

# Printed Media Versus Digital Media: Which One is More Effective?

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**Abstract**— Media plays an important role in the teaching and learning process. It is a tool that contains materials that students learn. This paper aimed at describing the result of experimental research which investigate the effect of two different media, printed and digital, used to teach literacy particularly reading competence to elementary school students in Buleleng Regency. The samples of 214 students were determined through intact group random sampling and divided by 108 for experimental group and 106 for control group. The data were analyzed descriptively and inferentially. Descriptive statistics analysis was conducted by measuring the central tendency, while inferential statistics analysis was carried out by using t-test and one-way ANOVA. Normality and homogeneity pre-requisite tests were done before it. The result proved that there was a significant difference between two groups treated differently. The digital media was more effective than the printed media used in teaching with dialogic reading strategy.

**Keywords**—media; digital; literacy; printed; reading competence.

## I. INTRODUCTION

Learning English in elementary schools in Bali needs to be introduced early because it can improve language acquisition quicker. The ability to speak English is very useful to prepare them into a reliable workforce, who can compete both in seizing opportunities to work in the world of tourism or other fields, and for the advancement of science and technology especially in the era of the Asian Economic Community (AEC). References [1] and [2] explained the importance of introducing English in the early stage because of language acquisition can happen faster. If the students can acquire the language faster, it will lead them to be more comprehensive in reading. However, the facts prove that students in Indonesia have a low interest in reading. UNESCO survey data in reference [3] reported that from 1000 residents only 1 person reads.

The teacher's responsibility in schools is to help the students to improve their interest in learning to read because it is an important skill to broaden knowledge and obtain wider information. Reference [4] stated that literacy-based learning such as reading stories can positively influence the language development of students in elementary school. The story in the study referred to the local culture-based story. By serving local culture-based storybooks, the students learn contextually.

It is supported by reference [5] who emphasized that topics that are known by the students will reduce their cognitive burden in learning so that they can use language more communicatively. In addition, in order to make the students more interactive, the teacher can use the strategy that involves the students in the lesson.

Regarding to this, the teacher can use dialogic reading in delivering the story. By using dialogic reading, students will become more interactive in the process of reading. In addition, reference [6] stated that dialogic reading is a strategy that can increase students' participation, where students will be invited to complete sentences delivered by the teacher, identify information contains in the story, and relate it with their real life.

The story can be delivered by using both printed and digital media. Reference [7] proved that the use of picture storybooks had an effect on students' reading competence. This is due to the fact that the existence of illustration and images in the picture storybook can help the students in understanding the story presented while they are interacting with the teacher. On the other hand, a digital story is also effective to be used as the media in teaching. It can create a joyful atmosphere in the classroom. Reference [8] added that digital stories are multimedia which contains visualization of pictures, texts, sounds and videos used to present stories that can attract readers' attention and make an interesting impression.

Based on those points of view, this paper was aimed at presenting the results of experimental research which compared the use of printed and digital media toward the students' reading competence.

## II. THEORETICAL AND EMPIRICAL REVIEWS

### A. Instructional Media

Teaching and learning is a very complex process, in which its success is determined by several factors. One of them is the use of teaching media. Learning media are the tools for transmitting or delivering messages especially delivering content to the learners in order to achieve the learning objective [9]. Media becomes one influential factor that may affect students' involvement and learning achievement. Moreover, the

material delivered by the teacher will be more easily understood by the students. In addition, reference [10] defined learning media as physical tools used in conveying information, in the form of learning material to students. Additionally, reference [11] conveyed that media is a tool to ease the teacher to transfer knowledge in order to achieve the learning objectives. Therefore, the media plays an important role in teaching and learning activities because it can facilitate both the teacher in delivering the material and students in understanding the material being delivered to reach the learning objectives.

### *B. Kinds of Instructional Media*

There are different classifications of learning media. In general, there are three main kinds of media, those are visual media, audio media, and audio-visual media [12]. Reference [1] explained several kinds of media, namely; the students themselves, realia, pictures, coursebook, board, overhead projector, flip charts, and computer-based presentation technology. Based on technological development, reference [10] divided instructional media into four groups, namely (1) media resulting from printed technology, (2) media produced by audio-visual technology, (3) media produced by computer technology, and (4) media combined between printed and computer. Therefore, it can be stated that media are classified in different ways, the first classification is visual, audio, and audio-visual media, the second one is printed or non-printed media, and the third one is technology or non-technology produced media.

This research discussed printed and digital media. The printed one uses merely text and visualization from pictures and images, while the digital one contains the use of technology in the form of audio-visual, which is video. Printed media is one of the types of media that can be used in the teaching and learning process. The printed media used by the teacher in the classroom such as; pictures, flipcharts, course books, magazines, storybooks, etc. The printed media used in this research was a local culture-based picture storybook. It is a type of book that integrates the use of text with images created to present aesthetic values. This storybook is a unique genre text in children's and adolescent's literature. The utilization of images in the storybook can concretize spoken and written language by representing characters and setting dialogues of the story [13].

The integration of technology in the teaching and learning process has been developed in 21<sup>st</sup>-century learning. This is due to the fact that technology has been influencing all sectors of life. Reference [14] argued that technology has permeated all aspects of life, including education. Reference [15] stated that generation Z prefers learning with pictures and videos rather than formal language explanations, so lecturing is not a learning trend nowadays. Reference [16] emphasized that technology has broadened the spectrum of interactions while empowering students' learning processes by providing better opportunities for language use including listening, speaking, reading, and writing.

Therefore, digital media is the media that utilizes technology. This type of media is replacing many printed media because the presentation is more flexible, can be used anytime and anywhere, and more attractive. This research used a digital story which contains the conversion of text, numbers, sound, photos, and videos into data that can be processed by a computer, making it easy to save, copy, and share [17].

Those two kinds of instructional media can be used to deliver a story in teaching reading. Story is a narrative of an event or something that had happened. Reference [18] clarified that the story is a series of events. In addition, reference [19] defined the story as a narrative that has a specific syntactic form. This means that the story consists of events, characters, and places arranged in a temporal sequence which implies a cause and effect relationship [20]. As stated by reference [21], stories can be based on fiction or non-fiction (reality). Stories are not always based on reality (non-fiction) but also based on fiction. The story can be delivered in printed media and also digital media. The printed media is designed in the form of picture storybook which contains pictures that present aesthetic values and completed by the text of the story itself. Digital media concerns with the version of the story which consists of text combined with pictures, images, and sound effects designed in the form of video, by which it was created using *Photoshop 2015* and *Filmora Wondershare*.

### *C. Benefits of Using Instructional Media*

Media have a lot of benefits on teaching and learning process as long as it is properly designed, well-produced and effectively used. Reference [9] reported that effective media makes an easier way for teachers to transfer knowledge in an organized way and more systematically. Besides, it helps the teachers to save their time and energy. In line with this, reference [22] mentions the benefits of using media in the teaching and learning process, those are; save time, increase interest, hold attention, clarify ideas, reinforce a concept, add tone, prove a point, and aid memory. Reference [23] added that one of the most well-known ways to create meaningful contexts for learning English is through the use of media, which can be displayed through various formats, such as printed, audio, and visual. Meanwhile, reference [24] argued that the use of instructional media in the teaching and learning process can arouse new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influence on students. In line with [24] opinion, reference [25] also revealed that one way to increase students' attention and involvement in learning activities required supporting tools in the form of visual aids, toys, dolls or other colorful objects, which are in accordance with the story or songs used in learning, so language learning becomes easier to understand. Reference [26] emphasized that conceptual visualization is very helpful in concretizing abstract or theoretical concepts. It can be in the form of images, animations, simulations, and videos in learning. Accurately designed visualization of a concept can be used as a useful analogy to concretize abstract knowledge.

#### D. Relevant Previous Research

There were some previous researches related to the integration of local culture in the story. First of all, reference [27] proves that students who learn culture-based material (local culture) can improve reading skills. It is because the local culture had been known and close to the students. In addition, local culture-based learning also effective in increasing the students' English competence. In line with this, reference [28] proves that local culture-based learning tools are effective in increasing the learner's English competence. Moreover, reference [4] proves that stories can motivate children to learn and can create a pleasant learning environment. The strong motivation that students have can lead them to understand the materials easier. Regarding this, the recent research by [7] proves that there is a significant influence on the use of four local culture-based picture storybooks on the reading competence of students in primary schools.

Reference [29] developed a big storybook that integrated local custom in teaching natural science. It is revealed that the big storybook is appropriate for elementary school students. Moreover, [30] developed a storybook that utilizes local culture towards reading competence. It proves that the local culture-based picture storybook give a significant effect on students' reading competence [31]. Besides, reference [32] conducted research to find out the effect of using a digital story in teaching reading. It is revealed that digital story gives a strong effect on students' reading, especially in teaching narrative text. Reference [33] also conducted study on the use of digital story in teaching. It is revealed that the digital story gives a significant effect on students' reading comprehension.

In addition, there are some previous researches about the use of technology in language learning. References [34] and [35] reveal that utilizing technology in learning can increase students' interest and had a positive impact on students' English achievement. In addition, reference [36] conducted a survey and resulted that EFL teachers have a good perception of the potential of ICT to be used in EFL classrooms. ICT could help teachers get and present a lot of information easily and quickly. The teachers also perceived that ICT can make the classroom more interesting rather than just discussing and teaching without using any technical tools. The teachers agreed that ICT is a very useful tool that helps them in teaching EFL English. Furthermore, reference [38] also proved that teachers have a positive perception of the use of technology in the form of ICT interactive games in learning. Increasing motivation has an influence on learning achievement in English. Based on the results of all the above studies, it can be concluded that the utilization of technology has a positive impact on improving their learning achievements, especially English competence.

#### E. Research Hypothesis

Based on the theoretical and empirical reviews presented above, the hypotheses of the study are:

1. There is no significant difference on students' reading competence being treated using digital media and printed media of *Cupak and Gerantang* story.

2. There is no significant difference on students' reading competence being treated using digital media and printed media of *Siap Selem* story.
3. There is no significant difference on students' reading competence being treated using digital media and printed media of *The Legend of Bali Strait* story.
4. There is no significant difference on students' reading competence being treated using digital media and printed media of *Kala Rau and the Origin of Eclipses* story.
5. There is no simultaneous significant difference on students' reading competence being treated using all of four digital media and printed media.

### III. RESEARCH METHOD

This research was a part of a research and development (R & D), which developed both printed and digital version of a picture story based on local culture. For the development, the design was adapted from [38] and [39] models. To find out the different effect between the printed and the digital version of the story, an experimental research was conducted.

The population was all elementary school students in Buleleng Regency consisting of 9 districts. In the third year, 4 regions were determined as representative by random sampling (lottery) for areas consisting of more than 1 sub-district, 1) the West Area includes Gerokgak, Seririt, Busung Biu, and Banjar Districts; 2) Eastern Region includes Sawan, Kubu Tambahan, and Tejakula Districts; 3) the South Area includes the Sukasada District; and 4) Northern Region includes Buleleng District. These 4 sub-districts were randomly determined, each 2 elementary schools for the treatment group (experimental group) and the control group. So, there were 8 elementary schools in Buleleng Regency which became sample schools. There were 214 students from 8 schools who participated in the study. The 4 treatment groups got learning with the digital versions of picture stories (folktale, fable, legend, myth), while the 4 control groups got the non-digital version of story learning (books).

This study had 2 variables: the independent variable was the digital versions of picture stories (folktale, fable, legend, myth). The titles of the stories are *Cupak and Gerantang* (folktale), *Siap Selem* (fable), *The Legend of Bali Strait* (legend), and *Kala Rau and the Origin of Eclipses* (myth). Meanwhile, the dependent variable was the students' reading competence.

The instruments of this study were (1) the learning scenario and (2) the reading competency test. Learning scenarios consisted of experimental group learning scenarios and control group learning scenarios to hold learning in three sessions. After 3 learning sessions, all students were given a reading competency test in the form of an objective test (matching, multiple-choice, and completion). The reading competency test used was the same as the reading competency test that had been validated in the second year research.

The results of the validity test of 4 types of stories were 1.0 which was categorized as high. Meanwhile, for the empirical validity, each item could be said to be valid if the results of the calculation of the Point Biserial Coefficient Correlation formula were greater when compared to  $t_{table}$ . Based on the calculation of the Point Biserial Coefficient Correlation formula, there were 31 items valid for Cupak and Gerantang story, 30 items valid for Siap Selem, 24 items valid for The Legend of Bali Strait, 31 items valid for Kala Rau and the Origin of Eclipses. Finally, it was decided to use 20 items consisting of 10 items of multiple choice type, 5 items of completion type, and 5 items of matching type. Then, based on the results of the valid items, the reliability of the instrument was calculated. From the result of the reliability test of each test for each story, Cupak and Gerantang test reached 0.95, Siap Selem test got 0.92, The Legend of Bali Strait test obtained 0.84, and Kala Rau and the Origin of Eclipses test achieved 0.93, which exceeded 0.70. This means that the test items for all stories had high reliability.

In this research, there were some procedures in collecting the data, namely; (a) determine sample areas in a lottery especially areas that have more than 1 sub-district, (b) determine 2 elementary schools as research samples in each district, (c) determine the experimental group and the control group, (d) test the homogeneity and normality of the 2 groups as measured by the value of previous English learning outcomes, (e) give treatment to both groups, (f) give a post-test after treatment in each group, (g) investigate the effect of digital versions of stories on reading competence, and (h) test the hypothesis.

Four types of students' reading competence data which were compared to test the effect of the digital and non-digital version of the story were analyzed through t-test, and then to test the simultaneous effect it was followed by One-Way ANOVA analysis. Next, the effect size of each digital version of the story was measured to determine the categories: large (0.80), medium (0.50), or small (0.20). The effect size was measured using *Cohen's d* statistical analysis.

**IV. FINDING AND DISCUSSION**

*A. Normality and Homogeneity Test before Treatment*

There were normality and homogeneity tests conducted before the treatment. For the two groups would be treated with *Cupak and Gerantang* story, the result of normality test on students' summative scores using Kolmogorov-Smirnov for experimental group was .126 and the control group was .172. Meanwhile, based on a homogeneity test using Levene's Statistic, the F value was 0.090 with a significant value of 0.766. Then, in the groups treated with *Siap Selem* story, the normality test of the experimental group got .065, and the control group got .200. For the homogeneity, it was found that the value of  $F = 1.704$  with Sig. .198. For *The Legend of Bali Strait* story, the normality test result of the experimental group was 0.200, while the control group was 0.119. For the homogeneity, the value of F was .330 with Sig. .567. Next, the result of the normality test for the story entitled *Kala Rau and*

*the Origin of Eclipses*, the experimental group got 0.335 and the control group got 0.070. The homogeneity test result was 0.091. Considering that all of the results of summative tests of the students in both groups achieved significant values higher than .05 in normality and homogeneity, it can be concluded that the data of their previous competence were proved normal and homogeneous which signify that both groups were not significantly different before being given treatment.

*B. Normality and Homogeneity Test after Treatment*

After the treatment was conducted, the data were analyzed in order to know the normality and homogeneity of their reading competence. Firstly, the significant value of Kolmogorov-Smirnov for both groups treated using *Cupak and Gerantang* story was higher than 0.05 in which the value of the experimental group was 0.102 and control was 0.200. Then, from the homogeneity test results, the value of F was 1.727 with Sig. .195 level. For the groups using the story entitled *Siap Selem*, Kolmogorov-Smirnov values of normality test for both groups were higher than 0.05 (experimental = .200 and control = .153.). Meanwhile, the homogeneity test found that the value of  $F = .254$  with Sig. .617. The data of the normality test obtained by the groups treated with *The Legend of Bali Strait* story found that the Kolmogorov-Smirnov value for both groups was higher than 0.05 (experimental = .200 and control = .121). From the homogeneity test result, the value of  $F = 0.017$  with Sig. .896. Then, the significant values of the groups treated with *Kala Rau and the Origin of Eclipses*. The experimental group got 0.142 and the control group got 0.495. The homogeneity test results were 0.591. To sum up, the result of the normality and homogeneity tests after the treatment proved that the data were normally distributed and homogeneous since the obtained significant values were all higher than .05.

*C. Hypothesis Testing*

In testing the hypothesis, this study used t-test and One-Way ANOVA. Before being tested using a t-test, the two groups did not have significant mean differences.

TABLE I. T-TEST FOR 1<sup>ST</sup> STORY

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1.727	.195	3.553	49	.001	10.92308	3.07467	4.74431	17.10185
	Equal variances not assumed			3.549	45.1	.001	10.92308	3.08940	4.70256	17.14359



Based on Table I, the result of the t-test in *Cupak and Gerantang* story shows that the value of Sig. (2-tailed) is 0.001, which means lower than 0.05. It indicates that there is a significant difference on reading competence in both groups.

Table II shows the result of t-test in *Siap Selem* story, the Sig. (2-tailed) is 0.001 which is lower than 0.05 meaning that there is a significant difference on reading competence between the groups differently treated.

TABLE II. T-TEST FOR 2<sup>ND</sup> STORY

		Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means							95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper		
Score	Equal variances assumed	.254	.617	3.437	48	.001	13.80000	4.01456	5.72819	21.87181		
	Equal variances not assumed			3.437	45.723	.001	13.80000	4.01456	5.71779	21.88221		

The results of t-test for the story entitled *The Legend of Bali Strait* can be seen on the table below:

TABLE III. T-TEST FOR 3<sup>RD</sup> STORY

		Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means							95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper		
Score	Equal variances assumed	.017	.896	2.591	66	.012	6.02941	2.32675	1.38390	10.67493		
	Equal variances not assumed			2.591	65.930	.012	6.02941	2.32675	1.38381	10.67502		

It shows that the value of Sig. (2-tailed) is 0.012 which is lower than 0.05. This result demonstrates that there is a significant difference on reading competence between both groups.

TABLE IV. T-TEST FOR 4<sup>TH</sup> STORY

		Independent Sample Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means							95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper		
Score	Equal variances assumed	.294	.591	2.185	35	.036	9.239	4.229	17.825	-653		
	Equal variances not assumed			2.177	33.813	.037	9.239	4.244	17.868	-611		

Lastly, based on the result of *Kala Rau and the Origin of Eclipses* on Table IV, it is found that the value of Sig. (2-tailed) is 0.036 which is lower than 0.05. Therefore, there is a significant difference on reading competence between both experimental and control groups.

Furthermore, the result of *Cohen's d* effect size calculation is 0.992461 for *Cupak and Gerantang* story. Meanwhile, *Siap Selem* story got the value of *Cohen's d* 0.972294. Next, it is found that the value of *Cohen's d* is 0.628598 for *The Legend of Bali Strait* story. Last, the story of *Kala Rau and the Origin of Eclipses* gets the result of *Cohen's d* value 0.69. To sum up, based on the results of the effect size calculations, it can be concluded that the effect size of all treatments of the four digital stories are 0.82, which signifies a large effect (>.80).

One Way ANOVA test was carried out to investigate whether there is a significant mean difference between groups or not. Below is the result of One Way ANOVA after treatment:

TABLE V. ONE WAY ANOVA TEST AFTER TREATMENT

ANOVA					
Posttest					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3131.166	1	3131.166	23.507	.000
Within Groups	28239.114	212	133.203		
Total	31370.280	213			

From the results of the *F* test, it can be seen that the Sig. (2-tailed) is .000 which is lower than .05. This proves that the two groups (4 experimental and 4 control groups) have significant differences.

**D. Discussion**

The results of experimental research both by using t-test and One-Way ANOVA test proved that there was a significant effect of the digital version of the picture story compared to the printed picture storybooks on students' reading competence. Students in the experimental groups who were given a digital story of Folktale (*Cupak and Gerantang*), Fable (*Siap Selem*), Legend (*The Legend of Bali Strait*), and Myth (*Kala Rau and the Origin of Eclipses*) stories obtained higher average scores compared to those in control groups. This means that the use of digital media has different effects compared to the printed media. The differences occurred due to the fact that using technology made the lessons more interesting because the video used a combination of texts, pictures, and sound effects. This is in agreement with [13] that the utilization of pictures and sound effect in the digital story can make the contents of the story both in the form of written and spoken language more real and concrete. This drove the students to pay more attention and they were eager to concentrate and involve their feelings and thoughts in understanding the story they watched while reading it. This finding is in line with references [34] and [37] which

proved that the integration of technology in learning English can increase students' interest and motivation in learning which can increase their achievement. The results of this study also support the research of reference [36] which demonstrated the use of technology in the classroom could make learning more interesting and useful for teachers in teaching English.

The increase in their interest and motivation to study caused them to produce higher reading competence. This is supported by reference [35] that the use of technology is indeed proven to have a positive effect on students' English achievement in general. Besides, references [32] and [33] also strengthened that the use of digital story had a strong effect on reading comprehension. This is also in accordance with reference [37] who proved that teachers had a positive perception of the use of technology in the form of ICT interactive games in learning, which had an influence on learning achievement in English.

Based on the results of all previous studies, it can be concluded that digital media was more effective compared to the printed media on students' reading competence.

## V. CONCLUSION AND RECOMMENDATION

The use of media plays a significant role in the teaching and learning of English. The aim of this study was to investigate the effect of two different media, printed and digital media to teach literacy, especially reading competence to elementary school students in Buleleng Regency. The result of this study proves that there is a significant difference between both experimental and control groups. The digital media is more effective than the printed media used in teaching with dialogic reading strategy. In addition, the students' motivation and interest also increase through the use of both media printed and digital media.

Therefore, teachers are recommended to make a variation in using media in their teaching either digital and non-digital media in teaching and learning English, particularly in reading. The media could not only attract students' interest, but also build motivation to learn the story. Therefore, it has an impact on the increase of their reading competence.

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