Significance of Electronic Picture Story Book in TEYL

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ABSTRACT

In this digital era, the product of technology such as tablet PC, iPad, Smartphone, computer, internet access and electronic book reader are close in our daily life. This article highlights the benefit of using electronic picture story book. Electronic picture story book is one of the tools that can be used in teaching reading for young learners in the literacy activity. It is development of modern education which integrates with technology. Electronic picture story book can be helpful as a supplement to the language.Young learners have their own perspective in comprehending a message. They have different way to transfer what they have in their mind. By having visualization, young learners will more enthusiastic and interested to read in order to get good stimulation through their imaginations. Electronic picture story book could be considered an aggregation of multi-pages, responsive and lively multi-media (includes information of characters, picture, voice , sounds effects, music, animation, etc). Visual aids in electronic picture story book are helpful for getting the information and mental representation. Electronic picture story book could become innovative and creative as their guide in the literacy activity. This article offers the potential ways to build children' reading enthusiasm through electronic picture book.

Keywords : Electronic picture story book, reading

ABSTRAK

Di era digital ini, produk teknologi seperti PC tablet, iPad, Smartphone, komputer, akses internet, dan pembaca buku elektronik sangat dekat dalam kehidupan kita sehari-hari. Artikel ini memberikan manfaat menggunakan buku cerita bergambar elektronik. Buku cerita bergambar elektronik adalah salah satu alat yang dapat digunakan dalam pengajaran membaca untuk pelajar muda dalam kegiatan literasi. Ini adalah pengembangan pendidikan modern yang terintegrasi dengan teknologi. Buku cerita bergambar elektronik dapat membantu sebagai pelengkap bahasa. Pembelajar muda memiliki perspektif mereka sendiri dalam memahami pesan. Mereka memiliki cara berbeda untuk mentransfer apa yang ada dalam pikiran mereka. Dengan memiliki visualisasi, pembelajar muda akan lebih antusias dan tertarik membaca untuk mendapatkan stimulasi yang baik melalui imajinasi mereka. Buku cerita bergambar elektronik dapat dianggap sebagai kumpulan multi-halaman, multi-media yang responsif dan hidup (termasuk informasi karakter, gambar, suara, efek suara, musik, animasi, dll). Bantuan visual dalam buku cerita bergambar elektronik sangat membantu untuk mendapatkan informasi dan representasi mental. Buku cerita bergambar elektronik bisa menjadi sesuatu yang inovatif dan kreatif sebagai panduan mereka dalam kegiatan literasi. Artikel ini menawarkan cara-cara potensial untuk membangun antusiasme membaca anak-anak melalui buku bergambar elektronik.

Kata kunci : Buku cerita bergambar elektronik, keterampilan membaca

1. Introduction

Students living in the 21st century are required to be literate in English since English is a global language that is used as a medium of communication by most people around the world in every aspect of their lives, among others are media and education system (Crystal, 2003). English is well-known as a global language which is often used in academic context. A language is a dynamic set of visual, auditory, or tactile symbols of communication and the elements used to manipulate them. Language can also refer to the use of such systems as a general phenomenon. The increasing of technology makes innovation of important applications that can be used in education. In a country like Indonesia where English functions as a Foreign Language (EFL), students' exposure to English is mainly in the classroom. The students have very few opportunities to use English outside the classrom. Therefore, Sawir (2005) points out that 1.7 millions of Asian students, face serious learning difficulties and lack of confidence in speaking English and taking a proactive role in classrooms. Foreign language researchers have long been aware that language learning is often associated with an affective factor in which the factors relate to the way of emotional sometimes maintain the brain works.

Students need to master reading in order to understand the vast knowledge the world embraces them. According to Swalm and Kling (1973), literate adult today is reading more in one week than their great-grandfather did in a whole year. This fact places pressures on the students to perform at a higher level than the students before. Reading is a process to constructs meaning through interacting with the text. It means to see the readers' understanding, it comes from their prior knowledge and experiences. This is in line with Brewster et al., 1992 & Cameron (2001) stories could extend readers' social experiences and stimulate their imagination.

In this digital era, the product of technology such as tablet PC, iPad, Smartphone, computer, internet access and e-book reader are close in our daily life. In promoting reading, our generation should know and use those products positively. Because, children' achievement are less in reading. It proves from International Reading Literacy Study (PIRLS, 2006) found that Indonesia is on 41st from 45th countries with 405 scale which is under the average scale for combined reading literacy performance in fourth grade (Baer, et al, 2007). It means that the countries with the average reading literary performance significantly below the PIRLS scale average of 500, five of them are Indonesia, Morocco, Kuwait, Qatar, and South Africa. Not only PIRLS but also reported by Diem (2011), which involved the elementary students in Palembang, found that literacy skills achievement in English of the fifth graders was still in the poor level. Particularly, the mean score of the students' reading comprehension achievement was only 28.83 in 100 scales.

We are in the 21st century where the development of internet access and computer multimedia technology is growing rapidly. The new reading equipments not necessarily enable to love learning and reading. When the iPad launched in May 2010, it was reported to be one of the most popular electronic devices. iPad consist of a touch screen and tools of multimedia that provided in it. Electronic book was used to describe new type of books that is different from traditional paper books, (Barker, 2002). The paper books are composed of pages. The differences are each page of an electronic book is designed and dynamic electronic information. Electronic book could be considered an aggregation of multi-pages, responsive and lively multi-media (includes information of characters, picture, voice , sounds effects, music, animation, etc). A picture book is an art form that combines visual and verbal narratives in a book format. A true picture book tells the story both with words and picture. It presents picture books in the electronic form including CD-ROM, WWW. It mainly operates through mouse and keyboard in user control (interactive operation pattern). Most of the electronic picture books are presented with or without animation. The limited animation is dominated with the movement of leading character or part of object, or zoom-in and out and movement of camera shots. It also supports the students' attentions and interest to understand the story through dynamic performance in digital version.

A computer in the back of a classroom could, for example, deliver drills to students on basic sentence punctuation, or it could support a group project such as a class newsletter. Preservice teachers should be aware of numerous forms of teaching and learning including 'teacher-centered' or direct instruction, as well as the many forms of student-centered instruction. And they should understand how technology can support these forms of instruction. Improving education depends, not on teaching teachers to apply. Moreover, technology should be integrated across the entire curriculum, and participants in all areas of teacher education should help to develop and implement an integrated plan that provides students with the models, mentors, content, practice, and experiences needed. If teacher education students are to graduate with strong skills, positive attitudes, including the idea of lifelong learning, and a thoughtful approach to using technology in their classrooms, it will be necessary for them to experience technology at all levels of their preparation. As with any profession, there is a level of literacy beyond general computer literacy. In education this more specific or professional literacy involves learning to use technology to foster the educational growth of students. To develop that professional expertise students will have to see instructors model appropriate uses; have opportunities to learn how to use technology to support learning; see technology used appropriately in schools; and have many opportunities to develop and teach technology-supported lessons themselves under circumstances that support professional growth.

The design of existing electronic picture books could strengthen the cognition interaction and community interaction that the visitors could interact with the contents of electronic picture books through the characteristics of multimedia factors that are different from the printing books. It also could have meaningful community interactions with other students the linking of internet and the creativity and innovation of interactive technology. Computer technology has a number of valuable advantages in terms of supporting literacy development for young children.

2. Discussion

A. *Reading and Its importance for Young Learners*

Reading is an important language skill that is now in more demand than in any time in our history. Children are active learners. They learn well through doing or experiencing. Children work best through hands on activities and manipulative. There are two sub-channels of the students: Linguistic and Spatial. Visual-linguistic students learn best through written language, such as reading. They write what they read or watch to recall the information. Meanwhile, visual-spatial learners are better with charts, and demonstration, videos and visual materials. Smallwood (1988) states that finding appropriate picture story books for limited English proficiency speakers, ages 9-14 is particulary challenging "because the topic, plot and illustrations need to be chronologically age-appropiate" (p.2)

They use their imaginations to visualize faces and places surrounding them. A word learned in a story is more memorable than a word learned individually (Brewster, et al., 1992).These types of students tend to describe everything with pictures. They see in terms of appearances. Other features by which these learners are characterized might include their inclination as to taking detailed notes as well as seeing the teacher's body language and facial expression to fully understand the content of a lesson. According to RITES (2013), "strong readers struggling with reading can improve their reading comprehension skills by being taught strategies, as well as when and how to use them with different types of texts".

Reading is a process of interpreting written symbols. Reading is an active skill that involves the reader, the text, and the interaction between the two. The acquisition of reading skills is a very important aspect of first (L1) as well as second (L2) or foreign language (FL) literacy (Grabe, 2009). He further explains that process of reading is rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluative, learning, and linguistic process. Therefore, we can conclude that reading is very important in English learning. Reading is a feasible way to operate. Reading does not demand too many conditions when one is to read and there is a great deal of materials available such as textbook, magazine, newspapers, etc. The following is a sampling of the many comprehension strategies that can be directly taught to help students improve their range of comprehension skills (RITES, 2013).

1. Discovering Main Idea
2. Identifying Detail
3. Sequencing Events
4. Using Context
5. Getting Facts
6. Drawing Conclusions/Predicting Outcomes
7. Distinguishing Between Fact and Opinion
8. Understanding Cause and Effect
9. Identifying Figurative Language
10. Identifying Bias and Prejudice
11. Using Prior Knowledge
12. Comparing and Contrasting Ideas
13. Generating and Answering Questions
14. Identifying Inferences
15. Summarizing Concepts
16. Understanding Vocabulary
17. Visualizing Ideas
18. Determining Author's Purpose
19. Understanding Point of View

To succeed in comprehending a text, especially an English text, a student needs to have strategies in developing reading. Moreillon (2007, p.11) suggests seven strategies to help a student in reading comprehension as follow.

1. Activating or building background knowledge
2. Using sensory images
3. Questioning
4. Making prediction and inferences
5. Determining main ideas
6. Using fix-up options
7. Synthesizing

B. *The role of teacher education in facilitating integration of ICT*

In many developing countries, most teachers have minimal or no ICT skills themselves and therefore cannot develop these in learners. Two of the most important supports for ICT integration into teaching and learning are effective Initial Teacher Education (ITE) and Continuing Professional Development (CPD). Both have the greatest impact on the beliefs and practice of teachers, and yet professional development time in particular is often not budgeted for (Venezky, 2004). A growing body of research in this area shows that a more promising way forward is a sustained professional development programme. In recent years, there has been an encouraging emphasis on in-service development, supported by enlightened national ICT policy initiatives. The pedagogical also changes necessary to make most effective use of ICT. Learner-centred environments which learners interact with peers in teams and teachers take a more facilitating role, is a major challenge for practitioners and teacher educators. Many teachers are intimidated by technology and are very comfortable with their established teaching styles. To effect change, the pedagogical and educational gains that use of the technology might bring need to be made explicit. Teachers need support and leadership from their school

managers and necessary time for their own professional development and trialling of new approaches. Many initially feel threatened by the perceived loss of control in the classroom as students, who are usually more adept at using technology, can quickly access information and challenge the teacher"s role as the primary source of knowledge. Teachers who engage in appropriate professional development, however, learn how to manage their classrooms more effectively and to use the technology to create a more stimulating learning environment (Olakulehin, 2007).

C. Technology Changes Quickly

The pace of technological change has accelerated to the point that almost any personal technology currently being explored is likely to be not only commercially available within ten years but also available cheaply enough for mass publicly-funded use by students. The rule of thumb over the nineties that the power of a PC doubles every 18 months without any increase in real cost. Computers have become increasingly available and inexpensive. The lowered price points have affected the growth in computer use. It also have resulted in internet connectivity being a reality in schools. Moreover, the increased availability in both computers and internet connectivity has resulted in a concomitant increase in literacy-related uses, because software has incorporated the computer's capability for graphics, moving video, audio and hyperlinks.

The increase in availability and use of hardware has moved hand in hand with increased use and availability of literacy-related software. For example: Sales of audio books for listening are booming and electronic books can reproduce accurately the print and fonts as found in paper books. But perceptions of the importance of technology to children's future are equally important to changing definitions and conceptions of literacy and to the integration of technology into language arts. If the schools do not fulfill the needs of new technology, they will be viewed as out of date, irrelevant, or not preparing children for demands of an increasingly technologically oriented workforce.

D. Electronic Picture Story Books

Electronic Picture Story Books is one of the tools that can be used in teaching reading for young learners in the classroom. It is development of modern education which integrates with technology. Technology plays an important role and offers new ways of practicing the language and evaluating learners' performance (Diem, 2011). Electronic Picture Story Books (or e-picture book, EPB) is to present picture books in the electronic from including CD-ROOM, WWW or projector (Tsai & You, 2000). McKenna etal (2007) examined the use of talking electronic books in relationship to sight word vocabulary and instructional reading levels of struggling readers in the second grade. dialogues in picture story books can serve as a model to demonstrate to them how spoken language works and how vocabulary and

grammar practice can be learned naturally (Cameron, 2001).

Chinh (2006) points out by carefully selecting picture story books that appropriate to EFL learners, the value of using English picture story books greatly overrides its challenges. The use of stories in the classroom for young learners would provide them with a rich opportunity for learning indirectly while attending to the story. There are some study that explain stories can provide a meaningful context for language learning. This is in line with Collie & Slater (1987), story in the picture book have a power in transferring the information from mechanical or symbol language learning to a more personal involvement context. Chinh (2006) states the use of pictures story books suggest that the educational value is generally seen through three areas:

1. The linguistic value

Story from picture book can provides a meaningful context for language learning that conveys its messages through two media, the art illustrating and the art of written text. According to Brewster et al (1992), at lexical level, stories allow students to review word they have learned previously or encounter new words and at the contextual level, the varied, memorable, and familiar contexts that become integrated into learners' linguistic knowledge and become their output.

2. The value of the story

The value of the story from cultural aspects and believe that reading literature provides EFL learners with an opportunity to understand the target culture and to acquire a feel for codes and preoccupations that structure a society. Kuhiwczak (1999) when looking into the aspect of a translation and inter-cultural transfer indicates that when literature such as picture story book is used as one aspect of teaching language, teachers should not only pay attention to the linguistic content but also be aware of the potential difficulties and opportunities offered by its cultural strangeness.

3. The value of the picture context

Picture are considered an efficient tool limited English proficiency learners to increase their understanding. When using picture story books in an EFL context, the way that picture can facilitate the understanding of the story is considered the primary value of picture (Smallwood, 1988). The meaning of picture that seem transparent to viewers sharing the same cultural background as the illustrators may not be at all obvious to readers from other cultural background.

Learning is a multifaceted, dynamic process and covers the interaction between individual and environment that may assist or impede learning. To increase a child's potential for learning, one must understand the individual, the educational milieu, and the ways in which these two factors interact.

E. Why teachers use ICT

A range of studies have looked at why teachers choose to use ICT. Tella et al (2007) found that computer use by teachers was driven by intentions to use it, and that perceived usefulness was also strongly linked to those intentions. The implication is that teachers will be inclined to use technology if they perceive it to be useful. Furthermore, ICT needs to be linked to specific needs of learners. It is most effectively used as a learner-centred tool, instead of within a more traditional pedagogy. The real challenge for educationists i, how to

harness the potential of ICT to complement the role of a teacher in the teaching and learning process. Teachers who lack the chance to develop professionally in the use of modern ICT feel under threat. From the aforementioned, we can conclude in concurrence with Cox, Preston & Cox (1999) that the factors contributing to ongoing use of ICT by teachers include: Making lessons more interesting, more enjoyable for teachers and their students, more diverse, more motivating, and supportive of productive learning. Overall, it is clear that the psychological factors of a teacher"s own beliefs and attitudes to ICT and pedagogical innovation are both primary facilitators and barriers to teacher use of technology in the classroom. Those facilitators have been elaborated above, and we now take a closer look at the barriers that impede successful ICT classroom use.

F. The Application of New Technology

ICT can enhance the quality of education in several ways through increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment. If designed and implemented properly, ICT-supported education can promote the acquisition of the knowledge and skills that will empower students for lifelong learning. When used appropriately, ICTs—especially computers and Internet technologies— enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in a better way. These new ways of teaching and learning are underpinned by constructivist theories of learning and constitute a shift from a teacher-centered pedagogy—in its worst form characterized by memorization and rote learning—to one that is learner-centered. The explosion of technology and internet use in society has placed enormous pressure on schools and teachers to include and integrated technology into the lessons. New and experienced teachers will regularly come in contact with new technology they have no experience with. They will thus need to learn how to approach and master new technologies, as well as existing technologies already in the classroom. Teacher education programs should not simply prepare students to use the technology currently in schools, they should anticipate future developments and help students cultivate strategies for learning and using new technology as it becomes available.

G. Technology and Its Effect

In this digital era, people has changed to connect any information through technology or information communication and technology. All people in the world are enter in a new digital era where technology and computer are readily to access with literacy development software (Labbo, 1996). The existing literature also provides reader characteristics, text properties, and instructional contexts are main elements of comprehension difficulties (Rapp et al, 2007).

Ertem, (2010) points out reading comprehension is influenced by the development of technology. Electronic texts possess new characteristics that require different types of comprehension processes and a different set of instructional strategies. "Electronic texts introduce new supports as well as new challenges that can have a great impact on an individual's ability to comprehend what he or she reads" (Coiro, 2003, p. 458). Computer technology has a role to play in the remediation of children with reading problems and successes in reading instruction such as motivation, personal instruction and interaction (NICHD, 2000).

Dalton and Strangman (2006) say computer-mediated text and technology have the potential to support students with reading problems in two ways: providing access to text and helping students learn how to read through understanding the massage from the text. There are some basic principles of teaching young learner, theories can be applied to TEYL classroom situation.

Children are active learners and thinkers. (Piaget, 1970)	Children construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration.
Children learn through social interaction. (Vygotsky, 1962)	Children construct knowledge through other people, through interaction with adults. Adults/teachers work actively with children in the Zone of Proximal Development (ZPD). Zone of Proximal Development ZPD)=difference between the child's capacity to solve problems on his own and his capacity to solve them with assistance.
Children learn effectively through scaffolding by adults. (Bruner, 1983)	The adult's role is very important in a child's learning process. Like Vygotsky, Bruner focused on the importance of language in a child's cognitive development. He shows how the adult uses "scaffolding" to guide a child's language learning through finely-tuned talk. (Cameron, 2001)
Effective Scaffolding (Bruner, 1983)	• created interest in the task; • broke the task down into smaller steps; • kept child "on task" by reminding them of the purpose or goal; • pointed out the important parts of the task; • controlled the child's frustration during the task; • modeled the task, including different ways to do the task.

From the theories above, it concludes that children are suggested to be active learner and problem solver

because they should put their interest in the right place in order to build they character by scaffolding from the early age. There is a widely held belief that age positively correlates with the success of second language acquisition. One of the critiques of early English acquisition was the teaching quality of teachers (Shang et al., 2010). Teachers of young learners were commented as lacking the necessary teaching skills and knowledge to teach. A study conducted by Suyanto (2003) found that more than 70% of 700 teachers participating in regional workshop and in-service training in TEYL did not have any English education background. In Indonesia preschools with English-only or bilingual approaches have increasingly established and gained popularity among parents and children. To parents who favors TEYL, teaching English since early age is believed to be more effective as children's brains are believed to absorb language easily.

H. The impact of ICT use on classroom teaching and learning

Providing ICT into the classroom can have a considerable impact on the practice of teachers, in particular when ICT is conceptualized as a tool that supports a real change in the pedagogical approach. Not only do the teachers need to change their roles and class organization, they also need to invest energy in themselves and their students in preparing, introducing and managing new learning arrangements. Some need to acquire basic ICT skills. Teachers also need to determine which applications have added value for learning in their subject area. While doing this they need to be aware that this is not a one-time activity, as the information environment is continuously changing. Perhaps most important and challenging for teachers is determining which basic subject, social and management skills students need to function in such environments. The change can impact on assessment tasks, with new learning environments moving away from summative methods of assessment to formative approaches and open-ended products (such as reports and research papers created by groups of students). These different aspects are time consuming, and result in an increased teacher workload. Some things can be done to reduce the workload. Teachers can be encouraged to share resources with others, locate good practices on the web (where available) and adapt these to their local circumstances. Planning lessons involving computers can take considerable time and demands complex scheduling and resourcing. Therefore, teachers using computers in the classroom should not act in isolation from each other. They need access to resources which will supply ideas and material for different classroom applications, including peers who are also developing their own pedagogies and resources (Leach et al., 2005).

I. The Challenge of Reading Story

Stories can provide a meaningful context for communication and give pleasure by engaging reader' emotions with the text (Hill, 1994). It means students have an alternative way to engage the information of the story through oral or written performance. Engagement is clearly an important literacy outcome for reading in digital environment (Dalton & Strangman, 2006). Nodelman (1988) states that picture can draw readers' attention immediately and provide pleasure as picture are "concentrated versions of aspects of physical reality colour and texture and line that tend to provide pleasure in and for themselves. Astorga (1999) states in analyzing the text-image interaction of picture story books should have the more fully illustrations depict each significant stage in the text, the more support second language learners will have, which not only can help them to draw the connection between the visual and the verbal text, but also enhance their comprehension and recall. Teacher needs to be aware of their good quality and potential to facilitate language learning.

Electronic story text also changed to offer strategic scaffolds such as self-monitoring questions (Andreson-Inman & Horney, 1998). New technologies offer great opportunity and challenge to people (Dalton & Strangman, 2006). Korat (2008) believes that young learners are found to especially respond well to enlarge feature from electronic books. Using charts, graphics, and diagrams to provide visual aids are helpful in understanding the text. For example if a students are given a full page of text with no illustration, probably the students are overwhelmed by it. Cooper (2006) says the students could read the words and comprehend the text when the materials are the same with less text on every page by following some illustrations

3. Conclusion

A new model of technology used to improve teaching and studying literacy to arrange the class is just one way to improve the teaching and learning process. Teachers can come up with different models in their teaching processes based on the prior observation, research and invesigation, related to cultural awareness and scientific designs through technology. The teachers should provide some evidences and implications for the arrangement of classes and more efforts need to be made in order to get a full understanding of relations network technology establishment in the interactive class especially in English Language Teaching (ELT). Technology, computer and internet connection will become one of the torches that can do this. It creates a fairly positive learning environment for students to learn English in an informal, stimulating, meaningful and enjoyable way with the help of audio and visual images. It combines the methods of the use of modern technology within the internet and computer programs and applied them to language instruction. With continued efforts and further improvements, technology computer and internet connection is expected to mature into a program that benefits many language learners around the world. As the more knowledgeable language teachers are the more successfully they can implement the internet service in their language classroom (Singhal,1997). It identifies a need for teachers and teacher educators to integrate ICT into subject teaching and learning using contemporary pedagogical approaches. Ideally teachers will be assisted to work collaboratively over time with peers, and to

learn from one another's innovations and experiences. Teachers who engage in appropriate professional development, however, learn how to manage their classrooms more effectively and to use the technology to create a more stimulating learning environment (Olakulehin, 2007).

Electronic books (e-books) are getting more popular for students especially young learners. One of an alternative way to access a large selection of reading book has increase by using e-books. Students further show a preference for the facilities related to e-book reading such as pop-up definitions and words pronunciation, automatic page turning, and the option of read-aloud narration. Many share the argument that children quickly become comfortable with e-books and welcome with the new technology. Illustrations are best given to the children with strong visualization in order to see the students' understanding based on the story in the text. Visual aids in electronic picture story books are helpful for getting the information and mental representation.

There are some important things why teacher should use electronic picture story book. First, electronic picture story book. can be helpful as a supplement to the language and literacy activities. Second, electronic picture story book. enhanced stories are most effective at strengthening story comprehension skills, rather than those skills that require kids to focus their attention on the words on the page. Third, electronic picture story books tend to include both multimedia features such as animated illustrations, music, and sound effects and interactive feature such as hotspots that children can click to access games, questions, dictionaries, etc.

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