POTENTIALS OF INTERACTIVE DIGITAL STORYTELLING FOR PRESCHOOL CHILDREN IN DAILY READING ACTIVITY

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ABSTRAK

Kajian ini bertujuan untuk mengenal pasti potensi-potensi dari penceritaan digital interaktif atau *interactive digital storytelling* (DST) untuk peringkat kanak-kanak prasekolah dalam pembelajaran membaca harian mereka di darjah sekolah. Kajian ini dimulakan dengan membuat analisis prasyarat (*requirement analysis*) untuk menentukan komponen-komponen yang mesti ada dalam satu DST. Dua kaedah telah digunakan untuk tujuan tersebut yakni kaedah temubual dan analisis komparatif. Komponen-komponen yang telah ditentukan tersebut kemudiannya digunakan untuk membina sebuah prototaip (*prototype*). Dalam kajian ini, pembinaan prototaip mengikut kaedah yang diambil dari *IntView courseware development methodology*. Ada dua fasa dalam kaedah IntView iaitu: fasa pra-pembinaan dan fasa pembinaan. Ekperimen penggunaan prototaip ini kemudian dijalankan terhadap kanak-kanak prasekolah yang terlibat dalam kajian ini iaitu pelajar-pelajar yang berumur 6 tahun dari sekolah PPKKTPIS-UUM. Pengamatan dilakukan selama eksperimen dijalankan dan temubual dijalankan setelahnya untuk mengukur potensi-potensi dari DST yang diuji. Pengamatan (*observation*) dibahagi kepada dua peringkat iaitu pengamatan perilaku kanak-kanak prasekolah dalam darjah tanpa DST dan pengamatan ketika ada DST. Hasil kajian menunjukkan DST untuk prasekolah ini mampu menarik minat kanak-kanak dan membuat mereka terlibat secara aktif dalam process pembelajaran tersebut. Kanak-kanak juga menunjukkan keceriaan mereka ketika menggunakan DST dan memperlihatkan semangat belajar yang tinggi ketika menggunakan DST. Kajian ini juga mendapati bahawa kanak-kanak prasekolah lebih menyukai DST berbanding buku-buku cerita bercetak. Dapatan kajian ini menyimpulkan sejumlah potensi dari DST yang dapat digunakan dalam menciptakan cara pembelajaran dan pengajaran yang lebih berkesan pada peringkat prasekolah.

ABSTRACT

The purpose of this study is to discover the potentials of interactive digital storytelling (DST) of preschool children in daily reading activity. This study starts with requirement analysis to determine the components of the Preschool DST. Two techniques were used in this phase namely interview and comparative analysis. The discovered components were then used to develop a prototype. In this study, the development of Preschool DST prototype followed and was adapted from the IntView courseware development methodology. There are two phases in IntView; pre-development phase and development phase. User testing was carried out after the Preschool DST prototype was completed and the evaluation was then conducted through observations and interviews. The subject of this study was a group of 6 year-old preschool children from PPKKTPIS-UUM. The observation was divided into two activities: observation of the activities without the Preschool DST and observation of the activities with the Preschool DST where the children are observed when they were using the Preschool DST. The observation without Preschool DST was carried out in the morning session while the observation with Preschool DST was in the afternoon. The interview was then carried out after both observations were done. The finding shows that the Preschool DST is able to grab children's interest and engaging them during the learning process. The children show their enjoyment with Preschool DST and demonstrate their enthusiasm to use the DST. The study also found that the preschool children prefer the DST than printed storybooks. The finding leads to a number of potentials of the DST that will create more effective way in and enhance the teaching and learning activities in preschool level.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

DST	Digital Storytelling
ICT	Information and Communication Technology
MOSTI	Ministry of Science, Technology, and Innovation
NITA	National Information Technology Agenda of Malaysia
NITC	National Information Technology Council of Malaysia
PPKKTPIS	Pusat Perkembangan Kanak-Kanak Tunku Puteri Intan Safinaz
RLM	Reality Learning Media
RM6	Rancangan Malaysia Ke-6 (The Sixth Malaysia Plan)
RM7	Rancangan Malaysia Ke-7 (The Seventh Malaysia Plan)
RM8	Rancangan Malaysia Ke-8 (The Eighth Malaysia Plan)
RM9	Rancangan Malaysia Ke-9 (The Ninth Malaysia Plan)
RM10	Rancangan Malaysia Ke-10 (The Tenth Malaysia Plan)
UUM	Universiti Utara Malaysia

CHAPTER 1

INTRODUCTION

1.1 Background

Education is an essential aspect in human life. People seek the knowledge and increase their competencies through education. As the result of the rapid change and innovation in technology especially in the field of Information and Communication Technology (ICT), education system is forced to meet and adapt with the latest change and trend in the field. Multimedia technology as a branch of ICT is playing an important role in making the education system more interesting, efficient, and successful (Hardaway & Will, 1997). In fact, multimedia technology has become a popular tool in teaching and learning for every level of education. It has successfully complemented the traditional way of teaching and learning by putting more concerns on interactive aspects of education. In relation, interactive multimedia is basically employed to increase interactivity between student and teacher during the teaching-learning process using more than one media and at the same time, it might increase students' comprehensive understanding of the materials learned (Zurina, 2006).

The term 'interactive multimedia' is a catch-all phrase to describe a wave of computer software that primarily deals with the provision of information. The 'multimedia' component is characterized by the presence of text, pictures, sound, animation and video (Chapman & Chapman, 2002); some or all of which are organized into some coherent program making everything seamless (Faridah & Halimah, 2008). Meanwhile, the 'interactive' component refers to the process of empowering the user to control the environment usually by computer (Phillips, 1997; Jones & Jo, 1998; Chorianopoulos & Lekakos, 2007). In addition to its extensive use at higher learning institutions, as well as at primary and secondary learning education

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