

The Praxis of Literacy Learning Through Creating Digital Short Story Trailers in EFL Context

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Abstract

It is safe to say that the praxis of literacy teaching in language classroom has been increasingly growing. Hence, to add this flourishing field of research, the present study portrayed the use of technology in promoting students' literacy. This article delineated the ways students learn literacy by utilizing technology. Specifically, this paper reported the benefits and challenges of designing digital short story trailers as the result of nurturing EFL readers into storytellers. Moreover, critical questions were posed to assist the participants in developing their idea while designing the video trailers. Empirical data were obtained through observation and interview with eleventh undergraduate student teachers who were voluntarily involved in this descriptive study. Based on the data, findings showed that the activities were successfully help students in pitching the given short story by producing two videos as the result of story reading. Besides, the activity built enjoyable learning experience since the learners were enthusiastic during the lessons. Moreover, the primary challenges uttered by the participants were their English grammar skills and time limitation. Referring to the aforementioned findings, the pedagogical implication of this research is that integrating appropriate technology to design digital short story trailer in order to promote students' literacy can be an alternative way in conducting reading course in this digital era.

Key words: Literacy learning; digital short story trailer; EFL learners; Reading Activity; Digital era.

1. Introduction

Reading skills can be seen as an essential element of foreign language learning. Dealing with this, conventional reading class commonly applies strategies of staged learning to assist learners in comprehending given texts without infusing critical literacy models of teaching. However, since today we live in this disruptive era that brings significant effects including today's education, teaching reading by only assisting students in comprehending or identifying the content of the text is not enough. Hence, teacher should integrate reading activity that develop students' higher order thinking skills and innovative thinking (Chaffee, 2012). It is as affirms by Li (2016) that there is a trend for integrating activity that require thinking skills in foreign language learning. In respond to this, developing reading tasks that demand students to become critically literate can be seen as a challenging task for teacher. Hence, reading class should not only focus on decoding skill but also sociocultural aspects since there is no neutral text. In doing this, critical questions need to be infused to language classroom practice by incorporating critical questions in pre-reading, while-reading and post reading stages.

In the meantime, in order to adjust this digital age, utilizing appropriate technology can be considered as an alternative way in order to furnish fun and contextual reading activity. The idea of connecting reading activity with technology was reinforced by some scholars', such as Kenny & Gunter (2008) and Sala&Valios (2016), investigation into what and how learners learn technological devices. The production of story trailers would not only entice learners to read but also encourage them to think more critically about the content of the story (Gura, 2010). In relation to this, integrating technology in language learning including English actually has been widely applied (Mills, 2016). Numerous research also confirmed that students' uttered positive view on the implementation of technology in EFL classroom (Quezada, Talbot & Quezada Parker, 2020; Wulansari&Kusumaningrum, 2020). It may due to the reason that those students can be categorised as digital natives who have already known and familiar with the internet and various digital tools.

Besides, it is necessary to provide reading activity by infusing critical literacy strategies. In relation to this, it is highlighted that critical literacy should focus on social action (Rogers & Labadie, 2015). This action in critical literacy practice is necessary in order to develop learners' awareness of social justice and to practise confronting social justice issues (Caffrey&Rogers, 2019). Considering the explanation above, the present study was conducted to portray critical literacy practice that was infused in reading activity in tertiary level that remained under-researched. In order to fill the gap, the present study tried to explore learners' experiences in creating digital short story trailer video as the result of their critical reading. The purpose of this project was to provide an innovative learning activity that promotes students' critical reading and nurtures EFL readers to become storytellers.

2. Literature Review

2.1 Literacy Learning in Digital Age

Reading can be seen as the primary objective of English instruction. In addition, reading activity that require higher order thinking skills is necessary due to the demand of this disruptive era. In relation to this, even though reading is considered as crucial language skill, some EFL language learners are likely to be reluctant readers. In some contexts, reading is considered as boring activity due to various factors, such as monotonous reading activities (Cahyono&Widiyati, 2006). To prevent this, a way to entice EFL students to learn is by integrating digital devices in reading course (Gura, 2010).

Dealing with this, the utilization of technology assisted language learning has proven to help language learning with suitable guidance (Al-Munawwarah, 2015; Burston, 2015; Ivone, Jacobs &Renandya, 2020; Lin et al, 2019; Mumpuni&Pratiwiningsing, 2018). That is to say that the dissemination of user-friendly forms of digital technology has had a significant influence in language learning and could promote attractive learning. In terms of literacy learning, to take an example, it has been proved that the utilization of social media offers the improvement of students' participation during the learning process (Greenhow, Robelia& Hughes (2010). In addition, as many have argued, the existence of digital resources and current electronic technology has altered reading activities (Burnett & Merchant, 2019; Pangrazio, 2014).

Furthermore, in Indonesian context, since English teaching at university level is seen as outside the whole curriculum, it enables teacher to design reading course that more suitable to students' interest in order to facilitate the students read with enjoyment. In addition, due to the demand of today's life in which the students need to be able to face the disruptive era, encouraging students' to develop their critical reading is crucial (Rachmawati, 2020). To do this, integrating technology in conducting critical reading activities can be considered as one of the strategies. Besides, a series of critical questions should also be applied in helping students to become critically literate (Gustine &Insani, 2019).

2.2 Digital Story Trailer in Literacy Learning

A story trailer is a multimodal artefact that encompasses images, words, and sound in order to promote a story by emerging its appealing features (Aliagas-Marin &Margallo, 2021). It is just like a movie trailer does for a movie. Dealing with language learning context, the story trailer has become a strategy for promoting reading and can be used to 'hook' new readers (Gura, 2014). Since creating digital video required students to read the story, it can be applied to encourage students to read and foster their literacy competence.

In connection with this, there is a consensus that creating book trailer practice in first and second language learning keeps growing since it is feasible to be conducted (Zhang, 2020). To take an example, the praxis of making book trailer may facilitate reading instruction (McCall, 2019). As pointed out by Gunter & Kenny (2008) that asking students to design book trailer in order to entice the reader may help them visualize the content of the book and motivate them to read. To do this, any application or video maker is required.

With regard to the explanation above, utilizing technology that facilitate learners to make a video by matching certain text to sound and images would be a great idea. Hence, video maker

applications and other reading and learning management systems such as Animoto, Filmora and others are seen as suitable tools that can be useful to promote literacy studies.

3. Method

3.1 Research Design

This was a descriptive study since it was expected to portray certain situation as completely as possible. Specifically, the present study sought to describe the benefits of designing digital short story video trailer project as the result of students' critical reading. In order to ramp up students' critical reading, the researcher acted as the teacher who applied critical reading oriented activity. It is as stated by Alwasilah (2015) that researcher may act as teacher or lecturer who implement the teaching process in qualitative study. The reading activities was undertaken within the context of EFL learning. Besides, learning activities in the present study were conducted virtually since the research was carried out during pandemic covid-19.

3.2 Participants

Eleventh undergraduate students of a private university in West Java Indonesia were involved voluntarily and were recruited purposively in this study. They were students of sixth semester, four males and seven females. Furthermore, in Indonesian context, since English teaching at university level is seen as outside the whole curriculum, it enables teacher to design reading course that more suitable to students' interest in order to facilitate the students read with enjoyment. In the research, the participants attended the online classroom in tenth meeting and participated in group discussion while accomplishing the video project. Meanwhile, after classroom observation session, all of the participants were asked to be interviewed. Dealing with critical thinking and critical literacy concepts within foreign language learning context, the decision to choose tertiary learners can be considered relevant since learners at this level are deemed to think more conceptually and to read more critically.

3.3 Instruments

In collecting the data, there were two instruments applied in this study; namely, video recorded for observation session and guided questions for interview session. video recording of the virtual learning process was the main instrument to capture exact phenomena of the digital video trailer project. The virtual classroom observation was aimed to portray the development of students' critical reading and students' engagement during the lessons. During the lesson, some critical questions were provided by the lecturer in order to help students in fostering their critical reading. In doing the observations, to add more information, field note was also used. The researcher wrote reflective memos from the perspective as the teacher that consist of her observations of the participants during the process of the project. Moreover, in order to obtain in depth data in terms of students' perceptions on the learning activities, interview was also administered to all participants. It is as affirmed by Hamied (2017) that qualitative research allows researcher to examine issue from the perspective of participants.

3.4 Procedures

All data in this paper covered nine meeting virtual EFL classroom and audio recorded interviews with all participants. Virtual classroom meetings were recorded to obtain students' engagement during the lessons. in the teaching and learning process, critical questions adapted from the theories proposed by the experts were used to guide the students in promoting their critical reading. These questions were adapted from critical literacy theories proposed by Janks (2000); Lewison, Flint & Sluys (2002); Freebody and Luke (1997) and the Discourse Historical Approach proposed by Reisigl & Wodak (2009). The following were the critical questions used in this study.

Critical Questions in Reading Activity

No	Critical Questions	Theoretical Framework
1.	Whose character is heard in the story?	Janks' theory (2000)
2.	Can you identify the writer's point of view?	Reisigl & Wodak (2009)

3.	What does the story want you to believe?	Lewison, Flint & Sluys (2002); Freebody and Luke (1997) & Luke (2017)
4.	Do you agree with the act/statement(s) utter by the character in the story? Why/why not.	Lewison, Flint & Sluys (2002)
5.	Can you relate the story to your own experience?	Freebody and Luke (1997) & Luke (2017); Janks (2000).
6.	To whom is it written?	Freebody & Luke (1997).

Moreover, in conducting the observation, the researcher also carried a note book to jot down important points during the lesson. It is in line with Creswell (2018) that it is suggested for researcher to take time to record some notes immediately after conducting classroom observation in order to get important detail.

Dealing with this, in respond to the current condition during covid-19 pandemic, all of the universities in Indonesia are closed to alleviate the negative effect of the society. Nevertheless, since technology facilitates interaction between one person to the others, it is possible to conduct teaching and learning process effectively through online classroom. That is to say that remote teaching is considered as a solution to face current condition. Therefore, although nowadays we face huge challenge due to the pandemic, teaching and learning activity is possible by utilizing video conference that make the students and teacher conduct virtual meeting. Besides, we can also use any type of learning management system to assist the learning process.

Afterwards, the interview was utilized to confirm or disconfirm the data gained from the observation session. In doing this, Bahasa Indonesia was used in administering the interview in order to avoid misunderstanding. To do this, the researcher orally asking questions for the respondent to answer orally.

3.5 Data Analysis

Since the present study utilized a qualitative research design, the analysis was done descriptively. The videos of virtual classroom observations were transcribed to see the real situation in the classroom. Besides, the field notes were interpreted and utilized in order to obtain detail comprehension of the learning activities. In analyzing the data, the researcher read the overall transcribed data so that the data could be coded then categorized (Indrawati, 2018). Meanwhile the data from the interviews by recording them, they were transcribed. These qualitative data were then analyzed.

4. Results and Discussion

This section provides the findings and discussion of the data. Each part of the analysis is presented with the theoretical foundation as reviewed in introduction session.

4.1 Results

In the present study, there were ten online meetings conducted by the teacher via video conference. All of the students were informed about the learning objectives of the lessons at the beginning of the class. The participants were asked to design digital short story trailer video for reassuring others to read English texts. There were three short stories utilized during the lessons, which are: *Thank You Ma'am* by Langston Hughes; *The Story of an Hour* by Kate Chopin; and *The Fun They Had* by Isac Asimov. In carried out the lesson, the following activity were administered:

1. A selection of texts was introduced by the lecturer in each session. However, the students could decide the three texts that would be utilized during the lessons in the first meeting.
2. Students in their small group discussion could choose two out of the three texts to read and to discuss in detail.

3. Reading activity started with discussing some questions that required lower order thinking skills (including vocabulary recognition and basic knowledge provided in the text) to higher order thinking skills. In addition, list of critical questions was provided by the lecturer to activate students' prior knowledge and promote their critical reading.

Afterwards, in designing the video, the students put the excerpt of the stories or summarize the content of the story in their video. Besides, the videos also consisted illustrations or sentence(s) that make the audiences envisage what happened next in the story. Besides, they also chose songs and images in their short story trailer video. To make it clear, further information of each benefit is elaborated below.

4.1.1 Students Engagement During the Learning Process

It is probably safe to say that one of the indicators of successful teaching and learning process is by seeing how much students were engaged during the lessons. dealing with this, it was discernible that the students seemed enthusiastic in doing the lecturer's instruction. To begin, in each session, the students were asked to read the given short story. Before asking student to read the text, there were two or three questions related to the topic of the story in order to elicit their prior knowledge. In respond to this, almost all of the pupils seemed captivated and were willing to participate.

Hereinafter, the students identified difficult vocabularies provided in the text so that it can help them in comprehending the story, discussed the content of the text and generic structure of the text. It is as can be seen from the conversation below.

Excerpt 1.

Lecturer : Is there any vocabulary that you don't understand?

Bunga : 'Frail' Ms.

Lecturer : 'Frail'... what is the meaning of 'Frail'? Is there anyone who can help?

Students : (no response)

Lecturer : Ok, please. Is there anyone who want to try to guess?

Nana : weak

Lecturer : ya, good. Thank you.

Furthermore, the activity moved to discuss critical questions. This was as can be seen in the excerpt below while discussing a short story entitled *The Story of an Hour* by Kate Chopin.

Excerpt 3

Lecturer : Whose voice is heard in the story?

Budi (pseudonym) : It's about Mrs. Mallard's voice.

Lecturer : Oke. Whose voice is missing?

Lala (pseudonym) : It's Brently Mallard. The story is about Mrs. Loise Mallard. I guess the author only highlight marriage life based on her point of view.

Lecturer : Good, thank you. What view of marriage life is portrayed in the story?

Ina (pseudoname) : She draws an oppressive of marriage. I think that's a kind of unhappy marriage.

During reading session, the students should reread and review the story so that they could get clear understanding relate to the content of the story. Having comprehend the given text, the students watched two examples of book trailer videos downloaded from You tube application. So, they became familiar to some points that should be inserted in the video trailer.

In designing the short story trailer, in order to ensure whether each member of group discussion took part in creating the content of digital short story trailer, there was an online group discussion in which the lecturer was invited as passive participant who observed the activity during discussion sessions. according to the data, in this activity, all of the students took part to create and

organize the content of the video. They began the group work with summarizing the story, analyzing the generic structure of the text or re-write the story, and interpreting the author opinion or position related to the situation in the texts. Furthermore, the students discussed the excerpt of the text that they chose to be highlighted in the trailer, their opinion related to the story or characters in the short story, selected the pictures or photo and also the selection of back sound or music. To take an example, below is a slide copied as the part of a video created by one of the group.

Figure 1.



Furthermore, from group work session, it can be seen clearly that each member of the group participated actively. With regard to this, actually the decision to group them in small group work was due to their various English language skills and learning experiences that might affect their critical reading performance. Hence, it was expected that they could help each other since they were allowed to discuss the task. By doing this, pair activity was administered to see their willingness to engage.

The last session was the students were asked to present their videos to the lecturer and all of students through online video conference. It started with showing the video and giving information related to the content of the video. Seeing the result of their work, it can be seen that opinions towards the text were provided in their video. Apart from that, it is discernible that actually they did not put their reasoned critique about the content or the character provided in the short story through the video. However, each group mentioned it in their presentation orally.

This activity denotes the development of students' critical reading. In addition, through the data from interview, one of the students uttered that they gave their opinion based on their experience or their background knowledge about certain situation or issue. It is also supported by the data from online classroom observation, as follows:

Excerpt 2.

Lecturer : Do you agree with the act/statement(s) utter by the character in the story?

Toni : Yes, (*I do*). But I think that kind of situation will not happen in my neighbourhood. If I were the woman... if I were Mrs. Luella I would not be kind to him.

Lecturer : why?

Toni : Because I would think that he was a dangerous teenager and I would run as fast as possible.

Lecturer : So, does the story change your perception on that kind of situation?

Toni : I think yes.

Lecturer : What does the story want you to believe?

Toni : We should be kind to anyone although he did a bad thing to us.

Lecturer : Good. Thank you for your opinion.

In the meantime, digital short story trailer project provides contextual learning for students in critical reading task. In organizing the activity, the students also argued that the critical questions given by the lecturer helped them in doing the task. It is as pointed out by third participant, he said "*I like making the story trailer video and I think the guided questions assisted me in creating the content of the video.*" Moreover, Critical reading within the context of foreign language yield some experiences as it is perceived by students. It was also captured that although the learners sometimes responded silently or confusedly, but most of them responded enthusiastically and seemed to eager to involve in the learning activity.

4.1.2 Creating Enjoyable Learning Experience

According to the data from observation, all of the students showed great attention during the lesson. In terms of designing the short story trailer, to take an example, one of the students admitted that this kind of activity was interesting and entice him to read, he said *"I think the activity was interesting.... because I have to read the text first before I make the video trailer so I read it carefully."* Moreover, another participant added that the video trailer project was challenging and fun. She said *"I like designing the short story trailer video because it is (was) fun and I feel (felt) challenging too."*

Meanwhile, dealing with the use of critical questions, the learners admitted that the critical questions were helpful in generating ideas related to the stories during the lessons. it is as stated by participant 2, she said *"In my opinion, the questions given during the reading activity in online classroom help me and the members of my group to create the content of the video trailer, since this is our first time in doing this kind of task so the critical questions are really helpful."*

Besides, with regard to the team work activity, they were asked to ensure whether each member of the small group involved in the discussion and creating the video. After writing the ideas related to the content of the story, since they have much experience in exploring technology, they can design the story trailer video well. During this session, the lecturer did not spoon-feed the students frequently. It is as affirmed by all of the students in the interview session.

Overall, there were lively discussions during the online classrooms. Although there were some dominant pupils, it can be seen from the video recorded that all of the students contributed their idea or participated in accomplishing the reading tasks. In addition, as aforementioned data, the students also admitted that they did not get bored and felt excited to do the activities.

4.1.3 Enhancing Learners' Motivation to Read Critically and Practice Actively during the Learning Process

The creation of short story trailer video required students' critical literacy and creativity. in the present study, this activity was aimed at sparking the interest of the students in learning a foreign language, specifically in reading course. They also mentioned their judgement related to the author's point of view during virtual classroom talk. In doing this, they tried to relate the story to their experiences or based on their background knowledge.

In relation to this, before administering small group discussion, the students were asked to think about the task individually first before they compiled their ideas to design short story trailer video. Surprisingly, the learners admitted that each of them brought their own idea and did it individually before they turn to their group for discussing ideas and asked for other assistance. This indicated that each student was responsible in making the video trailer.

To elaborate, based on the aforementioned data, the learners were engage in pre- reading, during reading and after reading session through virtual classroom. Besides, they were also attentive during small group discussion. Moreover, after the video trailer project, the learners argued that they got a new experience in learning EFL.

4.2 Discussion

With regard to the data in the study, it is fair to say that reading is seen as the primary objective of English instruction. In addition, reading activity that require higher order thinking skills is necessary due to the demand of this disruptive era. In relation to this, even though reading is considered as crucial language skill, some EFL language learners are likely to be reluctant readers. In some contexts, reading is considered as boring activity due to various factors, such as monotonous reading activities (Cahyono&Widiyati, 2006). To prevent this, one of the alternatives to entice EFL students to learn is by integrating digital devices in reading course (Gura, 2010). Dealing with this, the present study tries to delineate critical reading oriented activity by creating digital short stories trailers in order to pitch original texts. The research was conducted through online classroom during pandemic covid-19.

Due to the current condition that affects almost all of areas of life including its impact on education (Moorhouse, 2020; Sultan & Rapi, 2020). As covid-19 cases increased rapidly worldwide including in Indonesia, the government authorities decided to close all schools and universities until students, lecturers, and all university members can return to do their activity safely. Seeing the situation that have occurred to date, suitable online learning needs to be conducted. Particularly at the university, each course has to be organized online, such as by utilizing learning management system and/or through video conferencing software or applications. Hence this study was carried out through video conference.

In the present study, based on the data, it can be seen apparently that designing digital short story video trailer helps students in promoting their critical reading. Specifically, there were three benefits of integrating technology in critical reading course; namely, engaging learners in critical reading oriented activity, creating enjoyable online learning experience, and enhancing learners' motivation to practice actively during the learning process. The findings of the present study confirm the statements proposed by Balyasnikova & Gillard (2018); Gura (2014); Ko (2017); Meyer & Foster (2015); and Nourdad, Masoudi & Rahimali (2018). Further discussion dealing with the present study is elaborated below.

4.2.1 Students Engagement During the Learning Process

In administering the lessons, the decision in choosing the stories were due to the reason that they can be classified as "easy to be read" text for beginner students and there were social values highlighted in the texts. It is as suggested by Caffrey & Rogers (2019) that critical reading practice should help students in building their awareness of certain social issues so that they can develop their critical reading. In terms of students' engagement during the learning process, the data is actually in line with the statement proposed by Zhang (2020) that teachers or lecturers can play active role in order to nurture learners' positive attitudes toward reading activity. Besides, it is apparent that the student gave their opinion related to the text based on their previous experience in the society. This finding is in line with the statement proposed by Balyasnikova & Gillard (2018) that stories are commonly used in language teaching to build contextual learning and enhance students' engagement since they can relate the story with their personal experience.

4.2.2 Creating Enjoyable Learning Experience

Dealing with this, actually, myriads of studies have confirmed the praxis of integrating ICTs in English as second or foreign language classroom. the utilization of technology assisted language learning has proven to help language learning with suitable guidance (Lin et al, 2019; Mumpuni & Pratiwiningsing, 2018; Burston, 2015; Al-Munawwarah, 2015). That is to say that the dissemination of user-friendly forms of digital technology had a significant influence in language learning and could promote attractive learning. In terms of literacy learning, to take an example, it has been proved that the utilization of social media offers the improvement of students' participation during the learning process (Greenhow, Robelia & Hughes (2010). In addition, as many have argued, the existence of digital resources and current electronic technology has altered reading activities (Burnett & Merchant, 2019; Pangrazio, 2014).

In connection with this research, the data of the study also supports the findings of the previous studies. Since the learners showed good attention during the lesson, this data supports Ko (2017) argument that integrating technology in literacy learning may entice students to learn. Besides, referring to the finding of the study, it indicates that incorporating technology in reading course may facilitate literacy learning and ramp up learners' attention (Gura, 2014). Moreover, the aforementioned finding also in line with the statement proposed by Prins (2016) that appropriate digital tool or applications affords new interesting way to foster learners' critical reading. In other words, the study confirms the previous research that technology does facilitate teachers in conducting language lesson and delivering learning content (Almunawwarah, 2015; Kurniawati, Maolida & Anjaniputra, 2018; Tobing & Pranowo, 2020; Williams, 2012).

In the meantime, due to the demand of today's life in which the students need to be able to face the disruptive era, encouraging students' to develop their critical reading is crucial. To do this, critical questions can be considered necessary. In terms of the implementation of critical questions, it is apparent from the data that the questions help the students in reviewing and giving opinion related to the story. This is as suggested by Gustine & Insani, (2019) that a series of critical questions should also be applied in helping students to become critically literate. In addition, the finding confirms the statement proposed by Nourdad, Masoudi & Rahimali (2018) that critical questions assist students to encourage them to think critically while reading certain texts.

4.2.3 Enhancing Learners' Motivation to Read Critically and Practice Actively during the Learning Process

Learners' motivation can be seen as a crucial factor to accomplished certain learning objectives. It is due to the reason that motivation in foreign language learning contributes the important impetus to engage in the learning activities (Dorney, 1998; Al-Munawwarah, 2018). As regards this aspect, it is discernible from the data that the integration of technology in critical reading oriented activity enhanced students' motivation to read the text and practice actively during the lesson.

With regard to the activity in designing the short story trailer, while relating certain condition appeared in the short story and their own experiences, the students were eager to state their opinions related to their experience in the society which they believe it as hegemony. It is as affirmed by Mills (2016) that critical reading activity deals with analysing language with an awareness of social implications. The finding is also in line with the suggestion proposed by Brookhart (2010) that in nurturing the students to become critically literate, teacher needs to facilitate students to apply wise judgement or produced reasoned critique about what they read.

Moreover, the finding showed that designing digital short story trailer video promote students' critical reading was also evidence in the presentation through the virtual classroom and the discussion process. According to the data from observation, the students seemed to enthusiastic in presenting the result of their group work. It is actually as argued by Dooley & Exley (2015) that peer-learning ethos that applied in critical literacy practice may motivate students during the lesson. The students also showed good progression in their reading since they could accomplish the reading tasks.

4.2.4 Students' Attitude Towards the Learning Process

The data from interview showed that the learners had positive attitudes towards the integration of technology in their critical reading. It has been outlined that the learners were enjoyed in designing the digital short story trailers. The students' positive attitudes were actually in line with the statement proposed by Meyer & Foster (2015) that creating video project in language teaching provides interesting learning experience for students in this era.

5. Conclusion and Recommendation

5.1 Conclusion

This study has shown the integration of technology in critical reading during pandemic covid-19 situation. Referring to the findings and discussion that have elaborated in the previous section, there are at least two conclusions that can be drawn. It was found that creating digital short story trailer helps students in promoting their literacy learning, particularly critical reading. So, it is probably safe to say that creating digital short stories trailer videos to pitch original texts is feasible to teaching critical reading at tertiary level. Based on the data from observation and interview, it is discernible that there were three benefits during the lessons; namely, engaging students in critical reading activity, creating enjoyable online learning experience, and enhancing learners' motivation to practice actively during the learning process. Moreover, the present study also demonstrated learners' positive responses related to the learning process.

5.2 Recommendation

Based on the research findings, discussion and conclusion, the present study suggests that the future researches may elaborate the challenges in implementing literacy learning in remote rural teacher education program within the context of EFL classroom by integrating four language skills and technology in various ways. Besides, the researcher notes that there is a limitation since the researcher took part as a lecturer who teach the online classroom. Hence, in order to gain more objectivity, the future research may organize this field of research in different method.

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