

THE EFFECTIVENESS OF DIGITAL STORYTELLING IN IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS

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ABSTRACT

This research entitled “The Effectiveness of Digital Storytelling in Improving Students’ Reading Comprehension of Narrative Text” aims to investigate the effectiveness of digital storytelling as a teaching method in improving students’ reading comprehension. The study employed a quasi-experimental design with pre-test and post-test. The research was conducted in the eleventh grade of SMA Plus Islam Pacet with two groups: an experimental group taught using digital storytelling and a control group taught using the conventional method. The pre-test was given on 21st July 2025, and four treatments were given on 22nd, 24th, 29th, and 30th July. The post-test was given on 30th July 2025. The results revealed that the average pre-test score of the experimental group was 48.2, which had come to 85.9 in the post-test. The mean score for the control group had increased marginally from 47.2 to 60.9. The t-test value showed that the value of t (4.112) calculated was higher than the critical value of t (2.024), which means that the two groups are significantly different. As such, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) rejected. Also, the students' responses in questionnaires showed that most students opined that digital storytelling helped improve understanding, motivation, and focus. In summary, therefore, it is clear that digital storytelling works and should be recommended for reading comprehension instruction, particularly for narrative texts, as it presents a more enjoyable and engaging learning experience.

Keywords: Digital storytelling; reading comprehension; narrative text.

INTRODUCTION

One of the most important aspects of learning a foreign language in an educational context is reading. Reading is a crucial component of pupils' success in academic settings. It is also a component of any desired level of economic and personal success.

Reading has been identified as the most crucial academic language skill because of the factors mentioned above (Carrell, Grabe & Stoller, 2002, quoted in Dimassi, 2006). Richards and Renanaya (2003) note that reading in a foreign language receives particular attention. For them, this is due to two key factors: "First, many foreign language students often have reading as one of their most important goals." Second, reading is given this unique status because of the many educational functions that written texts fulfill.

In educational studies, the issue of students' reading comprehension has received a lot of concern. Due to a lack of desire and limited exposure to a variety of reading materials, many pupils struggle to understand texts. Furthermore, traditional teaching strategies frequently fall short in terms of actively engaging children, which results in subpar reading performance. In educational studies, the issue of students' reading comprehension has received a lot of concern. Due to a lack of desire and limited exposure to a variety of reading materials, many pupils struggle to understand texts. Furthermore, traditional teaching strategies frequently fall short in terms of actively engaging children, which results in subpar reading performance.

Digital storytelling can increase students' interest and involvement in the learning process, which in turn increases their cognitive abilities, according to a study by Robin (2008). This means they are more likely to acquire analytical and critical thinking abilities, two things that are crucial for reading comprehension, when they participate in storytelling activities.

The researcher uses Oxford Owl, an educational website that offers interactive digital stories and reading comprehension exercises, to implement digital storytelling in this study. By allowing students to interact with stories in a multimodal way, Oxford Owl enhances their understanding through visual and auditory learning, and the study intends to investigate how Oxford Owl's digital storytelling affects students' reading comprehension.

From the previous research, the use of digital storytelling in learning a language has attracted interest, with the majority of the attention given to how it affects speaking and writing abilities rather than reading comprehension. Based on the description, the researcher is interested in doing research entitled *The Effectiveness of Digital Storytelling in Improving Students' Reading Comprehension of Narrative Texts*.

RESEARCH QUESTION

The research questions that guide this study are:

1. Does digital storytelling as a means of teaching reading comprehension of narrative text have significantly better results than the conventional method?
2. What are students' responses toward the use of the digital storytelling method?

LITERATURE REVIEW

1. Reading comprehension

Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings. According to Woolley (2011), it is the process of deriving meaning from text. Instead of deriving meaning from individual words or sentences, the objective is to get a comprehensive grasp of the content described in the text. This means that readers should be able to make connections between ideas, identify important ideas, and comprehend the text's essential points.

2. Digital storytelling

Digital storytelling is a short form of digital media creation that enables ordinary people to produce and share their experiences online (Rahayu, 2025). In today's digital age, storytelling has changed by incorporating multimedia tools that make learning more engaging and accessible. Hronova (2011: 27) defines digital storytelling as multimedia narratives that incorporate visuals, text, audio, or music to create an engaging learning environment.

3. Narrative text

Narrative text is a type of writing that tells a story, whether real or imaginary, with the purpose of engaging the reader. Generally speaking, narrative writings use a series of events that develop over time to entertain, educate, or inspire. They frequently represent the feelings, values, and experiences of people. According to Kane (2000: p. 366), the narrative text is a meaningful sequence of events told in words. In addition to providing enjoyment, narrative texts are essential for education since they foster critical thinking, empathy, and reading skills.

METHOD

Research Design

The researcher will use a quantitative method. Utilizing quantitative research methodologies, events that impact a certain set of people, the sample population, are observed, to study phenomena and their interactions methodically.

This study used a quasi-experimental design. Quasi-experimental research design is a type of research design that lacks random assignment of participants to treatment or control groups. When randomly allocating participants to groups or adjusting the independent variable is impractical or unethical, this kind of design is employed (Creswell, 2012, 2013). Non-equivalent control group designs, interrupted time-series designs, and pretest-posttest designs are examples of quasi-experimental designs. Through a comparison of the experimental and control groups' outcomes, these designs seek to demonstrate a causal relationship between the independent and dependent terms.

Table 1 of Quasi-Experimental Design

Group	Pre-test		Treatment	Post-test	
Experiment	V		VVVV	V	
Group					

Control	V		—	V	
Group					

This study employs a quasi-experimental design consisting of two groups: an experimental group and a control group. Both groups receive a pre-test before the treatment phase to measure their initial ability. Each group gets four treatment sessions, using different methods depending on the group. To evaluate how much the treatment improves the students' performance, a post-test is given to both groups at the conclusion of the treatment phase.

Population and Sample

According to Dooley & Linder (2003), the population is the group to which the research is of interest and to which the findings of the study are intended to be applied. According to Creswell (2012), a sample is a subset of the target population that the researcher intends to examine to draw generalizations about the target population.

The subject of the research is the 11th-grade students of senior high school at SMA Plus Islam Pacet in the academic year 2025/2026. It consists of two classes with a total number of 46 students. The study population is students of class XI. Even though XI IPS 1 is composed of 20 students and XI IPA is composed of 26 students, the sample used was only 20 students from each class, totaling 40 students.

Research Instrument

This research is divided into two categories: tests (pre-test and post-test) and questionnaires for collecting supporting data.

Test

The tests are divided into two categories: pretest and posttest.

To calculate this data, the t-test will be used, According to Ary et al. (2010), the pre-test and post-test can be analyzed using the gain score formula as follow:

1. Calculate $\bar{x}_1$
2. Calculate $\bar{x}_2$
3. Calculate $\sum X_1^2$
4. Calculate $\sum X_2^2$
5. Calculate $(\sum X_1)^2$
6. Calculate $(\sum X_2)^2$
7. Obtain the number of scores in each group.
 N_1 = the number of scores in group 1
 N_2 = the number of scores in group 2

8. Enter the values obtained in steps 1-7 into the formula of the t-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\frac{(\sum x_1)^2}{N_1} - \frac{(\sum x_1)^2}{N_1}}{N_1 - 2} + \frac{\frac{(\sum x_2)^2}{N_2} - \frac{(\sum x_2)^2}{N_2}}{N_2 - 2}}} \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

9. Interpret the result of the computation.

Questionnaire

The questionnaire used the Gutman Scale to obtain straightforward responses such as 'yes' or 'no', the data were analyzed using a percentage formula based on Suherman & Sukjaya (1991, p.71) in Malik & Chusni (2018, p. 88) as follow:

$$X = \frac{Y}{Z} \bar{x} 100$$

There:

X = percentage of respondent

Y = Frequency of the answer

Z = Total number of students

After the getting results of the questionnaire calculation percentage, the researcher categorized them into validity standards as follows:

Table 2 Interpretation of Number

Percentage	Categorize
1-25%	Small number of the students
26-49%	Nearly half of the students
50%	Half of Students
51-75%	More than half of students
76-99%	Almost all of the students
100%	All of the students

RESULTS AND DISCUSSION

The Data of Pre-Test

The result of pre-test's score of this research can be seen in the following table:

Table 3. Students' pre-test score— —

No	Experimental Group			Control Group		
	Sample 1	X_1	X_1^2	Sample 2	X_1	X_2^2
1	Student 1	56	3136	Student 1	52	2704
2	Student 2	52	2704	Student 2	52	2704
3	Student 3	44	1936	Student 3	56	3136
4	Student 4	72	5184	Student 4	64	4096

5	Student 5	60	3600	Student 5	56	3136
6	Student 6	48	2304	Student 6	48	2304
7	Student 7	48	2304	Student 7	36	1296
8	Student 8	32	1024	Student 8	32	1024
9	Student 9	40	1600	Student 9	36	1296
10	Student 10	40	1600	Student 10	48	2304
11	Student 11	36	1296	Student 11	36	1296
12	Student 12	44	1936	Student 12	60	3600
13	Student 13	28	784	Student 13	24	576
14	Student 14	72	5184	Student 14	64	4096
15	Student 15	36	1296	Student 15	36	1296
16	Student 16	52	2704	Student 16	56	3136
17	Student 17	84	7056	Student 17	68	4624
18	Student 18	56	3136	Student 18	64	4096
19	Student 19	32	1024	Student 19	32	1024
20	Student 20	32	1024	Student 20	24	576
	Σ	$\Sigma X_1 = 964$	$\Sigma X_1^2 = 50,832$	Σ	$\Sigma X_2 = 944$	$\Sigma X_2^2 = 48,320$

From the data above, the researcher did some steps to compute the data using the t-test formula. The steps are:

Step 1: Calculate the $\bar{x}_1$ (the mean of the scores of the experimental group)

$$\bar{x}_1 = \frac{\Sigma x_1}{N_1} = \frac{964}{20} = 48.2$$

Step 2: Calculate the $\bar{x}_2$ (the mean of the scores of the control group)

$$\bar{x}_2 = \frac{\Sigma x_2}{N_2} = \frac{944}{20} = 47.2$$

Step 3: Calculate the ΣX^2 (the sum of the squares of experimental group)

$$\Sigma X^2 = 50,832$$

Step 4: Calculate the ΣX^2 (the sum of the squares of experimental group)

$$\Sigma X^2 = 48,320$$

Step 5: Calculate the $(\Sigma X_1)^2$ (the square of the sum of the scores of the experimental group)

$$(\Sigma X_1)^2 = 929,296$$

Step 6: Calculate the $(\Sigma X_2)^2$ (the square of the sum of the scores of the experimental group)

$$(\Sigma X_2)^2 = 891,136$$

Step 7: Calculate the Df (sum the number of experimental and control group)

N_1 = the number of scores in group 1 (20)

N_2 = the number of scores in group 2 (20)

$$Df = N_1 + N_2 - 2$$

$$Df = 20 + 20 - 2 = 38$$

Step 8: Enter the values obtained in steps 1-7 into the formula of the t-test:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{\sum X_1^2}{N_1} + \frac{\sum X_2^2}{N_2} - \frac{(\sum X_1)^2}{N_1 + N_2 - 2} - \frac{(\sum X_2)^2}{N_1 + N_2 - 2}} \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$$t = \frac{48,2 - 47,2}{\sqrt{\left(\frac{50,832}{20} - \frac{(964)^2}{20 \cdot 20} \right) + \left(\frac{48,320}{20} - \frac{(944)^2}{20 \cdot 20} \right)} \cdot \left(\frac{1}{20} + \frac{1}{20} \right)}$$

$$t = \frac{1,0}{\sqrt{\left(\frac{50,832}{20} - \frac{929,296}{20} \right) + \left(\frac{48,320}{20} - \frac{891,136}{20} \right)} \cdot \left(\frac{1}{38} \right)}$$

$$t = \frac{1,0}{\sqrt{\left(\frac{50,832 - 46,465}{38} \right) + \left(\frac{48,320 - 44,557}{38} \right)} \cdot \left(\frac{1}{10} \right)}$$

$$t = \frac{1,0}{\sqrt{\left(\frac{4,367 + 3,763}{38} \right) \cdot \left(\frac{1}{10} \right)}}$$

$$t = \frac{1,0}{\sqrt{\left(\frac{8,139}{38} \right) \cdot \left(\frac{1}{10} \right)}} = \frac{1,0}{\sqrt{213,9 \cdot \left(\frac{1}{10} \right)}}$$

$$t = \frac{1,0}{\sqrt{21,39}} = \frac{1,0}{4,6} = 0,22$$

Step 9: Interpret the result of the computation.

With the $df = N_1 + N_2 - 2 = 20 + 20 - 2 = 38$, at $p = .05$ of two tailed, the critical value is 2.021. As the value of the derived t (t_o) is lower than that of the critical t (t -table) ($0,22 < 2,021$). Therefore, the researcher concludes that there is no significant difference in students' reading comprehension between the two groups before the treatment was given.

The Data of Post-Test

Post-test data were tabulated and put in the following table:

Table 4. Students' post test score

No	Experimental Group			Control Group		
	Sample 1	X ₁	X ₁ ²	Sample 2	X ₁	X ₂ ²
1	Student 1	100	10000	Student 1	76	5776
2	Student 2	100	10000	Student 2	80	6400
3	Student 3	40	1600	Student 3	56	3136
4	Student 4	95	9025	Student 4	76	5776
5	Student 5	100	10000	Student 5	52	2704
6	Student 6	96	9216	Student 6	56	3136
7	Student 7	100	10000	Student 7	64	4096
8	Student 8	92	8464	Student 8	28	784
9	Student 9	96	9216	Student 9	24	576
10	Student 10	92	8464	Student 10	92	8464
11	Student 11	88	7744	Student 11	36	1296
12	Student 12	64	4096	Student 12	72	5184
13	Student 13	68	4624	Student 13	26	676
14	Student 14	60	3600	Student 14	80	6400
15	Student 15	80	6400	Student 15	76	5776
16	Student 16	92	8464	Student 16	80	6400
17	Student 17	96	9216	Student 17	80	6400
18	Student 18	100	10000	Student 18	76	5776
19	Student 19	68	4624	Student 19	52	2704
20	Student 20	92	8464	Student 20	36	1296
	Σ	Σ X ₁ = 1719	Σ X ₁ ² = 153.217	Σ	Σ X ₁ = 1218	Σ X ₂ ² = 82.756

From the data above, the researcher did some steps to compute the data using the t-test formula. The steps are:

Step 1: Calculate the $\bar{x}_1$ (the mean of the scores of the experimental group)

$$\bar{x}_1 = \frac{\sum x_1}{N_1} = \frac{1719.00}{20} = 85.9$$

Step 2: Calculate the $\bar{x}_2$ (the mean of the scores of the control group)

$$\bar{x}_2 = \frac{\sum x_2}{N_2} = \frac{1218}{20} = 60.9$$

Step 3: Calculate the $\sum X_1^2$ (the sum of the squares of experimental group)

$$\sum X_1^2 = 153,217$$

Step 4: Calculate the $\sum X_2^2$ (the sum of the squares of experimental group)

$$\sum X_2^2 = 82,756$$

Step 5: Calculate the $(\sum X_1)^2$ (the square of the sum of the scores of the experimental group)

$$(\sum X_1)^2 = 2954,9$$

Step 6: Calculate the $(\sum X_2)^2$ (the square of the sum of the scores of the experimental group)

$$(\sum X_2)^2 = 1483,6$$

Step 7: Calculate the Df (sum the number of experimental and control group)

N_1 = the number of scores in group 1 (20)

N_2 = the number of scores in group 2 (20)

$$Df = N_1 + N_2 - 2$$

$$Df = 20 + 20 - 2 = 38$$

Step 8: Enter the values obtained in steps 1-7 into the formula of the t-test:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{\frac{2}{N_1} (\sum X_1)^2 + \frac{2}{N_2} (\sum X_2)^2}{N_1 + N_2 - 2}} \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$$t = \frac{85,9 - 60,9}{\sqrt{\left(\frac{153,217 - \frac{(1719)^2}{20}}{20} + \frac{82,756 - \frac{(1218)^2}{20}}{20} \right)} \cdot \left(\frac{1}{20} + \frac{1}{20} \right)}$$

$$t = \frac{25}{\sqrt{\left(\frac{153,217 - \frac{2954,9}{20}}{20} + \frac{82,756 - \frac{1483,6}{20}}{20} \right)} \cdot \left(\frac{1}{10} \right)}$$

$$t = \frac{25}{\sqrt{\left(\frac{153,217 - 147,745}{38} + \frac{82,756 - 74,18}{38} \right)} \cdot \left(\frac{1}{10} \right)}$$

$$t = \frac{25}{\sqrt{\left(\frac{5,472 + 8,576}{38} \right)} \cdot \left(\frac{1}{10} \right)}$$

$$t = \frac{25}{\sqrt{\left(\frac{14,048}{10} \right)} \cdot \left(\frac{1}{10} \right)} = \frac{25}{\sqrt{1,4048} \cdot \frac{1}{10}} = \frac{25}{\sqrt{0,14048}} = \frac{25}{0,3748} = 66,73$$

(¹)

$$t = \frac{25}{\sqrt{36.9}} = \frac{25}{6.08} = 4.112$$

Step 9: Interpret the result of the computation.

With the $df = N_1 + N_2 = 20 + 20 - 2 = 38$, at $p = .05$ of two tailed, the critical value is 2.021. As the value of the derived t (t_o) is bigger than that of the critical t (t -table) ($4.112 > 2.021$). The null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted, stating that there is significant difference in the result between digital storytelling technique and the conventional method in teaching reading comprehension to the second grade of SMA PLUS ISLAM PACET. This means that digital storytelling as a means of teaching reading comprehension to the second grade of SMA PLUS ISLAM PACET has significantly better result than the conventional method. This also means that this technique is effective.

The Result of Questionnaire

The result of the questionnaire can be shown in the table down below:

Table 5. Percentage result of Questionnaire

No	Question	Yes	No
1	Do you like reading in English? Apakah anda senang membaca dengan Bahasa Inggris?	17 (65%)	9 (35%)
2	Digital storytelling makes reading more interesting? Digital storytelling membuat membaca lebih menarik?	26 (100%)	0 (0%)
3	Using digital storytelling helps me understand the main idea of a text better Penggunaan digital storytelling membantu saya memahami ide utama dalam sebuah teks dengan lebih baik	26 (100%)	0 (0%)
4	I feel more motivated to read when digital storytelling is used. Saya merasa lebih termotivasi untuk membaca ketika menggunakan digital storytelling.	26 (100%)	0 (0%)
5	Digital storytelling helps me stay focused while reading. Digital storytelling membantu saya tetap fokus saat membaca.	25 (96%)	1 (4%)
6	Digital storytelling helps me expand my vocabulary. Digital storytelling membantu saya memperkaya kosakata.	26 (100%)	0 (0%)
7	I prefer digital storytelling over traditional reading methods. Saya lebih menyukai digital storytelling dibandingkan metode membaca tradisional.	26 (100%)	0 (0%)
8	The use of audio narration in digital storytelling makes reading comprehension easier. Penggunaan narasi suara dalam digital storytelling membuat pemahaman membaca menjadi lebih mudah.	26 (100%)	0 (0%)
9	The visual elements (images, animations) in digital storytelling help me understand the story better. Elemen visual (gambar, animasi) dalam digital storytelling membantu saya memahami cerita dengan lebih baik.	26 (100%)	0 (0%)
10	I can follow the sequence of events in a story better with digital storytelling. Saya dapat mengikuti urutan kejadian dalam cerita dengan lebih baik melalui digital storytelling.	26 (100%)	0 (0%)
11	Digital storytelling encourages me to read more frequently. Digital storytelling mendorong saya untuk membaca lebih sering.	20 (76%)	6 (24%)

12	I can understand the meaning of unfamiliar words better when using digital storytelling. Saya dapat memahami arti kata-kata yang tidak familiar dengan lebih baik saat menggunakan digital storytelling.	19 (73%)	7 (27%)
13	Digital storytelling makes learning new reading strategies (such as skimming and scanning) easier. Digital storytelling membuat pembelajaran strategi membaca baru (seperti skimming dan scanning) menjadi lebih mudah.	23 (88%)	3 (12%)
14	Digital storytelling makes it easier for me to retell a story in my own words. Digital storytelling membuat saya lebih mudah menceritakan kembali sebuah cerita dengan kata-kata saya sendiri.	21 (81%)	5 (19%)
15	I feel more confident answering reading comprehension questions after learning through digital storytelling. <i>Saya merasa lebih percaya diri dalam menjawab pertanyaan pemahaman membaca setelah belajar melalui digital storytelling.</i>	23 (88%)	3 (12%)

DISCUSSION

The purpose of this research was to investigate the effectiveness of digital storytelling in teaching reading comprehension of narrative texts. After the treatment was implemented, the study shows that there was a difference between the groups' reading comprehension scores. The noted findings from the post-test revealed the overall average reading comprehension score of the experimental group improved from 48.2 on the pre-test to 85.9 on the post-test. The noted findings also showed the control group improved from 47.2 in the pre-test to 60.9 in the post-test.

The questionnaire consisted of 15 questions designed to explore students' responses toward the use of digital storytelling in reading comprehension. Based on data obtained, the researcher concludes that most of the students' responses toward the use of digital storytelling in teaching reading comprehension are positive.

Based on the results of the questionnaire, from question 1 it was found that 65% of students stated that they enjoyed reading in English, while 25% stated that they did not. This 25% of "no" responses is perhaps a lack of confidence in reading English. According to the percentage criteria of the questionnaire, this indicated that more than half of the students enjoyed reading English.

From question 2, 100% of the students concurred that digital storytelling made reading more engaging, which meant that all students endorsed the functionality of this method in the form that digital storytelling made reading sessions more enjoyable.

Question 3 showed that 100% of the students understood that digital storytelling made the central theme of a piece of text clearer to them. This showed that all students considered digital storytelling as an effective method of understanding main points of a text.

From question 4, it was revealed that 100% of the students replied that they were even more motivated when digital storytelling is used. This means that all students agreed that this approach could enhance their motivation to learn.

For question 5, 96% of the students agreed that through digital storytelling, reading would make them even more focused; however, only 4% disagreed. This revealed that almost all the students were able to maintain their attention during reading sessions via digital storytelling.

From question 6, all the students indicated that digital storytelling enhanced their vocabulary, which means all the students accepted its contribution towards the development of their vocabulary. Moreover.

From question 7, it was identified that 100% of students preferred digital storytelling over the usual method of reading, which implies that all the students preferred using this media over the conventional methods of reading.

Question 8 revealed that 100% of students agreed that audio narration in digital storytelling helped reading comprehension. This revealed that all the students were assisted by the narration in digital storytelling. Similarly.

Question 9 revealed that 100% of students agreed that visual elements (images) in digital storytelling made the story more comprehensible. This implied that all students found visual support very helpful to understand.

From question 10, it was found that 100% of the students agreed that they could follow the plot of a story more with digital storytelling.

Question 11, however, showed that 76% of students marked that digital storytelling encouraged them to read more, and 24% responded with "no." The 24% of "no" responses are perhaps because they had no interest in reading even with the digital support.

In question 12, 73% of the students indicated being able to understand the meaning of unfamiliar words more with digital storytelling, while 27% indicated not being able to do so. This indicated that the majority of the students indicated being assisted by digital storytelling in learning new words.

In question 13, 88% of the students indicated that digital storytelling helped make learning new reading skills (such as skimming and scanning) easier for them, while 12% indicated that it did not. This shows that most of the students were assisted by digital storytelling in enhancing their reading strategies.

In question 14, 81% of the students pointed out that digital storytelling made it easier to retell a story in their own words, while 19% stated otherwise. This showed that most of the students were assisted by this medium in improving their ability to restate a text.

Lastly, question 15 revealed that 88% of the students felt more confident in answering reading comprehension questions after learning through digital storytelling, while 12% did not. This reveals that most of the students gained more confidence in reading comprehension activities through this method.

The results of the questionnaire showed some variation in the students' responses to the issues presented. From their responses, according to the researcher, it could be concluded that digital storytelling utilization in reading instruction and learning received positive feedback from the students, as it maintained their motivation, concentration, and confidence and made reading enjoyable and easy to understand.

CONCLUSION

Based on Chapter IV results, it can be stated that the use of digital storytelling as a means to teach reading comprehension on narrative texts is effective. It was confirmed by the advancement of the experimental group's post-test score, which comprised significantly better outcomes compared to the control group. The result of the t-test calculation showed that the observed t (4.112) was higher than the t -table value (2.024) at a significance level of 0.05. Therefore, the Null Hypothesis (H_0) was rejected, and the Alternative Hypothesis (H_a) was accepted.

This means that, in relation to students that were taught in the conventional way, there was an enormous difference between the students that were taught in the digital storytelling way. Digital storytelling, such as Oxford Owl, helped students learn to understand narrative texts better since it provided visual and auditory elements, which improved the learning process to be more interactive.

Moreover, the result of the questionnaire also showed that students gave a positive response to digital storytelling. Students agreed mostly that digital storytelling helped them keep their concentration, motivated and helped them to read and comprehend the main idea, vocabulary, and story pattern.

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