nature of the multimedia based learning compared to the traditional teaching methods. Multimedia based education will be useful in application first, when the students have low prior domain knowledge or spatial learning aptitude the multimedia. Second, when dealing with students with low motivation, it is important to keep them interested in learning. Interesting lessons would keep the students interested and enable them to do their own self-directed learning and research (Tan and Leong, 2003). Third, when effectively designed multimedia content is available. What multimedia does indeed, is to provide a conducive environment for the utilization of the age old factors to improve student learning. So, the learning advantage of multimedia instruction over traditional classroom lecture may be due to the increased interactivity of multimedia instruction rather than the multimedia information itself. However, if now multimedia is integrated into the teaching and learning process, the situation immediately changes to one that will have great impact on our traditional educational system.

The incorporation of multimedia into the teacher's instructional process means that there will be a union between the educational content and the multimedia technology. The combination of content and technology will result in the production of multimedia content applications that are multi-sensory, visually challenging to the student, and most importantly, interactive. These interactive multimedia materials can be easily created with many multimedia authoring software packages available. Modern day multimedia applications are effective methods to present educational materials because multimedia empower the teacher to present the information in multiple media, in an interactive manner and creates a multi sensory learning environment. By doing so, students can have an interactive experience with the topic whose impact for surpasses that of the textbooks, and consequently, achieve a higher level of comprehension and retention of the topic itself.

Cognitive Theory of Multimedia Learning

Cognitivism focuses on the inner mental activities – opening the "black box" of the human mind is valuable and necessary for understanding how people learn. Mental processes such as thinking, memory, knowing, and problem-solving need to be explored. Knowledge can be seen as schema or symbolic mental constructions. Learning is defined as change in a learner's schemata. Cognitivism uses the metaphor of the mind as computer: information comes in, is being processed, and leads to certain outcomes.

A cognitive theory of multimedia learning based on three main assumptions: there are two separate channels (auditory and visual) for processing information; there is limited channel capacity; and that learning is an active process of filtering, selecting, organizing, and integrating information.

The principle known as the "multimedia principle" states that "people learn more deeply from words and pictures than from words alone" (Mayer, p. 47). However, simply adding words to pictures is not an effective way to achieve multimedia learning. The goal is to instructional media in the light of how human mind works. This is the basis for Mayer's cognitive theory of multimedia learning.

Humans can only process a finite amount of information in a channel at a time, and they make sense of incoming information by actively creating mental representations. Mayer also discusses the role of three memory stores: sensory (which receives stimuli and stores it for a very short time), working (where we actively process information to create mental constructs (or 'schema'), and long-term (the repository of all things learned). Mayer's cognitive theory of multimedia learning presents the idea that the brain does not interpret a multimedia presentation of words, pictures, and auditory information in a mutually exclusive fashion; rather, these elements are selected and organized dynamically to produce logical mental constructs. Furthermore, Mayer underscores the importance of learning (based upon the testing of content and demonstrating the successful transfer of knowledge) when new information is integrated with prior knowledge. Design principles including providing coherent verbal, pictorial information, guiding the learners to select relevant words and images, and reducing the load for a single processing channel etc. can be entailed from this theory.

Research on Learning English through Storytelling

The first reference of storytelling in the literature occurred more than 60 years ago (Bacon, 1933). The use of storytelling has been utilized to effectively teach such concepts as ethics, caring, values, and cultural norms and differences (Bergman, 1999; Giarratano, 1997). The use of storytelling can engage students in reflective thinking, writing, and learning activities in the classroom setting (Branch and Anderson, 1999). In addition, storytelling provides students with an opportunity to explore personal roles and make sense of their lives (Koenig and Zorn, 2002).

Stories and storytelling are powerful strategies for teaching and learning. Stories help make meaning out of experience (Bruner 1996; Schank 1990). Experiences, and the stories created to make sense of that experience, are key to learning (Schank 1990; Zull 2002). Stories also help build connections with prior knowledge and improve memory (Schank 1990). As a result, good stories are remembered by students (Rex, Murnen, Hobbs, & McEache, 2002). In terms of social presence, storytelling helps people connect to others (Lowenthal, 2008) by disclosing personal information and relating to each other's common experiences.

Following an educational research tradition, different reports have identified a discrete number of styles used by teachers (e.g. Dickinson & Smith, 1994; Martinez & Teale, 1993; Teale, 2003) and parents (e.g. Meltzi & Caspe, 2005; Reese, Cox, Harte, & McAnally, 2003) when presenting narrative and literary materials to children, whether orally or through a written text. Adults seem to be internally consistent in terms of the way in which they tell stories to children—although there are identifiable differences between adults and between cultures. Yet, since children tend to interact regularly in storytelling events of this kind only with a limited set of adults (i.e. their particular teachers and the specific adults in their family) it seems reasonable to consider that these book reading/storytelling events provide occasions for learning in this domain that build on the particularities of the storytelling style made available by the child's teacher and/or parents.

However, a major limitation of this logic of "best practice" is that it often ignores that different styles of narrative presentation are deeply intertwined with particular educational and discursive intentions, cultural beliefs and even material constraints, among other factors (cf. Carrington & Luke, 2003). That is, the "best practice" approach does not treat book reading and storytelling episodes fully as *speech* or *literacy events* as classically defined in ethnographic research (Heath, 1982), as culturally and intentionally organized communicative episodes with linguistic particularities that can only be interpreted taking into consideration this socio-cultural embedding.

Methods

In this study, mixed methods research designs were used. The type of mixed method research design used is QUAN-QUAL model or known as triangulation mixed method design. In this model, the qualitative and quantitative are equally weighted and are collected concurrently throughout the study (Gay *et al*, 2009). One of the advantages of this method is the strengths of the qualitative and data offset the weaknesses of the quantitative data and the strengths of the quantitative data offset the weakness of the qualitative data (Gay *et al*, 2009).

Even though, triangulation is used in quantitative paradigm for confirmation and generalization of a research. Barbour (1998) does not ignore the idea of triangulation from a qualitative research's perspective in each paradigm. For instance, in using triangulation from a qualitative research, any exception may lead to a disconfirmation of the hypothesis where exception in qualitative research is dealt to modify the theories.

In this study, for quantitative measurement, the data is collected through questionnaire. While qualitative measurement, semi structured interviews and analysis of students activities in the courseware will be used.

The Design of Multimedia Courseware

This interactive, effective and dynamic multimedia courseware was purposely developing for higher education students. A few screen shots from the multimedia courseware are shown below:

Figure 1 is the design interface for the multimedia courseware which is show Raja Ali Haji and Penyengat Island as the topic of the reading text. The used of the real character in this multimedia courseware because the concept technique used in reading was the storytelling technique. Most traditional advertising communications speak about 'continuity', but in fact the success of storytelling come down to 'multiplicity', where people are encouraged to have different perspectives on characters. There are always slightly different perspectives on the character which make the franchise ever more appealing and contextual to youth (Henry Jenkins, 2010).

Figure 1. The Design of the interface

Figure 2 Show the main menu of multimedia courseware. The main menu consists of types of reading text such as narrative, descriptive and procedure. The icon text consists of note, text and activity. Student can move the cursor over the menu to do selection. A description in the message box will show the function of the button. It is an interaction and user friendly main menu. When you plan your layout and decide where you will place pictures and text

on your screen, make sure you include navigational buttons, icons, or hypertext to clarify what the navigational options are and where the user should click to navigate (Hofstetter, 2001)

Figure 2. The Main Menu of the Multimedia courseware

Figure 3 show one of the example on type of reading text. The students have to see and read the text directly. It is often better to position text above or below a picture, or to flow text around a picture, rather than overlay text on top of an image (Hofstteter, 2001)

Figure 3. The example of Procedure Text

Figure 4 shows note in each part types of text. There are some icon which the student can click on the button and the button can move to menu, text or previous. Figure 5 show the screen shoot for the activity and the response for the answer. The students have to read the instruction and then write the answer in provided box.

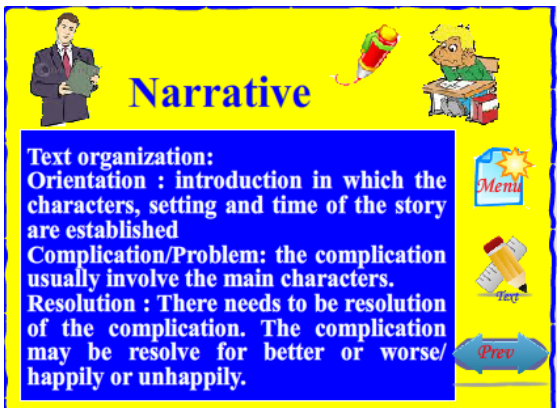

Figure 4. The example of Note

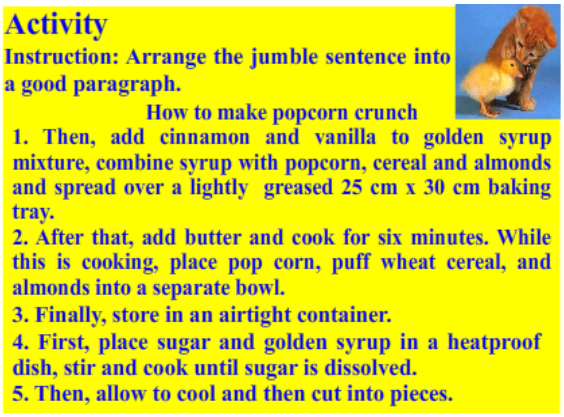

Figure 5. The example of the activity

The Development Software for the Courseware

The researcher needs some software to develop the multimedia courseware which supports the courseware to be a good and user friendly for the students. The software's which being used are Adobe Photoshop, Adobe Flash and Sound Forge.

The Implementation of the Software

After finished analysis, design, and develop the multimedia courseware, the researcher has to implement the courseware and did an evaluation for the courseware. So, the pilot project has to be done about a week. After a week, some revisions in the courseware changed based on the opinion and suggestion of ten students as the participant. After it being revised, the real implementation for 70 students selected to use the multimedia courseware. These informed the development of a questionnaire at the end of the meeting. The implementation of the study was spread over 4 weeks.

Research Instrument

There are two research instruments that are used in this study. Its' include the questionnaire of the students' perception towards the multimedia courseware and unstructured interview for the teacher. These two methods were chosen to triangulate key understandings articulated in this study. (Ladigo *et al*., 2006)

Questionnaire

The questionnaire was designed to find out students' perception towards the multimedia courseware. The questionnaire explained more about the students' perception. The questionnaire is divided into two parts which are:

i. Part A : Demographic information
   This part was detailed on the demographic information of the participants. For example gender, grade, and experience in using computer. The purpose of this part was to help the researcher to see whether their background will influence the respondent in this study.

ii. Part B : Students' perception towards the multimedia courseware
   This part was asking about students' perception towards the design multimedia courseware and the influence of the multimedia towards students' achievement.

Sample of the Study

In this study, random sampling is used. The population was chosen in this study was the first year students in senior high school at SMA 1 Tanjung Pinang Kepri which consists of 70 students from two classes, it was selected by using random sampling. The criteria used for the random sampling because all the respondents have skill in using computer and the respondents are studying types of reading text. There were two English teachers who would give their responds of the multimedia courseware.

Results

Descriptive Analysis on Background of Respondents

Background of respondents describe the frequency distribution and percentage of respondents based on gender, and experience in using computer.

Gender

Table 1 shows the distribution of frequency and percentage of respondents according to gender while Figure 4.1 depicted the percentage for male and female respondents. As can be seen, female respondents were dominants where out of 70 respondents, 42 of them are female while the rest 28 respondents are male. The percentage for each male and female respondents are 40% and 60%, respectively.

Table 1. Distribution Frequency and Percentage of Respondents According to Gender

Gender	Frequency (*f*)	Percentage (*%*)
Male	28	40.0
Female	42	60.0
Total	70	100.0

Experience in Using Computer

Table 2 tabulated and depicted the frequency and percentage of respondents according to experience in using computer. As can be seen, 65 respondents (92.0%) have experienced using computers while 5 respondents (7.1%) do not have experience using computer.

Table 2. Distribution Frequency and Percentage of Respondents According to Experience in Using Computer

Experience In Using Computer	**Frequency (*f*)**	**Percentage (*%*)**
Yes	65	92.9
No	5	7.1
Total	70	100.0

Students' Perception towards the Design of Courseware

In this study, 7 items in the questionnaire are used to measure students' perceptions towards the design of the courseware. Table 3 showed the distribution mean, the percentage, and the standard deviation for each item of students' perception towards the design of the courseware.

Table 3. Distribution Mean and Std. Deviation of Respondents According to Students Perception towards the Design of Courseware

	Statement	Strongly disagree	Disagree	Agree	Strongly Agree	Mean	Std. Deviation
		1	2	3	4		
1.	I like the design of the multimedia courseware.	-	-	44 62.9%	26 37.1%	**3.37**	0.49
2.	The icon in multimedia courseware is clear and easy to understand.	-	4 5.7%	37 52.9%	29 41.4%	3.36	0.59
3.	The text in multimedia courseware is clear and easy to read.	1 1.4%	10 14.3%	37 52.9%	22 31.4%	3.14	0.71
4.	The music or the sound is nice to hear	3 4.3%	24 34.3%	35 50.0%	8 11.4%	2.69	0.73
5.	I like the graphic of the multimedia courseware.	1 1.4%	6 8.6%	39 55.7%	24 34.3%	3.23	0.66
6.	I like the introduction sound of the courseware	3 4.3%	22 31.4%	29 41.4%	16 22.9%	2.83	0.83
7.	I like the colour in each element of the courseware	2 2.9%	10 14.3%	42 60.0%	16 22.9%	3.03	0.70
Average / Mean						**3.09**	**0.67**

N=70

The highest mean was item number 1 which is 3.37, while the lowest mean is item number 4 which is 2.69. The overall mean for students' perception towards the design of courseware shows most of the students agreed, which is 3.09.

The Influence of the Courseware in Students Achievement

Table 4 showed the distribution of the percentage, mean, and standard deviation for the influence of the courseware in student achievement.

Table 4. Distribution Mean and Std. Deviation of Respondents According on the Influence of the Courseware in Students Achievement

	Statement	Strongly disagree	Disagree	Agree	Strongly Agree	Mean	Std. Deviation
		1	2	3	4		
1.	The multimedia courseware enhances me to explore the other example on type of reading text	-	5 7.1%	43 61.4%	22 31.4%	3.24	0.58
2.	Content of the lesson reinforces the reading text material	-	2 2.9%	51 72.9%	17 24.3%	3.21	0.48
3.	The multimedia courseware is helpful for me to improve my understanding on type of reading text.	-	5 7.1%	38 54.3%	27 38.6%	3.31	0.60
4.	The multimedia courseware reinforces me to know more about type of reading text.	-	17 24.3%	47 67.1%	6 8.6%	2.84	0.56
5.	The multimedia courseware make me understand the difference type of text in reading	-	43 61.4%	1 1.4%	26 37.1%	2.76	0.97
6.	The multimedia courseware is appropriate for learning English especially in reading	-	2 2.9%	41 58.6%	27 38.6%	**3.36**	0.54
7.	The multimedia courseware enhances me to study independently.	4 5.7%	20 28.6%	33 47.1%	13 18.6%	2.79	0.81
Average / Mean						**3.07**	**0.65**

N=70

The highest mean was item number 6 which is 3.36, while the lowest mean is item number 5 which is 2.76. The overall mean on the influence of the courseware in student achievement have a good influence in student achievement, which is 3.07.

Discussions

Seventy students from the first grade students in SMA Negeri 1 Tanjungpinang Kepulauan Riau were taken as respondents. It was chosen because all the first year students study the same reading text in English. So, this study was done to know the students' perception towards multimedia courseware to enhance them to understand types of reading text. 28 out of 70 were male (40%) and 42 out of 70 were female (60%). It can be seen that the female is bigger respondent than the male. According to the experience in using computer almost all the respondent can use the computer which can be seen from the percentage that 65 (92.9%) students have the ability in using computer and only 5 (7.1%) students doesn't have ability in using computer. Thus, it can be said that most of the respondents are computer literates. Accompanying this expansion lays a growing belief among the general public which suggests that computers are essential components of the educational and instructional systems.

The acquisition of computer knowledge and skills will improve one's chance of employment. Thus, students at all levels of education should master computer knowledge and skills. Since computer technology is widely utilized in many of today's professions, consequently according to Starr (1996), many parents wanted the schools to use computers because they believed that computers would help prepare children for good jobs and careers.

Students Perception towards the Design of Courseware

According to Table 3, the overall mean for this part was quite high, which is 3,09. The highest mean is 3.37 for statement number 1"I like the design of the multimedia courseware". And the lowest mean is 2.69 for the statement number 4" The music or the sound is nice to hear".

The three highest means recorded are items number 2" The icon in multimedia courseware is clear and easy to understand" (Mean = 3.36, SD = 0.59), items number 5 "I like the graphic of the multimedia courseware" (Mean = 3.23, SD = 0.66), items number 3 "The text in multimedia courseware is clear and easy to read" (Mean = 3.14, SD = 0,71), items number 7 "I like the colour in each element of the courseware" (Mean = 3.03, SD = 0.70). All these items showed that the students perception towards the design of courseware such as the design of the colour, icon , graphic, and text gave good perception to them. Therefore, from the study, it can be conclude that students' perception towards the design of the courseware is quite good.

A number of studies have suggested that student satisfaction and motivation is higher in courses that use multimedia materials (Astleitner & Wiesner, 2004; Yarbrough, 2001). Multimedia draws upon more than one of the five human senses, utilizing the two fundamental senses vital for information reception – sight and sound. Due to motion and sound, it can also spark attention, interest and motivation in the process (Mohler, 2001).

We must take into consideration that in the learning process, attention gaining is an important initial event of instruction (Gagné, 1985). Animation provides a good way to gain the attention of a student and also to cue a student to focus on the most critical features of a screen display (in the case of a multimedia application). The most direct application of animation in instruction is using it to present lesson content. Certainly, animation affords many practical methods of gaining and cueing attention, such as special effects during transitions between screens and, mainly, moving icons or characters, including cartoons and text/narration. There is some evidence suggesting that the effect of animation on comprehension is dependent on the user's age. In the case of children, however, animation may have an effect, at least under certain conditions, such as when dealing with material that is neither too difficult nor too simple, which requires motion or trajectory attributes to be visualized, and where explicit links are made between the text/narration and the animation (Rieber, 1990). In the case of motion concepts, Rieber (1989, 1991) found that students viewing animations on Newton's laws of motion were better able to retain, retrieve, and apply the content material.

Several dozen studies indicate that computer-based multimedia can improve learning and retention of material presented during a class session or individual study period, as compared to "traditional" lectures or study materials that do not use multimedia (Bagui, 1998; Fletcher, 2003; Kozma, 1991; Mayer, 2001). Furthermore, a number of studies have suggested that student satisfaction and motivation is higher in courses that use multimedia materials (Astleitner & Wiesner, 2004; Yarbrough, 2001). Multimedia draws upon more than one of the five human senses, utilizing the two fundamental senses vital for information reception – sight and sound. Due to motion and sound, it can also spark attention, interest and motivation in the process (Mohler, 2001).

It is still not very easy, however, for non-expert users to produce their own multimedia content. In embodying their stories as multimedia content, users need to learn how to edit multimedia materials, such as graphics, video clips, audios, and animations. For example, previous studies suggest that synchronized speech and agent animations make learning activities more effective (Craig and Gholson, 2002; van Mulken et al., 1998), but it is almost impossible for ordinary users to create detailed designs for agent animations to be synchronized with speech. In addition, they also need to have the skill to set up streaming of the resulting content to distribute it on the network. Even for expert users, these tasks take enormous effort and time.

The lowest mean are items number 6 " I like the introduction sound of the courseware" (Mean = 2.83, SD = 0.83), and items number 4"The music or the sound is nice to hear" (Mean = 2.69, SD = 0.73). From the response of the students it was obvious that the sound and music was a necessity to attract their attention in using the multimedia courseware. Students hoped that it can be more captivating if the quality of the sound and music are improved.

From the teacher interview, it can be seen maybe sound can distract student attention on the courseware due to the inappropriate sound quality. According to John Villamil-Casanova and Louis Molina (1999) in planning your application, think about when and how to integrate sound into the application, and consider what purpose sound should

accomplish. The used of sound in multimedia courseware must be controlled by the user need where they can turn on or turn off the sound anytime they want.

The Influence of the Courseware in Students Achievement

According to Table 4, the overall mean for this part was quite high, which is 3,07. The highest mean is 3.36 for statement number 6" The multimedia courseware is appropriate for learning English especially in reading". And the lowest mean is 2.76 for the statement number 5" The multimedia courseware makes me understand the difference type of text in reading".

The three highest means recorded are items number 3" The multimedia courseware is helpful for me to improve my understanding on type of reading text" (Mean = 3.31, SD = 0.60), items number 1 "The multimedia courseware enhances me to explore the other example on type of reading text" (Mean = 3.24, SD = 0.58), items number 2 "Content of the lesson reinforces the reading text material" (Mean = 3.21, SD = 0,48). It can be seen that the influence of the courseware in student achievement showed its appropriate application used for learning English especially in reading and improve the students understanding on type of reading text. So, the courseware give a good influence for the students to understand the types of reading text and the students can explore the other example of the text which reinforce the material.

The purposes of applying multimedia elements in storytelling are: 1) increase children's engagement, emotion, and motivation (Druin and Solomon, 1996); 2) encourage children to remix different specialties. A child who is good at writing may tend to collaborate with others who are good at painting, narration and animation respectively. A story can be composed of recourses contributed by multiple people's capabilities. This platform aims to assist children to remix other's specialties in the whole process of collaborative storytelling.

The lowest mean are items number 4 "The multimedia courseware reinforces me to know more about type of reading text" (Mean = 2.84, SD = 0.56), and items number 7" The multimedia courseware enhances me to study independently" (Mean = 2.79, SD = 0.81), and items number 5" The multimedia courseware makes me understand the difference type of text in reading" (Mean = 2.76, SD = 0.97).

Based on the result mean in table 4 showed the lowest mean is statement number 5 "The multimedia courseware makes me understand the difference type of text in reading". The multimedia courseware is not appropriate for in depth learning to understand types of reading text. It happened because the content of the courseware just explain a little bit about the difference types of text in reading and made the students still confuse. Beside that the duration of time in using the application only a month and the exact time to explain the difference types of text should be done at least four month. So, the multimedia courseware need to be apply for a longer time in the next research to make students more understand about the different of types of text.

Almost as important as storytelling itself are the follow-up activities after storytelling, such as story recall. Story recall allows children to revisit the tale and refine their understanding. It helps children develop concepts about words, print, and books as well as assessing students current language levels (Morrow, 2001). Therefore, recalling story events has proven to be a viable means of estimating understanding. Specifically, story recall provides children with the opportunity to reorganize the sequence of events, to use the vocabulary of the story and to expand childrens comprehension of the world as well (McGee&Richgels, 2000).

Conclusion

This study shows that multimedia courseware to enhance student acquisition on types of reading text give a very positive way in teaching and learning process. The students respond show that multimedia courseware become one of the interesting method in teaching and learning English reading.

Multimedia technology is becoming increasingly popular in education as a means to motivate students in their learning and to provide them with many ways to express their ideas and display their information. Beside the new technology in supporting design (Challis.,2000) even point out that :

" If we do not succeed in the aim of making mathematical science attractive to study them we will not have students to worry about changing our practices to be more flexible, then achieving this aim must be a goal".

To achieve this goal (Hayes et al., 2001) even stressed that successful integration of computer based learning leads to enhance learning.

From the result and discussion of this study, it can be concluded that this multimedia courseware was suitable as a supporting learning aid to students in learning English especially in reading. But the teacher remains as the facilitator in the classroom.

References

Astleitner, H., & Wiesner, C. (2004). *An integrated model of multimedia learning and motivation*. Journal of Educational Multimedia and Hypermedia, 13, 3-21.

Bacon, F., 1933. *Getting well with books*. American Journal of Nursing 33 (11), 1143–1146.

Bergman, P., (1999). *Storytelling as a teaching tool*. Clinical Excellence for Nurse Practitioners 3 (3), 154–157.

Bagui, S. (1998). *Reasons for increased learning using multimedia*. Journal of Educational Multimedia and Hypermedia, 7, 3-18.

Gay, L.R., Mills, G.E. and Airasian,P. (2009). *Educational Research* : Competencies for Analysis and Application. 9th Ed. United states: Pearson Educational International

Goddard, M. (2002). *What do we do with these computers? Reflections on technology in the classroom*. Journal of Research on Technology in Education, 35(1), 19–26.

Henry Jenkins. (2010). *The Principles of Storytelling. Convergence Culture*

Honey, M. (2001). *Testimony and statement for the record of Margaret Honey*, July 25. Educational Development Center, Inc. Retrieved January 31, 2003 <http:// www.edc.org/spotlight/Tech/mhtestimony.htm>

Jamalludin Harun & Zaidatun Tasir (2003). *Multimedia dalam Pendidikan*. Selangor. Venton Publishing

John Villamil-Casanova and Louis Molina (1999). *An Interactive Guide to Multimedia.Indiana*. Macmillan Computer Publishing

Koenig J.M., Zorn, C.R., 2002. *Using storytelling as an approach to teaching and learning with diverse students*. Journal of Nursing Education 41 (9), 393–399.

Mayer, R. E. (2001). *Multimedia learning*. New York: Cambridge University Press.

McGee, L. M., & Richgels (2000). Literacy_s beginnings: Supporting young readers and writers (3rd ed.). Boston: Allyn & Bacon.

Morrow, L. M. (2001). Literacy development in the early years: Helping children read and write (4th ed.). Boston: Allyn & Bacon.

Schank, R. C. (1993). *Learning via multimedia computers*. Technology in Education, 36(5), 54–56.

Starr, P. (1996). *Computer our way to educational reform*. The American Prospect, 27, 50±62.

Strickland, D. S., & Morrow, L. M. (1989). *Oral language development: Children as storytellers.* The reading Teacher, 44(3), 260–261.

Vygotsky, L. (1962). *Thought and language*. Cambridge, MA: MIT Press.