



## The Students Learning Experience of Using Digital Storybook at Junior High School

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### Abstract

Reading comprehension is one of the biggest challenges students face in public schools, and it is thought that reading fluency problems can be caused by a lack of reading practice. This research article reports qualitative method research that explores student collaboration through English reading practice using digital storybooks. This research was conducted with 22 junior high school students in Cirebon. The results of qualitative data collected through questionnaires, interviews, and classroom observations were analyzed using thematic analysis. The results show that students prefer learning using digital media because that way they can understand learning using digital well, thereby giving rise to the experience they experience. Apart from that, working using digital media can improve skills and good understanding and train students' focus so that students can read fluently. Thus, skill in reading can develop students' vocabulary knowledge process in reading positively so that they are bolder in expressing themselves as they can read well.

**Keywords:** *Reading Comprehension, Digital Storybooks, Experiences*

### Sari

Pemahaman membaca adalah salah satu tantangan terbesar yang dihadapi siswa di sekolah umum, dan diperkirakan bahwa masalah kefasihan membaca dapat disebabkan oleh kurangnya latihan membaca. Artikel penelitian ini melaporkan penelitian metode kualitatif yang mengeksplorasi kolaborasi siswa melalui latihan membaca bahasa Inggris menggunakan buku cerita digital. Penelitian ini dilakukan terhadap 22 siswa SMP di Cirebon. Hasil data kualitatif yang dikumpulkan melalui angket, wawancara, dan observasi kelas dianalisis menggunakan analisis tematik. Hasilnya menunjukkan bahwa siswa lebih menyukai pembelajaran menggunakan media digital karena dengan demikian mereka dapat memahami pembelajaran menggunakan media digital dengan baik sehingga menimbulkan pengalaman yang mereka alami. Selain itu, bekerja dengan menggunakan media digital dapat meningkatkan keterampilan dan pemahaman yang

baik serta melatih fokus siswa sehingga siswa dapat membaca dengan lancar. Dengan demikian, keterampilan membaca dapat mengembangkan proses pengetahuan kosa kata siswa dalam membaca secara positif sehingga mereka lebih berani dalam mengekspresikan diri sehingga dapat membaca dengan baik.

**Kata kunci:** *Pemahaman buku, Buku cerita digital, Pengalaman*

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## Introduction

In the current era where all activities are carried out using digital media, the presence of digital media is very helpful in learning so that students can understand learning using digital media. Especially in the title of my thesis learning storybooks that involve digital media. A digital storybook is an activity to combine narrative stories with digital content, in which there are images, sounds, music, and videos, resulting in an interesting short film and can be made in instructional formats for teaching, persuasive, historical, or as a reflective activity. Storybooks are descriptions of certain events or occurrences. Digital is a buffer in the form of audiovisual that describes the course of the story. The learning process is a communication process, namely the process of delivering messages from sources through certain channels/media to message recipients. The message to be communicated is the content of teaching or education in the curriculum, the source of the message can be teachers, students, other people, or book authors, the channel is educational media, and the recipients of the message are students or teachers. Wood (2001) studied the application of games in language learning; the result suggested that, compared to traditional textbooks, multimedia games were more effective in capturing learners' attention.

According to the improving amount of language learners, it is becoming essential to work on the question of how to find some strategies that can help learn a second language with more ease and without so much effort. For example, The outcome of reading comprehension is the mental representation of a text's meaning that is combined with the readers' previous knowledge. Learning English as a foreign language is very good to be introduced at an early age, namely elementary school age.

At that age, children are very easy to understand and imitate what they have learned. With this potential, children can master English optimally.

Learning English is also adjusted to the characteristics of students so that it can help achieve students' understanding of the material provided. Learning does not only focus on approaches and methods but what is equally important is the material from the learning itself. After the learning objectives are arranged, the teaching materials are the next element that is carefully thought out. Therefore, English learning materials are adjusted appropriately because teaching materials have a big influence on student learning experiences. One of the teaching materials that can be given in learning English is reading comprehension. The many benefits contained in digital storybooks can be one way to provide a fun and meaningful learning experience.

### **Methods**

I used qualitative techniques because the research notes are descriptive so they do not contain numbers or information. This research is to find out students' interest in learning English through the use of English digital storybooks. The use of digital media in teaching English to increase knowledge and learning according to what students like. In line with Lexy J. Moleong (2002) using this selection technique, the data received is in the form of behavior, speech, activities, and other actions that follow the usefulness of the method in the process of mastering the method. In this study, and for the participations they are students and teacher. To collect data from the participants of this study using a questionnaire. For information collection, this research was conducted with the help of interviews and using a questionnaire.

According to Brinkmann & Kvale, 2015, p. 157 An interview question can be evaluated concerning both a thematic and a dynamic dimension: thematically about producing knowledge and dynamically about the interpersonal relationship in the interview. A good interview question should contribute thematically to knowledge production and dynamically to promoting a good interview interaction. In collecting research data, interviews are used to obtain in-depth information data, individual perceptions, and experiences related to the research topic, as will be done by researchers where in the interview session researchers will dig up information on the results of the

learning carried out, and then interview questions are written for perceptions of students and teachers

This questionnaire consists of 10 questions related to students' learning experiences using digital storybooks. The questions in this questionnaire are made using questions, which consist of 5 choice points. Information regarding the distribution of scores and categories will be shown in Table 1.1

**Table 1.1 Score and the Interpretation of the Questionnaire**

| Categories        | Score |
|-------------------|-------|
| Strongly Disagree | 1     |
| Agree             | 2     |
| Neutral           | 3     |
| Disagree          | 4     |
| Strongly Agree    | 5     |

Interview information collection methods have involved students and teachers. According to Nasution, the meaning of the object of research is that the object of research is the nature of attributes, or the value of a person, object, or activity that has certain variations determined by the researcher to be studied and then drawn conclusions. This study, states that researchers would make observations in which an act of taking data directly to the school which is a place of research where this action must be considered and appreciated. Similarly, According to Chetty (2014), Observation instruments reflect conceptions of effective teaching.

## **Results and Discussion**

In this section the researcher has conducted interviews with two participants there are students and teachers determined by researchers in the interview were asked to explain their perspective of students learning using digital storybooks in junior high school further as follows:

**Table 1.2 Items Distribution to the component of Students Learning Experience**

| Component          | Items of Questionnaire | Average |
|--------------------|------------------------|---------|
| Understanding (U)  | 6,8                    | 4       |
| Ability (AB)       | 2,5,10                 | 39.2    |
| Adaptability (AD)  | 7,9                    | 39.7    |
| Interpretation (I) | 1,3,4                  | 4.2     |

The data generated by the table above provides strong evidence that the highest score is Interpret-Learning Experience Using Digital Storybooks, but on the other hand, with the lowest score is AB. Below is a picture in the form of a diagram showing the scale of the learning experience using digital storybooks. Based on the data collection that has been distributed to 22 respondents.

### Students' Learning Experiences of Using Digital Storybooks

*"My experience in learning using digital learning is very helpful in learning methods because the stories that are obtained from the appearance of the media are very fast to be accepted from the good storylines but I still feel lacking in reading English quickly so when I'm reading the text on the story it will but the image shown has changed in the storyline afterward. Therefore, I still lack speed reading, especially reading English writing, but I feel happy because a teacher re-explains the contents of the story that has been shown are". (Participant 1, School on 4 August 2023)*

*"What I get from learning to use digital media helps make it easier to understand the story, It doesn't feel boring because what is conveyed in the video is different from stories that are only told through ordinary storytelling in general, where the story is only through direct pronunciation from the teacher, which has no supporting media. on the storyline". (Participant 2, School on 4 August 2023)*

According to the result of the interview with the two participants above, it can be concluded that learning to use digital media is very helpful for improving quality and retaining directly in learning, however, one student's problem is that did not use to being able to read quickly during video playback but he did not stop there because the teacher helps explain back about digital storybooks. So that students feel happy and students do

not feel bored. In line Kevin Warburton (2009) identified three main factors that greatly impact a student's motivation, leading to high or low engagement in the learning activity. A conducive learning environment, sophisticated course content, and favorable individual factors could enhance the student's motivation and make him/her have a deep engagement in the learning activity. The statement according to Kevin discusses the main factors in improving the quality of learning, one of which is sophisticated learning content as it has been applied to learning using digital media to increase student enthusiasm to continue learning and knowledge of digital media. Therefore, to achieve good learning, namely by continuing to improve learning methods and a conducive learning environment.

*"In my opinion, the student responses that I understand after learning using digital media students are enthusiastic because learning is carried out differently than usual where students seem to enjoy learning using the media because of the experience that I provided myself learning using digital media at school is very rarely used, namely ordinary learning only use print media. Then, I noticed that during the lesson the students simultaneously paid attention to digital story books, but some students commented that they found it difficult to read written English because there might be some vocabulary they didn't know." (Teacher, School on 4 August 2023).*

Based on the results of interviews conducted by research by English teachers at schools, it can be concluded that students are very enthusiastic about learning in class, enjoying and being able to accept it, because the experience of the teacher itself is rare when learning using digital media as in general learning is done using only print media, but there were indeed some students who previously had difficulty understanding vocabulary, and therefore after playing the video they explained again about stories and vocabulary that was difficult or unknown, as said support, namely regarding increasing vocabulary. Supported by Putra (2014), movies or media can be an effective tool for learning new vocabulary "There is no doubt that video technology especially subtitled movies can be a powerful teaching tool to help students learn and acquire new vocabulary".

### **The benefits of learning using digital storybooks**

*"The benefit that I got after studying with digital storybooks was that I was able to learn using a projector, learning with this media made me enthusiastic because it had a more colorful display." (Participant 1, School on 4 August 2023)*

*"What I got after taking the lesson was that I was more enthusiastic about learning to use digital storybooks, so I repeated it when I was at home and looked for other stories and trained me to focus and be able to read quickly because for me it made me enthusiastic because I listened to stories by reading on video." (Participant 2, School on 4 August 2023)*

Based on the results of the interviews, It can be concluded that on average students like learning using digital media because the atmosphere makes them more interested in learning by just looking at books or listening. The benefits they can get are that they become familiar with learning using videos and practice focusing on reading. As a teacher, of course, you have to be a good facilitator in classroom learning and create interesting things to increase students' enthusiasm for learning. The results of this interview are in line with Alvarez (2013) teachers are expected to embrace the potential of opportunities coming through new media by adopting the role of coordinator, facilitator, and organizer rather than their traditional lecturer roles.

### **The Evaluate Process Learning of Digital Storybooks**

*"Evaluation on learning and during the process of course there are things that need to be improved, namely being required to prioritize adding vocabulary and telling about this because the main key to understanding stories using English is to ensure that you first know the vocabulary explained in the digital storybook, and the results other evaluations of learning using media are very helpful in learning methods so that it feels easier to convey and as students also seem to enjoy learning using media. So in the future, learning methods can continue to be improved according to school facilities." (Teacher, School on 4 August 2023)*

From the statement that has been given by a teacher who has carried out learning using digital media, things that must be improved in learning are required to increase

the addition of vocabulary because some students find it difficult to understand vocabulary that they still do not know, therefore to understand a story, it is important to improve vocabulary so that students better understand what assignments are given from the teacher and learning using digital media is a good facility for increasing students' technological knowledge. It is supported by Murcia and Olshtain (2005) stated three factors that influence English vocabulary mastery. The first is student factors, the second is the teachers' factor, and the third is the learning facilities' factor.

### **Conclusion & Recommendation**

The main points examined in this research are (1) the experiences and perspectives that students have and (2) the benefits of learning using digital storybooks. Teachers' and students' confidence in learning English has various factors, namely understanding factors, ability factors, adaptation factors, and interpretation factors and the benefits obtained for students from using digital media are storybooks, which have good benefits and provide positive value in the use of this media. One of the benefits students can understand learning better using digital media.

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### **Conflict of Interest**

Potential conflict of interest, if any, should be reported here during data collection.

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