CHAPTER II
REVIEW OF LITERATURE

2.1 Previous Research Findings

First research by Sari Walden *(Edutainment; From Television and Computers to Digital Television)*, the data described that the use of interactive television as a new platform for educational programs can solve many of the present problems in the use of edutainment. Edutainment of interactive television could and should be targeted especially to learners who are not capable or willing to use the present educational material. When moving from analogical to digital television, the deepest changes are in learning activities obeying constructiv-ism, individuals' private activity, moving to collaborative learning, and interactivity among group members.[1]

The findings of Katsaliaki's research suggested (*Edutainment for Sustainable Development: A Survey of Games in the Field)*, that the games used for teaching sustainable development have generally increased players' understanding of issues around sustainability and have enhanced their knowledge of sustainable development strategies. Our classification of the games' characteristics assists educational instructors and potential learners in identifying games that are best suited for their teaching and learning needs.[2]

The research data of Paswano (*Results of enhanced learning with the edutainment format)* showed that:[3] The ideas of the edutainment format from

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[1]Sari Walldén, *Edutainment; From Television and Computers to Digital Television* (University of Tampere Hypermedia Laboratory, 2012), p. 57.

[2]Korina Katsaliaki, *Edutainment for Sustainable Development: A Survey of Games in the Field* (Research Article, 2014), p. 1.

[3]Tiamyod Paswano, *Results of Enhanced Learning With the Edutainment Format* (Thailand: University of Technology Thanya Buri, 2014).

educators in both local and foreign countries indicated that technology and innovation used to enhance the edutainment format included robotics, internet, games, movies, music, and television programs. the environmental factors included play activity, classroom designing, and campus facilities, the edutainment format to enhance undergraduate learning consisted of technology components including learning through ubiquitous high-speed internet access, studio usage, light and sound, robotics, internet, games, movies, music and television programs. The environmental management, included performance stage, movie theatres, game rooms, wireless high-speed internet rooms, and activities to enhance creative thinking. The management of teaching and learning comprised activity based curriculum development, supporting learning emphasizing "Learning by Doing" approach, and tourism for entertainment. Then, after implementing the edutainment format, the results revealed that all issues were rated at high levels. Concerning the opinions toward the edutainment format implementation, the results in each area and at all items were rated at very appropriate level as well as most-appropriatelevel.

2.2 The Concept of Edutainment

2.2.1 The definition of Edutainment

Edutainment is a derived word that states a mixture of entertainment and education or marriage of education with entertainment. The main purpose of this application is to support education with entertainment.[4] Edutainment comes from the word education and entertainment, in terms of language, edutainment is education that is intertaining or fun. While in terms terminology, edutainment is a learning

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[4]Colace, F., De Santo, M. & Pietrosanto, A *Work in Progress:Bayesian Networks for Edutainment,36th ASEE/IEEE Frontiers in Education Conference*, DOI:10.1109/FIE, 2006.

process designed so that the content of education and entertainment can combined harmoniously to create learning that is alot of fun.

Edutainment in digital television brings new challenges to teaching and learning. In the future, non-formal and informal education will likely be emphasized. In the context of formal education, we describe a vision of multiform teaching, which includes contact teaching, distance teaching and self learning with the help of various new media. In addition to content in multiform teaching, the learners have to learn the usage of the chosen media, which is evaluated with the concept of usability. The importance of usability should be stressed especially with children, senior users and various special groups.

These groups include low educated adults and various special groups, like immigrants. Similarly, young people over 16 years old and those over 15 years old and not in school use computer programs and the internet, but they do not watch television's educational programs. Also the continuing education for adults uses the net a lot. Interactive television provides several possibilities to reach these groups. The main issues are the changes in different parts of the planning processes from the new target groups' point of view. Moreover, we deal with improving edutainment program types for the present user groups as well.

However, the idea of combining entertainment with education was not new: It went back in human history as the timeless art of storytelling. In countries where a rich oral tradition persisted, folktales with morals and larger-than-life heroes were an integral part of a child's non-formal education. Edutainment and infotainment, according to Marcel Danesi in 'Dictionary of Media and Communications' has been "[blend of education and entertainment] any media product or text that both educates

and entertain" and infotainment is referred as "[blend of information and entertainment] television or other media form of entertainment based on presenting factual information in an engaging way".[5]

2.2.2 Edutainment Approach as media

If the aim is to teach new things to the next generation and to provide permanence of the teaching, teaching methods should be ordered in the direction of their needs and wishes. The main purpose of edutainment is to attract student's attention and to make him focus on events and teaching materials during learning.[6]

In theory, learning is indicated as an experience deriving from interaction of subject (student) and object (product, an event, an idea, a person, a lesson etc.) in given context. They have examined a few studies about effective experiences and by determining the consumers' reactions to this type of experiences the evaluated their point of view from taking a role in interaction to teaching by entertaining widely. Like in games, in education sector students are assumed as consumers and it is thought that participation can be increased by including entertainment to students' course content and materials. Clarke who supports this idea emphasized that if students include learning theory and have a central role concordantly, they can be successful. The other researcher Wooldridge who has the same idea states that lessons which are made enjoyable with empiric learning theory combined with learning aims can convert into useful activities. According to Solomon, there are two important factors of every lesson in terms of student satisfaction: students and evaluating them

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[5]Danesi, M. *Conceptual errors in second language learning*. In S. De Knop, & T. De Rycker (Eds.), Cognitive approaches to pedagogical grammar (2008), p. 119.

[6]Okan, Z.*Edutainment: Is Learning At Risk, (British Journal of Educational Technology,2003),* p. 255–264.

in point of lessons.

Based on traditional learning model, every lesson is a service and every service need to meet its service provider. In this situation, service provider is an educator. students evaluate a lesson to the extent of the experience which they obtain with service provider/educator and impression.[7]

The effort of including students in class activities of educator affects the result of learning. With the view of this, the result of learning is directly associated to supportive type class behaviors like participation. Even a student takes a part in others' learning experiences.[8] Dallimore stated that class debates or having a role in class is named as active learning which is done to make students tied to class. He mentioned about being valuable of taking role in a university level class because of presence of a positivpe relationship between active learning and taking part.

Appleton – Knapp and Krentler, indicated that having a role in class activities and being in an interaction with educator and classmates of a student affect the student's satisfaction level. At the end of their researches, they emphasized that students use seven factors to evaluate the lesson. They remarked the importance of interaction in learning and teaching, character of educator, type of teaching, learning environment, pair factor (Argan and Sever).[9]

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[7]Argan, M. & Sever, N. S. *Constructs and Relationships of Edutainment Applications in Marketing Classes: How Edutainment Can be Utilized to Act as a Magnet for Choosing a Course?* (*Contemporary Educational Technology*, 2010), p. 118-133.

[8]Curran, J.M. & Rosen, D.E. *Student Attitudes toward College Courses: An Examination of Influencesand Intentions,Journal of Marketing Education*, (2006), p. 135-148.

[9]Argan, M. & Sever, N. S. *Constructs and Relationships of Edutainment Applications in Marketing Classes: How Edutainment Can be Utilized to Act as a Magnet for Choosing a Course?* (*Contemporary Educational Technology*, 2010), p. 118-133.

2.2.3   Kinds of Edutainment

Edutainment designed so that content of education and entertainment can be combined harmoniously so that learning fells fun. It can also be with fun and they enjoy it. The kind of edutainment that can be applied in learning process so learning is not boring, but instead is an educational playground that is educational and fun for students, it will be discribe as follows:

2.2.3.1 Drama (Dramatization)

Educational drama can be also defined as performing. In the method of performing, an event, situation or a problem is dramatized by a group of students in front of the other students' eyes. After students watch the dramatization, they discuss the event at all points. The method of performing has a effective role in gain emotion and skills. For example, during the play by the way of place themselves in someones' shoes, students try to reflect their feelings and thoughts. While they are carrying out this, they learn the art of performing. As for drama is defined as a teaching technique providing students with learning by experience in which situation how they behave. It improves students' problem solving and communicating ability and dramatization technique comprises two types: formal drama and natural drama.[10]

Creative drama in education resembles performing method quitely. In this drama type, roles are shared by teachers. However, in creative drama students determine how to perform the roles. From the point of education sciences, drama was built around empiric learning theory. In terms of empiric learning theory, the experiences of learners are main variances leading teaching–learning process. Students obtain these experiences either from past and present living out of teaching

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[10]Andersen, L., Boud, D. & Cohen, R. *Experience Based Learning, Understanding Adult Education and Training, Second Edition* (Signey, 2000), p. 134.

process or from the activities that they attended under the guidance of their teachers during teaching. Empiric learning theory is defined analyzing individuals' actions by thinking, evaluating them and restructuring them in consideration of individuals' former experiences in order to make sense of their new experiences Empiric learning theory defines learning as the process of creating knowledge with the result of experiences.[11]

Individuals in the process of learning sometimes use concrete living and sometimes use abstract conceptualizing while they perceive their experiences. While they process the experiences, they sometimes use active living and sometimes use reflective observation. Learning styles which cause differences in learning occur with the help of the combination of these four phases which create empiric leaning theory. From the combination of concrete living and reflective observation, qualifier learning styles are created. Internalizing type of leaning styles appear from the combination of reflective observation and abstract conceptualizing. Separating types are formed from the combination of abstract conceptualizing and active living. With the combination of active living and concrete living, establishing learning styles are created.[12]

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[11]Andersen, L., Boud, D. & Cohen, R. *Experience Based Learning, Understanding Adult Education and Training, Second Edition.* (Sydney, 2000), p. 134.

[12]Kuri, N. P, *Kolb's Learning Cycle: An Alternative Strategy for Engineering Education,* (Educational Resources Information Center, 2007), p. 3-7.

Empiric learning theory is used in many fields of higher education. It can be provided achieving the target purpose with entertainment by drawing the students in learning process with the help of acting and drama methods.[13] Games can be formed like ask and answer of imitation and competition. Games have positive effects on learning but this positive effect can only exist with educator and classroom atmosphere.

2.2.3.2 *Story (Simulation)*

Teaching materials have positive effects on the result of learning. Teaching materials prepared with the way of creativity can increase student participation. Despite of abundance of studies about learning environment and its possible effects on learning, studies about teaching materials are really a few.[14] With this method of teaching, students can include into active debates and even they can link themselves with the real life events used in class with the method of simulation and narration. Simulation method is defined as a technique which provides dealing an event like a real one and studying on it to students. In other ways, it is also stated as a teaching approach practiced on a sample (model) and developed realistically to support learning.

2.2.3.3 *Educator and Classroom Atmosphere*

One of the factors that affect students' success is educator's lesson and his taking students view into account about the topics related to his lesson and his

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[13]Bergmann, L., Clifford, D. & Wolff, C. *Edutainment and Teen Modelling May Spark Interest in Nutrition & Physical Activity in Elementary School Audiences*, (Journal of Nutrition Education and Behaviour, 2010), p. 139.

[14]Argan M., Sever N. S. &Argan Tokay M. *Edutainment in Marketing Courses: Findings from Focus Group Studies in Turkey*, (Business Research Yearbook Global Business Perspectives Volume XVI, 2009), p. 542-548.

dealing with the view and caring them. This is seen as an important principle in terms of providing feedback in teaching learning processes. Educator's encouraging students to participate actively into activities in classroom and having a calm atmosphere in classroom affect students' success positively. Students' knowing the classroom rules in advance, educator's caring about them and being tolerant affect students success to a certain degree.[15] Educators take an important role in giving lessons at university and they help students with grasping and perceiving the subject. The large part of the students focuses on multidimensional nature of evaluating of students who are in the experience of class and especially on educators. Educator is an important factor on the success and failure of the lecture. Moreover, other factors which can be effective in students' evaluating educator and lesson should also be understood.

In contemporary education approach, student centered education that is learning is emphasized. Instead of traditional learning defined as permanent alteration of behavior, it is dominated to think that learning is a productive process. Students' learning is also affected by teacher's equipment and learning styles and even the atmosphere of the classroom. Therefore, in order to form the learning atmosphere, educator needs to create positive classroom atmosphere priorly. Classroom atmosphere is related to physical and physiological environment of the class and it has a direct effect on students' behavior and success.[16]

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[15]Özbay and Şahin, *Empatik Sınıf At mosferinTutum* (Hacettepe Üniversitesi, 2000), p. 104-113.

[16]Kocabaş and Uysal, *Experiential Learning* (NJ. Prentice Hall, 2006), p. 138-146.

2.2.3.4 *Edutainment in Computer Environment*

Edutainment in computer environment is accepted as a sub group of computer games noticed easily with the obvious award structure. And it is apart from educational experience in games.[17]edutainment in computer environment is defined as a mixed type based on formats like games, stories and visual materials. The purpose of Edutainment in computer environment is to attract learners' attraction and to retain their attractionby tying their feelings to computer monitors thanks to animation colored vividly This includes an interactive education type. Teaching methods go towards learner centered teaching styles which emphasize learner role more actively than teaching methods.

Computer games can be used as effective tools in teaching complex subjects and computer games increase the motivation of learners. Technical developments provide using computers in education environments as for visual and audial materials like animation, simulation and interpretation. However, it is observed that edutainment in computer environment go slowly into a narrower frame from a conservative approach. In this respect, education and training in edutainment in computer environment is seen as a villain and it is criticized for supporting learning structure which is problematic for new generation. Students should bear problematic and annoying conditions which students come across in learning process. Nevertheless, it is claimed that this situation is not come across in Edutainment much. Because of these reasons, negative approach is occurred for Edutainment in computer environment.[18]

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[17]Egenfeldt-Nielsen, S.*Third Generation Educational Use of Computer Games*, *Journal of Educational Multimedia and Hypermedia*, (2007), p.263-281

[18]Kara, *Beyond Edutainment andm Technotainment From Now*, (2009), p. 1.

2.2.3.5 *Edutainment with TV Programs*

Edutainment with TV programs is carried out with TV programs discovered and enhanced by 'Games Companies' which teach by entertaining TV program is managed by 'TV Station' and 'TV Robot'. For instance; 'The Discovery Channel' and 'The National Geographic Channel' in America have a big market share among TV programs produced with content of education all over the world. Furthermore, an agreement has been signed among Learning Channel, History Channel and Southpark Interactive in order to educate by entertaining.[19] Edutainment with TV programs is not only about education topics on school level but is also contains teaching target audience some kind of knowledge via film and TV series. It determined that for students, memorability increases with the help of the film which is about the subject in the focus group research made in order to decide feelings, thoughts and attitudes towards edutainment of students who take marketing lesson.

2.3 The Concept of Reading Comprehension

Some experts think in many ways concerning the concept of reading comprehension. Therefore, to understand fully about it, the detail explanation of the concept of reading comprehension which contains definition and aspects of reading comprehension is shown below.

2.3.1 Definition of Reading Comprehension

Reading is one of the essential skills which should be mastered by students who want to achieve their proficiency in english. Actually, reading is a cognitive process where a reader involves in the mental process of knowing, learning, and understanding things. Furthermore, Nuttall defines reading as the meaningful

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[19]Wang, Y., Zuo M. & Li X, *Edutainment Technology - A New Starting Point for Educational Development of China*, 37th ASEE/IEEE Frontiers in Education Conference, (2007). p. 31.

interpretation of printed or written word verbal symbol. It means that reading is a result of the interpretation of the perception of graphic symbols which represents language and there a ders "language skills, cognitive skills, and knowledge of the world. In this process, the reader tries to create the meanings intended by the researcher.

It is widely accepted that reading is started from receiving meaning from written symbols. The reader imagines transferring sounds into letters to get the meaning out. This view is strongly influenced by an audio-lingual method which claims that reading the second language was viewed primarily as an adjunct to oral language skills. From this point of view, decoding sound symbol-relationship was considered to be the primary steps in the development of reading proficiency.

These concepts basically characterize the theory bottom-up processing. This bottom-up model was proposed by structural linguists and behavioral psychologists. According to his theory reading entailedthe application of automatic habit, induced response to the written text. Reading is considered essentially a mechanical decoding process.

Similarly, according to Carrel and Eisterhold, there is a process of interaction between the author with his or her language media and the reader with his language knowledge and knowledge of the world in reading. The reader is going to catch what the author has expressed in the written text. Simply, our understanding of reading is best considered as the interaction that happens between the reader and the text, an interpretive process.

Reading is not the only process to read a text, but the important thing is the ability to understand and interpret the meaning of the text. As Dallman says, reading

is more than knowing what each letter of alphabet stands for, but reading involves more than word recognition and comprehension is essential in reading. Reading is not simply making the sound of the text, but it is about comprehending the idea of the text itself. It means that reading will not take place without comprehension.

Therefore, according to Torgesen, comprehension of reading is a cognitive, motivational, and effective activity. These levels are often referred to as literal level, inferential level, critical level, and creative level. The first level is *literal level*. At the literal level, the basic facts are understood. For example, knowing the name, place, time. This information is contained explicitly within the text. The second level is *inferential level*. At the inferential level, the reader is able to go beyond what is written on the page and add meaning or draw conclusions. It covers inferring, drawing conclusion, and deriving meaning from figurative language. The third level is *critical level*. At the critical level, the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. Then the last level is *creative level*. At the creative level, the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

2.3.2 Improvement in Reading Comprehension

In the process of reading, comprehension is one of the reasons why read a text. According to Pardo, comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.[20]

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[20]Pardo, *What every teacher needs to know about comprehension*. *The Reading Teacher*,(2004), p. 272.

Improvement is something that somebody has done successfully, specially using their own afford and skill. An achievement is one important factor in considering whether or not teaching and learning activity succeeds. There are some factors that influence reading achievement. Snow, Burns, and Griffins mention there are four aspects that influence it, they are (1) intellectual and sensory capacities, (2) positive expectations about and experiences with literacy from an early age, (3) support for reading-related activities and attitudes so that he or she is prepared to benefit from early literacy experiences and subsequent formal interaction in school, and (4) instructional environments conductive to learn.[21]

It can be concluded that Improvement is the result of students' understanding of texts that can be affected by some factors, such as their reading strategies. Good Improvement in comprehending the passage will be indicated by getting high scores or good results.

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[21]Snow, *Reading for understanding: Toward a research and development program in reading comprehension,* (Santa Monica, CA: RAN, 2002), p. 231.

2.4 Conceptual Framework

      The conceptual framework underlying this research will be given in the following diagram:
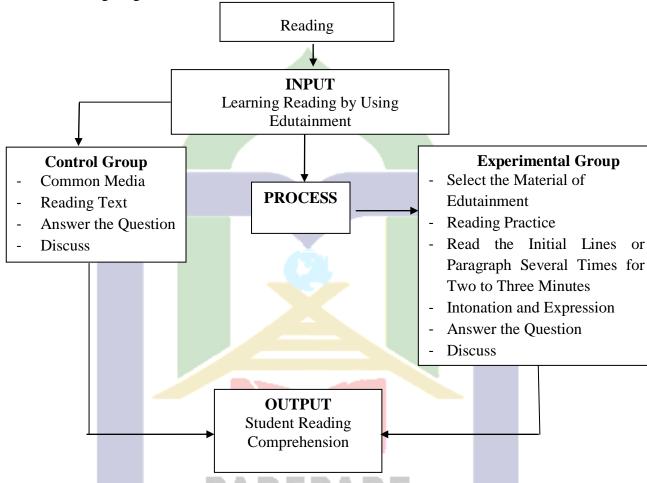

Figure 2.4 the Conceptual Framework of the Research

The conceptual framework in this research will be systematically explained below:

      In this research the students' low reading comprehension try to encourage teaching materials through edutainment media. The researcher gave treatment and teach two different classes experimental and control group. The researcher applied edutainment media in the experimental group and direct instruction in the control group.

The students' achievement in reading comprehension improvement after giving treatment by applying edutainment media and static in reading comprehension after using direct instruction.

2.5 Hypothesis

The researcher formulates the hypothesis as follows:

1) H_0 (Null hypothesis) : Edutainment media is not implicated to encourages tudent's reading comprehension.

2) H_1 (Alternative hypothesis) : Edutainment media is implicated to encourage student's reading comprehension.

2.6 Operational definition of variable

There are two variables, it will be explained below:

1. Reading comprehension is the ability to read text, process it and understand meaning, an individual's ability to comprehend text is influenced by their traits and skill. One of which the ability to make inferences.

2. Edutainment media is a video program media that used for students to build rate and fluency. Students learn by emulating a fluent reading model from the video.

3. One student is paired up with the teacher. The teacher and student read together at the student's independent reading level by looking at the video. The teacher should make sure the video is of high interest of the student so they engaged the entire time they reading.