

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a skill that must be possessed by every individual, especially students. Guthrie and Wigfield (2017) stated that reading not only involves cognitive aspects, but also reader motivation and involvement. Reading is also an activity where we can seek information and knowledge from each text. Reading is a skill that every individual must have, especially students. Reading is an important skill in language acquisition. According to Fitriana (2018), reading is one of the important skills in language learning because it allows individuals to gain new knowledge and stimulate cognitive activity. But meanwhile to Duke and Mallette (2017) stated that reading is the ability to understand, analyze, and evaluate texts. Therefore, reading not only provides factual knowledge but can also broaden one's perspective and facilitate critical analysis, which encourages intellectual development.

After that Reading comprehension is the ability to understand, analyze, and interpret information contained in a text. According to Magdalena & Pawe (2023), reading comprehension is the ability of students to capture the contents of the reading that has been read and understand the intended concept. According to Duke and Mallette (2017), stated that reading comprehension is the ability to understand, analyze, and evaluate text. The main purpose of reading comprehension activities is to be able to understand the contents of a

reading well by answering various questions related to the reading. And the last according to (Riani, et al., 2021), Reading comprehension ability is the ability to understand, analyze, and interpret information contained in the text.

However teaching reading is a process carried out with the aim of equipping students with effective reading skills, so that students can understand and analyze texts well. This process also involves various strategies and methods that are tailored to the needs or requirements of students, including word-by-word recognition, understanding text structure, and developing skills to be able think well and critically.

In addition, learning techniques are a method or strategy used by teachers to facilitate each learning process and can improve understanding. In learning we can determine what techniques or strategies we use. In research conducted by Hattie and Donoghue (2021), effective learning techniques include strategies such as project-based learning, collaborative teaching, and the use of digital technology to support student interaction and engagement. They emphasize the importance of choosing techniques that suit individual learning styles, as well as relevant learning contexts. In addition research by Marzano (2022) shows that techniques such as distributed repetition and question-based teaching can significantly improve information retention and conceptual understanding. Meanwhile Slavin (2011) suggests that learning techniques encompass a variety of approaches used to enhance understanding and retention of information. He highlights the importance of using evidence-based techniques to achieve optimal learning outcomes. For example, techniques such as mind

mapping can help students organize information visually, while techniques such as problem solving and group discussions encourage active involvement in the learning process. By applying the right learning techniques individuals can improve the efficiency and effectiveness of their learning, making it easier to achieve academic goals and mastery of the material.

Thereover digital storytelling is the practice of using digital media tools to tell stories. It combines visual, audio, and narrative elements to enable individuals to creatively share their experiences and stories. Digital storytelling, which includes the use of multimedia, animation, and interactivity, is able to capture the attention of readers and increase their engagement with the text. With visual and audio elements supporting the narrative, readers can more easily understand the context and meaning of the story being told. In addition, digital storytelling allows readers to access a variety of different sources of information and perspectives, thereby enriching their reading experience.

In addition, digital storytelling has a significant impact on reading comprehension, especially in the context of education and literacy. According to Harris and McKenzie (2018), stated that digital storytelling can be used as an effective educational tool, as it can increase student engagement and help them understand complex concepts through engaging narratives. In addition, research by Hattie and Donoghue (2016) shows that the interactivity offered by digital storytelling can increase student engagement, which in turn contributes to deeper understanding. Digital storytelling has a significant impact on reading comprehension, both in general and according to experts. Kirkpatrick (2017) In

his book "Digital Storytelling: A Guide for Educators," Kirkpatrick defines digital storytelling as the process of creating and sharing stories using digital tools, such as video, audio, and social media. He emphasizes the importance of storytelling skills in educational contexts and how technology can enhance the learning experience. In general, digital storytelling integrates various multimedia elements, such as text, images, audio, and video, which can increase reader engagement and facilitate better comprehension. In this way, readers not only receive information passively, but also actively interact with the content, which can deepen their understanding of the material being read.

Reading Comprehension is one of the important skills taught in schools and is an internal part of the curriculum that is currently implemented at various levels of education in Indonesia, including the SMA/SMK level. According to Afflerbach, Pearson, and Paris (2016), defines reading comprehension as an active process that involves interaction between the reader and the text. Based on research conducted by Ariawan (2018) defines reading comprehension as the process of actively acquiring meaning by involving the knowledge and experience possessed by the reader and connecting it with the content of the reading. It is emphasized that interactivity in digital storytelling can increase students' motivation to engage in the reading process, which contributes to a deeper understanding of the material being studied. Meanwhile to McKeown, Beck, and Blake (2019) suggest that reading comprehension involves the ability to connect new information with existing knowledge, as well as the ability to make inferences and draw conclusions from text. Thus, the application of digital

storytelling in reading learning in class X Mechanical Engineering in vocational high schools can have a significant positive impact on students' understanding and literacy skills, preparing them to face challenges in an increasingly complex industrial world.

Base on the explanation and the phenomena above, the researcher is interested to conducting a research entitled "THE IMPACT OF DIGITAL STORYTELLING ON READING COMPREHENSION TENTH GRADE MECHANICAL ENGINEERING STUDENTS AT SMK SEMEN PADANG"

B. Identification of the Problem

The main problem identified in this study is the ability of tenth grade mechanical engineering of SMK Semen Padang to the impact of digital storytelling on reading comprehension. Based on the background we can see many students have difficulty in grasping the main idea, concluding information, and connecting the contents of the reading with previous experiences or knowledge. This is caused by various factors, such as lack of interest in reading, monotonous learning methods, and the use of media that is not yet optimal in supporting the reading comprehension process. In today's digital era, students tend to be more interested in visual and interactive media than conventional texts. Therefore, an approach such as digital storytelling is an important thing to do, because it is able to present reading texts in a more interesting format through a combination of various images, sounds, and animations, so that it is expected to increase student understanding and involvement in reading activities.

C. Limitation of the Problem

The problem limitation in this study was focused on tenth grade mechanical engineering students of SMK Semen Padang in the context of English learning. This study analyzed certain digital storytelling formats, such as interactive videos and animations, without covering all types of digital media.

D. Formulation of the Problem

Based on the background of the problem above, the researcher formulates the problem as:

- 1.How does digital storytelling gives impact to the students Reading Comprehension?
- 2.What factors influence the reading interest of tenth-grade mechanical engineering students at SMK Semen Padang?

E. Objectives of the Research

Based on the problem above, the researcher sets the objectives as:

- 1.To analyze the impact of digital storytelling on the ability of class X mechanical engineering students at SMK Semen Padang in Reading Comprehension
- 2.To identify factors that influence the reading interest of class X mechanical engineering students at SMK Semen Padang.

F. Significance of the Research

This research is expected to provide the following benefits:

1. Theoretical Benefits

This research can contribute to the development of learning theory, especially in the context of technology-based learning. By understanding how digital storytelling affects reading comprehension, this research can enrich the literature on the interaction between digital media and students' cognitive processes.

2. Practical Benefits

- a. For Teacher : This research can provide teachers with insights on how to use technology effectively, thereby improving their skills in teaching and adapting to students' needs in the digital age.
- b. For Students : This research Students can experience an improvement in their reading comprehension through the use of engaging and interactive digital Story telling, which can help them understand concepts better.
- c. For Researcher : The findings of this study can contribute to the development of better educational theories, particularly in the context of technology-based learning.

G. Definition of Key Terms

1. Digital Storytelling

Digital storytelling refers to the use of digital media, such as video, animation, audio, and interactive text, to convey stories or information. It encompasses a variety of formats, including e-books, apps, and multimedia platforms that allow for user interaction and engagement.

2. Reading Comprehension

Reading comprehension is an individual's ability to understand, analyze, and interpret text that is read. It includes vocabulary mastery, the ability to draw conclusions, and understanding the main ideas and details in a text.

3. Impact

Impact refers to the effect or influence that one variable has on another variable. In this context, the impact of digital storytelling refers to the change or improvement that occurs in students' reading comprehension as a result of using digital storytelling.

4. Students

Students are individuals involved in the learning process, in this case, students studying at the secondary education level, specifically in the Mechanical Engineering study program at SMK.