

CHAPTER I

INTRODUCTION

A. Background of the Research

The role of technology in education has become increasingly important, particularly through the use of information and communication technology (ICT). Combines hardware such as computers, smartphones, and tablets with software designed to support online learning. With digital platforms like Moodle and Google Classroom, students can conveniently access lessons and engage in virtual discussions with teachers and classmates. Multimedia elements such as video clips and animations make it easier for learners to understand abstract or challenging concepts in an enjoyable way. In addition, the application of data analytics helps teachers customize their methods according to individual student progress. Altogether, the research shows that technology is a key driver in making learning more dynamic and in raising the standard of education in the digital era.¹

Reading is a fundamental component in acquiring English proficiency. Through strong reading skills, learners are able to comprehend texts, obtain information, and broaden their vocabulary. Moreover, reading contributes to the improvement of overall communication abilities, both spoken and written. In the digital era, such skills are crucial for accessing a wide range of information in academic contexts as well as in daily life, which helps students adapt and compete globally. In addition, reading fosters cognitive growth by strengthening critical thinking, analytical abilities, and problem-solving skills. The integration of audiovisual media further supports

¹ Aminudin Zuhairi, Ucu Rahayu, and Rustam Sehar, "Using Educational Technology to Enhance Learning for In-Service Primary Teacher Education Students at Universitas Terbuka, Indonesia," (2010), 10.

learners in grasping the meaning and context of texts, thereby improving comprehension and information retention.²

Reading comprehension is essential for students' learning and development, yet many grade X students at MAN 2 Serang City face difficulties in interpreting texts. This challenge often decreases their confidence and motivation, which negatively impacts academic outcomes. One potential solution is the use of digital storytelling, which offers a more engaging way to build reading skills. Problems in reading, particularly in understanding deeper meanings, are widespread and not confined to a specific group of students. Studies suggest that limited engagement with reading materials and ineffective teaching strategies contribute to these persistent challenges.³

Reading is a core skill that greatly contributes to both academic achievement and personal growth. Nevertheless, many students struggle with reading comprehension, particularly at the senior high school level, where the complexity of texts becomes more demanding. At MAN 2 Kota Serang, Grade X learners frequently encounter difficulties in understanding narrative texts, which can negatively affect their academic outcomes.⁴ The use of storytelling as an instructional medium has been recognized as a promising approach to enhance reading proficiency by making the learning process more interactive and engaging. When integrated into the curriculum, storytelling can establish a more dynamic classroom atmosphere that stimulates student interest and strengthens comprehension skills. Previous studies also highlight that storytelling has the potential to increase students'

² Yulianto Yulianto, Titi Rokhayati, and Yuli Widiyono, "Increasing Students Reading Skills Using Audio-Visual Platform with Problem-Based Learning," *Scripta: English Department Journal* 11, no. 1 (2024), 114.

³ Rita Hermida, "Navigating Reading Challenges: Analyzing the Factors Behind Students' Struggles with Comprehension," *Accentia: Journal of English Language and Education* 5, no. 1 (June 2025), 29.

⁴ Zuhra, "Senior High School Students' Difficulties in Reading Comprehension," *English Education Journal (EEJ)* 6, no. 3 (2015), 424.

motivation and active participation in reading activities. Through storytelling, students can connect emotionally with the material, which aids in understanding and retention. Moreover, storytelling encourages collaboration among peers, allowing them to share interpretations and insights, thereby enriching the learning experience.

The impact of digital storytelling media in improving reading skills among students has received great attention in educational research. Digital storytelling is not just an entertainment method, but also a powerful pedagogical tool to increase engagement and comprehension in language learning. In the context of grade X students at MAN 2 Kota Serang, the integration of digital storytelling in reading learning can be a solution to overcome the challenges they face in developing reading skills. Research shows that digital storytelling can significantly improve reading comprehension by encouraging cognitive engagement as well as emotional connection with the text, thus making learning more meaningful for students.⁵ Storytelling as an instructional strategy has been shown to facilitate vocabulary enhancement and improve understanding of narrative structures.

In addition, storytelling serves as a valuable tool for bridging cultural differences and making the learning process more meaningful to students. By integrating narratives from various cultural backgrounds, educators can expose learners to broader perspectives while strengthening their cultural awareness. This method not only enhances the overall reading experience but also fosters empathy and critical thinking as students examine characters' intentions and the moral values conveyed in the stories. Furthermore, the emotional engagement created through storytelling can improve information retention and promote a deeper understanding of complex ideas.⁶ The

⁵ Rismaya Marbun, Edy Susanto, and Sofian, "Improving Students' Reading Comprehension Through Plan," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* 2, no. 1 (2010), 7.

⁶ Umi Jauharoh, "The Use of Digital Story in Teaching Writing Narrative Text," *Jurnal Wahana Pendidikan* 4, no. 1 (2017), 19.

integration of technology into storytelling has become increasingly significant with the rise of digital media. Digital storytelling blends visual components with traditional narratives, creating a more engaging learning environment for students. Studies indicate that this approach can greatly enhance learners' motivation to read and comprehend texts, as it provides a multisensory learning experience. Such a method is particularly beneficial for visual learners who often encounter difficulties with conventional reading practices.⁷

In the specific context of MAN 2 Kota Serang, the implementation of digital storytelling can address the unique challenges faced by Grade X students. Many learners at this stage are transitioning from basic literacy comprehension to more complex reading tasks, which can feel challenging without the right support. Digital storytelling provides a gradual approach that helps students face these challenges by allowing them to connect personally with the learning material.⁸ Furthermore, students' perceptions are a key factor in determining the success of any instructional approach. Studies reveal that when learners view digital storytelling as both enjoyable and beneficial, they are more likely to engage actively with the material. Student surveys frequently highlight a preference for interactive storytelling activities compared to conventional teaching methods, suggesting that educators should consider incorporating this strategy into their classroom practices.⁹ Therefore, this study aims to investigate the Impact of offline and online digital storytelling in enhancing the reading comprehension skills of tenth-

⁷ Bernard R. Robin, "Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom," *Theory Into Practice* 47, no. 3 (2008), 220.

⁸ Hariadi Syam et al., "Student Perception of the Effectiveness of the Storytelling Method in English Learning: Quantitative Research with a Focus on Reading Skills," *International Journal of Language and Ubiquitous Learning* 2, no. 1 (2024), 5.

⁹ A. Sadik, "Digital Storytelling: A Meaningful Technology-Integrated Approach for Engaged Student Learning," *Educational Technology Research and Development* 56, no. 4 (2008), 493.

grade students at MAN 2 Kota Serang and to explore their perceptions toward this learning approach.

B. Identification of the Problem

Based on the background of the research, several problems can be identified as follows:

1. Many tenth-grade students at MAN 2 Kota Serang encounter difficulties in comprehending narrative texts, especially in interpreting deeper meanings.
2. Students often show low confidence and motivation in reading activities, which negatively affects their academic performance.
3. Conventional teaching methods are sometimes less effective in engaging students to develop their reading comprehension skills.
4. Limited exposure to interactive and innovative learning media contributes to students' lack of interest in reading.
5. There is a need to explore how digital storytelling can serve as an alternative strategy to enhance reading comprehension and increase students' motivation in the classroom.

C. Limitation of the Study

The research is limited to the use of digital storytelling as an instructional medium to improve students' reading comprehension. Other skills, such as listening, speaking, and writing, are not included in this study. The participants are restricted to tenth-grade students of MAN 2 Kota Serang in the academic year 2024/2025.

D. Statements of the Problem

Although digital storytelling shows considerable potential, there remains a lack of clarity regarding its effectiveness in enhancing reading comprehension among tenth-grade students. The primary research questions that guide this study are:

1. What extent does the use of digital storytelling improve reading comprehension skills tenth-grade students in Man 2 Kota Serang?
2. How do students perceive the use of storytelling as a method for enhancing their reading skills?
3. How does the implementation of digital storytelling online and offline affect the reading skills?

E. The Aims of the Study

1. To what extent does the use of digital storytelling improve reading comprehension skills tenth-grade students in Man 2 Kota Serang?
2. To how do students perceive the use of storytelling as a method for enhancing their reading skills?
3. To how does the implementation of digital storytelling online and offline affect the reading skills?

F. Significances of the Study

a. For the Teacher

- 1) This study provides teachers with evidence-based insights into the effectiveness of storytelling media, enabling them to incorporate these tools into their teaching strategies to enhance reading comprehension among tenth-grade students.
- 2) The findings can serve as a valuable resource for professional development, encouraging teachers to explore innovative methods and technologies that foster student engagement and improve learning outcomes in reading.
- 3) Understanding the impact of digital storytelling allows teachers to adapt their instructional methods to meet the diverse learning needs of students, thereby fostering a more inclusive classroom environment.

b. For Students

- 1) The study highlights how the use of digital storytelling can create a more engaging and interactive learning experience, which may lead to improved reading comprehension and better retention of information among tenth-grade students.
- 2) By incorporating storytelling elements, students may find reading more enjoyable, which can enhance their motivation to engage with texts and develop a lifelong interest in reading.
- 3) Exposure to digital storytelling can help students develop critical thinking and analytical skills as they learn to interpret and evaluate narratives presented in various formats.

c. For Next Researcher

- 1) This research provides a foundation for future studies on the use of digital storytelling in education, especially in the context of reading comprehension. It may encourage further exploration into various types of narratives, different age groups, and other subject areas.
- 2) Future researchers have the opportunity to build upon this study by exploring how digital storytelling affects reading comprehension and other educational skills over time, thereby enhancing knowledge of its overall impact on students' learning.
- 3) The findings can encourage interdisciplinary research that examines the integration of storytelling across various subjects and its effects on overall student learning and engagement.

G. The Organization of Writing

In this research, the paper is structured as follows:

Chapter I is Introduction. which includes the background of the study, identification of the problems, objectives of the research, limitations

and formulation of the problems, significance of the study, and the organization of the writing.

Chapter II is Theoretical Framework. This section contains relevant theories, reviews of previous studies, and the research hypothesis.

Chapter III is Methodology of Research. It describes the research design, time and place of the study, population and sample, research instruments, data collection procedures, data analysis techniques, and research variables.

Chapter IV is The Result and Discussion. It includes a description of the collected data and an interpretation of the research findings.

Chapter V provides the Conclusion and Suggestions.