

**THE USE OF DIGITAL STORYTELLING ON FOURTH-GRADE
STUDENTS' READING COMPREHENSION AND THEIR PERCEPTIONS
OF ITS USE AT SD NEGERI 3 BANJAR JAWA**

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ABSTRACT

This study aims to determine the effect of using digital storytelling on the reading skills of fourth-grade students and to explore students' perceptions regarding its use at SD Negeri 3 Banjar Jawa. Using an explanatory sequential mixed-methods design, quantitative data were collected through pre- and post-tests, analyzed using SPSS, followed by qualitative data collection through interviews, analyzed using thematic analysis. The data collected and analyzed showed a significant difference between the experimental and control groups ($p < 0.05$), with the experimental group obtaining higher scores and more consistent learning outcomes. The large effect size indicates that Digital Storytelling has a strong influence on students' learning abilities. Additionally, students expressed positive perceptions of the learning process, indicating that it was more interesting, easier to understand, and enriched their vocabulary.

Keywords: digital storytelling, reading comprehension, student perceptions.

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Digital Storytelling terhadap kemampuan membaca siswa kelas IV sekaligus menggali persepsi siswa terkait dengan penggunaannya di SD Negeri 3 Banjar Jawa. Melalui desain explanatory sequential mixed-method yang digunakan dalam penelitian ini, pengumpulan data kuantitatif dilakukan melalui pre-test dan post-test yang dianalisis menggunakan SPSS, dilanjutkan dengan pengumpulan data kualitatif melalui wawancara yang dianalisis menggunakan thematic analysis. Data yang telah dikumpulkan dan dianalisis menunjukkan adanya perbedaan signifikan antara kelompok eksperimen dan kontrol ($p < 0,05$), perolehan nilai kelompok eksperimen lebih tinggi serta hasil belajar yang lebih konsisten. Perolehan nilai effect size yang besar menunjukkan bahwa Digital Storytelling mampu memberikan pengaruh kuat pada kemampuan belajar siswa. Selain itu, siswa mengungkapkan persepsi positif karena pembelajaran yang diberikan menjadi lebih menarik, mudah dipahami, serta memperkaya kosakata mereka.

Kata-kata kunci: digital storytelling, kemampuan membaca, persepsi siswa.