

**IMPROVING STUDENTS' COMPREHENSION OF SHORT  
STORY BY USING VIDEO AT SEMESTER VI OF THE  
ENGLISH DEPARTMENT OF STKIP MUHAMMADIYAH  
SUNGAI PENUH**

**THESIS**



**By:**

**DARDA SUTFI NINGSIH  
51455**

**Submitted as Partial Fulfillment of Requirements  
to Obtain a Degree of Master of Education**

**ENGLISH EDUCATION SECTION  
LANGUAGE EDUCATION PROGRAM  
GRADUATE PROGRAM  
UNIVERSITAS NEGERI PADANG  
2020**

## ABSTRAK

**Darda Sutfi Ningsih. 2020. Meningkatkan Pemahaman Cerita Pendek Melalui Video Pada Mahasiswa Semester VI Jurusan Bahasa Inggris STKIP Muhammadiyah Sungai Penuh. Tesis. Program Pascasarjana. Universitas Negeri Padang.**

Pemahaman membaca merupakan suatu proses pemahaman makna yang ditemukan pada teks. Di STKIP Muhammadiyah Sungai Penuh ditemukan bahwa mahasiswa semester VI mempunyai masalah memahami cerita pendek, mereka mengalami kesulitan dalam memahami cerita pendek, kurang motivasi, dan kurang bahan bacaan yang tersedia di perpustakaan.

Penelitian ini bertujuan untuk menguji seberapa jauh video bisa meningkatkan pemahaman cerita pendek dan menjelaskan faktor-faktor yang mempengaruhi peningkatan pemahaman cerita pendek pada mahasiswa semester VI STKIP Muhammadiyah Sungai Penuh.

Penelitian ini merupakan penelitian tindakan kelas. Subjek penelitian ini adalah mahasiswa semester VI STKIP Muhammadiyah Sungai Penuh. Adapun instrumen dari penelitian ini adalah tes pemahaman membaca cerita pendek, lembar pengamatan untuk dosen dan mahasiswa, catatan lapangan, dan wawancara yang digunakan untuk melihat peningkatan pemahaman cerita pendek yang dimiliki mahasiswa. Penelitian ini dilakukan selama delapan kali pertemuan yang terdiri dari dua siklus, masing masing siklus terdiri dari empat kali pertemuan yang meliputi tahapan-tahapan perencanaan, tindakan, observasi, dan refleksi.

Pada akhir siklus pertama, hasil tes pemahaman membaca cerita pendek mahasiswa masih rendah. Pada siklus kedua, masalah tersebut bisa diatasi dengan memberikan perhatian terhadap media dan strategi yang digunakan serta mendampingi mahasiswa dalam meningkatkan pemahaman nya terhadap cerita pendek. Disimpulkan bahwa video dapat meningkatkan pemahaman cerita pendek pada mahasiswa. Peningkatan tersebut dipengaruhi oleh beberapa faktor, yakni materi, media, aktivitas di kelas, pengelolaan kelas, dan pendekatan yang dilakukan oleh dosen. Dengan demikian, dapat disimpulkan bahwa penggunaan video mampu meningkatkan pemahaman cerita pendek pada mahasiswa semester VI STKIP Muhammadiyah Sungai Penuh dengan baik.

*Kata kunci : Pemahaman Cerita Pendek, Video, Penelitian Tindakan Kelas*

## **ABSTRACT**

**Darda Sutfi Ningsih. 2020. Improving Students' Comprehension of Short Story by Using Video at Semester VI of the English Department of STKIP Muhammadiyah Sungai Penuh. Thesis. Graduate Program. Universitas Negeri Padang.**

Comprehension is a process of constructing meaning from the text. In STKIP Muhammadiyah Sungai Penuh was found that the semester VI students had a problem in comprehension of short story. They had lack understanding to comprehend the short story, low motivation, and they had lack of books to read available in library.

The purpose of this research was to test how far video better improve students' comprehension of short story and what factors improved of students' comprehension of short story at semester VI of STKIP Muhammadiyah Sungai Penuh.

The research was a classroom action research. The participants of this research were the semester VI of the English Department of STKIP Muhammadiyah Sungai Penuh students. The instruments used to collect the data were comprehension of short story test, observation sheet, field notes and interview which were used to see the improvement of comprehension of short story. The research was conducted for eight meetings. Consisted of two cycles, each cycle consisted of 4 meetings involving, planning, acting, observing and reflecting.

In cycle I, students' comprehension result was still low. In cycle 2, this problem was solved by paying more attention to the media, technique, and guides the students to improve their comprehension of short story. Thus, it could be concluded that video could improve students' comprehension of short story. The improvement was influenced by several factors, such as the material, media, classroom activity, classroom management, and teacher approach. Therefore, it was concluded that using video can better improve the students' comprehension of short story at the semester VI of the English Department of STKIP Muhammadiyah Sungai Penuh.

*Key words: Comprehension of Short Story, Video, Classroom Action Research*

## Persetujuan Akhir Tesis

---

Nama Mahasiswa : *DARDA SUTFI NINGSIH*

NIM. : 51455

Nama

Tanda Tangan

Tanggal

Dr. Havid Ardi, M.Hum.  
Pembimbing I



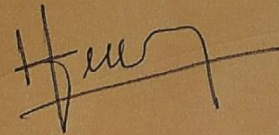
24/21  
2



Direktur Pascasarjana  
Universitas Negeri Padang

Prof. Yenni Rozimela, M.Ed., Ph.D.  
NIP. 19620919 198703 2 002

Koordinator Program Studi,



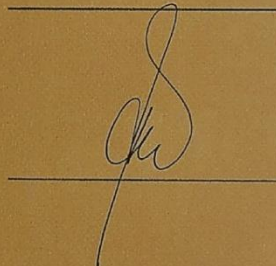


Dr. Hamzah, M.A., M.M.  
NIP. 19611221 199003 1 001



**PERSETUJUAN KOMISI  
UJIAN TESIS MAGISTER KEPENDIDIKAN**

---

No.	Nama	Tanda Tangan
1.	<u>Dr. Havid Ardi, M.Hum.</u> (Ketua)	
2.	<u>Desvalini Anwar, S.S., M.Hum., Ph.D.</u> (Anggota)	
3.	<u>Dr. Muhd. Al hafizh, S.S., M.A.</u> (Anggota)	

Mahasiswa

Mahasiswa : **DARDA SUTFI NINGSIH**  
NIM. : 51455  
Tanggal ujian : 25 - 2 - 2020

## SURAT PERNYATAAN

Dengan ini saya menyatakan menyatakan bahwa:

1. Karya tulis saya, tesis ini, dengan judul *"Improving Students' Comprehension of Short Story by Using Video at Semester VI of The English Department of STKIP Muhammadiyah Sungai Penuh"* adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik, baik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan Tim Pembimbing.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali dikutip pendapat secara tertulis dengan jelas dan dicantumkan sebagai acuan di dalam naskah saya dengan disebutkan nama pengarang dan dicantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, Januari 2020

Saya yang menyatakan



**Darda Sutfi Ningsih**

NIM: 09-51455



## **ACKNOWLEDGEMENTS**

Foremost, the researcher is grateful to Allah SWT who has bless the researcher the guidance and the help for completing the thesis entitled “Improving Students’ Comprehension of Short Story by Using Video at Semester VI of The English Department of STKIP Muhammadiyah Sungai Penuh”. In writing the thesis, the researcher had received the support and help from many people. Thus, for that people, on this opportunity, the researcher wishes to express her deepest gratitude and appreciation to:

1. Dr. Havid Ardi, S.Pd, M.Hum as the advisor. It was an honor to have such a knowledgeable advisor who challenged and encouraged to do the best throughout the whole time spent on writing the research. Without his guidance and persistent help, it would not have been possible.
2. The late Prof. Drs. H. Zainil, M.A, Ph.D and Dr. Kurnia Ningsih, M.A. as the former advisors who have patiently given a great deal of time, correction, and suggestion throughout this study.
3. Desvalini Anwar, S.S, M.Hum, Ph.D. and Dr. Muhd. Al- Hafizh, S.S, M.A as contributors who have given many contributions in finishing this thesis.
4. All of the lecturers at English Section who have given knowledge and experiences to the writer.

Finally, any comments and contributions to the development for further research are really appreciated.

Padang, January 2020

The Researcher

## TABLE OF CONTENTS

	Page
<b>ABSTRAK .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>PERSETUJUAN AKHIR TESIS.....</b>	<b>iii</b>
<b>PERSETUJUAN KOMISI UJIAN TESIS.....</b>	<b>iv</b>
<b>SURAT PERNYATAAN .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF FIGURES .....</b>	<b>xi</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>

### **CHAPTER I:**

#### **INTRODUCTION**

A. Background of the Problem .....	1
B. Identification of the Problem .....	4
C. Focus of the Research .....	4
D. Formulation of the Problem .....	5
E. Research Question.....	5
F. Purpose of the Research .....	5
G. Significance of the Research .....	6
H. Identification of the Key Term.....	6

### **CHAPTER II:**

#### **REVIEW OF THE RELATED LITERATURE**

A. Review of the Related Theory.....	8
1. Reading Comprehension .....	8
a. Concept of Reading.....	8



b. Factor influencing of reading comprehension.....	11
c. Reading comprehension assessment .....	12
2. Short Story .....	13
3. Video.....	20
a. Video in Reading Skills .....	21
b. The Advantages of Video.....	23
c. Technique of Using Video in Classrooms .....	25
B. Review of the Related Findings .....	27
C. Conceptual Framework .....	30

### **CHAPTER III:**

#### **RESEARCH METHOD**

A. Type of the Research.....	32
B. Location and the Participants of the Research .....	33
C. Data of the Research.....	34
D. Instrumentation.....	35
E. Procedure of the Research .....	37
F. Technique of Collecting the Data .....	42
G. Technique of Analyzing the data .....	43

### **CHAPTER IV:**

#### **FINDINGS AND DISCUSSION**

A. Data Description and Analysis .....	47
B. Findings .....	70
C. Discussion .....	80
D. Limitation of the Research .....	84

**CHAPTER V:**

**CONCLUSION, IMPLEMENTATION, AND SUGGESTION**

A. Conclusion.....	85
B. Implementation.....	87
C. Suggestion .....	88

<b>BIBLIOGRAPHY .....</b>	<b>89</b>
---------------------------	-----------

**APPENDICES**

## LIST OF TABLES

	Page
Table 1. The Indicators of Comprehension of Short Story .....	32
Table 2. Observation's Sheet of Reading Comprehension of Short Story.....	34
Table 3. Observation's Sheet of Video .....	34
Table 4. The Students' Activities in Cycle 1 .....	61
Table 5. The Students' Activities in Cycle 2 .....	68
Table 6. The Comparison of Students' Mean Score .....	74

## LIST OF FIGURES

	Page
Figure 1. Conceptual Framework.....	27
Figure 2. The Short Story Indicators in Cycle 1 .....	66
Figure 3. The Short Story Indicators in Cycle 2 .....	68
Figure 4. The Comparison of Short Story Indicators .....	70



## LIST OF APPENDICES

	Page
Appendix 1. Lesson Plan in Cycle 1 and 2 .....	94
Appendix 2. Test Instrument in Cycle 1 .....	103
Appendix 3. Test Instrument in Cycle 2 .....	110
Appendix 4. Students' Answer Sheet in Cycle 1 .....	116
Appendix 5. Students' Answer Sheet in Cycle 2 .....	126
Appendix 6. Studets' Score in Cycle 1 .....	136
Appendix 7. Students' Score in Cycle 2 .....	138
Appendix 8. Observation's Sheet of Comprehension of Short Story in Cycle 1 ..	140
Appendix 9. Observation's Sheet of Comprehension of Short Story in Cycle 2 ..	143
Appendix 10. Observation's Sheet of Video in Cycle 1 .....	146
Appendix 11. Observation's Sheet of Video in Cycle 2 .....	149
Appendix 12. Field Note in Cycle 1 .....	152
Appendix 13. Field Note in Cycle 2 .....	156
Appendix 14. Interview Guide .....	160
Appendix 15. Documentation .....	161

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Fiction is a supreme resource for observing not any language but also life itself. Then, it is universal. It means the idea of fiction relates to the human experience in daily life. Short story is a kind of fiction that people use to read. It is a form of short fictional narrative prose. Most stories are set in present day, but settings of place vary from rural to urban and exotic to mundane. Readers are often fascinated by the author's ideas about love, losses, broken heart, anger, sadness, successes, failures, incomes, and various occupations. Short story is reflected an imaginative sense from the author. In short, the authors' life and experience may influence their works. Either it is the bad or good experiences.

College or university students learn some short stories through Prose courses. STKIP Muhammadiyah Sungai Penuh is a college of education, also has Prose as a course. Based on STKIP Muhammadiyah Sungai Penuh curriculum, Prose is purposed to make students able to comprehend the elements in the stories. It is taught in the sixth semester. It is considered that after graduated the students are expected to be teachers. Prose is needed to help them in teaching narrative at schools. This course provides students to read with a guide to understanding, enjoying, and studying short stories in order they can access to information about them. The students are assumed to be able to comprehend short stories, since they have passed Introduction to Literature.

Based on researcher's teaching experience in Prose class at STKIP Muhammadiyah Sungai Penuh, it is found that students face some difficulties in reading comprehension of short story. From the latest result of Prose final test, there were only 6% who have the score 75, based on the STKIP Muhammadiyah's scoring the students got B+. About 24% were having minimum standard around 50-70 (D or B), and around 70% students had the score under 50 that was mean the students got E. From the test result above, it concluded that the students have problem in comprehending the story.

The problems of this research come from the students. There are some problems in students reading comprehension of short story. The first problem is the students' lack understanding in reading. They do not understand what the texts are about. When the lecturer asked them several questions based on the text, they still need more understanding to catch what the main point is being asked. That is why some of them just keep silence during the class.

The second problem is students' low motivation. When they had something in their mind, they actually tend to keep silence. It made them unable to response the story given. Thus, the process to comprehend the story is not running well by that condition. In addition, it may come from their psychological aspect. Some of the students are shy to share their opinion orally because other students will laugh if they make mistake.

The third problem is the lack of books to read. The books available in library are not more than 500 hundred. For fiction, they only have 150 books, and about 50 books are in English. This problem cannot support the students to enrich

their knowledge in comprehending short story, and make them have no interest in reading. Even though there are many e-books available on internet, but some of them do not know how to use it. They just wait for the lecturer who gives them the text, and though being asked to find it, they still cannot do it well.

To solve the problems, the lecturer should do more about how to teach the students to comprehend the short story. It should consider the technique and the media that can be applied to improve the students' comprehension of short story. One way that can be used to improve the students' reading comprehension of short story is the use of media. It can help students more interested in learning process in the classroom.

In this era, one of the most useful media in teaching reading is video. Video is one of many media that available. The video technique focuses on the process of exposing the students to the example of situations and how to use particular expressions. Teaching using video technique was chosen because videos are defined as texts combining different modalities, such as words, images, sounds, and/or music (Gee and Hayes 2011:111). Furthermore, Harmer (2001) states video as teaching aid has several benefits, such as: students can see the language being used, not only that but also the expression and gesture; cross-cultural awareness, through video, especially authentic video, students can see another culture being displayed in the video; the last is that motivation. It is useful because it provides good model to be used in teaching and learning process. There is a lot of video that can be used in teaching. The teacher should use appropriate



media to each material to make students feel enjoy in classroom. It is used video, picture, or combines them as media.

There have been some researchers' findings out that video can better improve students' English abilities. In Writing (Dormauli, 2008), in Speaking (Andriati, 2008; Hutriani, 2012), in Grammar (Mohammed, 2013), in ELT (Lialikhova, 2014), in EFL classrooms (Hadijah, 2017). In this research, it was found video could better improve the students' abilities in English. However, this method is not used for Prose subject that related to Literature. That is why a research with the title *Improving Students' Comprehension of Short Story by Using Video at Semester VI of English Department STKIP Muhammadiyah Sungai Penuh* is conducted.

## **B. Identification of the Problem**

Based on the background of the problem above, some problems in teaching reading comprehension of short story in Prose subject at STKIP Muhammadiyah Sungai Penuh are identified. The teaching of the comprehension of short story is not successful because of some problems. First, the students have a lack understanding in reading the story. Thus, their comprehending in reading was poor. Secondly, the students have low motivation. When they had something in their mind, they actually tend to keep silent. The last is limited books to read.

### **C. Focus of the Research**

Based on the problems above, it is focused of the problem on how to improve students' comprehension of short story in Prose subject. This problem is solved by implementing video.

### **D. Formulation of the Problem**

The formulation of the problem of this research can be formulated as follows: students' low comprehension of short story can be improved by implementing video.

### **E. Research Question**

The problems of the research can be formulated as follows:

- 2.1 To what extent can video improve students' comprehension of short story at semester VI of the English Department of STKIP Muhammadiyah Sungai Penuh?
- 2.2 What are the factors that have improved students' comprehension of short story at semester VI of the English Department of STKIP Muhammadiyah Sungai Penuh through video?

## **F. Purpose of the Research**

The purposes of the research are as follows:

1. To explain how far video can improve students' comprehension of short story at semester VI of the English Department of STKIP Muhammadiyah Sungai Penuh.
2. To explain the factors that improve the students' comprehension of short story at semester VI of the English Department of STKIP Muhammadiyah Sungai Penuh.

## **G. Significance of the Research**

In this research, it is expected that the research paper has benefits both theoretically and practically.

### **1. Theoretical significance**

- a. The research result can be useful input in reading comprehension especially for teaching Prose.
- b. The finding of the research can be used as the reference for those who want to conduct a research in English teaching learning process.
- c. This research is also expected to be helpful as an input for administrators to provide facilities for Prose class.

### **2. Practical significance**

- a. The research improves the writer's mastery of English.

- b. The result of the study can help English lecturer teach using video to decrease the students' problem related to comprehension of short story by improving their reading competence and motivate them to be active in teaching learning process especially for short story.

#### **H. Definition of the Key Terms**

In order to avoid misunderstanding of the terms use in the study, the researcher defines the terms related to this study as follows:

1. Short story is a fictional work depicting one characters' inner conflict or conflict with others, usually have one thematic focus. It usually consists of four pages in length (Madden, 2005).
2. Comprehension, on the other hand, is a process of negotiating understanding between the reader and the writer. (Sheng, 2000)
3. Video is the most complex multimedia element because information presentation is more communicative and better than usual picture. (Supono in Hutriani, 2012)



## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

#### **A. CONCLUSION**

After applying video which was done in two cycles, by observing and analyzing the test result and observation during the process of teaching and learning, there is the improvement of students' comprehension of short story at semester VI STKIP Muhammadiyah Sungai Penuh. It can be seen from the mean score of students' comprehension and observations that continuously increased in every process of teaching and learning. Based on the findings on the data collected of this research, it can be concluded that:

1. The implementation of video can improve the students' comprehension of short story at semester VI at STKIP Muhammadiyah Sungai Penuh in 2013/2014 academic years. The improvement is shown by the increasing of average score of the students in every cycle and the process of teaching and learning which were collected from the observation sheets, field notes, and interview.
2. The improvement of students' comprehension of short story VI at STKIP Muhammadiyah Sungai Penuh by using video is influenced by the following factors.
  - a. Students' prior knowledge is the first factor that influences the changes of students' comprehension of short story. The students can be easier to generate and share their ideas more if they have prior knowledge of

the materials/texts which are given. This can be activating the students' prior knowledge.

- b. The second factor is the teacher's approach. The students feel comfortable, enjoyable, and happy when the teacher approaches them and help them if they get difficulties in activity of video. The teacher often gives guidance when they have trouble in learning. Thus, they become more enjoyable, enthusiasm and be self-confident in practicing reading and answering the question.
- c. The third factor is teacher's media. The teacher's media gives the more opportunities to students in doing activities to comprehend the short story, thus make them more active and confident.
- d. The fourth factor that influences the changes of students' comprehension of short story is management of classroom. The teacher should be able to control and manage the class well. The successful of learning depends on how well the teacher can organize and manage the class, whether monitor group work, using the time, and students' involvement of video activities.
- e. The fifth factor that influences the change of students' comprehension of short story is classroom activities. The teacher teaches reading comprehension of short story through the procedures of video, most of them are active in doing the tasks. The video can maximize students' involvement in the classroom, the activities give them opportunity to

comprehend the text easily step by step and build the students' confident in learning.

- f. The last factor that influences the changes of students' comprehension of short story is the teacher motivation. Motivation is given by the teacher to students is important, because it makes them have good self-confident to do the activities so it can be maximizing the students' involvement in classroom activities.

## **B. IMPLICATION**

Applying video in teaching learning process gives some advantages both for teacher and the students. The teacher becomes more creative and the students become more motivated in learning English.

The implication of using video in teaching comprehension of short story can be chosen as a strategy to solve learning problems in reading short story. Thus, it is expected for English teacher can implement the video which is useful for the students in teaching and learning process. The result of this research can be considered by English teacher since it has been proved that video can improve the students' comprehension of short story. By using this strategy in comprehending the short story, the students are easier to catch the idea or get the gist of each paragraph. It can prepare the students easily to know the meaning of the difficult words using fix up strategies. Next, the students become creative and active in presenting and sharing their ideas to other group. Then, the students have good confident and motivation because video.

### **C. SUGGESTION**

Based on the findings and conclusion of this research, the researcher would like to give some suggestions as follows:

1. It is suggested for the collage to facilitate the English teachers in implementing video in teaching Prose. This technique is suitable to promote the students with meaningful learning and train them to be creative reader, and to improve the quality of their reading.
2. The English teachers are suggested to use video in teaching Prose as their variation in doing the learning and teaching process, in order to create more attractive and challenging activities in Prose class.
3. It is also suggested for the students to apply all the activities in using video in order to help them improve their reading skill. Besides that, through video they can also experience the attractive reading activities.
4. It is recommended to other researchers to conduct other researches concerning the use of video in learning and teaching process, and the teaching of Prose.

## BIBLIOGRAPHY

- Andriati. 2008. Improving Students' Motivation to Speak through the Use of Pictures at SMP N 3 Sawahlunto Sijunjung. Unpublished *Thesis*. Padang: English Section, Graduate Program
- Berk, Ronald A. 2009. 'Multimedia teaching with video clips: TV, movies, YouTube, and MTV in the college classroom.' *International Journal of Technology in Teaching and Learning*, 5(1): 1-21
- Bradley, Marion Zimmer. 1996. *What is Short Story?* Available Online: <http://mada-yalla.maktoobblog.com/968766/what-is-a-short-story-by-marion-zimmer-bradley/>  
Accessed on January 21<sup>st</sup>, 2012 at 11.15 am.
- Brown, Douglas. H. 2004. *Language Assessment Principles and Classroom Practices*. New York: Pearson Education
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*. New York: Cambridge University Press.
- Constantakis, Sara. 2010. *Short Stories for Students Volume 29*. Farmington Hills: The Gale Group.
- \_\_\_\_\_. 2010a. *Short Stories for Students Volume 29*. Farmington Hills: The Gale Group.
- Dormauli, Parhusip. 2008. Improving Students' Interest and Ability in Writing Narrative Text through Video Shows at grade IX.1 SMPN 2 Pariaman City. Unpublished *Thesis*. Padang: English Section, Graduate Program.
- ELLSA web-site. 2004. *5 Important Elements of a Short Story*. Available online: [users.aber.ac.uk/jpm/ellsa/ellsa\\_elements.html](http://users.aber.ac.uk/jpm/ellsa/ellsa_elements.html)  
Accessed on January 21<sup>st</sup>, 2012 at 11.00 am.
- Gay, R.L. 2000. *Educational Research: Competencies for Application, Sixth Edition*. Melbourne: Merrill Publishing Company.
- Gee, James Paul and Elisabeth R. Hayes. 2011. *Language and Learning in the Digital Age*. Abingdon, England: Routledge.