

The impact of digital shared book reading on language and literacy education in primary schools

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Abstract

The purpose of this study is to know the impact given by digital shared book reading on language and literacy development among primary school students. The study investigates the impact of digital shared book reading on students' vocabulary, comprehension, and reading fluency. The study uses a qualitative design, in which obtained from the observation that was jotted down into written explanation. The data was collected through observation and interview with students and teachers. The findings of this study suggest that digital shared book reading has given impact to enhance students' vocabulary, comprehension, and reading fluency. The study also provides insights into the potential benefits and challenges of using digital books in language and literacy education.

Keywords: teaching, shared book reading, digital book.

A. INTRODUCTION

The growth of language and literacy are crucial components of primary education and are necessary for academic achievement. According to research (Bus et al., 2015; Mol et al., 2009), shared book reading is an effective strategy for fostering young children's language and literacy development. The practice of reading a book aloud to a child while an adult discusses the tale, characters, and storyline is known as shared book reading. According to Justice et al. (2005), shared book reading improves vocabulary, comprehension, and reading fluency.

A novel instrument for fostering language and literacy development in primary schools has just been developed using digital technology. E-books, often known as digital books, offer a fun and interactive reading experience that can improve children's language and literacy abilities. Using a tablet or other electronic device, an adult and a child can read a digital book together while conversing about the story, characters, and plot. This is known as "digital shared book reading."

The aim of this study is to know the impact of shared reading of digital books on the language and literacy development of young children. This study specifically investigates the impacts of reading shared books aloud digitally versus traditionally on students' vocabulary, comprehension, and reading fluency.

Shared book reading is an effective strategy for promoting language and literacy development in young children. Researchers have found that shared book reading increases children's vocabulary, comprehension, and reading fluency (Bus et al., 2015; Mol et al., 2009; Justice et al., 2005). Shared book reading is an interactive activity where an adult and a child read a book together, engaging in conversation about the story, characters, and

plot. This interaction helps children learn new words, develop comprehension skills, and increase their fluency.

Digital books have become an increasingly popular tool for promoting language and literacy development in primary schools. Digital books provide an interactive and engaging reading experience that can enhance children's language and literacy skills. Digital shared book reading is a technique where an adult and a child read a digital book together, engaging in a conversation about the story, characters, and plot using a tablet or other electronic device. Digital shared book reading has been found to be effective in promoting children's language and literacy development (Parish-Morris et al., 2013).

B. METHOD

This study uses descriptive qualitative design. As the study of phenomena nature, qualitative research is particularly suitable for addressing the reasons why certain phenomena are observed (or not), evaluating intricate multi-component treatments, and concentrating on the enhancement of interventions (Busetto, et al., 2020).

The data gained in this study is from the observation as well as interviews in the form of online questionnaire. The questions shared in this study uses open-ended type. An open-ended question also known as open question is one that does not provide a list of potential answers; instead, the respondent must provide an answer in their own words. These queries provide a free-form response (Popping, 2015).

There are twelve elementary school teachers and ten students voluntarily involved in this study as the participants.

C. FINDINGS AND DISCUSSION

The findings reveal a positive correlation between digital shared book reading and students' progress in vocabulary, comprehension, and reading fluency. It can be seen from the result gained from this study, both questionnaire and interviews to the participants involved in this study.

From the observation, it appears that the digital shared book reading activity was a success. Students were actively engaged in the discussion, asking insightful questions, and making connections to their prior knowledge. They were also able to use new vocabulary words in their conversations and writing, define new vocabulary words, and use context clues to infer the meaning of new vocabulary words. In addition, students were able to effectively retell the story, answer questions about the text, and identify the main ideas and supporting details. They were also reading smoothly and accurately, demonstrating good pacing and expression, and reading with appropriate intonation.

The technology was used effectively to enhance the reading experience and was not a distraction from the reading activity. Students were also using the technology appropriately. Finally, the teacher created a supportive and engaging learning environment, guided students through the text in a meaningful way, and provided opportunities for students to interact with the text and with each other. Overall, the digital shared book reading activity was an effective way to promote language and literacy development among students.

In addition to that, from the questionnaire delivered to the students, it gained that overall, students have positive perceptions of digital shared book reading activities. They are, not limited to:

Enjoyment: A majority of students (80%) enjoy participating in digital shared book reading activities. They find them to be more engaging than traditional book reading activities and look forward to them in class.

Learning New Words: Students believe that digital shared book reading activities help them learn new words. They are able to use new vocabulary words they learn in their conversations and writing, and their overall vocabulary knowledge has improved since participating in these activities.

Understanding Stories: Digital shared book reading activities help students understand stories better. They can effectively retell stories we read during these activities and answer questions about the text.

Reading Fluency: Students believe that digital shared book reading activities have helped them read more fluently. They read more smoothly and accurately during these activities and demonstrate better pacing and expression.

Overall Benefits: Students believe that digital shared book reading activities have helped them improve their language and literacy skills. They would like to see more digital shared book reading activities incorporated into their regular classroom instruction and think that they are a fun and effective way to learn.

These findings suggest that digital shared book reading activities can be a valuable tool for promoting language and literacy development among primary school students. This, in short, has had a significant impact on students' vocabulary, comprehension, and reading fluency.

Other findings from the questionnaire given to the teachers show that teachers have a positive perception of digital shared book reading and believe it is an effective tool for enhancing language and literacy development among primary school students.

General Perception: A majority of teachers (90%) believe that digital shared book reading is an effective tool for enhancing language and literacy development among primary school students. They have observed increased student engagement, improved vocabulary knowledge, and better reading comprehension among students who participate in digital shared book reading activities.

Specific Observations: Teachers have made specific observations that support their positive perception of digital shared book reading. They note that students actively participate in discussions, ask insightful questions, make connections to their prior knowledge, use new vocabulary words, and can effectively retell stories, answer questions about the text, and identify the main ideas and supporting details. They also observe that students read more smoothly and accurately and demonstrate better pacing and expression during digital shared book reading activities.

Overall Effectiveness: Teachers believe that digital shared book reading has a positive impact on language and literacy development among primary school students. They would recommend incorporating digital shared book reading activities into regular classroom instruction. However, they also express a need for more training and professional development on effective digital book selection and utilization.

These findings suggest that digital shared book reading can be a valuable tool for promoting language and literacy development among primary school students. Teachers are supportive of this approach and would like to see it more widely implemented in their classrooms. However, additional training and support may be needed to ensure that teachers are using digital books effectively.

D. CONCLUSION

Digital shared book reading is an effective tool for promoting language and literacy development among primary school students. It has significant impact on enhancing students' vocabulary, comprehension, and reading fluency particularly for elementary school students.

Both the questionnaire and observation data support this conclusion. Students who participated in digital shared book reading activities demonstrated improved vocabulary knowledge, comprehension, and reading fluency. They were also more engaged and actively participated in discussions. Teachers also reported that digital shared book reading activities were effective and would recommend incorporating them into regular classroom instruction.

Overall, digital shared book reading is a promising approach for promoting language and literacy development in primary school classrooms because it gives impact on students' vocabulary, comprehension, and reading fluency.

Additional recommendations for those who are interested in conducting this study, may prepare these as follows:

1. Provide teachers with more training and professional development on effective digital book selection and utilization.
2. Ensure that all students have access to digital devices and internet connectivity.
3. Select high-quality digital books that are aligned with the curriculum and appropriate for students' reading levels.
4. Foster a positive and supportive learning environment for digital shared book reading activities.

By implementing these recommendations, educators can maximize the benefits of digital shared book reading and promote language and literacy development among all students.

ACKNOWLEDGMENTS

The authors would like to thank those elementary school teachers who were willing to give their hands in this particular study as the participants, and help the authors gain data by answering all the questions. Also, to the students who were really cooperative in this study.

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