

Students' Perception of the Use of Digital Storytelling in Teaching Reading Narrative Text

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ABSTRACT

This study aims to provide students' perceptions of how to use digital storytelling in the classroom to facilitate their understanding of reading narrative texts. The research sample consists of eighth-graders from the Islamic junior high school SMPIT IQRA. In this study, a quantitative approach was paired with a descriptive research strategy. Using a closed-ended questionnaire, the study's researchers gathered data on how students felt about the use of digital storytelling in the instruction of reading narrative texts. Descriptive statistics were also used to examine the data, and tables displaying and discussing the results were created. According to the findings, most students firmly agreed with the following: students should find learning and teaching enjoyable; students should be able to comprehend when reading narrative texts; and students should use digital storytelling in the classroom. In summary, students' favorable opinions on using digital storytelling in reading instruction help them understand how to read narrative texts.

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1. INTRODUCTION

Teaching people whose first language is not English is known as English language teaching. English language instruction, according to Dewey and Leung (2010), is a type of international major. In the age of globalization, an international major is defined as a variety of terms that impact cultural and educational norms. Groups of users characterize ELT based on the categories and labels. There are three types of English language usage: 1. Native English, 2. Second Language, and 3. Foreign Language. Given that technology is now a tool used in practically every part of our lives, teaching English through digital literature is just one of many methods.

Reading is one language ability that students must learn. Reading happens when a reader can use specific knowledge to find the information they need, according to Willis (2008). Through reading, the reader can discover the information they seek. Learning about problems and worries that individuals are facing as well as subjects that they might not be familiar with is the aim of reading.

Among the many subjects covered in English training are the foundational language abilities of speaking, writing, listening, and reading. For students, reading instruction is crucial. Reading has improved students' writing, reading comprehension, spelling, and vocabulary. Reading is the act of engaging with a text to find, comprehend, interact with, and analyze the ideas that are expressed through written communication, according to certain experts (Grabe and Stoller, 2002; Harmer 2001).

According to Perfetti (2001), a person's reading ability is determined by their performance on a reading assessment. Reading proficiency can be determined using a few criteria and the student's score. The first is

word identification, followed by word mechanism in message and language engagement. One can assess a person's ability to read in various steps: from visual input to word or letter stringing, and finally to the perceptual activation of single and multiple letters.

The junior high school curriculum for 2013 states that students will study both monologue and functional texts. A monologue text is a lengthy text that covers more ground while using words to express a concept or point of view. Narrative, process, recollections, descriptive, reports, etc. are included. A functional text, on the other hand, is shorter than a monologue. Greeting cards, notifications, invitations, and announcements are among them. Reading instruction in junior high school involves the use of five different text types: report, procedural, narrative, recount, and descriptive texts. The text under discussion in this paper is a narrative text that falls under the category of a monologue text.

A narrative text tells the story of events in a unique and engrossing sequence. Abbott (2002) defines narrative as a sequence of events given in chronological order to aid in our understanding of the world during a time that is nearly fundamental to our perception. Students can improve as readers by using narrative literature. The purpose of narrative texts is to entertain, to tell a story, or to provide literary experiences.

Teaching reading strategies for narrative literature has been the subject of a significant amount of previous study. Consequently, numerous approaches to teaching students to read narrative texts have been put forth. Teaching students to read narrative texts through syntactic surgery is something Adrian and Rosa (2012) support. This method focuses on identifying the difficult sentence, writing it out and beginning the surgery, rearranging the words to make them more comprehensible, practicing, and planning the lesson. Additionally, a very Important Point is an approach that Rusdi and Marlina (2017) suggest using when teaching students to comprehend narrative texts. One tactic to increase students' interest in reading narrative texts is this one.

Difficulty reading or understanding the text, particularly when it's a narrative piece. When reading a narrative book, students encounter a few challenges. In some cases, when given a reading assignment, students struggle to comprehend a narrative text. Several issues can make it difficult for students to read narrative texts. Since ancient times, the art of storytelling has been a valuable teaching tool for instilling moral principles, love, and respect for the cultures of others.

Digital narrative Additionally, it is a teaching strategy meant to assist pupils in developing their language skills (Wang and Zhan, 2010). It fosters children's use of imagination and creativity while enhancing their reading, writing, and speaking abilities. Because of their fixation with technology, language teachers nowadays have a difficult time inspiring their pupils' reading abilities. Because of their excessive reliance on technology, students are considered digital stories. Teachers consequently try to replace their old educational approaches with the newest technological tools to increase their pupils' language competency (Morgan, 2012).

Teachers who collaborate with students on digital storytelling assignments agree that students get an understanding of how to use their technical and research skills to transform information into knowledge. One of the cutting-edge technologies of the twenty-first century that helps students analyze their material critically and present it technically is digital storytelling. Narrative and digital content are combined in digital storytelling. This powerful multimedia tool provides several opportunities for reflection, collaboration, and accurate technical translation of analog to digital form.

Digital storytelling has been used in certain earlier research projects as an active learning technique to help students' language proficiency. The study's findings about Digital Story's capacity to assist students in becoming more skilled language users, according to Nassim (2018), show why it's a highly recommended resource for English language learners. The students enjoyed it since it calls for both technical and artistic proficiency. Participating students in the study demonstrated growth and involvement. Rahimi and Yadolahi (2017) found that digital storytelling delivered online was more successful than offline storytelling in fostering the literacy skills of EFL learners. Hamdi (2017) discovered a noteworthy impact of employing digital storytelling techniques in enhancing the proficiency of English language learners.

It might be argued, based on the description, that earlier research has focused on how digital storytelling can enhance students' language proficiency. Nonetheless, the researcher's main focus in this study was on using narrative texts to teach reading. Thus, to better understand how students at SMPIT IQRA Bengkulu perceive the usage of digital storytelling in the classroom, the researcher will conduct an analysis.

2. METHOD

This study combined a descriptive study design with a quantitative methodology. Gay and Mills (2012) state that cause-and-effect events, correlations, and current events are all studied using quantitative research methodologies. Johnson and Christensen (2020), descriptive research provides a thorough explanation of the circumstances or traits of a situation or scenario.

Consequently, to determine and describe the existing state of affairs regarding students' opinions of employing digital storytelling in the instruction of narrative text reading. This study employed a quantitative method along with a descriptive study design.

Twenty eighth-grade students from SMPIT IQRA, an Islamic junior high school, served as the study's subjects. To learn how eighth-grade students at SMPIT IQRA, an Islamic junior high school, felt about employing digital storytelling to teach reading narrative texts, the researcher employed questionnaires in this study.

Data for this study were gathered via the questionnaire. What opinions do the students have about using digital storytelling to teach narrative text reading? Descriptive statistics, which are essentially a group of methods for summarizing, characterizing, evaluating, and interpreting quantitative data, were used by the researcher to analyze the data. The research analysis then employed tables to help make the findings more understandable

3. RESULT AND DISCUSSION

The results of the study showed how students felt about using digital storytelling to teach narrative text reading. A detailed explanation is provided below.

Table 1. Student statement distribution: Digital storytelling is used to teach reading students who are eager to read narrative texts

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	10	8	2	0

Table 1 shows that ten students highly concur that using digital storytelling to teach reading encourages students to read narrative texts. Eight students concur with this statement in the interim. Two students, who are interested in reading narrative texts, disagree with the digital storytelling's application in reading classrooms. Not a single student expressed a strong disagreement with this assertion. As a result, students who use digital storytelling to teach reading strongly agree that it motivates them to read narrative literature.

Table 2. Students' statements distribution: regarding the use of digital storytelling to teach reading and engage students in the learning process

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	11	7	2	0

Table 2 shows that eleven Students overwhelmingly agree that incorporating digital storytelling into reading instruction engages them in the process of learning. Seven students concur with this statement in the interim. Two students, however, contest the idea that including the use of digital storytelling in reading education improves student participation in the learning process. Not a single student expressed a strong disagreement with this assertion. Consequently, the majority of students wholeheartedly concur with the claim that incorporating digital storytelling into reading instruction engages students in the process of learning.

Table 3. Student statement distribution: Using digital storytelling to teach reading and make students enjoy reading narrative texts

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	12	7	1	0

Table 3 shows that twelve students highly concur that using digital storytelling to teach reading encourages students to like reading narrative texts. Seven students concur with this statement in the interim. The claim that using digital storytelling to teach reading makes students enjoy reading narrative texts, on the other hand, was fiercely disputed by one student. As a result, the majority of students firmly concur that using digital storytelling to teach reading encourages students to enjoy reading narrative texts.

Table 4. Student statement distribution: Using digital storytelling to teach reading makes it easier for students to read narrative texts

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	14	6	0	0

Table 4 shows that fourteen students strongly agree with the assertion, suggesting that teaching reading through digital storytelling increases students' ability to read narrative texts. Meanwhile, six students agree with this viewpoint. Nonetheless, every student acknowledges that teaching reading through digital storytelling increases students' ability to comprehend narrative texts. Not a single student expressed a strong disagreement with this assertion. As a result, the majority of students firmly concur that using digital storytelling to teach reading makes it easier for students to read narrative texts.

Table 5. Students statement distribution: using digital storytelling when teaching reading helps students comprehend narrative texts

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	13	6	2	1

Table 5 shows that thirteen students highly concur with the statement, illustrating the benefits of digital storytelling for improving narrative text reading comprehension. Six students concur with this statement in the interim. Two students, however, disagree that teaching reading through digital storytelling improves students' comprehension of narrative literature. One child strongly objected to this statement. Because of this, the vast majority of students strongly agree that teaching reading through digital storytelling aids in students' comprehension of narrative texts.

Table 6. Student statement distribution: indicating that teaching students to read narrative texts for students to improve their reading comprehension of narrative texts, digital storytelling can be effective

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	13	4	2	1

Table 6 shows that thirteen students highly concur with the assertion that teaching students to read narrative texts through digital storytelling is useful for their reading comprehension. Four students, nevertheless, concur with this assertion. Two students, however, disagree that teaching students to read narrative texts using digital storytelling useful for their reading comprehension. One student vehemently disagreed with this assertion. As a result, the majority of students firmly concur that teaching students to read narrative texts through digital storytelling is useful for their reading comprehension.

Table 7. Student statement distribution: The teaching of students to understand narrative texts through the use of digital storytelling is not beneficial to their learning process

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	0	0	12	8

Table 7 shows that twelve students disagree with the assertion, indicating that using digital storytelling to educate students to read narrative texts is not beneficial to their learning. Eight students, however, vehemently disagree with this assertion. The claim that using digital storytelling to teach reading narrative texts is ineffective for the learning process was, nevertheless, not endorsed by any student. The majority of students, therefore, strongly disagree with the assertion that using digital storytelling to teach reading narrative texts is ineffective for the educational process.

Table 8. Student statement distribution: Students felt about the ineffectiveness of using digital storytelling to teach narrative texts

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	0	0	14	6

Table 8 shows that sixteen students don't agree with the claim that teaching narrative text reading using digital storytelling is ineffective. Four students, however, vehemently disagree with this assertion. However, none of the students strongly agreed or disagreed with the assertion that employing digital storytelling to teach narrative text reading is useless. Consequently, the majority of students refute the claim that teaching narrative text reading through digital storytelling is ineffective.

Table 9. Student statement distribution: using digital storytelling to teach reading narrative texts can cause students to get disinterested in the learning process

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	0	0	8	12

Table 9 shows that eight students refute the assertion, suggesting that utilizing digital storytelling to educate students to read narrative texts can cause students to get disinterested in the learning process. Twelve students, however, vehemently disagree with this assertion. Nevertheless, none of the students expressed strong agreement or agreement with the assertion that teaching students to read narrative texts through digital storytelling dulls them while they are studying. As a result, the majority of students vehemently disagree with the claim that using digital storytelling to teach reading narrative texts can cause students to get disinterested in the learning process.

Table 10. Student statements distribution: teaching students to comprehend narrative texts using digital storytelling is ineffective in improving their reading comprehension

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Value	0	0	14	16

Table 10 shows that fourteen students do not agree with the statement, indicating that using digital storytelling to educate students to read narrative texts does not improve their reading comprehension. Six students, however, vehemently disagree with this assertion. The claim that using digital storytelling to teach students to read narrative texts is ineffective for improving their reading comprehension was no students agreed. As a result, the majority of students vehemently disagree with the assertion that teaching narrative text through digital storytelling improves their understanding of the text.

The first perception of this study, ten students highly concur that using digital storytelling to teach reading encourages students to read narrative texts. Eight students concur with this statement in the interim. Digital storytelling should not be used in the reading classroom, according to two kids who enjoy reading narrative books. Not a single student disagreed strongly with this statement. Because of this, the vast majority of students wholeheartedly agree that teaching reading through digital storytelling motivates students to read narrative literature. Hamdy (2017) found the significant effect of employing digital storytelling techniques in increasing English students' skills in teaching reading and listening skills. Instructors can aid students with their reading and listening comprehension by employing digital storytelling, which has a lot of advantages. Additionally, it is a strategy that can draw in the class and promote discussions, giving the students the chance to practice speaking. It can also entertain and grab the attention of students. The learning objectives will be easily met when learning and teaching are enjoyable processes. Above all, efforts should be made to maximize the use of multimedia technology in the classroom and integrate the teaching of the four skills to develop students' fluency in English in the modern era. Educators ought to consider incorporating digital storytelling into their lesson plans.

Eleven students strongly agree, according to the second view, that incorporating digital storytelling into reading instruction engages students in the learning process. Seven students concur with this statement in the interim. However, two students disagree that using digital storytelling in reading teaching improves student participation in the learning process. Not a single student expressed a strong disagreement with this assertion. Consequently, the majority of students wholeheartedly concur with the claim that incorporating digital storytelling into reading instruction engages students in the process of learning. According to Robbin (2016),

Digital storytelling could be a very useful tool for teaching kids of all ages and grade levels how to compose their own stories. This usage of digital storytelling makes the most of students' creative abilities as they start doing their research and producing stories, learn how to use the internet and libraries to find rich, in-depth content, and analyze and synthesize a variety of facts and viewpoints. In addition to learning how to structure their ideas, ask questions, express opinions, and write narratives, students who work on digital story projects also strengthen their communication skills. Giving pupils the chance to present their work to their peers can also help them develop critical analysis skills for both their own and other students' work.

The third perception, 12 students highly concur that using digital storytelling to teach reading encourages students to like reading narrative texts. Seven students concur with this statement in the interim. On the other hand, one student vehemently disagreed with the assertion that teaching reading through digital storytelling causes kids to like reading narrative texts. As a result, the majority of students firmly concur that using digital storytelling to teach reading encourages students to enjoy reading narrative texts. According to Handayani and Youlia (2020), the use of digital storytelling is impacted by educational activities. For instance, students had more fun and participated more in class. Students found it easier to comprehend the narrative content when digital storytelling was used. The author concludes by advising English teachers to teach their students how to read narrative texts aloud in class by using digital resources. The fourth perception, fourteen students highly concur with the statement, indicating that using digital storytelling to teach reading makes it easier for students to read narrative texts. Six students concur with this statement in the interim. All students agree, though, that using digital storytelling to teach reading makes it easier for students to read narrative texts. Not a single student expressed a strong disagreement with this assertion. As a result, the majority of students firmly concur that using digital storytelling to teach reading makes it easier for students to read narrative texts. As they had fun in the classroom, pupils began to engage more. Students were able to comprehend the narrative content more easily when digital storytelling was used. using digital storytelling as one of many educational methods to help students learn how to interpret narrative texts.

In the fifth perception, thirteen students highly concur with the statement, demonstrating the benefits of employing digital storytelling to encourage readers to comprehend narrative materials. In the interim, six students agree with this statement. However, two students contest the idea that teaching reading through digital storytelling improves students' comprehension of narrative texts. One kid vehemently disagreed with this assertion. As a result, the majority of students firmly concur that using digital storytelling to teach reading helps students comprehend narrative texts. According to Nassim (2018) How well Digital Story works as a tool to improve students' writing, reading, and creative skills while also getting them more involved in the learning process. Because it needed both technical and creative talents, students enjoyed it. By the end of the project, they had increased their reading and writing abilities. During the narrative construction process, students learned how to plan, work together, and cooperate to accomplish their objectives. The application can be used for blended learning, in which educators or learners create original content that they then distribute to others.

In the sixth perception, thirteen students highly concur with the assertion that teaching students to read narrative texts through digital storytelling is useful for their reading comprehension. Four students, nevertheless, concur with this assertion. Two students, however, disagree that teaching students to read narrative texts using digital storytelling useful for their reading comprehension. One student vehemently disagreed with this assertion. As a result, the majority of students firmly concur that teaching students to read narrative texts through digital storytelling is useful for their reading comprehension. According to Rahimi and Yadollahi (2017), The study's conclusions demonstrated that EFL students might use online digital storytelling to increase their language proficiency and spend more time utilizing technology in the classroom. The main strategy for encouraging reading and writing was digital storytelling, especially when the story was used in a group setting throughout the teaching and learning process.

In the seventh perception, twelve students disagreed with the assertion, indicating that using digital storytelling to educate students to read narrative texts is not beneficial to their learning. Eight students, however, vehemently disagree with this assertion. The claim that using digital storytelling to teach reading narrative texts is ineffective for the learning process was, nevertheless, not endorsed by any student. The majority of students, therefore, strongly disagree with the assertion that using digital storytelling to teach reading narrative texts is ineffective for the educational process. According to Hamdy (2017) concluded that the students' listening and reading comprehension were significantly impacted by digital storytelling. Additionally, it had a moderate effect size on both students' comprehension skills.

In the eighth perception, sixteen students don't agree with the claim that teaching narrative text reading using digital storytelling is ineffective. Four students, however, vehemently disagree with this assertion. Nevertheless, the assertion that employing digital storytelling to teach narrative text reading is ineffective was not strongly agreed upon or accepted by any of the students. Consequently, the majority of students refute the

claim that teaching narrative text reading through digital storytelling is ineffective. Digital literature is a literary work in the context of modern media. Teaching narrative text reading with digital literature is regarded as beneficial. Typically, narrative texts are lengthy texts that need to be understood by the students. Students, however, frequently find the to be dull and challenging to learn, reading is a fundamentally necessary skill for us to obtain any knowledge. Through digital literature, students can more effectively read narrative text.

In the ninth perception, eight students disagreed with the statement, indicating that using digital storytelling to educate students to read narrative texts can cause students to get disinterested in the learning process. Twelve students, however, vehemently disagree with this assertion. Nevertheless, none of the students expressed strong agreement or agreement with the claim that using digital storytelling to educate students to read narrative texts bores them during the learning process. As a result, the majority of students vehemently disagree with the claim that using digital storytelling to teach reading narrative texts can cause students to get disinterested in the learning process. The study's outcome was noteworthy since it enabled students to meet their learning objectives by using digital literature to teach them how to interpret narrative texts. In the past, students found reading narrative texts to be boring, but in the present, teachers are incorporating more and more digital literature into their lesson plans, which is enhancing students' perceptions based on their arguments. The explanation makes it very clear that the use of digital literature in teaching students to read narrative texts was thoroughly studied in this study. Students also find the teaching and learning process more enjoyable because of the effectiveness of digital literature.

In the tenth perception, fourteen students did not agree with the statement, indicating that using digital storytelling to educate students to read narrative texts does not improve their reading comprehension. Six students, however, vehemently disagree with this assertion. The claim that using digital storytelling to teach students to read narrative texts is ineffective for improving their reading comprehension was no students agreed. As a result, the majority of students vehemently disagree with the assertion that teaching narrative text through digital storytelling improves their understanding of the text. According to Handayani, et al (2020) were impacted by the use of digital. Students' comprehension of reading narrative texts was enhanced and their motivation was increased by the teachers' usage of digital literature. Furthermore, the instructor uses digital literature while the pupils focus entirely on it and participate more actively in the teaching and learning process.

4. CONCLUSION

Digital storytelling has a significant impact on education in general and on English teaching and learning in particular. Using digital storytelling, educators can present various concepts or events in the classroom using both visual and aural means. One practical tool for teaching and learning, then, is digital storytelling. Assist students in developing their English proficiency, particularly in the area of narrative reading. One important way to think about developing your English language skills is by reading. One technology that can assist kids in effectively reading narrative texts is digital storytelling.

The study's conclusions explained how students felt about using digital storytelling. The study's respondents comprise 20 students. The majority of students firmly concur that teaching reading narrative texts to students through digital storytelling improves their comprehension of the material. Students enjoyed their education, which made it simpler for them to understand narrative texts. The majority of students, however, vehemently disagree that teaching kids to read narrative texts using digital storytelling is ineffective. Students, however, vehemently contest the idea that using digital storytelling to teach reading narrative texts bores them during the educational process.

In conclusion, the majority of students strongly concur that using digital storytelling to teach reading narrative texts to students aids in their comprehension and makes the process of teaching and learning more fun. As a result, students have positive opinions about how using digital storytelling helps them comprehend narrative texts more easily. Then, one extremely helpful and efficient tool to aid students in understanding when reading narrative texts is digital storytelling. More studies must be done on the use of digital storytelling to improve students' English language competence to properly evaluate how well it might benefit teachers' and students' future learning processes.

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