

CHAPTER II

LITERATURE REVIEW

This chapter provides the elaboration of the theory of the study and this chapter reviews the relevant theoretical and empirical literature. The first is an explanation of experiences in learning which will explain the meaning of experiences in learning. Second, namely discussing digital storybooks which consist of understanding, as well as explanations about digital storybooks which will be used as learning media in schools. Finally, this chapter also provides a detailed explanation regarding understanding, learning abilities, adaptation to the use of digital technology, and interpretation of learning

2.1 Student's Learning Experience

Learning experience may take place in traditional and non-traditional academic settings. Traditional educational background includes schools, and learners can interact and share ideas in the classroom. On the other hand, the nontraditional academic setting has outside-of-the-school locations and an outdoor environment. Regardless of the setting, learning experience refers to any interaction, course, program, and experience where learning happens. These opportunities may cause the learners to transform their perceptions about things, enable conceptual understanding, yield emotional qualities, and improve knowledge, skills, and attitudes. The quality of the learning experience may be affected by the university as a whole, the practice of the teachers, and the learners. The university affects the student's learning experience because of the educational leaders' commitment to guiding and training the teachers, the choice and focus of placement of learners, and the criteria for assessing them. The teachers' practice of teaching, on the other hand, affects the quality of the learning experience. It can be affected in terms of the type of service setting and the learning opportunities within and resources associated with the service setting, the role of the teachers as a practitioner, and the learning and teaching preferences. Lastly, the students affect the quality of the learning experience in terms of the identified learning needs, learning preferences, skills, confidence, and learning attitude. It is important to note

that these factors contribute to the overall learning experience in an academic environment, and there are essential elements of a great learning experience. Sebastian cites that a great learning experience adds value to the learners, focuses on effectiveness, and promotes further learning. An academic institution that provides a diverse learning opportunity to learners enables them to acquire valuable knowledge to enhance and improve their gained knowledge and skills.

The student learning experience has been recognized internationally as an important indicator of the quality of undergraduate education. Compared to the value-added measure, students' perceptions of their own learning experience reflect their evaluation of the learning experience that they experience while studying at school. Analysis of their perceptions of the learning experience, the quality of undergraduate education can not only be evaluated, but the quality of education provided by different institutions can also be compared, weaknesses in practices can be diagnosed, and suggestions for improvement can be given. For the same reason, the quality of education of international students can also be measured and evaluated by researching the learning experiences of international students (Tian, Lu et al., 2020; Yin & Li, 2015).

Reading is the first and probably the most important skill being learned in first years at schools. It is a complex process defined by the International Literacy Association as "The process of simultaneously extracting and constructing meaning through interaction and involvement with written language" ("Literacy Glossary, International Literacy Association," n.d.). Reading is believed to have a tremendous impact on children's lives in terms of learning, cognitive development, academic achievements, and promotion of critical thinking and problem-solving skills (Kao, Tsai, Liu, & Yang, 2016). Therefore, children are encouraged to read from an early age to enrich their literacy skills, expand their vocabulary acquisition, and be able to read alone. Story and picture books are supposed to be very useful in improving literacy, motivating children to read, and supporting cognition components such as thinking, explaining, understanding, and remembering (M. Chen & Ferdig, 2003).

Therefore, improving reading instructions and literacy skills has been a major concern among literacy practitioners and educational researchers.

Learning experience refers to any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms) or nontraditional settings (outside-of-school locations, outdoor environments), or whether it includes traditional educational interactions (students learning from teachers and professors) or nontraditional interactions (students learning through games and interactive software applications). Because students may learn in a wide variety of settings and ways, the term is often used as a more accurate, preferred, or inclusive alternative to terms such as *course*, for example, that have more limited or conventional connotations.

2.1.1 Reading Comprehension

Reading is central to learning, and subsequently, an important goal of teaching reading is to improve reading comprehension, which is a critical aspect of reading and has a considerable impact on a learner's entire academic life (Nurie, 2017:108). Informed by the aforementioned significance of reading comprehension, South African school learners participate in several national and international literacy studies that measure learners' reading achievement in different grades and at various intervals. The results of these assessments have been studied by several academics and sadly, they all agreed that South African school learners demonstrate poorly developed reading comprehension skills (Govender & Hugo, 2020; Howie, Combrinck, Roux, Tshele, Mokoena & McLeod Palane, 2017; Spaul, 2016). The literature reveals that many other countries also experience a similar problem. For example, Elleman and Oslund (2019) lament that despite decades of research in reading comprehension, international and national reading scores indicate stagnant growth for learners in the United States of America. Similarly, the 2018 Programme for International Student Assessment (PISA) results reveal that the average achievement in reading in Australia has experienced long-term decline, there has been little research conducted to examine the pedagogical

practices of educators in teaching reading comprehension at various levels (Boakye & Linden, 2018; Cekiso, 2017; Klapwijk, 2012; Madikiza, Cekiso, Tshotsho & Landa, 2018; Rule & Land, 2017; Zimmerman, 2014). Pretorius and Klapwijk (2016) declare that even though much research exists in South Africa about learners' low literacy levels, few studies have been conducted that detail descriptions of instructional practices and what educators are doing in their reading comprehension classrooms. These studies report on the challenges in putting reading comprehension instruction theories into practice, resulting in poor reading comprehension instruction. Collectively, these studies indicate that educators use traditional approaches to teaching reading comprehension, and more specifically, teachers teach reading comprehension in the way they were taught to read by their teachers when they were at school. This situation is worrying since the literature reveals that a great deal of development has taken place globally regarding the effective teaching of reading comprehension (Ariandika & Kartikawati, 2018; Beeman-Rygalski, 2014; Magnusson, Roe & Blikstad-Balas, 2019).

The Importance of Reading Comprehension Instruction Elleman and Oslund (2019) view reading comprehension as one of the most complex cognitive activities in which humans engage, making it difficult to teach, measure, and research. However, research indicates that deepening learners' understanding of a text necessitates a constant focus on reading comprehension instruction and scaffolded strategy practices (Brevik, 2019). Supporting this view, Sofiana (2018) argues that learners' performance in reading comprehension develops due to the implementation of reading comprehension strategies like activating background knowledge, previewing, and asking questions. Consequently, educators who are well equipped with these strategies, and can employ them in their reading comprehension practices are likely to improve the reading comprehension skills of their learners. In this regard, Nurie (2017) states that reading comprehension research has produced detailed and valuable information

regarding the development of reading comprehension skills through modeling and guided practice of reading strategies until learners eventually use these strategies independently. Klapwijk (2015:1) is of the view that comprehension forms a critical part of the reading process. However, learners still demonstrate reading challenges, because educators continue to disregard effective reading instructional approaches in the classroom. In other words, educators portray an ambivalent attitude toward reading instruction. This is also the case with South African educators; Cekiso (2017) and Rule and Land (2017) found that educators were still using traditional reading instruction methods.

2.2 Students Learning of Using Digital Storybooks

Digital storybooks, in addition to multimedia components, allow for interactivity. Young children are allowed to choose between interactive forms of digital media, which allow for active participation, and noninteractive forms, which enable just passive participation. In the official position of the National Association for the Education of Young Children, interactive media is never recommended for any of the organization's practice recommendations and may or may not be appropriate for usage with young children. By incorporating interactivity, such as multimedia, learners will have an advantage. As tablets like the iPad grow more popular, there are new ways for youngsters to be interactive. Whereas the use of a mouse or keyboard on desktop computers is a need, it is unnecessary on tablets for young children to use simple swipes and taps. Interactive components may have the ability to boost interest in storybook content, catch the reader's attention to story elements, give kids an opportunity to contribute to story content or deliver feedback that depends on their response.

Stories are a vital component of our communications because they communicate messages, but also because they help us to clarify those meanings. Storytelling itself establishes and establishes ties between the audience and the narrator. The family in the preceding passage has intimate, loving, appreciative, and

helpful relationships, which comprise elements of kindness, consideration, responsibility, and confidence.

The digital era has brought significant changes in human life. Many activities that were previously conventional (analog) can now be easily carried out through digital technology. For example, people used to listen to analog radio networks, but now they have a wide selection of digital radio networks on the internet. This goes hand in hand with reading. Currently, more and more people are reading digital books that can be accessed easily without having to pay. In general, digital books are present in electronic form which are often called electronic books, e-books, digital books, or even e-editions. Although the idea of an eBook has been around since the 1960s, there is still a lot of confusion about the basic definition of an eBook. Hughes has stated that the definition of eBooks has become a subject of renewed interest, "involving more complex than simply any digital text read through a glass screen". In principle, eBooks are very similar to printed books except that the media are different, namely paper and electronic. Much of the literature we have found in previous years states that digital story books (also known as electronic story books, electronic talk books, or digital books) can be beneficial for children's early learning. The benefits of digital storybooks can be very motivating for the enthusiasm for learning. The benefits of digital storybooks are also very pronounced, which can be used to help children learn about text direction, letter-sound relationships, word vision, and understanding.

Digital Storybook Elements

1. Illustration

Illustrations are depictions of objects. both visual and audio, and others. Visual communication is a communication through forms that are absorbed by the sense of sight. Illustrations are divided into three types, namely hand-drawn illustrations, photography, and digital. In educational games, illustrations fill part or all of the screen with the placement of the main characters and objects. in the

middle to anticipate ads or interruptions on the right and left of the screen, especially in games on mobile or smartphones.

2. Color

Color is a manifestation of various wavelengths of light, but visual artists consider that color is more than just differences in the wavelengths of light. The color shows life and defines emotions because it has a strong impact on human emotions and feelings. Color selection should be based on color and understanding of classification. Ron Reed divides colors based on the color system, color wheel (color wheel), and color dimensions.

3. Narrative Text

The narrative text is a sequence of events or imaginative events systematically to entertain the reader. The general structure of narrative text consists of three parts, namely orientation, complications, resolution, and reorientation. Orientation is at the start and includes the opening scene, introduction of characters, and setting of the story. Complication is the part of the story where there are problems that need to be solved. Resolution is the problem-solving part. Reorientation includes the character's state after going through problem-solving and is usually optionally placed in story writing.

4. Typography

Typography is an art form of typesetting by arranging and distributing it in the available space to create a certain impression, and to provide maximum reading comfort. The use of typography in digital form is in the form of a typeface consisting of letter and number character designs that have unique characteristics so that they can be distinguished from other groups of letters.

5. User Interface

The user interface or user interface is a graphical display that is directly related to the user. In media such as educational games. The user interface consists

of titles, buttons, toggle buttons, and panels that are simple and unobtrusive from illustrations and narrative text

Digital books are highly utilized in academic environments. However, the application of eBooks for learning is quite late compared to its existence. Fasimpaur suggested that students perceive e-books as “new and unique media” and as a result, students often read more when they have access to e-books. E-books have been used by young readers. Meadows argues that digital storytelling is a social practice of storytelling that utilizes inexpensive digital cameras, non-linear authoring tools, and computers to create short multimedia stories. In the context of children's education, the use of digital books is very potential. Digital books are rich in content so they can support an interesting story. Digital storytelling can also be used to help students organize their thinking, use reflection in their critical thinking, as their portfolio for potential employers, or as part of a course project. Digital books offer various advantages, such as their mobile nature, high availability, and formats that are flexible/accessible on many devices (desktop or mobile). In addition, digital books have relatively low production costs, making them cheaper than printed books. Today, there are various digital book formats available.

2.2.1 Adaptability of Learning

Although adaptation has long been considered one of the most important capacities among human beings, the concept of adaptability is a recently developed construct. According to the tripartite framework (Martin et al., 2012, 2013), adaptability refers to an individual's ability to manage, adjust, and modify their thoughts (cognitions), actions (behaviors), and emotions (affect) in response to changing, novel, and uncertain circumstances, conditions, and situations. This approach derives from several theoretical domains (briefly considered below) and forms the basis for further investigation of its role in predicting students' psychological well-being. The conceptualization of adaptability is partly grounded in the lifespan theory of control, according to which individuals adaptively adjust their behaviors (primary control) and cognitions (secondary control) to

attain positive outcomes during their goal-pursuit processes (Heckhausen et al., 2010)

Adaptability is also embedded within self-regulation theories. This is a self-directive process during which learners constantly monitor, direct, and control their actions to achieve their goals (Zimmerman, 2002). According to Winne and Hadwin (2008), during the fourth phase of self-regulation (the adaptation phase), learners evaluate their present performances and figure out which modifications and improvements are warranted for a better outcome next time. The construct of adaptability complements this self-regulation model with an added affective dimension. Furthermore, it shifts attention from tackling common learning tasks and demands to dealing specifically with changing, novel, and uncertain situations. Taken together, these different theoretical approaches (see Martin et al., 2012, for a more comprehensive overview) provide a conceptual basis for the construct of adaptability and provide reason to anticipate connections with psychological functioning.

2.2.2 Interest and Ability of Students In Learning

Interest in learning can be measured through attention to learning, motivation to learn, and knowledge (Slameto, 2010). Interest is the desire to carry out activities to achieve a goal, while motivation is the purpose of doing activities useful. Sardiman (2000) points out that interest is a state that occurs when someone sees the characteristics or meanings of a situation that are related to their desires and needs. Interest in learning is influenced by physical health and mental conditions (Hapsari, 2007). Students whose health conditions are weakened will not have the desire to learn because their bodies' potential is used to endure the pain they suffer. Likewise, mental health will directly interfere with the interest in learning. Feelings of hatred, hurt, or disappointment with the teacher will hinder students' interest. Research has also shown that student's success in learning English could be influenced by their interest in the topic (Kálmán & Eugenio, 2015),

which means a student interested in learning English would tend to have good learning outcomes. Interest can be defined as significant motivational development that strengthens learning, guides educational courses, and is vital to educational success (Harackiewicz et al., 2016; Renninger & Hidi, 2015). Hidi and Anderson (1992) divided interest into situational and individual categories. Situational interest is impermanent and is frequently initiated by the fascinating, original, and exciting features of something. On the other hand, individual interest is a relatively strong tendency to attend to specific objects, thoughts, events, or actions.

Surya (2007) reported several steps to increase interest in learning, including arousing a sense of need for the importance of learning in children. Strategies for increasing the need for learning can be done through building dialogue and personal approaches and developing conducive communication with children. In this context, parents or teachers should not interfere or dictate to the children, but they should support and be involved in creating children to be better students.

Learning interest has a positive and significant effect on learning outcomes (Nurhasanah & Sobandi, 2016). That means the stronger the student's interest in learning, the better their learning outcomes will be. Interest is also related to a person's personality; it is the mental tendency toward something which consists of feelings of pleasure, attention, sincerity, the existence of motives, and goals in achieving a goal. Interest is a dynamic force that is considered effective in the learning process. Consequently, teaching should provide more significant opportunities to improve students' interests. Interests are closely related to feelings of liking and dislike, being attracted or not (Sirait, 2016). Interest in learning is a feeling of pleasure, liking, and attention to gaining knowledge. Students gain knowledge while participating in learning activities; therefore, effort should be made so that all students can get good grades, and this can be achieved by increasing their interest in learning.

Interest has a close relationship with human personality; it is a part of the personality that is usually defined according to objects or activities as well as music, sport, or science. According to Nurlailah (1991:35), interest supports the person to appreciate and enjoy an object. This is a point in a real fact of daily life. The selection of an occupation and the satisfaction we get from other work usually depends more on our interest and abilities, where interest gives us more motivation to use our ability. Schraw, et (2001) defines interest as a feeling of curiosity or attentiveness: also, something that has such power. Good (1959: 311) defines interest as a subjective-objective attitude, concern, or condition involving perception or idea in attention and a combination of intellectual and feeling consciousness; may be temporary or permanent, based on native curiosity, conditioned by experience. Scarr et, (1984: 133) state that the best learning takes place when the learner is interested in the work at hand. Doing something with interest will give us more spirit to finish it. Interest is desire or knowledge about something or someone (Oxford Learner Pocket Dictionary, 1991:220). Interest also refers to the kind of thing, we appreciate and enjoy (Evens and Murlo, 1978: 439). Davis (2005) states interest is an attitude that continuously accompanies one's attention in closing an interesting object. It is dealing which determines activities, likings, or objects that are valued for someone and is a certain motivation that leads one's behavior, to particular aims.

2.2.3 Student Understanding of Learning

Following philosophers and researchers, let's conceptualize understanding as an intellectual process of relating and performing. According to the relational concept, understanding is a process in which the intellect creates sound relationships among concepts and generates understanding webs (Harpaz, 2018). According to the performative concept, understanding is a process in which the intellect thinks with knowledge and generates "understanding performances": explains knowledge, interprets

knowledge, criticizes knowledge, creates knowledge, and the like (Wiske, 1998). Procedural understanding refers to skills and processes and how and why certain procedures were followed. The term "conceptual understanding" is used to distinguish it from conceptual knowledge, which is easily accessible and can be memorized; understanding depends on the construction of the personal meaning of the knowledge presented or accessed. No explanation of how science works and students learn about the practices scientists use to create new knowledge.

Understandings based on personal experience or intuition are comparatively easy, but when content transcends or contradicts these subjective resources, as is often the case in the academic disciplines, understandings are challenging. For instance, it's challenging to understand that objects tend to persist in motion (in our personal experience after some motion we need a rest), or that human beings forgo freedom (in our personal experience we desire freedom). The mission of the school is to teach knowledge that was generated in the scientific and interpretative disciplines, namely knowledge that often contradicts commonplace intuitions and undermines them. Therefore, the understandings expected by schools are often challenging, and when conditions for their emergence are not provided, they do not tend to emerge or to be reconstructed, connected, or webbed. When a student does create or connect proper networks of understanding despite the obstacles school poses, it becomes easier to understand new content, to assimilate it, in Jean Piaget's terms, into an existing understanding web. But webs of understanding are not static or stable; they transform or, in Piaget's terms, accommodate themselves to resolve internal contradictions or to grasp phenomena or concepts that are important for someone to understand.

2.2.4 Interpretation Students and Teacher

Knowledge that is socially constructed evolves through negotiation and interpretation of meanings. We construct concepts based on meanings

and develop curricula around concepts. A constructed meaning, therefore, is foundational for curricular development. Teachers play a central role in curriculum planning and development, a process critical to teacher activity and responsibility. They are intimately involved in curriculum development by infusing their personal knowledge, values, and experiences into the curricular process. Interpretation forces us to consider our understanding of intention as something that directly originates from the student. Both action and intentionality can come to be directly expressed by the teacher, the former through guidance and the latter through interpretation. The teacher assumes the role of interpreter and guide of the student by possessing the experiential knowledge necessary to understand what the student's behavior, verbal expression, and experiences intend to disclose. In general, the ability to adapt is very important, especially in the learning method used where all students can adapt to learning so that they can interpret what has been learned.

2.3 Summary of Chapter Two

This chapter has presented various theories regarding the research to be carried out. Learning experiences that use digital storybooks and the various dimensions that accompany them. Literature shows the need for studies to increase knowledge of a matter which will be discussed in the next chapter.