

**THE EFFECTIVENESS OF E-STORY TO ENHANCE
READING ALOUD FOR STUDENTS OF IMMANUEL 2
ELEMENTARY SCHOOL**

A THESIS

Jurisdiction Responsibility by:

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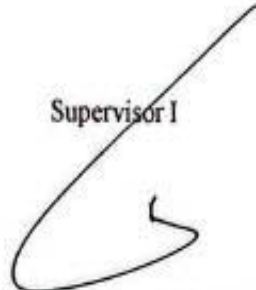
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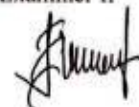
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DECLARATION OF AUNTENTICITY

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Hereby, the writer sincerely states that this undergraduate thesis, titled "The Effectiveness of E-story to Enhance Reading Aloud for Students of Immanuel 2 Elementary School," is the original based on the results of the writer's research and is not copied or plagiarized from other writers' works.

Any content that is not the writer's own is properly cited and referred to in the bibliography.

Pontianak, July 2025

The Writer

A 10,000 Rupiah Indonesian banknote is shown with a signature written over it. The banknote features the Garuda Pancasila emblem and the text 'METAL TEMPEL' and '10000'. The signature is in black ink and appears to be 'Stevani Indrayani'.

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ABSTRACT

Indrayani, Stevani. (2025). THE EFFECTIVENESS OF E-STORY TO ENHANCE READING ALOUD FOR STUDENTS OF IMMANUEL 2 ELEMENTARY SCHOOL

This research aims to determine whether the use of digital media in the form of E-stories affects the reading aloud skills of fifth-grade students at Immanuel 2 Elementary School. The research employed a quantitative method using a pre-experimental design with one group pre-test and post-test. The sample consisted of 35 fifth-grade students. The instrument used in this study was reading aloud test. During the treatment, students participated in two scaffolded E-story sessions involving digital storytelling, guided reading, and group practice using selected sentences containing target keywords. The data analysis revealed a t-value of 28.25 and an effect size of 0.087 for the effectiveness test, indicating a very strong effect. indicating a significant difference between students' reading performance before and after the treatment. It can be concluded that the use of E-story is effective for students' reading aloud. Therefore, E-stories can serve as an effective alternative to enhance reading aloud elementary school students.

Keyword: E-Story, Reading Aloud, Scaffolded technique, Pre-Experimental Research

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The writer acknowledgment that this research design may have certain limitations and shortcomings that cannot be excluded.

Therefore, comments and suggestions for improvement are accepted with pleasure.

Pontianak, Mei 2025

The Writer

Stevani Indrayani

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CHAPTER I

INTRODUCTION

This chapter presents the overview of the study's background, followed by the research questions and the purpose of the investigation. Furthermore, the chapter outlines the significance of the research and provides definitions of key terms used in the study.

1.1 Research Background

Reading aloud is an important part of literacy development, helping with pronunciation, fluency, and understanding. However, many elementary school students still have difficulties in this area, which affects their confidence and overall academic performance. At Immanuel 2 Elementary School, many of the fifth-grade students still struggle with reading aloud well, showing the need for more interesting and helpful teaching methods. Immanuel 2 Elementary School has 624 students, with 105 in fifth grade. The school knows it needs fresh ideas to help students read better.

The integration of digital media, particularly E-stories, can be a good solution. E-stories combine text, audio, and visual elements to create more interactive reading that can increase students' motivation and show examples of good reading. Previous studies (e.g., Cantika et al., 2023) have reported that digital reading platforms, such as e-books, improve literacy by making reading more engaging and easier to understand. Similarly, scaffolded read-aloud strategies can improve students'

vocabulary, fluency, and critical thinking. When combined, these approaches may offer good potential to improve reading aloud skills.

The effectiveness of E-stories in improving reading aloud skills has garnered attention in recent studies. Research shows that interactive formats can enhance understanding and retention, as well as encourage students to practice their reading skills more frequently. By utilizing E-stories, educators can create opportunities for students to listen to fluent reading models, which can significantly aid in their skill development.

The scaffolded read-aloud approach is a teaching method that boosts students' understanding and interest in reading. It gives them structured help to tackle challenging texts during read-aloud sessions. Teachers read aloud while actively engaging students, modeling fluent reading, and prompting critical thinking through questions. Scaffolding techniques, such as think-aloud and video, are used to meet individual student needs and develop strategies. This approach emphasizes vocabulary development by introducing new words at various stages of reading, enriching students' understanding of the text. The scaffolded read-aloud approach helps students love reading. It gives them important skills for reading on their own. This method greatly boosts their literacy and critical thinking skills.

E-Story is a digital platform that provides interactive stories based on text and audio. This technology is designed to help students learn to read more enjoyably and effectively. Using audio and visual features, e-Story

enables students to learn word pronunciation while understanding the story's context. e-Story is designed to make learning more engaging. It's especially beneficial for students who have faced challenges with reading in English.

The limitations in reading skills at Immanuel 2 Elementary School must be addressed promptly, given the importance of English as an International communication tool. The inability to read well can affect students' confidence and hinder their ability to follow lessons conducted in English. Therefore, exploring innovative teaching methods such as e-Story is essential, which can help students learn more effectively.

The novelty of this research centers on the application of E-stories as an interactive medium within the educational context at Immanuel 2 Elementary School. The researchers chose this title due to the limited studies examining the effectiveness of e-stories as a medium for enhancing reading skills, along with the fact that the school has not yet utilized e-stories in its teaching methods. This study aims to use e-stories to improve reading proficiency and attract students' interest. The interactive features of e-stories, such as animations, audio, video, and hyperlinks, provide a more engaging learning experience than traditional print books. Ultimately, the main goal is to empower students to become more proficient readers, enhancing their confidence and overall academic performance.

This study aims to fill the gap by investigating the effectiveness of E-stories in enhancing the reading aloud skills of fifth-grade students at Immanuel 2 Elementary School. By addressing both practical classroom challenges and a gap in the literature, this research is expected to contribute useful insights into the role of digital storytelling in literacy instruction.

1.2 Research Problems

Based on the background research above, the researcher determines the research problems:

- 1.2.1 Is E-story effective to enhance reading aloud for the fifth-grade students of Immanuel 2 Elementary School?
- 1.2.2 How effective is E-story to enhance reading aloud of the fifth-grade students of Immanuel 2 Elementary School?

1.3 Research Purpose

Based on the research questions above the researcher determined the research purpose:

- 1.3.1 To find out whether the E-story is effective or not to enhance reading aloud to fifth-grade students is.
- 1.3.2 To find out how effective the E-story effective to enhance reading aloud to fifth-grade students.

1.4 Research Significance

The researcher expects that this study have a positive contribution to:

1.4.1 The students

The research on the effectiveness of E-story to enhance reading aloud is significant for students as it directly impacts their language learning experience. Through the implementation of this scaffolding read-aloud method, students can improve their reading abilities, fluency, and confidence in expressing themselves. The findings can enhance students' overall communication skills, academic performance, and future prospects in various personal and professional contexts.

1.4.2 The Teachers

For teachers, this research is significant as it provides evidence-based insights into the effectiveness of the E-story to enhance reading aloud. By incorporating this scaffolding read-aloud method in their instructional practices, teachers can create more interactive and engaging reading activities. The research findings can guide teachers in designing effective lesson plans, promoting student participation, and fostering a collaborative learning environment.

1.4.3 The school

The research benefits schools by promoting the adoption of technology-based instructional practices that align with student-centered learning approaches. The results may also inform curriculum development and teacher training programs.

1.4.4 The other researchers

The research contributes to the broader field of language education and cooperative learning. It adds to the existing body of knowledge by examining the effectiveness of the E-story specifically for teaching reading aloud. Other researchers can build upon these findings, replicate the study in different contexts, and further explore scaffolding read aloud approaches' potential benefits and limitations in language education.

1.5 Scope and Limitations

The researcher conducted this research on the fifth-grade students of Immanuel 2 Elementary School. This research focused on the effectiveness of E-story in enhancing reading aloud. It covered some elements of reading, especially the pronunciation of one-syllable words.

1.6 Variables

This research focused on two main variables:

1.6.1 Independent Variable: The use of E-story as a learning medium.

1.6.2 Dependent Variable: Students' achievement in reading aloud, particularly pronunciation and fluency.

1.7 Hypothesis

The hypotheses of this study are formulated as follows:

1.7.1 Ha (Alternative Hypothesis)

E-story is effective in the reading aloud of fifth-grade students at Immanuel 2 Elementary School after using E-story as a learning medium.

1.7.2 Ho (Null Hypothesis)

E-story is not effective in the reading aloud of fifth-grade students at Immanuel 2 Elementary School after using E-story as a learning medium.

1.8 Terminology

The researcher defined some key terms used in this study as follows:

1.8.1 Reading Aloud

Reading aloud involves vocalizing written text, enhancing comprehension, pronunciation, and speaking confidence. It's beneficial for learners, improving language skills and engagement. Additionally, it fosters shared experiences and encourages discussion.

1.8.2 E-story

A digital narrative presented through multimedia elements such as text, images, audio, and interactive features, designed to create an engaging reading experience.

1.8.3 Immanuel 2 Elementary School

A private Christian elementary school located in Sungai Raya, Kubu Raya, West Kalimantan, Indonesia. Established in 1987, it is accredited “A” and serves as the research site for this study.