

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

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ABSTRACT

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 instruments 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.

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

Catatan : Nomor HP tidak akan dicantumkan, namun sebagai fast respon apabila perbaikan dan keputusan penerimaan jurnal sudah ada.

A. PENDAHULUAN

Many schools struggle to improve students' reading skills. Immanuel 2 Elementary School has 624 students, with 105 in fifth grade. Many of these students find reading aloud difficult. These challenges hurt their literacy growth and confidence in using language. Since reading is essential for academic success, it's important to address these issues early. The school knows it needs fresh ideas to help students read better.

One solution is to use E-stories. These stories create a lively learning experience by blending visuals and sounds. This combination makes reading more exciting for young learners. With technology in the mix, students may engage more with the material. This method fits well with modern teaching practices that value digital tools in the classroom. Teachers believe that using fun and interactive methods can help students improve their reading aloud and understand the content better

Research conducted by Cantika et al. (2023) indicates that the use of e-books can significantly enhance students' reading skills. These findings support the idea that technology, such as E-stories, can contribute to literacy development. 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.

If the use of e-Story proves effective, this method can be integrated into the English learning curriculum at Immanuel 2 Elementary School. Furthermore, the results of this research can also serve as a reference for other schools facing similar problems in English learning. This research holds strategic value for educational institutions and students' individual development.

B. METODOLOGI PENELITIAN

In this research, the researcher used a quantitative Pre-experimental research: One group pretest and posttest (Shadish, Cook, and Campbell (2002)). In their seminal book, *"Experimental and Quasi-Experimental Designs for Generalized Causal Inference,"* they explain pre-experimental designs like the One-Group Pretest-Posttest. As Creswell (2018)

The researcher used the One-Group Pre-test Post-test design, which usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X (E-story) to the subject; (3) administering a posttest, again measuring the dependent variable. Differences attributed to the application of the experimental treatment are then evaluated by comparing the pre-test and post-test scores.

Table 3.1. The diagram table to Pre-test and Post-test Design in One Group Pre-Experimental

Pre-test	Treatment	Post-test
O1	X	O2

(Cohen et al, 2007)

This research was conducted in Immanuel 2 Elementary School which located in Jl. Adisucipto KM 8 Kubu raya, Pontianak.

The research begins with a pre-test to evaluate the reading aloud of fifth-grade students at Immanuel 2 Elementary School before the E-story intervention. During this phase, students read a selected E-story silently to gauge their baseline reading abilities. On May 6th, the pre-test was held can be seen on Appendix 2.

In the treatment stage, the scaffolded approach is applied to guide students in reading aloud using E-story as the learning medium. The concept of scaffolding, introduced by Wood, Bruner, and Ross (1976) and developed by Gibbons (2002), involves giving structured support and gradually shifting responsibility to students as they become more capable.

Following the pre-test, the treatment phase consists four sessions over two weeks, where students engage with various E-stories. Each session involves reading the E-story aloud and participating in discussions about the content and themes. This interactive approach aims to enhance students' reading aloud by encouraging them to express

their thoughts and feelings about the stories, fostering a deeper connection to the text. The details of the treatment can be seen in Appendix 2. These treatments were given twice on May 7th and 13th May 2025.

At the end of the treatment phase, a post-test was conducted to evaluate the students' reading aloud after the E-story intervention. Similar to the pre-test. Students read a different E-story silently, and their fluency and engagement observed. By comparing the observations from the pre-test and post-test, the effectiveness of the E-story intervention in improving students' reading aloud can be assessed. It was conducted on May 14th 2025 (See Appendix 2).

A population is a collection of individuals or organizations with similar characteristics (Cresswell, 2012). The population of this study consisted of the students of Immanuel 2 Elementary School

The research sample was drawn from the fifth-grade students of Immanuel 2 Elementary School, specifically class 5B, which consists of 35 students. To ensure a representative sample, researchers used random sampling techniques. This approach enabled a diverse range of participants, enhancing understanding of how E-stories affect reading proficiency in this group. The study aimed to gather insights that could inform broader educational practices within the school.

Selecting sources from
 Storyberries for e-story

interventions is a strong choice for supporting the development of reading aloud in elementary-aged students. Storyberries is an online website (www.storyberries.com) that provides free, age-appropriate short stories for children, along with engaging illustrations, all accessible and available for educational purposes. This accessibility is advantageous in classroom settings, where ease of use and availability are essential for effective integration into lesson plans. (See appendix 1).

The English test is the most accurate and easiest way to determine if a student speaks English well and students don't hesitate to give their opinion. The researcher would evaluate each criterion (like fluency, accuracy, pronunciation, clarity, and voice) on a scale from 4 to 1, where:

- **4=Excellent:** The student demonstrates exceptional skill in this area.
- **3=Good:** The student shows solid performance with minor issues.
- **2=Fair:** The student's performance is adequate but needs improvement.
- **1=Poor:** The student struggles significantly in this area.

(See Appendix 3)

This formula was applied to answer the first research question. The formula is listed below:

$$t = \frac{\sum D}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}}$$

Where:

T = t ratio

d = difference per paired value
 N = Number of students

Calculate the mean score, the researcher employed a formula adapted from Gay et al. (2016) to calculate the mean data.

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Student' mean scores

$\sum X$ = The sum of all the scores

N = Number of students

To calculate the MD above, the researcher applied this formula:

$$MD = M2 - M1$$

Where:

M1 = Mean score of pre-test

M2 = Mean score of post-test

3.4.1 Effect Size

This formula was applied to answer the second research question. The formula that the researcher used is the paired samples Cohen's. the formula is listed below:

$$ES = \sqrt{\frac{1}{N}}$$

Where:

ES = the effect size T = t-test

N = the total number of students

The result is categorized as can be seen in table 3.5

Table 3.5. The Criteria of Effect Size

Effect Size	Classification
< 0 +/- 0.1	Weak
< 0 +/- 0.3	Modest
< 0 +/- 0.8	Moderate
< 0 +/- 0.8	Strong
≥ +/- 0.8	Very Strong

Adapted from (Cohen et al., 2007)

If the t-test is lower than t-table (t-test < t-table), so Ho is accepted while Ha is rejected. By comparison, if the t-test is higher than t-table (t-test > t-table), so Ho is rejected while Ha is accepted. T-table refers to t-table distribution with df = 0.05 with the value of freedom N-1 (35-1=34).

C. HASIL DAN PEMBAHASAN

In this chapter, the researcher presents the findings of the study, focusing on the mean scores of pre-test and post-test results related to students' achievement. The analysis includes the calculation of mean scores for both tests and an evaluation of the treatment's effect size. Additionally, hypothesis testing was conducted using a t-test to determine the significance of the scores. The chapter concludes with a discussion of the overall research findings, providing insights based on these analyses.

The researcher described the findings and further discussion related to the research questions in this section. Afterward conducting the research, the findings are presented as follows

Class V B (5B) students scored 2559 and 2757 on the post-test (See Appendix 9). It includes the full results of the overall score computation. The calculation of each mean score is divided by the total number of students in the class can be viewed as follows:

$$\begin{aligned} X1 &= \frac{\sum X}{n} & X1 &= 73,11 \\ X1 &= \frac{2559}{35} \end{aligned}$$

$$\begin{aligned} \overline{Y1} &= \frac{\sum Y}{n} & \overline{Y1} &= 78,77 \\ \overline{Y1} &= \frac{2757}{35} \end{aligned}$$

$$\begin{aligned} \overline{X1} &= \text{Pre-test} \\ \overline{Y1} &= \text{Post-test} \end{aligned}$$

To answer the first question of this research, the research analyzes the difference between the pre-test and post-test scores in reading aloud to determine the difference in mean scores between the two. The calculation of the significance difference between the mean score of Pre-test and Post-test used T-test formula defined as follows:

$$\begin{aligned} t &= \frac{\sum D}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}} \\ t &= \frac{198}{\sqrt{\frac{56.766}{34}}} \\ t &= \frac{198}{\sqrt{\frac{35(2742) - (198)^2}{35-1}}} \\ t &= \frac{198}{7,0075} \end{aligned}$$

$$\begin{aligned} t &= \frac{198}{\sqrt{\frac{35(2742) - (39.204)}{34}}} \\ t &= 28,25 \end{aligned}$$

From the calculation above, the result of t-test was 28,25 which is higher than t-table with df=0.05 with the degree of freedom n-1 (35-1=34) that is 4,13 (28,25 > 4,13).

The researcher tried to find the effectiveness of E-story to enhance Reading Aloud to answer the second question of research question. The effective size formula as follows:

$$\begin{aligned} ES &= t \sqrt{\frac{1}{n}} \\ ES &= 28,25 \sqrt{\frac{1}{35}} \\ ES &= 0,807 \end{aligned}$$

Based on the calculation above, the researcher obtained an effect size of 0.807. Based on the criteria for determining the effect size, the result obtained is greater than 0,8 (ES > 0,8), which is considered a strong effect. It means that the E-story has a strong impact on students reading aloud.

In this research, the researcher used the t-test formula. Referring to the calculation's result of t-test 28,25 and which was higher than the t-table (28,25 > 4,13) at a degree of freedom 34 (df=34) of (p=0,05). It indicated that the E-story in reading aloud has a significant effect on increasing students' reading ability. Hence, in this research, Ha is accepted (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), and the Ho (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) is rejected.

The treatment was conducted in two sessions and implemented a scaffolded approach using E-story as the learning medium. The goal was to enhance students' reading aloud abilities, particularly in terms of pronunciation, fluency, and confidence. Each session included specific keywords targeted for pronunciation and expression practice.

Treatment 1

Focus Keywords: *Told, Frowned, Felt, Wondered, Hugged.*

Objective: Students practice reading aloud using simple past tense verbs in simple sentences.

1. The teacher plays the E-story video titled "*Ollie Scared*" twice. Students are asked to watch and listen carefully to understand the story.
2. The teacher distributes the simplified and shortened version of the story to all students. This modified version helps students read more easily.
3. The teacher reads the story aloud at a slower pace, focusing on clear pronunciation and expression.
4. The teacher highlights five past tense keywords from the story: Told, Frowned, Felt, Wondered, Hugged
5. The teacher introduces one simple sentence for each keyword, then asks students to repeat after them. The simple sentences:

- Told – Ollie told his mom the truth.
- Frowned – Mom frowned at Ollie's words.
- Felt – Ollie felt sad before school.
- Wondered – Mom wondered why Ollie was quiet.
- Hugged – She hugged Ollie tightly.

6. Students are divided into small groups to practice reading the keywords and sentences together.

They are encouraged to correct each other's pronunciation.

7. The teacher monitors and assists each group, especially helping those who struggle with pronunciation.
8. After group practice, some students are invited to read aloud individually at the front of the class to build confidence.

Treatment 2

Focus Keywords: *Looked, Asked, Thought, Agreed, Stopped.*

Objective: Continue building reading aloud using past-tense verbs in context.

1. The teacher begins with a **short review** of the story and the first five keywords from the previous session.
2. The teacher plays the **video one more time** as a refresher and asks students a few quick comprehension questions.
3. The teacher then focuses on the **next five past-tense keywords**:
 - **Looked, Asked, Thought, Agreed, Stopped.**

4. The teacher presents one **simple sentence** for each keyword and models the pronunciation. Students repeat the sentences together. The simple sentences:
 - Looked – *Ollie looked at his mom.*
 - Asked – *Mom asked a kind question.*
 - Thought – *Ollie thought about telling the teacher.*
 - Agreed – *The students agreed to stop bullying.*
 - Stopped – *The name-calling finally stopped.*
5. Students return to **small groups** to read the new keywords and sentences, continuing peer correction and support.
6. The teacher gives **immediate feedback**, correcting mispronunciations and supporting students individually as needed.
7. Each student is then asked to **choose one sentence and read it aloud independently** to the class or their group.

This scaffolded method allowed students to gradually improve their reading aloud through structured support, repeated modeling, and peer interaction. By focusing on a small number of words per session, students had the opportunity to master pronunciation more deeply and apply it confidently in their group practice.

In this study, the findings demonstrate a significant enhancement in the reading aloud abilities of fifth-grade students at Immanuel 2 Elementary School following the implementation of E-stories. This aligns with the findings of Cantika et al. (2023), which indicate that the use of technology in the form of e-books can significantly enhance students' reading skills. Cantika emphasizes that the interaction offered by digital media encourages students to engage more actively in the learning process, which is also a primary goal of this research.

Based on the analysis, the calculated t-value was 28.25 with a degree of freedom (df) of 4.13. This value indicates a significant difference between students' reading aloud performance before and after the treatment. Thus, the alternative hypothesis (H_a), which states that E-stories affect students' reading aloud skills, is accepted. On the other hand, the null hypothesis (H_o), which states that there is no significant effect, is rejected. These findings support the view of Rasinski et al. (2014), who argue that reading aloud activities enhance fluency, intonation, and pronunciation. Furthermore, Gibbons (2002) highlights the role of scaffolding in language learning, emphasizing that structured guidance, such as modeling and

guided reading, allows learners to develop oral language skills more effectively. The use of E-stories in this study also aligns with Robin (2008, as cited in Pandiangan, 2018), who noted that digital storytelling increases student engagement and language acquisition through contextualized input and repetition.

Comparing these results with those of Cantika reveals that, while both studies utilize technology to improve reading skills, this research adds a new dimension by focusing on a scaffolded approach to reading aloud. The findings show that students involved in interactive learning, such as that provided by E-stories, not only better comprehend the text but also feel more confident speaking in front of others, an essential skill for literacy development. Xu et al. (2023) also found that the use of e-stories can heighten students' interest in reading, leading to increased frequency of reading practice outside of class. Furthermore, Wijaya (2023) emphasizes that interactive reading can enrich students' learning experiences and improve their critical thinking abilities.

Significant improvements were observed in several aspects, including better pronunciation and students' ability to maintain intonation while reading. Evaluations

indicated that 70% of students achieved "Good" or "Very Good" ratings in pronunciation and reading pace criteria. This result suggests that the use of E-stories, which combine visual and auditory elements, creates a more enjoyable and effective learning experience for students. Additionally, students reported feeling more confident reading in front of their peers after participating in E-story sessions. Research by Pandiangan et al. (2020) also indicates that reading aloud techniques combined with technology can help students overcome anxiety when speaking publicly. This shows that the E-story approach not only facilitates reading skills but also supports students' social and emotional development.

The implementation of Treatment 1 and Treatment 2 demonstrated how scaffolded E-stories can effectively support students' reading aloud development. In Treatment 1, students were introduced to five target past-tense one-syllable verbs: *told*, *frowned*, *felt*, *wondered*, and *hugged*. After watching the E-story twice, the teacher modeled reading the first half of the story, emphasizing stress and intonation on the keywords. Students then practiced reading chorally, followed by peer group practice. This approach gave students an opportunity to become familiar with the text in stages, improving

their confidence in pronunciation.

Treatment 2 continued with the second half of the E-story and introduced five new keywords: *looked, asked, thought, agreed, and stopped*. The same scaffolded process was applied. Students watched the story, listened to the teacher's model, read together, and practiced in groups with peer correction and teacher guidance. The structured repetition and focused support enabled students to concentrate on specific pronunciation patterns related to -ed verb endings.

This staged, scaffolded approach aligns with Gibbons (2002), who demonstrates that scaffolding through modeling and guided practice allows learners to build language skills gradually with teacher support. Rasinski et al. (2014) also emphasized the importance of reading aloud as a way to develop fluency, expression, and confidence—elements clearly present in both treatments. In addition, Robin (2008, as cited in Pandiangan, 2018) described how digital stories can improve student engagement and comprehension, which was observed during the E-story sessions. Campbell (2012) supported this by stating that e-stories help students visualize and internalize correct pronunciation. Similarly, Rebecca (2018) highlighted the

benefit of repeated exposure to language through digital storytelling, allowing learners to model and reproduce accurate sounds and patterns.

Overall, this research underscores the importance of using digital media in reading instruction, and the results are consistent with existing literature. By integrating E-stories into the curriculum, schools can create a more engaging learning environment, which, in turn, can significantly enhance students' literacy skills. This study not only contributes to the understanding of the effectiveness of E-stories but also opens avenues for further research into the use of technology in education, particularly in the context of learning English as a foreign language. These findings also reinforce the argument that technology-based approaches can facilitate higher student engagement and improve overall learning outcomes, aligning with the results of Brown and Dotson (2004), who noted that interactive elements in educational materials can greatly increase students' chances of success.

In short, this research effectively addresses the research problem by demonstrating that the implementation of E-stories significantly enhances the reading aloud abilities of fifth-

grade students. The findings indicate that not only do students improve their reading skills, but they also gain confidence and better pronunciation, which are critical components of literacy development. This reinforces the notion that integrating technology into reading instruction can lead to meaningful educational outcomes.

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D. KESIMPULAN

Based on the research findings and discussion, it can be concluded that the implementation of E-stories significantly enhances the reading aloud abilities of fifth-grade students at Immanuel 2 Elementary School. This improvement reflects progress in reading skills, pronunciation, and confidence when reading in front of peers. The acceptance of the alternative hypothesis confirms that E-stories are effective in developing students' reading abilities. The impact of this enhancement includes better pronunciation and sustained intonation, creating an engaging learning experience that boosts participation and motivation. The interactive nature of E-stories also reduces anxiety, empowering students to express themselves more confidently.

Integrating E-stories into the curriculum creates a dynamic learning environment aligned with contemporary educational practices. By leveraging technology, educators can enhance student interest in reading, fostering a culture of literacy that extends beyond the classroom. This study highlights the value of innovative teaching methods and opens avenues for further exploration of digital learning tools in education.

The researcher result showed that E-story is effective to enhance reading aloud. Based on the research above, the researcher hopes that this research give benefits in English teaching especially in reading. The researcher would like to give some suggestions based on this research to the teacher, the students, and the other researcher.

The researcher would like to suggest that the teacher could use an E-story in teaching reading aloud. It can be an alternative way to teach reading aloud for students in a fun and interesting way. The students would enjoy the learning activity by watching the animation of the story and listening to the pronunciation words word-for-word. Besides that, the teacher needs to give clear instructions to the students in order to make them understand what they have to do in the learning process. The teacher also needs to give more attention to the students for teaching them pronunciation when they are not able to pronounce properly yet.

Students are encouraged to be more active in the classroom by participating in discussions and

practicing reading aloud regularly. To build confidence, they can engage in group reading activities, where they take turns reading sections of a story. This peer support can help reduce anxiety and foster a collaborative learning environment. Additionally, students can practice reading at home using E-stories, which allows them to become familiar with the text and improve their skills before presenting in front of the class.

Future researchers are encouraged to explore the use of E-stories in different contexts and with diverse student populations. This media can also be utilized to address various challenges in literacy education, providing insights into effective strategies for improving reading skills. By examining the long-term impact of E-stories on student engagement and literacy development, further studies can contribute to the growing body of knowledge in this area.

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