

CHAPTER I

INTRODUCTION

1.1 Background

In Indonesia, English is considered a foreign language. English is taught as a subject in school and courses. There are four skills to be mastered in English, namely listening, writing, reading, and speaking. Reading is one of the important skills required to master English.

Dalman in Sundari (2019) stated that reading is an activity or cognitive process that involves trying to find various information contained in writing. This means that reading is a thinking process for understanding the content of the text being read. While Abidin, Tita, & Hana (2018: 160) explain that Reading is one of the language skills. Reading is also a necessity for us. Reading meaning makes students literate about a context. Reading is interpreted as an effort to understand, use, reflect, and engage in various types of texts in order to achieve a goal, namely developing knowledge and potency.

Reading comprehension is the ability to understand the meaning and process the content of the text read. Kusman, Prihatsanti et al., in Muliawanti et al., (2022) states that the reading comprehension is an activity carried out to understand the content of reading and improve skills. Meanwhile, Tarchi in Pambudiyatno et al., (2021) states that reading comprehension is the process of reading in order to build understanding. If the reader does not understand the content of the reading text, then the purpose of reading will not be achieved.

There are many types of texts to read, one of which is narrative text. Narrative text is a text that tells a series of events in a connected and sequential way. This kind of writing aims to entertain readers with an inventive style or contrived plot. According to Monika in Mardhani (2022) stated that narrative text is the text that tells something imaginatively or something that is just a fantasy that aims to entertain the reader. Currently, there are many media that can be used to teach narrative texts to students, to attract more attention and make it easier for students to understand the content of narrative texts. Using learning media can also make

the learning process more enjoyable. One of the media that can be used is digital storytelling.

Digital storytelling is a form of modern learning media that can be used as an alternative to conveying learning material. According to Zuana (2018) digital storytelling utilizes digital technology by combining narrative and the art of storytelling in the educational sector with digital technology, such as images, audio, video, and animation. On the other hand, Ohler (2013) states that digital storytelling helps students develop their creativity to solve important problems in innovative ways.

Multiple studies have been recognized for supporting current research. One such study, conducted by Muhammad Fajri Handy (2017), aimed to investigate the impact of utilizing digital storytelling on students' reading comprehension and listening comprehension. The researchers specifically focused on how the use of digital storytelling affects students' reading and listening comprehension in the teaching and learning process. The study's findings reveal that utilizing digital storytelling had a significant effect on students' reading and listening comprehension. According to this study, digital storytelling refers to the instructional medium employed by teachers in the classroom. Consequently, digital storytelling was implemented in this study to enhance students' reading and listening comprehension. Additionally, digital storytelling is viewed as one of the strategies that can engage students, capture their attention, and entertain them.

In connection with the research above, in this research, the researcher will apply digital storytelling to students to understand the content of narrative text because in understanding narrative texts, students often have difficulties, including a lack of vocabulary, so they find it difficult to understand the contents of narrative texts quickly and easily. Furthermore, the techniques used by teachers are not attractive to students, and the lack of media use results in low student interest in reading activities. One learning medium that can be used to attract students' attention while studying and understanding narrative texts is digital storytelling.

The researcher hope that using digital storytelling can improve reading comprehension in narrative texts for class 10 students at SMAN 1 Tolala, because based on the results of researchers' observations of students in class 10 at SMAN 1

Tolala, when teacher gave an assignments in the form of reading test, including narrative texts, students sometimes just take photos of the text. and translated, then answer questions without reading the text properly. Therefore, by using digital storytelling, the researcher hopes to attract students' attention to pay more attention, read the text carefully, and understand the content of the narrative text because it is equipped with animated videos as well as appropriate audio and images. With the narrative text content provided, students can therefore simultaneously learn how to read well and how to pronounce it correctly.

1.2 Problem Statement

Based on the description above, the researcher was able to identify the problem statement in this study, the problem statement is:

Is the use of digital storytelling effective to improve students' reading comprehension of narrative text?

1.3 Objectives of the Research

The researcher aims to conduct this research is to find out whether or not students' reading comprehension of narrative texts can improved by using digital storytelling.

1.4 Significance of the Research

The results of this research are expected to be useful for:

1. To teachers regarding the use of digital storytelling as a learning medium to improve students' reading comprehension in narrative texts.
2. For students to be able to learn and understand the content of the narrative texts they read more easily because they can learn in a fun way by using digital storytelling.
3. For other researchers It is also hoped that the results of this research can be a reference who are interested in conducting research on reading comprehension in narrative text.

1.5 Scope of the Research

In this research, the researcher only focused on the reading comprehension of students in 10th grade of SMAN 1 Tolala on content of narrative text and the use of digital storytelling as a learning medium that can make it easier for students to understand the reading content of the narrative text that would be given.

1.6 Operational Definition

1. Reading is a complex process carried out by readers to understand what the author wants to convey in their writing.
2. Reading comprehension is ability to understand the main idea or essence of reading.
3. Narrative text is a text that aims to tell a story or event in detail and chronological
4. Digital storytelling is a learning media that conveys stories, both fiction and reality, which can be accompanied by images, text, audio, or video.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

This part explain about reading, reading comprehension, narrative text, and digital storytelling

1. Reading

a. Definition of Reading

According to Nurhadi (2016:2), 'Reading is the process of critically and creatively processing a reading in order to gain a comprehensive understanding and review of it, followed by an assessment of its circumstances, value, function, and impact.' While Dalman (2014: 5) states, "Reading is an activity or cognitive process that attempts to find various information contained in writing."

Based on the definition above, the researcher concludes that reading can be interpreted as a complex process carried out by readers to understand what the author wants to convey in their writing. Apart from that, in reading, readers must use their brains to think and reason in order to understand the content of the reading.

b. The Importance of Reading

Reading is one of the important aspects for students, especially in English. Through reading, students can gain a lot of information and knowledge. According to Simanungkalit in Ariangga (2022) said the benefits that can be felt when reading a book is that you can learn from other people's experiences or increase knowledge. It is also crucial and indispensable as the success of their studies largely depends on their ability to read. Reading plays a very important role in our lives. It allows us to explore the world, visit countries we have never been to before, and learn from the minds and ideas of great people from the past. All of these enrich our experiences, knowledge, and broaden our horizons. If students have poor reading skills, they are likely to fail in their studies or, at least, they will face difficulty in making progress. On the other hand, if they have good reading skills, they will have a better chance of success in school.

Based on the statement above, the researcher can conclude that reading is very important in life. Reading can broaden our insights, help us understand many

things, and gain useful knowledge. It can also help keep the brain active and functioning efficiently. When reading, the brain is required to think, analyze various problems, look for solutions, and discover new things. Therefore, reading is very important for students, both in school and after graduating.

c. The Purpose of Reading

Reading, as a skill, serves various purposes in addition to enhancing one's understanding of their respective profession. The primary objective of reading is reading for pleasure and reading for information. Reading for Pleasure refers to the act of engaging in reading with the intention of deriving pleasure and enhancing one's mood. On the other hand, Reading for Information is an activity undertaken by students to acquire knowledge and gather information from the material they have read. This goal of reading has been specifically highlighted by Rivers and Temperly as cited in Septiaji Ariangga (2022).

- 1) Obtaining information for a purpose or feeling curious about a topic.
- 2) Obtain various instructions on how to do a task for work or daily life (for example, knowing how household appliances work).
- 3) Acting in a play, playing a game, and completing the puzzle.
- 4) Connect with friends through correspondence or understand business letters.
- 5) Knowing when and where something will happen or what is available.
- 6) Know what is happening or has happened (as reported in newspapers, magazines, and reports).
- 7) Obtaining Obtaining pleasure or entertainment

Based on the explanation above, it can be concluded that the purpose of reading is not only to understand the content of what is read. Reading has many purposes that are certainly very beneficial for readers. Among the purposes of reading are reading for pleasure and reading for information. In this research, the reading that would be done by the student is reading for information.

d. The Ways of Reading

According to Wicaksono (2019), there are several reading techniques, namely:

1) Skimming

Skimming, or what is usually called skimming, is a technique used to read by capturing the essence or main idea about something. The goal is to make it easier to quickly grasp the contents of the book and to only focus on information that is interesting and in-depth.

2) Scanning

Scanning, also known as sight-reading or scanning, is a fast and comprehensive reading technique. This type of reading technique aims to obtain specific facts or information.

3) Selecting

Also known as the read-select technique, this is a type of reading technique that prioritizes needs. It means choosing which text and which parts of it to read based on one's needs.

4) Skipping

Skipping is a reading technique that involves ignoring or skipping parts that are not needed or parts that are already understood.

Based on the description above, it can be concluded that in reading there are techniques that can be used. There are several techniques in reading, and understanding the meaning cannot be separated from reading everything. Understanding must be prioritized, as it will help determine the success of any technique in reading.

2. Reading Comprehension

a. Definition of Reading Comprehension

According to Kirby in Pambudiyatno et al., (2021) reading comprehension refers to the cognitive process by which individuals comprehend and grasp the meaning of the text they read. This function of reading serves the purpose of facilitating meaningful learning from the text. In a similar vein, According to Chua & Sulaiman (2021) stated that reading comprehension is the ability to absorb ideas in a text and properly infer the text's meaning.

From the explanation above, the researcher concludes that the reading comprehension is the ability to process written text, understand its meaning, and integrate it with what the reader already knows. The aim is to gain information,

comprehend, and draw meaning from the text. The primary purpose of reading comprehension is to enhance students' ability to understand English as it is used in written materials.

b. The Components of Reading Comprehension

According Leu in Bening Savita (2015), there are six components of reading comprehension, those are:

1) Decoding Knowledge

Knowledge is used to determine the oral equivalent of the written word.

2) Vocabulary Knowledge

Vocabulary knowledge pertains to the understanding of word meanings and how they are applied within specific contexts.

3) Discourse Knowledge

Discourse knowledge refers to the comprehension of language structure beyond the level of individual sentences, encompassing the organizational structure of various forms of writing.

4) Reading Aspect

It is commonly understood as the students' capacity to effectively utilize the instruction given during initial reading lessons. Additionally, it encompasses the students' ability to read and comprehend a specific piece of text.

5) Affective Aspect

The affective aspect in reading comprehension encompasses a reader's willingness and interest in the subject matter. These factors enhance motivation and contribute to better comprehension.

6) Syntactic Knowledge

Syntactic knowledge refers to the understanding of word order, which dictates the grammatical function and, in some cases, the pronunciation and meaning of words.

From the explanation above the researcher concludes that the comprehension of a text is greatly impacted by the major components of reading. Each reader's interpretation may vary depending on their understanding of the text. If a reader possesses a strong grasp of the major components of reading, they will be able to

comprehend the text flawlessly, meaning they fully understand the intended message of the writer.

3. Narrative Text

a. Definition of Narrative Text

Michael Toolan (2016) stated that narrative text is a type of text that is often found in the world of literature. Narrative text has the power to bring readers into a story full of events and emotions. Meanwhile, according to Sarwani, (2015) states that Narrative text is a type of text that is flexible to contain moral messages, attitudes and behavior.

From the definitions above, the researcher concludes that Narrative texts are a form of literary composition that recount a sequence of events in a sequential and interconnected manner. They are often characterized by their imaginative nature or fictional storytelling, and their primary objective is to provide entertainment to the reader.

b. Generic Structure of Narrative Text

Quoted from the English Student Book for SMA/MA Class X by Aris Widaryanti, S.Pd., M.Hum. (2021). The generic structure of a narrative text or the structure of an English narrative text consists of an orientation, complication, resolution, and reorientation.

- 1) Orientation is the opening paragraph that introduces the story's characters, atmosphere, or setting.
- 2) Complications are problems that arise and develop in the middle of the narrative text.
- 3) Resolution is the part of the text that tells the resolution of the problem.
- 4) Reorientation or coda contains a statement about the story or the lessons learned from the narrative text.

Based on the statement above, it can be concluded that narrative texts have four generic structures. These structures consist of orientation, complications, resolution, and reorientation. Orientation is the initial paragraph or opening paragraph. It introduces the story characters, the atmosphere, or the setting. Complications are problems that arise and develop in narrative texts. Resolution is

the part of the text that tells the story of solving a problem. Reorientation is the closing.

4. Digital Storytelling

a. Definition of Digital Storytelling

Digital storytelling is a leaning media, according to Zuana (2018), digital storytelling refers to the use of digital technology in the educational sector to combine narrative and the art of storytelling. This involves incorporating images, audio, video, and animation. Meanwhile, Robin et al in (Krisnawati et al., 2019) stated that digital storytelling is a combination of the art of storytelling with some combination of graphics digital, text, recorded voice narration, video and music that provide information on certain topics or experiences with a certain duration of time into a format digital.

From the explanation above it is concluded that the term digital storytelling refers to the use of technology to narrate a story. In modern times, technology has become widely employed in education. Various applications, such as audio, video, recording, cameras, projectors, and software programs, can be utilized to enhance instructional activities.

b. Types of Digital Storytelling

Paulina Besty Fortinasari, Candradewi Wahyu Anggraeni, and Susanti Malasari (2022) stated in their research that digital storytelling can be divided into several types, namely:

- 1) Photo stories: Photo stories are digital ones that combine images and text only.
- 2) Video words: Video words are words or phrases combined with images to become a short film or simple video presentation.
- 3) Presentations: In this category, it is slightly different from the form of presentation in general, where there are not only images and text, but usually, there is a voice narrating the images and text displayed.
- 4) Staging: Staging is digital storytelling that displays action, speech, and the real setting of the place.
- 5) Video clips: Video clips are the most sophisticated digital storytelling because they contain images, narrative words, sound recordings, music, animation, and other multimedia to become a meaningful story

Based on the explanation above, the researcher has concluded that each type of digital storytelling has its own uniqueness and advantages. Choosing the right type depends on the learning objectives and student preferences. In this research, Will applies digital storytelling in the form of presentation so that students can more easily understand the content of narrative texts.

c. Advantages and Disadvantages of Digital Storytelling

According to L. Tjokro in Andrean 2022, digital storytelling as a learning medium has advantages and disadvantages. The advantages, namely.

- 1) Digital storytelling media is easy to absorb as it incorporates various facilities such as sound animation, video, text, and images
- 2) Another advantage is the potential to minimize expenses, as there is no need for an instructor. Additionally, even with a small audience, digital-based learning media can still be utilized.
- 3) Digital storytelling-based media is concise, focusing directly on the main discussion material, and adaptable to specific needs.
- 4) Digital storytelling learning is accessible 24 hours a day, allowing students to watch it at their convenience and saving time due to its easily understandable manufacturing process."

Meanwhile, the disadvantages of digital storytelling are:

- 1) requires additional equipment, usually in the form of a monitor, keyboard, and computer.
- 2) Another drawback is that it also limits teaching materials among the students themselves.
- 3) The next disadvantage is the reduction in academic and social aspects because you don't interact with anyone.
- 4) The last disadvantages is that not all educational institutions have adequate internet facilities for teaching and learning activities. Apart from that, the need for student computer access is also very influential.

From the explanation above, the researcher concludes that digital storytelling learning media have advantages and disadvantages. Therefore, in using digital storytelling as a learning media, we must maximize the advantages contained in

digital storytelling and look for solutions to minimize the shortcomings in using digital storytelling as a learning media.

5. Profile of SMAN 1 Tolala

SMAN 1 Tolala is a public high school educational institution located on Trans Sulawesi road, Tolala Subdistrict, North Kolaka Regency. This State High School was first established in 2017. Now SMA Negeri 1 Tolala uses the independent learning curriculum guidelines. SMAN 1 Tolala is led by a principal named Nadir, handled by an operator named Rachmad. There are 2 majors at SMAN 1 Tolala, namely the science department and the social studies department. SMAN 1 Tolala has 16 teachers, 72 male students and 92 female students, so the total number of students is 162.

SMAN 1 Tolala is accredited class B with a score of 84 from BAN-S/M (National Accreditation Body) for Schools/Madrasahs. SMAN 1 Tolala is located on the Trans Sulawesi Tolala Road, Tolala District, North Kolaka Regency, Southeast Sulawesi. Source (<https://sekolahloka.com/data/sman-1-tolala/>)

2.2 Previous Studies

A number of studies have been conducted by researchers on the use of digital storytelling in English language learning, especially in reading comprehension. The research is quoted and described as follows:

1. Murgayyah (2022) entitled 'Improving Students' Reading Comprehension in Narrative Texts Using Digital Storytelling'. The results of the study showed that all students showed the ability to understand the assigned reading material on narrative texts when using the digital storytelling strategy. Through the application of this strategy, students were able to understand the contents of the text by involving digital storytelling media, which involved visual and auditory elements. During the process of learning reading comprehension using digital storytelling, students paid attention and listened to the material given as they watched the first digital storytelling video, where the teacher provided explanations and gave students the opportunity to seek clarification on the reading material. Further research findings revealed that the application of the digital storytelling strategy resulted in increased reading comprehension among

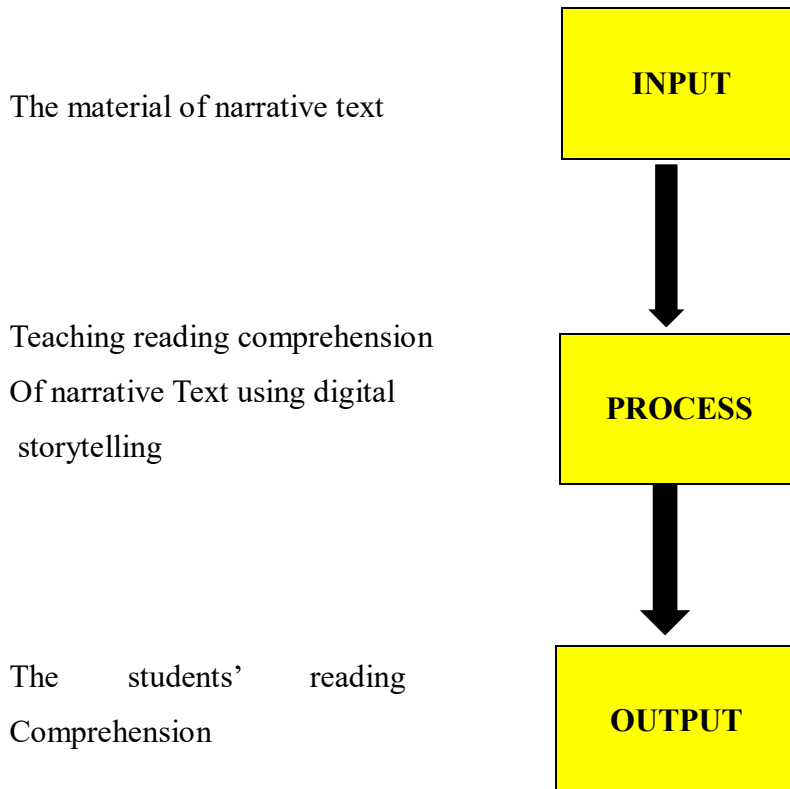
students. In addition, students actively participated in class discussions, as evidenced by their active participation and involvement in class activities. The similarity between the two studies is that both use digital storytelling in learning to improve students' reading comprehension, while the difference lies in the digital storytelling material given to students and the grade level of the students studied.

2. Fitria (2023) with the title 'The Implementation of Digital Storytelling in Teaching Reading Ability on Narrative Text' at 9th Grade of SMP Negeri 1 Rambipuji. The results of her research show that the application of digital storytelling in teaching reading skills for Class 9 narrative text at SMPN 1 Rambipuji can increase students' interest and enthusiasm for taking English classes, improve their reading and vocabulary comprehension, and boost their motivation. The similarity between these studies is that they both use digital storytelling as a learning medium to improve students' reading comprehension. The difference is that in this study, the researcher only observed the learning process, whereas in this study, the researcher will teach students to use digital storytelling.
3. Hamdy (2017) entitled "The effect of using digital storytelling on students' reading comprehension and listening comprehension". The results of this study revealed that the experimental group that used digital storytelling in learning showed better reading and listening comprehension compared to the control group, which did not receive treatment, students in the experimental group were also more interested in the learning process because they used digital storytelling media. It should be noted that both groups had reading and listening comprehension abilities before treatment. Therefore, the differences observed in the post-test scores of the experimental group can be attributed to the implementation of the treatment, because the control group was not exposed to it. Thus, it can be concluded that digital storytelling has a significant impact on students' reading comprehension and listening comprehension, with a moderate effect size on both comprehension abilities. The similarity between the two studies is that they both use digital storytelling in learning to improve students'

reading comprehension, while the differences lie in the digital storytelling materials given to students and the grade level of students studied.

2.3 Conceptual Framework

The conceptual framework underlying this research is described in the following diagram :



In the diagram above, there are three elements, namely:

1. The input refers to the material applied, specifically narrative text.
2. The process refers to teaching and learning reading comprehension in narrative texts using digital storytelling.
3. The output refers to how an increase in students' reading comprehension on narrative texts after learning to use digital storytelling.

2.4 Hypothesis

Researchers formulated the hypothesis as follows:

1. H₀ (null hypothesis): The use of digital storytelling does not increase students' reading comprehension.

2. H_a (Alternative hypothesis): The use of digital storytelling can increase students' reading comprehension.

The formulations of statistic are:

$\alpha > \text{sig. (2-tailed)}$ = H_0 is accepted and H_1 is rejected

$\alpha < \text{sig. (2-tailed)}$ = H_1 is accepted and H_0 is rejected

Based on criteria above it can be concluded that if significant (2-tailed) lower than ($\alpha=0.05$), it indicates that H_1 is accepted and H_0 is rejected. It means that the use of digital storytelling can improve students' reading comprehension on narrative text at tenth grade MIPA 1 SMAN 1 Tolala.