CHAPTER 5

CONCLUSION AND RECOMMENDATION

This chapter outlines the conclusions and recommendations of the study. The conclusions are constructed on the basis of data analysis discussed in Chapter 4. In the conclusion section, the major findings of the study are presented sequentially following the research questions. Recommendations are proposed to those who are concerned with children's reading engagement particularly by using digital media in general. Some limitations in terms of research site and participants and research analysis are revealed for a better future research.

5.1. Conclusion

This study in nature was concerned with the children's reading engagement built through the multimodal employed in a digital interactive storybook. The aims of this study were to identify the interpersonal meaning which is realized through the verbal, visual and animated elements in a digital storybook by Qajoo Studio entitled "Mouse deer and Crocodile" and to observe how the interpersonal meaning realized through the verbal, visual and animated elements in "Mouse deer and Crocodile" digital storybook by Qajoo Studio engages children into reading. Based on the findings from the interpersonal meaning built in digital interactive storybook, observation, interview and questionnaire several conclusions can be drawn.

First, the interpersonal meaning built in the digital interactive storybook engages children into reading activity in several ways. In terms of textual mode or language, the digital interactive storybook provided less engagement since the text was mostly written out in declarative form. The predominance of declarative mood structures over imperatives and interrogative gives less direct interaction between the character and the child-reader. The low percentage of direct interrogative and imperative clauses is imposed by the genre characteristics of

narrative text. In other words, there was an absence of direct appeals from the narrator to the children (Guijarro, 2011).

In terms of visual mode or illustration the digital interactive storybook provided more engagement since two out of four systems of visual meaning were depicted in a friendly or closer way.In other words, the illustrator has made choices which create affinity with the potential reader (ibid, 2011). Some of the visual techniques that created affinity were depicted in the power element which employed eye level and involvement element which employed frontal angle. Thus, children who read this digital interactive storybook feel like making friends with the depicted characters or feel like involved in the story.

Meanwhile in terms of animated mode or animation, the digital interactive storybook provided more engagement. The animation seemed to build a direct interaction between the readers, in this case are children age 11 years old, and the characters. The animation became the cue or the input for children to finish the task in a form of games provided within particular pages. It also became an aided tool for children to comprehend some vocabularies introduced during the reading activity. Even though the animation feature can interrupt the narrative plot, it encouraged involvement and interaction (Lewis, 2001).

To sum up, the interpersonal meaning built in the digital interactive storybook entitled "Mouse deer and Crocodile" by Qajoo Studio were realized through some modes that encouraged engagement, particularly through the illustration and the animation modes.

Second, the interpersonal meaning built in the digital interactive storybook entitled "Mouse deer and Crocodile" engaged children into reading activity through several ways. In terms of behavioral engagement, the participants were willingly to involve in verbal participation and were excitingly demonstrated their positive non-verbal behaviors. Throughout the observations, the verbal participation that was shown by the participants were laughing, commenting and answering questions. Meanwhile, the non-verbal behaviors that were

demonstrated including eye gaze that gazed to the screen and body posture that directed toward the screen.

In terms of emotional engagement, the participants were shown positive affective reactions. These positive affective reactions appeared particularly when the participants encountered new pages of the digital interactive storybook yet they shown negative affective reaction like boredom when they encountered pages that have been read previously.

In terms of cognitive engagement, the participants were shown their ability to comprehend and accomplish particular tasks given by the researcher at the end of each reading activity. There were technically three tasks given by the researcher to measure children's reading engagement. First recalling word meanings or so-called vocabulary skills. Second, finding answers to questions. Third, weaving together ideas in the content or so-called retelling story. Although the participants did not answer perfectly the questions and the vocabulary task, their confidence in retelling the story were gradually increased.

To sum up, the illustration and animation modes employed in the digital interactive storybook entitled "Mouse deer and Crocodile" engaged children behaviorally, emotionally and cognitively due to the fact that these two modes seemed to offer more interaction between the participants and the depicted characters than the textual mode.

5.2. Recommendation

It has been proven that this study supports the idea of children's reading engagement that can be enhanced through the elements employed in a digital interactive storybook. As previously mentioned in the section 2.7. there were several studies discussed the similar issues with the current study. However, most of them were only concerned with the effect of digital media on children's reading outcomes without investigating the intersemiosis elements built in digital storybooks in order to find out how the engagement built via interpersonal

meaning within a digital book can engage children into reading the digital storybooks.

Prior to the recommendation, there are several limitations occurred in this study particularly those related to research site and participant. First, the study was designed to be followed by three participants on the same age and gender. This aspect may influence the result of the study since participants who were on the same age and gender may have similar behavior. Second, thestudy was only conducted at participants' home. It may influence their behavior and level of confidence too since they feel more comfortable at home than at school for instance.

In addition, there were some points not discussed thoroughly in this study such as children's reading engagement that built through traditional book. Thus, future studies that aim to investigate children's reading engagement may try to compare the reading engagement built through traditional book and digital book. Furthermore, for educational practitioners, it is recommended to commence a similar study like the current study in a reading class. Therefore, they can enhance their students' reading engagement when they teach reading with various type of genre.

Meanwhile, for illustrator or book author, it is recommended to make a more engaging book through the verbal, visual and animation resources implemented in the digital interactive storybook. Since, the story is digitalized which makes it a bit different compared to traditional, the author probably can create more interaction by utilizing imperative or interrogative form. In addition to this, it is also very important for the illustrator to create sense of engagement between the represented characters and the readers. To create sense of engagement, the illustrator may try to making the eye of the represented characters gazing directly toward the readers particularly when the readers have to do something to continue the story.

Guided by the criteria of selecting children's books, the digital interactive storybook chosen as the material for this current study has fulfilled some of the good criteria. However, there are others criteria that do not meet with the standard of excellence for children's books. Therefore, caregivers should examine children's books for such things as literary style, characterization, accessibility and readability. Other considerations that should not be overlooked when choosing children's books are the opportunities provided by the book to enhance children's solving problem skill.

The findings of this study also suggest that adults including parents support also plays a central role in the motivational dynamics of engagement. This statement is congruent with the theory of factors of reading engagement which mentions that home or family support plays a central role to build children's reading engagement. It is because children's perception of their parents contributes to their level of engagement. Moreover, interactive book reading describes shared book reading interactions between adults and children that go beyond the traditional routine in which the adult reads the text while the child listens. During interactive reading, both the child and adult are active participants in the construction of a dialogue surrounding the storybook. Parents and the home environment are essential to the early reading and fostering a love reading. Thus parents should provide a great supportive environment by giving access to resources. Children who have books of their own enjoy reading more and read more frequently.

This chapter has concluded and recommended several points to the study. Both research questions proposed in Chapter One was discussed. Limitations of the current study were already stated thus it was hoped to be objective. Finally, some recommendations either theoretical/methodical or practical had already been delivered.