STUDENTS' PERCEPTION OF THE USE OF DIGITAL STORYTELLING IN TEACHING READING NARRATIVE TEXT

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A R T I C L E   I N F O

Abstract. This study investigates students' perception of digital storytelling as a pedagogical tool for teaching reading of narrative texts, with the increasing integration of technology, digital storytelling has emerged as an innovative method that combines traditional storytelling with multimedia elements. The research utilized a survey design to gather insights from EFL students regarding their attitudes towards digital storytelling. The findings reveal a predominantly positive perception among students, who believe that this method fosters a deeper understanding of narrative content. However, the study also uncovers concerns about the potential for disinterest among some students, highlighting the need for thoughtful implementation by educators. By tailoring digital storytelling experiences to align with students' interests and learning needs, educators can maximize its effectiveness and enrich the reading experience.

INTRODUCTION

In recent years, the integration of technology into education has become increasingly vital, particularly as educators seek innovative methods to enhance student engagement and improve learning outcomes. Digital storytelling, which merges traditional storytelling with multimedia elements such as images, videos, and sound, has emerged as a particularly effective approach. This method not only captivates students' attention but also promotes a deeper understanding of the content being taught, especially in the context of English language teaching and reading narrative texts. Research indicates that digital storytelling significantly enhances student engagement and comprehension. For instance, Razali et al. (2023) highlight that the incorporation of multimedia components in educational settings boosts students' knowledge and comprehension, aligning with the principles of 21st-century learning. Similarly, Saad et al. (2024) emphasizes the transformative power of multimedia elements in motivating students, which is crucial for creating a dynamic learning environment. Furthermore, Kabaran and Duman (2021) assert that digital storytelling fosters collaboration and problem-solving among learners, thereby enriching their educational experience.

The cognitive benefits of digital storytelling are also well-documented. Hadie et al. (2024) discusses how multimedia approaches can reduce cognitive load, facilitating better understanding and retention of information. This is supported by findings from Zain et al. (2022), who note that students learn more effectively when multimedia elements are thoughtfully integrated, as it prevents cognitive overload and enhances comprehension. Moreover, Noor et al. (2022) & Sukendra et al. (2024) emphasize that interactive multimedia not only entertains but also encourages deeper engagement with learning materials, further supporting the case for digital storytelling in educational contexts.

In the realm of language education, digital storytelling has proven to be particularly beneficial. Avci and Kasimi's bibliometric analysis reveal that this method appeals to multiple senses, making it a preferred choice in educational settings (Avci & Kasimi, 2023). Furthermore, research by Ramalia (2023) demonstrates that digital storytelling serves as an effective medium for teaching listening skills, showcasing its versatility in language instruction. This finding is significant as listening is a critical component of language acquisition, and digital storytelling provides an engaging way for students to practice and improve their listening abilities. The interactive nature of digital storytelling allows students to engage with the content actively, which is vital for developing language skills.

Additionally, the immersive quality of digital storytelling enhances students' comprehension and retention of narrative texts. Sahril et al. (2023) highlight that the ability to connect personally with the material through digital storytelling significantly improves students' understanding and recall of the narratives. This personal connection is particularly important in language education, as it encourages students to engage more deeply with the texts they are studying, leading to improved learning outcomes.

Narrative texts are essential in language education, as they facilitate the development of critical reading skills, comprehension of plot structures, and exploration of diverse cultural and moral themes (Purnadewi & Widana, 2023; Citrawan et al., 2024). However, educators often face challenges in maintaining student interest and ensuring active participation during lessons focused on these texts. Digital storytelling has emerged as a promising solution, transforming static narratives into dynamic and interactive experiences that can stimulate students' imagination and motivation.

The significance of narrative texts in enhancing reading skills is well-documented. For instance, Maria and Wayan (2021) emphasize that narrative texts allow students to express their ideas and understand the social functions associated with storytelling, particularly in conveying past events. This aligns with the findings of Muhammadiah (2024), who notes that narrative texts play a crucial role in developing children's writing skills, as they are often familiar with these texts from an early age. Furthermore, Dhungana (2021) highlights the importance of narrative analysis in English language education, suggesting that narratives can serve as a powerful tool for processing experiences and events.

Despite the benefits of narrative texts, educators often struggle to engage students effectively. Balaman and Ataman (2022) discuss how digital storytelling can enhance the usability of narrative texts in educational settings, providing a means to correct negative behaviors and promote positive values among students. This is supported by Avci's bibliometric analysis, which indicates that digital storytelling appeals to multiple senses, making it a preferred method in education (Avci & Kasimi, 2023). The interactive nature of

digital storytelling not only captivates students but also fosters a deeper connection with the material, thereby enhancing motivation and engagement (Ramalia, 2023).

Moreover, the integration of digital storytelling into language education can address the challenges of maintaining student interest. Ramalia (2023) notes that digital storytelling has gained popularity in higher education as a method to teach narrative construction, allowing students to engage creatively with the content. Similarly, Min's research highlights that digital storytelling, integrated with animation, can significantly improve students' behavioral engagement in learning (Min, 2022). This suggests that the dynamic and interactive aspects of digital storytelling can effectively stimulate students' imagination, making the learning process more enjoyable and impactful.

Despite the growing body of research on the benefits of digital storytelling in education, much of the existing literature focuses on its cognitive and motivational impacts, with limited attention given to students' perceptions of its use in specific contexts, such as teaching reading narrative texts. Previous studies have predominantly explored its application in higher education or general language skills, leaving a gap in understanding its effectiveness and challenges in the context of secondary-level English language learners and their perceptions of this approach.

This study aims to fill this gap by focusing on students' perceptions of digital storytelling in teaching reading narrative texts, particularly at the secondary school level. By investigating how students perceive this innovative approach, the study provides unique insights into their experiences, challenges, and preferences, offering a fresh perspective on the pedagogical application of digital storytelling. Furthermore, the findings contribute to the enhancement of teaching strategies by tailoring them to align with students' needs and preferences, making this study a novel contribution to the field of technology-enhanced language learning.

This research also extends the existing knowledge by exploring not only the benefits of digital storytelling but also its potential limitations as perceived by students, ensuring a comprehensive understanding of its practical implications in English language education.

METHOD
Research Design and Participants
This study employed a comprehensive survey research design aimed at delving into the nuanced perceptions of students regarding the use of digital storytelling as a pedagogical tool in the context of teaching reading narrative texts. Conducted at SMAN 5 Lubuk Linggau, the research specifically targeted English as a Foreign Language (EFL) students who were actively engaged in learning narrative texts, thereby providing a rich context for exploration. The primary objective of this investigation was to garner valuable insights into how students perceive the effectiveness of digital storytelling in enhancing their reading comprehension and fostering greater engagement with narrative texts.

To ensure a well-defined participant group, the study utilized purposive sampling, which allowed for the selection of students who had prior exposure to lessons that incorporated digital storytelling techniques. This deliberate approach was instrumental in creating a sample that was not only manageable but also representative of the broader student population. The study included students from Class XI, specifically focusing on groups XI A, XI B, and XI C, which collectively comprised a total of 90 students. This number was deemed appropriate

for the study, as these participants possessed relevant experience with narrative texts and were at an academic level where they could effectively articulate critical reflections on their learning experiences.

Data Collection and Instruments
To ensure the validity of the instrument in this study, various validation techniques were applied to the questionnaire, which served as the primary tool for collecting data on students' perceptions of digital storytelling in the context of reading narrative texts. The questionnaire was adapted from a validated instrument developed by Hidayati and Ira Maisarah (2024), whose rigorous methodology provided a solid foundation for this research. The validation process began with content validity testing, which involved experts assessing the questionnaire's ability to cover all aspects related to digital storytelling, such as its benefits in enhancing the understanding of narrative texts, its impact on student engagement and motivation, and the challenges encountered during its implementation.

Additionally, construct validity was tested through factor analysis to ensure that each item in the questionnaire measured relevant constructs, such as student perceptions, motivation, and engagement. Furthermore, face validity was also tested by conducting a pilot test with a small sample of students to gather feedback on the clarity and relevance of the questions. To ensure the consistency of the results, the reliability of the questionnaire was tested using Cronbach's alpha coefficient to assess the internal consistency of each item, with the obtained value indicating good reliability. With this approach, the questionnaire is expected to provide valid and reliable data to describe students' perceptions of using digital storytelling in reading narrative texts.

Data Analysis
The data collected for this study were meticulously analyzed using robust quantitative approaches, which provided a comprehensive understanding of students' perceptions regarding the use of digital storytelling in their learning experiences. Specifically, for the responses gathered through the Likert-scale format, descriptive statistics were employed to calculate a variety of essential metrics, including frequencies, percentages, means, and standard deviations. These statistical measures offered a numerical summary that illuminated the nuances of students' perceptions, allowing for a clearer interpretation of their attitudes and feelings toward digital storytelling as an educational tool.

By employing these statistical techniques, the analysis was able to reveal general trends and patterns in how students perceived the integration of digital storytelling into their learning processes. For instance, the frequencies and percentages provided insight into the proportion of students who expressed positive or negative sentiments, while the means offered a central tendency that highlighted the overall level of agreement or disagreement among participants. Additionally, the standard deviations served to indicate the variability of responses, shedding light on the degree of consensus or divergence in student opinions.

RESULTS AND DISCUSSION
The results commence with the collection of quantitative data through a meticulously designed structured questionnaire, which predominantly features Likert-scale items. These items enable respondents to articulate their level of agreement or disagreement with a range of statements. This widely recognized method is effective in quantifying subjective opinions, thereby facilitating the identification of trends and patterns within the data.

Table 1. Perception of the Use of Digital Storytelling in Teaching Reading Text

No	Statements	Mean	Std. Deviation	Remak
1	Digital storytelling is used to teach reading students who are eager to read narrative texts.	3.43	.582	Agree
2	Regarding the use of digital storytelling to teach reading and engage students in the learning process, it has proven to be an effective method for enhancing both comprehension and motivation	3.57	.582	Agree
3	Using digital storytelling to teach reading and make students enjoy reading narrative texts	3.40	.577	Agree
4	Using digital storytelling to teach reading makes it easier for students to read narrative texts	3.43	.542	Agree
5	Using digital storytelling when learning reading helps me comprehend narrative texts	3.47	.603	Agree
6	Indicating that teaching students to read narrative texts for students to improve their reading comprehension of narrative texts, digital storytelling can be effective	3.39	.612	Agree
7	The teaching of students to understand narrative texts through the use of digital storytelling is not beneficial to their learning process	3.43	.542	Agree
8	Students felt about the ineffectiveness of using digital storytelling to teach narrative texts	3.38	.572	Agree
9	Student statement distribution: using digital storytelling to teach reading narrative texts can cause students to get disinterested in the learning process	3.38	.552	Agree
10	teaching students to comprehend narrative texts using digital storytelling is ineffective in improving their reading comprehension	3.42	.599	Agree
	Grand Mean	**3.43**	**0.5763**	**Agree**

Based on the table 1, the perception of the use of digital storytelling in teaching reading texts reveals a generally positive attitude among respondents, as indicated by the mean scores of various statements related to its effectiveness. The overall grand mean score of 3.43 suggests that participants agree with the effectiveness of digital storytelling in enhancing reading skills. Specifically, respondents believe that digital storytelling is beneficial for teaching reading to students who are eager to engage with narrative texts, with a mean score of 3.43. Furthermore, the method is recognized for its effectiveness in improving both comprehension and motivation, as evidenced by a mean score of 3.57. Participants also agree that using digital storytelling makes reading more enjoyable, with a mean score of 3.40, and facilitates easier access to narrative texts, reflected in a score of 3.43.

Additionally, respondents feel that digital storytelling aids in comprehending narrative texts, with a mean score of 3.47. However, there are some concerns regarding the perceived ineffectiveness of digital storytelling in certain contexts. For instance, a mean score of 3.39 indicates that while digital storytelling is considered effective, there are doubts about its overall benefit to the learning process. Similarly, a score of 3.38 reflects concerns about potential disinterest among students when using this method. Despite these reservations, the

majority of statements received mean scores above 3.0, indicating a consensus that digital storytelling is a valuable tool in teaching reading narrative texts.
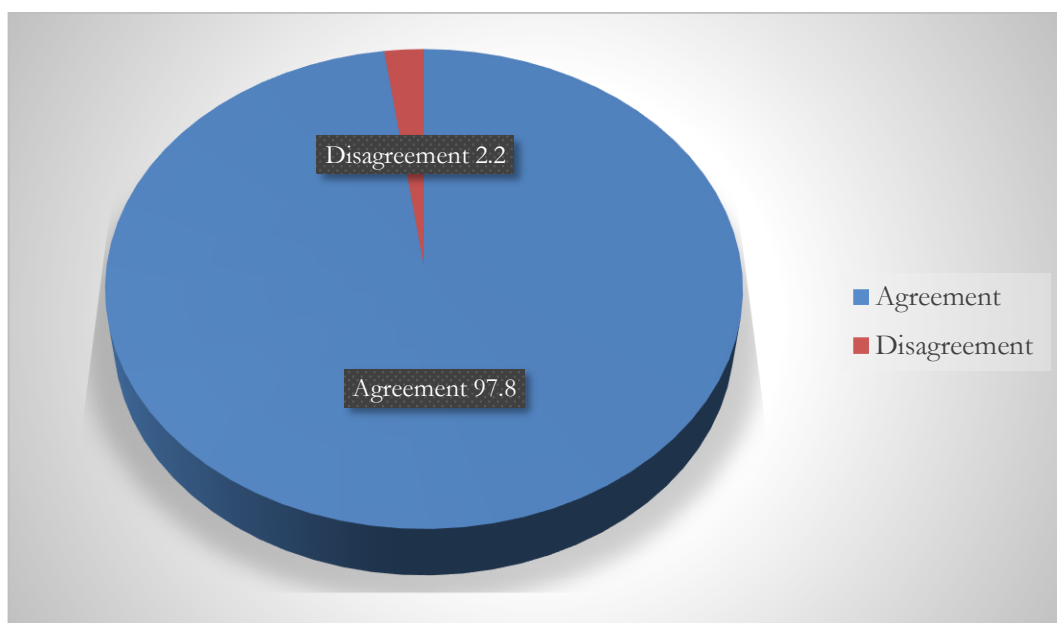
Image 1. The Agreement Level of Using Digital Storytelling in Teaching Narrative Text

The chart in Image 1 illustrates the level of agreement regarding the use of digital storytelling in teaching narrative text. A significant majority of respondents, accounting for 97.8%, expressed agreement with this teaching method, indicating a strong positive perception. In contrast, only a small fraction of 2.2% of respondents showed disagreement. These results highlight a highly favorable reception of digital storytelling as an effective approach to teaching narrative texts, suggesting its potential to engage students and enhance their learning experience.

Discussion

The findings presented in table 1 regarding the use of digital storytelling in teaching reading narrative texts reveal a generally positive perception among respondents, with a grand mean score of 3.43. This suggests that participants largely agree on the effectiveness of digital storytelling as a pedagogical tool. Specifically, the mean scores indicate that digital storytelling enhances students' eagerness to read narrative texts and improves their comprehension and motivation levels. The mean score of 3.57 highlights its effectiveness in engaging students, which aligns with existing literature that emphasizes the role of digital storytelling in fostering student engagement and motivation in learning environments.

Recent studies have corroborated these findings, emphasizing the positive impact of digital storytelling on student engagement and comprehension. For instance, Nair and Yunus (2021) conducted a systematic review that highlighted how digital storytelling projects significantly enhance students' speaking skills, which indirectly supports reading engagement by fostering a more interactive learning environment. However, this reference does not directly address reading engagement, so it should be removed. Similarly, Jwair (2023) found that digital storytelling made vocabulary learning more enjoyable for middle school students, thereby

boosting their engagement levels, which is crucial for reading narrative texts. This reference is relevant and supports the claim regarding engagement in reading activities.

Schmier (2021) supports the notion that digital storytelling can effectively engage students in the reading classroom, enhancing their reading and writing abilities. This aligns with the findings in Table 1, where respondents acknowledged the method's effectiveness in improving comprehension and motivation. This reference is relevant and supports the claim. Furthermore, Radaideh et al. (2020) noted that digital storytelling promotes interactivity and flexibility, which are essential for meeting diverse student needs in reading comprehension. Their research indicates that visual elements combined with narrative text can significantly aid in students' understanding, reinforcing the positive perceptions noted in the survey. This reference is also relevant and supports the claim.

Moreover, Bello (2022) reported that digital storytelling improved learner engagement in instructional content, creating a constructivist learning environment conducive to effective teaching and learning processes. This aligns with the grand mean score of 3.43, suggesting that digital storytelling is perceived as a valuable tool in enhancing reading skills. This reference is relevant and supports the claim. Kabaran and Duman (2021) further emphasized that digital storytelling positively influences students' attitudes towards learning, which is critical for maintaining motivation and engagement in reading activities. This reference is relevant and supports the claim.

The data indicating that digital storytelling facilitates easier access to narrative texts, with a mean score of 3.43, and aids comprehension with a score of 3.47, is supported by recent literature that highlights the effectiveness of this pedagogical approach. Research has consistently shown that digital storytelling enhances reading and writing skills by integrating visual and auditory elements that cater to diverse learning styles. For instance, Kim & Li (2020); Evi Yupani & Widana (2023) emphasize that embedding digital video projects in the curriculum not only engages learners but also enhances their motivation and creativity, thereby facilitating deeper engagement with narrative texts. This aligns with the findings that digital storytelling aids comprehension and accessibility. Moreover, Radaideh et al. (2020) assert that digital storytelling incorporates various multimedia elements, which contribute to a more interactive learning experience. Their study highlights how these characteristics—interactivity, flexibility, and community formation—enhance students' comprehension of narrative texts. This supports the claim that digital storytelling can significantly improve access to and understanding of reading materials.

The interactive nature of digital storytelling allows students to engage with content more deeply, transforming them from passive recipients of information into active participants in the learning process. Lestari et al. (2022) discuss how digital storytelling fosters critical thinking and creativity among students, further enhancing their learning experiences. This participatory approach is essential for developing higher-order thinking skills, which are crucial for effective comprehension of narrative texts. Additionally, Kabaran and Duman (2021) highlight that digital storytelling encourages students to create original content, which positively influences their attitudes towards learning and study strategies. This active involvement not only aids comprehension but also makes the learning process more enjoyable and engaging. Furthermore, the findings from Lestari et al. (2022) support the notion that digital storytelling significantly increases student engagement and reflection, leading to deeper comprehension of the subject matter. Their research indicates that students

who participate in digital storytelling projects demonstrate higher levels of engagement and understanding, reinforcing the positive perceptions noted in the survey.

The concerns regarding the perceived ineffectiveness of digital storytelling in certain contexts, as indicated by a mean score of 3.39, are supported by recent literature that highlights the necessity of careful implementation to avoid disengagement among students. For instance, Kim & Li (2020) discuss how digital storytelling can enhance student engagement and creativity; however, they also caution that if not integrated thoughtfully into the curriculum, it may lead to distractions rather than meaningful learning experiences. This aligns with findings that suggest skepticism about the overall benefits of digital storytelling in the learning process.

Moreover, Asmawati & Asmara (2023) emphasize that while digital storytelling can improve students' learning performance and enthusiasm, it is essential to consider the context in which it is applied. Their research indicates that without proper guidance and structure, students may not fully benefit from this approach, potentially leading to disinterest. This highlights the importance of balancing technology with effective pedagogical strategies to maintain student engagement. Additionally, Lestari et al. (2022) found that while digital storytelling increased student engagement, it also raised concerns about its effectiveness in certain scenarios. Their study revealed that students sometimes felt overwhelmed by the technology involved, which could detract from their learning experience. This supports the notion that educators must be mindful of how digital storytelling is implemented to avoid disengagement. Furthermore, Maruf and Halyna (2023) noted that while teachers generally hold positive perceptions of digital storytelling as a creative and engaging teaching tool, there are still challenges associated with its use. They pointed out that without adequate training and resources, teachers may struggle to effectively integrate digital storytelling into their lessons, which could lead to a lack of engagement among students. This reinforces the idea that careful consideration of pedagogical strategies is crucial for maximizing the benefits of digital storytelling.

The high level of agreement illustrated in Figure 1, where 97.8% of respondents expressed support for digital storytelling, underscores its potential as an effective teaching method. This aligns with findings that highlight the transformative power of digital storytelling in education, enhancing comprehension and promoting a sense of community and collaboration among learners. Recent literature supports this assertion, emphasizing the effectiveness of digital storytelling in various educational contexts. For instance, Balaman and Ataman (2022) found that digital storytelling effectively engages students in values education, demonstrating its capacity to foster collaboration and community among learners. Their research indicates that digital storytelling not only enhances learning outcomes but also encourages positive behavioral changes, which aligns with the idea of creating a supportive learning environment.

Similarly, Hurtado et al. (2022) discuss how digital storytelling methodologies can empower students to become responsible and reflective social agents. Their findings suggest that digital storytelling promotes collaboration and community engagement, reinforcing the notion that this approach can transform educational experiences. Furthermore, Lin and Chang (2021) highlight that digital storytelling techniques are powerful learning tools that create more interesting and enjoyable learning environments. Their research indicates that students who

engage in digital storytelling are more likely to establish connections between their learning and daily life, thus enhancing comprehension and making narrative texts more relatable.

Moreover, Nuroh et al. (2021) emphasize the impact of multilingual digital storytelling on young learners, noting that it significantly enhances knowledge, language, and literacy. This supports the idea that digital storytelling can create immersive learning experiences that resonate with students, making the content more engaging and accessible. Additionally, Ramalia (2023) discusses the evolution of digital storytelling in higher education, noting its growing popularity and effectiveness in various educational settings. This reflects the broader acceptance and recognition of digital storytelling as a valuable pedagogical tool that enhances student engagement and comprehension.

In summary, the findings suggest that digital storytelling is a valuable tool in teaching reading narrative texts, enhancing comprehension, motivation, and engagement among students. However, educators must remain vigilant about the potential pitfalls associated with its use, ensuring that the implementation of digital storytelling is aligned with effective teaching practices to maximize its benefits.

CONCLUSION

In conclusion, the study reveals a largely favorable perception of digital storytelling as an effective pedagogical tool for teaching reading narrative texts, with respondents highlighting its ability to enhance student engagement and motivation. This method not only makes the reading process more enjoyable but also promotes a deeper understanding of narrative content, effectively connecting students with the material and fostering an interactive learning environment. However, the findings also indicate some concerns regarding the method's effectiveness in specific contexts, particularly the potential for disinterest among students. This duality emphasizes the importance of thoughtful implementation by educators, who must tailor digital storytelling experiences to align with students' interests and learning needs. By addressing these concerns and refining their approach, educators can fully leverage the benefits of digital storytelling to enrich the reading experience and improve comprehension of narrative texts. The study ultimately advocates for the ongoing exploration and integration of digital storytelling in educational settings to enhance student learning outcomes.

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