

CHAPTER I

INTRODUCTION

1.1 Background

Reading plays a vital role in how humans acquire information in their everyday lives. It is particularly beneficial for students seeking to expand their knowledge base. Specifically, reading offers a variety of advantages, such as enhancing vocabulary, grasping context, and improving comprehension. Nugraheni asserts that "Reading is among the most essential skills in English education. Students are anticipated to cultivate their understanding of the specific context provided to them for learning. Fundamentally, reading is vital for acquiring extensive knowledge, information, and insights, allowing students to source information from the text. The knowledge gained will augment their understanding. Seuss (2017) stated, "The more that you read, the more things you will know." Seuss (2017) has highlighted the significance of reading as a prerequisite for the future. Consequently, reading is crucial for learning as a foundational skill to attain comprehensive knowledge.

Reading comprehension involves the organization of a multifaceted process that encompasses interpreting the words found in the reading material to derive meaning. Reading comprehension is defined as the cognitive process of the reader, enabling them to grasp ideas and comprehend their needs and objectives (Nur Aida, Riva Atul, 2019). Typically, English lessons in junior high schools are structured around lesson plans designed to enhance students' comprehension skills in reading foreign languages. Students are anticipated to exert considerable effort in developing their reading abilities. This task necessitates that students can accurately read and comprehend the text to derive the content of the reading and subsequently interpret its meaning.

Problem caused by a lack of reading comprehension of students at SMP Negeri 4 Palopo affect their school performance and progress in their senior years, causing demotivation and low school performance. The aim of the research is to design a virtual class with digital narratives as a support to improve students' reading comprehension.

Patel and Jain (2008) assert that reading comprehension involves grasping the meaning of the context, vocabulary, and grammatical structure. Furthermore, the students also have the opportunity to explore the language they are learning. This indicates that while reading, students can not only read sentences aloud, but also enhance their language skills. It will provide the student with a positive impact when their language knowledge improves. Consequently, it is essential to engage in reading comprehension practice.

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 (2018) noted that narrative text refers to writing that conveys imaginative stories or fantasies intended 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. Conversely, Ohler (2013) asserts that digital storytelling aids students in enhancing their creativity to address significant issues through innovative solutions.

The concept of digital storytelling is occasionally employed in a broader sense to encompass various forms of digital narratives, including web-based stories, interactive tales, hypertexts, and narrative-driven computer games. It is also sometimes associated with filmmaking in a general context, and recently, it has been utilized to characterize advertising and promotional activities conducted by both commercial and non-profit organizations. Digital narratives can serve as a creative tool in the classroom, allowing for the integration of subject content with existing knowledge and skills from various areas of the curriculum. Students have the opportunity to create their own digital stories either independently or in

groups. If desired, these stories can be made available for publication on the internet.

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 have difficulty 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.

Based all of statement above, the researcher would like to a research tittle “The use of Digital Storytelling in Teaching Reading Comprehension For The Eight Grade of Junior High School Students”.

1.2 Problem Statement

Based on the description above, the researcher as able to identify the problem statement in this study,

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

1.3 Objective of the Research

The researcher aims to conduct this research to find out whether or not students' reading comprehension improve by using digital storytelling.

1.4 Significance of the Research

The results of this researchare expected to be useful for:

1. The findings of this study aim to offer teachers valuable insights into utilizing digital storytelling as a learning tool to enhance students’ reading comprehension of narrative texts.
2. The results of this research are very useful 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. It is also hoped that the results of this research can be a reference for other researchers who are interested in conducting research on teaching reading comprehension in narrative text.

1.5 Scope of the Research

In this research, the researcher will focus on the reading comprehension of grade eight students of SMP Negeri 4 Palopo in narrative texts and the use of digital storytelling as a learning medium that can make it easier for students to understand the content of the narrative text given to them.

1.6 Operational Definition

To facilitate understanding, the researcher defines terms related to the research title:

1. Reading Comprehension

Reading Comprehension involves the effort to understand, assess, and identify the author's concepts within a written text. A reader's understanding is essential to grasp the message or information presented in the text.

2. Teaching Reading Comprehension

Teaching strategies for Reading Comprehension are deliberate plans—sets of steps that proficient readers employ to interpret text. Teaching reading comprehension is about helping students understand what they read, not just recognize words. It involves developing strategies for making meaning from text, building background knowledge, and using critical thinking skills to analyze and evaluate information. Effective teaching of reading comprehension goes beyond simple recall and focuses on helping students become independent and strategic readers.

3. Narrative Text

Narrative text is a type of texts that tells a story has a series of connected chronological event which purpose to entertain or amusing thereader through the story. As stated by Rofi'i & Rafli (2019), narrative is a fictional work that presents a story in textual form by showcasing events or sequences of events that are meaningfully interrelated both temporally and causally, drawing inspiration from the author's life experiences within a unified timeframe.

4. Digital Storytelling

Digital storytelling involves the creation of narratives through the use of digital technology, resulting in engaging and imaginative stories. Digital tools, including cameras, video editing applications, and social media platforms,

empower storytellers to merge visuals, audio, and text, thereby producing captivating and easily comprehensible stories.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

This part explains about reading, teaching reading, digital storytelling, and narrative texts.

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension involves the organization of a complex process that entails interpreting the words found in a text to derive meaning. It is also characterized as the cognitive process of the reader, enabling them to grasp ideas and comprehend their needs and objectives (Nur Aida & Riva Atul, 2019). Typically, English lessons in junior high schools are structured around lesson plans designed to enhance students' reading skills in foreign languages, with a particular emphasis on comprehension. Students are anticipated to put in significant effort into developing their reading abilities. This task necessitates that students can read and comprehend the text accurately in order to summarize its content and later interpret its significance.

According to Meylana (2019), reading comprehension involves the ability to understand written texts in order to acquire information effectively. Initially, reading comprehension is a complex cognitive process that cannot be fully grasped without a clear explanation of how vocabulary enhancement and vocabulary preparation contribute to the understanding of the material that has been read. Second, comprehension is an active approach that necessitates a deliberate and thoughtful engagement between the reader and the instructional content regarding comprehension.

Based on the explanation provided, the researcher determined that reading comprehension involves understanding the meaning of the content and all relevant information regarding the topic presented in the text. Indeed, grasping an English text can be quite challenging, particularly for students in formal schools in Indonesia, as English remains a foreign language.

b. The Components of Reading Comprehension

According to 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.

c. The Technique of Reading Comprehension

According to Setiawati & Budiasih in McNamara (2007,) states that reading

comprehension strategies are cognitive actions or behaviors designed to enhance various facets of reading comprehension within specific contextual conditions. The strategies employed by students depend on which ones align best with their individual needs.

According to Setiawati & Budiasih in Brown (2001,) provides following strategies for reading comprehension below.

1) Identify the purpose in reading

Effective reading involves clearly identifying the purpose of reading. Here, students should understand and be able to recognize the purpose behind their reading. This strategy is crucial because determining the purpose of reading enables students to efficiently locate the information they seek in the text while also filtering out potentially distracting details. The simplest method for identifying the purpose of reading is for the teacher to explain to the students the purpose based on the type of reading material and to help them identify the main ideas in each paragraph.

2) Use grapheme rules and pattern to aid in bottom-up decoding (beginning level)

In many cases, students are familiar with the spoken language. However, they often struggle with English spelling conventions. It may be necessary for students to receive clarification on specific English orthographic rules and their features. This is due to the fact that not all grapheme-phoneme correspondences are readily accessible. Furthermore, they must apply the rules and patterns of graphemes designed to bridge the gap between spoken and written English.

3) Use efficient silent reading strategy for relatively rapid comprehension (for intermediate to advanced levels).

This strategy is not appropriate for the first level as learners at this stage still have a limited vocabulary and mastery of grammar patterns. In the reading process, intermediate to advanced students do not need to read quickly because the teacher can assist them in enhancing their efficiency by teaching silent reading. Focus on words that are important for global understanding, skip unnecessary words and try to deduce the meaning of the context.

4) Skim the text for main ideas

Rapid skimming guides the student's eyes over the text to grasp the essence of the reading material. This technique helps students anticipate the purpose, identify the main topic, understand the message conveyed in the text, and possibly recognize some ideas that elaborate on or support the content. The teacher provides several questions related to the reading content and asks students to read the text to answer the questions.

5) Scan the text for specific information

The objectives of this strategy are to locate specific information without having to read the whole text. Scanning reading directs students' attention to phrases that hold significant information while disregarding those considered unimportant, thereby facilitating the search for detailed information. The teacher can guide students in performing the scanning exercise to identify the names of characters, the setting of the place, the setting of the time, or to compile supporting details in the form of sentences or words.

6) Use semantic mapping or clustering

Semantic mapping techniques, which involve organizing ideas into meaningful clusters, can assist students in structuring their thoughts and reducing reading clutter. Semantic map making can be done independently, but with productive group work techniques, allowing them to divide the mapping into sections, thereby enhancing reading comprehension.

7) Guess when you are not certain

In this strategy the teacher can assist students in making accurate guesses. The teacher can implement this strategy by comparing reading to a guessing game. When students can grasp the inferences made during reading, their reading comprehension skills are significantly enhanced.

8) Analyze vocabulary

The teacher can implement this approach when a student struggles to analyze vocabulary. Students who find it challenging to grasp the meanings of words require a straightforward method for vocabulary analysis. To analyze vocabulary, the student can look for prefixes (such as inter- and un-) that provide hints about words, examine suffixes (like -tion and -ally) to identify

the type of part of speech, explore roots that the student is familiar with, investigate grammatical contexts that may offer key information, and consider the semantic context for clues in vocabulary analysis.

9) Distinguish between literal and implied meaning

This requires the use of top-down skills. Not every language can be interpreted solely based on literals and syntax. The intended meaning is typically extracted from pragmatic information processing. Numerous students struggle to differentiate between literal and implied meanings due to their limited vocabulary, as well as a lack of mastery in pragmatic and syntactic aspects. This strategy can help students to have the ability to understand literal meanings but also to understand discourse analysis.

10) Capitalized on discourse makers to process relationship

Numerous discourse markers in English suggest the connections between ideas conveyed through phrases, clauses, and sentences within the text. Grasping this concept can significantly enhance readers' reading efficiency. A clear comprehension of this can boost reading efficiency for readers.

From the statements above, it can be inferred that the teacher has the option to select the strategy that is most likely to assist students in comprehending the text effectively. The teachers needs to take into account the students' abilities, their reading difficulties, reading proficiency levels, and evaluations. In the process of teaching reading, it is the teacher's duty to assist students in reaching their reading objectives. The teacher has the option to provide, choose, or develop texts that correspond with the lesson plans and the students' skills, design reading tasks that enhance students' comprehension of the texts, arrange effective learning activities, and cultivate a nurturing atmosphere for reading practice.

2. Teaching Reading Comprehension

a. Definition of Teaching Reading Comprehension

Moreover, According to Saux, (2021) when individuals read, they automatically form mental images, which allows them to interpret the material in a manner that enhances their understanding. Furthermore, Arya and Maul (2021) discovered that a reader's grasp of a text is shaped by their social and cultural context, enabling some readers to better understand specific texts based on their

backgrounds and to develop their cognitive knowledge to support comprehension.

Based on explanation above, teaching reading comprehension is a skill that students develop, offering numerous opportunities for them to engage by reading the book in its entirety. In this context, the instruction of reading reflects interactive models of the reading process. In a reading class, the teacher must determine the purpose of the reading activity.

b. The Principles of Teaching Reading Comprehension

It is mentioned that teaching reading is not as simple as it might be. Referring to the earlier discussion, a teacher cannot simply instruct students in reading by providing texts and expecting them to comprehend them. There are several principles that the teacher must take into account. Harmer suggested that there are six principles involved in teaching reading. These are outlined as follows:

- 1) The teacher must recognize that reading is not a passive skill. Reading is an active process. When readers engage with a text, they must perform additional activities beyond simply skimming the text. This implies that the teacher should not only instruct students to read a text, but also help them understand that reading is an active skill. It includes the understanding of words meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.
- 2) The teacher must inspire students to enjoy reading the passage. It is crucial to spark their interest in reading. When students are not engaged with the material, they miss out on valuable benefits. They can gain more knowledge and new insights from the texts they read.
- 3) The teacher should motivate students to engage with the content of a reading text, rather than solely focusing on the language used within it. While understanding the language is a component of text comprehension, it is not the primary focus in reading comprehension. Students need to develop the habit of understanding, responding to the text's meaning, and sharing their thoughts on the topic. Therefore, it becomes the responsibility of the teacher to encourage them to do that.
- 4) The teacher should emphasize that prediction is a major factor in reading. Prediction serves as one of the strategies for enhancing reading

comprehension. Prior to engaging with the text, students can make predictions by examining the title. The title often provides hints regarding the content of the text. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

- 5) The teacher has to match the tasks to the topic. Tasks are an effective means to assess students' comprehension abilities regarding a text. Well-designed tasks are those that are appropriate for the subject matter being addressed. Tasks can take the form of questions, puzzles, and much more. In this case, the teacher has to consider choosing or creating the right tasks for the students.
- 6) The instructor should fully utilize reading texts. Fully utilizing reading texts means that the instructor does not simply ask students to read a text and then transition to another unrelated activity. Instead, the instructor should explore all aspects that students can engage with in the text. The teacher has to discuss the text fully, study the language, and give additional tasks to the students

From the explanation above, the research concludes that understanding a text is greatly influenced by the main principles of reading. The interpretation of each reading may be different depending on one's understanding of the text. If a reader has a strong understanding of the main principles of reading, then he will be able to understand the text perfectly, meaning fully understand the message the author wants to convey.

c. The Strategies in Teaching Reading Comprehension

Teaching strategies are a general description of learning plans such as the needs or objectives of implementing teaching strategies (Antonio, 2010). It is a tool for teachers to help students achieve specific learning goals. Additionally, teachers need to be innovative in choosing materials and motivating their students to engage in learning. Consequently, teachers must employ various methods to enhance the teaching and learning experience (Purwanto, 2022). To teach reading comprehension, the following strategies are given:

1) Scaffolding

An important modification in instructional delivery that could significantly enhance content literacy for all learners, particularly those from varied backgrounds, is to provide scaffolding for text strategies. Scaffolding serves as a support mechanism for students provided by teachers, facilitating the development of learning capabilities, which results in a greater mastery of the material as evidenced by the successful completion of more complex problems.

2) Think Aloud

The Think Aloud strategy assists students during learning activities and aims to help them recall more important information from the texts presented by the teacher. Teachers' ability to convey creativity and guide students through each step of the Think Aloud strategy is crucial for comprehending reading materials. By verbalizing their thoughts while reading aloud, teachers make their thinking processes explicit.

3) Reciprocal Teaching

Reciprocal teaching is a technique that encourages both teachers and students to alternate roles as the instructor during discussions centered on a specific reading material. This approach utilizes four fundamental strategies: anticipating, questioning, summarizing, and clarifying. Reciprocal teaching is an effective method for teaching students how to recognize key ideas from a text while participating in discussions about language, developing thoughts and inquiries, and summarizing content. It can be implemented across various subject areas, and it is particularly effective with nonfiction and textbooks. Then each student has a turn playing the part of the teacher. A crucial aspect of this strategy's effectiveness is the ability to adjust the task demands to support students when they encounter challenges. This means providing assistance by reducing the task's requirements when students struggle. As the process continues, you gradually lessen the support to ensure that students continue to learn. In some aspects, Reciprocal Teaching is a collection of four understanding techniques.

4) SQ3R

SQ3R is a systematic reading approach that can help you break down the reading process into manageable parts. It is just one of 25 various methods available to enhance understanding. This technique consists of five stages: surveying, questioning, reading, reciting, and reviewing. The SQ3R method involves four steps: quickly scanning the chapter titles to understand their main ideas; transforming the title into a question; and reading to find the answer to that question.

Depending on the information needed by readers to answer the question, the type of comprehension question presented should be utilized. Consequently, educators should help students recognize possible sources of knowledge as they address inquiries (Pearson & Johnson 1978). When responding to a question, a reader refers to two primary sources of information: the text and their own memory.

5) Question Answer Relationship (QARs)

QARS is a reading strategy through understanding and analysis of questions. Essentially, this approach helps students comprehend the 31 questions necessary to extract information from the reading material itself. Consequently, in classroom practice, students primarily skim the text, with their attention directed towards the questions posed by the teacher regarding the reading. The text's information, along with the reader's personal knowledge, constitutes the two primary sources of information for the reader.

The process Teachers of reading can directly teach QARs to children, and subject-matter experts can reinforce what they have learned. It is important to remember, however, that students may come into your class completely unaware of the available information sources for finding answers, or they may not recognize the appropriate times to utilize different sources.

3. Digital Storytelling

a. Definition of Digital Storytelling

Digital storytelling is a learning 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. Robin et al. (Rohmawati, 2014:523) elaborate that digital storytelling entails combining storytelling with various elements such as graphics, digital media, text, recorded voice narration, video, and music. This format is used to provide information about specific topics or experiences within a certain time frame. Furthermore, Wina Heriyana and Maureen (Yuliana, 2017:552) state that digital storytelling in learning has been observed to enhance student interest and motivation.

From the explanation above, it can be concluded that the term digital stories refers to the use of technology to narrate a story. In modern times, technology has been widely used in education. Various applications, such as images, sounds, videos, recordings and animations to tell stories of software programs, can be utilized to enhance learning activities.

b. Types of Digital Storytelling

Robin classifies digital storytelling into three categories: documentary-style digital storytelling, informative or instructional digital storytelling, and personal narrative digital storytelling.

1) Documentary-Type Digital Storytelling

Digital storytelling within this category tell a dramatic description of past events to help their viewers understand the events.

2) Informative or instructional-type digital storytelling

Digital storytelling within this category is designed to educate viewers on particular subjects, including health, art, and education.

3) Personal Narrative digital storytelling

Digital storytelling in this category share storytelling of significant events in one's life.

Examples of Digital Storytelling.



Have you met Monty? It is an adorable penguin, the best friend of a young boy, and the main character of the campaign. And an icon of John Lewis' storytelling.

The story unfolds as the boy observes Monty feeling lonely, leading him to realize that Monty needs a companion. The heartwarming tale culminates in a Christmas morning surprise when Sam (the boy) introduces a female penguin named Mabel, who is waiting near the Christmas tree, to Monty. As if your eyes weren't watering enough yet, John Lewis decided to support the WWF's efforts in Antarctica, where they are trying to protect the home of Adélie penguins like Monty and Mabel. John Lewis shoppers were also encouraged to help by either purchasing Tom Odell's single (which is used in the ad), or by adopting an Adélie penguin with WWF.

Based on the explanation above, the researcher 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, Trijayanti (2017) digital storytelling as a learning medium has advantages and disadvantages. The advantages, namely.

- 1) Story can activate and arouse children's enthusiasm. Because children will always reflect on the meaning and follow various story situation, so students are influenced by the characters and topics of the story.
- 2) Direct all emotions so that they unite in one conclusion that occurs at the end of the story.
- 3) Story are always captivating, because they invite you to follow the events and reflect on their meaning.
- 4) Can influence emotions. Such as fear, feelings of being watched, willing, happy, reluctant, or hated so that they surge in the folds of the story.
- 5) Can develop a good speaking style. If it is embellished with stories, it can increase memorization, where there is a new depiction of life, moreover, artistic value is added to the presentation, so that a listener feels like they enjoy and

appreciate it.

Meanwhile, the disadvantages of digital storytelling are:

- 1) Children's understanding will become difficult when the story has been accumulated by other problems.
- 2) It is boring and can bore students.
- 3) There is often a misalignment of the content of the story with the intended context so that achieving the goal is difficult to realize.

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.

d. Stages of Digital Storytelling

Through the use of digital storytelling, the researchers undertake several steps. These steps are as follows:

- 1) The researcher offers general information regarding the narrative text.
- 2) The researcher showcases the digital story to the students.
- 3) Students are tasked with identifying challenging words present in the storytelling.
- 4) Students are encouraged to revisit the digital storytelling.
- 5) A discussion takes place between the students and the researcher about the difficult words found in the story.
- 6) Students are required to review the digital storytelling again and complete the handout provided by the researcher.
- 7) The student and researcher engage in a collaborative discussion about the material.

From the explanation above, the researchers concludes that digital storytelling learning media have stages. Therefore, it was hoped that the use of digital storytelling as media in teaching reading for junior high school is effective to improve to students reading ability. By incorporating digital storytelling, students' motivation to learn is heightened, their attention to the material is improved, and their comprehension also increases.

4. 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 the Ministry of Education and Culture (2017, p.194), Narrative text refers to any written or spoken words that incorporate elements of a story. Indeed, beyond other forms of derivative texts, we engage with stories in our daily lives. For instance, conversing with a friend about an event is also a form of storytelling, indicating that we are, in essence, narrating verbally.

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 typical framework of a narrative text, or specifically an English narrative text, includes 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.

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. Muhammad Fajrin Hamdi (2017) with the title “The Effect of Using Digital Storytelling on Students’ Reading Comprehension and Listening Comprehension” The result of the current learning perspective is the results from the current learning perspective and the purpose of this study were to determine the effect of using digital storytelling strategies on students’ reading comprehension and listening comprehension. This study design was Quasi-Experimental with pretest and posttest. The results showed that there was no significant difference ($p > 0.05$) between the average pretest scores, and there was a significant difference ($p < 0.05$) between the average posttest scores of the two groups, reading comprehension ($p = 0.02$), and listening comprehension ($p = 0.04$). In other words, the students’ comprehension levels were similar before the treatment, and students in the experimental group outperformed the control group. In addition, the effect size values obtained, namely reading (0.5) and listening (0.5), were included in the medium effect size. Thus, it was concluded that the use of digital storytelling had a significant effect on students’ reading and listening comprehension at the Language Development Center of UIN Suska Riau.
2. Mutiara Shasqia (2020) with the title “Teaching Narrative Text in Junior High School: Digital Story Telling in English as a Foreign Language (EFL) Context” the outcome of the Current learning perspective involves equipping learners with the abilities or skills necessary for an innovative learning environment. In the process of learning English, it is essential to employ techniques and creativity to ensure that learners develop competence in writing narrative texts. This research aims to demonstrate that digital storytelling can enhance the writing skills of junior high school students when creating narrative texts. Digital storytelling serves as a valuable medium for

teaching the writing of narrative texts. The goals of this qualitative study are to explore the methods of teaching digital storytelling within the writing process, drawing from selected literature and current studies on the application of digital storytelling. This continuous research aims to provide an alternative viewpoint and motivation to enhance students' writing skills in narrative texts through digital storytelling. The study demonstrates that by utilizing digital stories, students can master certain aspects of the English language.

The similarity between the two studies is that they both use digital storytelling in learning to improve students' reading comprehension, while the difference lies in the digital storytelling materials given to students and the class level of the students studied.

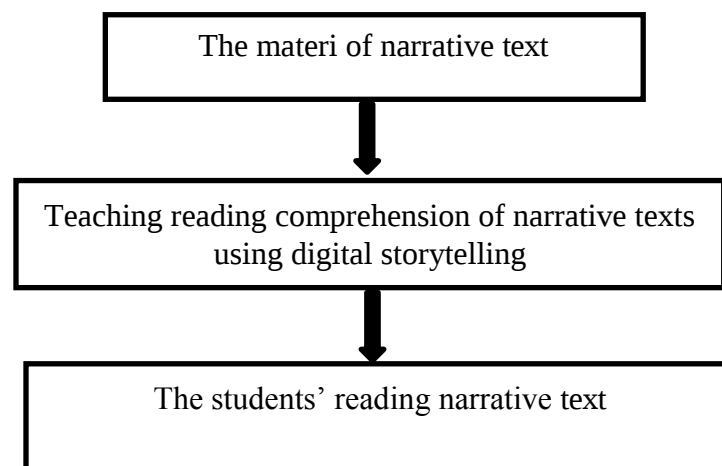
3. Murgayyah (2022) with the title 'Improving Students' Reading Comprehension of Narrative Text Using Digital Storytelling'. The results of the study indicate that all of the students exhibited the ability to comprehend the assigned reading material on narrative text when utilizing the digital storytelling strategy. Through the implementation of this strategy, students were able to grasp the content of the text by engaging with the digital storytelling medium, involving both visual and auditory elements. During the reading process, students demonstrated attentiveness as they watched the first digital storytelling video, in which the teacher provided explanations and gave students the opportunity to seek clarification on the reading material. The research findings further reveal that the implementation of the digital storytelling strategy resulted in improved reading comprehension among the students. Moreover, the students actively participated in class discussions, as evidenced by their active participation and engagement in class activities. The similarity between the two studies is that they both use digital storytelling in learning to improve students' reading comprehension, while the difference lies in the digital storytelling materials given to students and the class level of the students studied.

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differences lies in the digital storytelling material given to students and the grade level of the students studied.

2.3 Conceptual Framework

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



In the diagram, the researchers in this study concentrated on reading narrative texts, especially in teaching reading comprehension. Next, the researchers gave a pre-test to students to determine their level of English reading comprehension. Then give assignments using Teaching readingto measure students' reading levels. The post-test is the final step in determining student reading achievement.

2.4 Hypothesis

Researchers formulated the hypothesis as follows:

1. H0 (null hypothesis): The use of digital storytelling can increase students' teaching reading.
2. H1 (Alternative hypothesis): The use of digital storytelling does not crease students' teaching reading.

The statistical formulation is:

$\alpha < \text{sign. (2-tailed)}$ = H0 is accepted and H1 is rejected

$\alpha > \text{sign. (2-tailed)}$ = H1 is accepted and H0 is rejected

Based on the criteria above, it can be concluded that if the significance (2-tailed) is smaller than ($\alpha=0.05$) then H1 is accepted. This means that the

application of learning does not improves reading comprehension in class VIII students at SMP 4 Palopo. Meanwhile, if the significance (2-tailed) is higher than (α -0.05), this indicates that the rejected H_0 can improve students' reading comprehension in eighth grade students at SMP 4 Palopo. This means application in teaching reading comprehension.