

**IMPROVING STUDENTS' READING
COMPREHENSION THROUGH INTERACTIVE
DIGITAL STORYTELLING USING CANVA FOR THE
EIGHT GRADES AT MTS ISLAMIYAH KASIMAN**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
In partial fulfilment of the requirements
For the degree of Sarjana in English Education

By:
Sekar Mahkota Trihapsari Cendana Wangi
NIM 22120020

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

2026

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Bojonegoro... July 22nd 2026

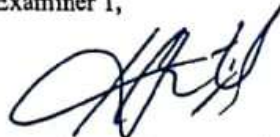
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MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”

(QS. Al-Baqarah : 286)

“Lucu, kita mendidik anak kecil agar tumbuh menjadi seperti kita. Padahal diam-diam kita rindu menjadi anak kecil”

(Fiersa Besari)

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May all the kindness and support given be rewarded with the best blessings by Allah SWT. With all humility, the researcher remains open to any constructive suggestions and criticisms for the improvement and refinement of this work in the future. Finally, the researcher extends deepest gratitude to beloved parents for their endless prayers, love, guidance, and both moral and financial support. The researcher also extends thanks to all family members, friends, and everyone who has contributed to the completion of this skripsi, whose names cannot all be mentioned individually. It is the researcher's hope that this skripsi may bring benefit, not only for the researcher personally but also for readers and all concerned parties. The researcher fully entrusts all results and expectations of this work to Allah SWT.

Bojonegoro, July 8th 2026

The Researcher



Sekar Mahkota T.C.W

STATEMENT OF AUTHENTICITY

I the undersigned below:

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NIM : 22120020

Department : English Education

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

"Improving Students' Reading Comprehension Through Interactive Digital Storytelling Using Canva for Eighth Grade at MTs Islamiyah Kasiman"

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulation and am prepared to bear legal sanction.

Bojonegoro, July 10th 2026



Sekar Mahkota T.C.W

22120020

ABSTRACT

Wangi, Sekar Mahkota. 2026. "Improving Students' Reading Comprehension Through Interactive Digital Storytelling Using Canva for Eighth Grade at MTs Islamiyah Kasiman". Skripsi, English Education Department Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro, Lecturer 1) Oktha Ika Rahmawati, M.Pd., 2) Ayu Fitrianiingsih, M.Pd.

Keywords: Reading Comprehension, Interactive Digital Storytelling, Canva, Narrative Text, Classroom Action Research.

Reading comprehension is an essential language skill, yet many eighth-grade students at MTs Islamiyah Kasiman experienced difficulties in understanding narrative texts due to limited vocabulary, low motivation, and the lack of engaging learning media. This study aimed to describe the implementation of Interactive Digital Storytelling using Canva and to examine its effectiveness in improving students' reading comprehension. This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model. The participants were 38 eighth-grade students of MTs Islamiyah Kasiman. Data were collected through reading comprehension tests, observation sheets, field notes, and documentation, then analyzed using descriptive quantitative and qualitative techniques. The findings showed that Interactive Digital Storytelling using Canva improved students' reading comprehension and increased their engagement during the learning process. The mean score improved from 64.84 in the pre-test to 79.13 in the post-test. In addition, the percentage of students achieving the Minimum Mastery Criterion (KKM) increased from 36.8% to 84.2%. Students also demonstrated better performance in identifying main ideas, detailed information, vocabulary in context, narrative structure, and moral values. It can be concluded that Interactive Digital Storytelling using Canva is an effective learning medium for improving the reading comprehension of eighth-grade students, particularly in understanding narrative texts.

ABSTRAK

Wangi, Sekar Mahkota. 2026. "*Meningkatkan Kemampuan Pemahaman Membaca Siswa melalui Interactive Digital Storytelling Menggunakan Canva pada Siswa Kelas VIII di MTs Islamiyah Kasiman.*" Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro. Dosen Pembimbing: (1) Oktha Ika Rahmawati, M.Pd., (2) Ayu Fitrianingsih, M.Pd.

Kata Kunci: Pemahaman Membaca, Interactive Digital Storytelling, Canva, Teks Naratif, Penelitian Tindakan Kelas.

Pemahaman membaca merupakan salah satu keterampilan berbahasa yang penting. Namun, banyak siswa kelas VIII di MTs Islamiyah Kasiman mengalami kesulitan dalam memahami teks naratif karena keterbatasan kosakata, rendahnya motivasi belajar, serta kurangnya media pembelajaran yang menarik. Penelitian ini bertujuan untuk mendeskripsikan proses penerapan *Interactive Digital Storytelling* menggunakan Canva serta mengetahui efektivitasnya dalam meningkatkan kemampuan pemahaman membaca siswa. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) berdasarkan model Kemmis dan McTaggart. Subjek penelitian ini adalah 38 siswa kelas VIII MTs Islamiyah Kasiman. Data dikumpulkan melalui tes pemahaman membaca, lembar observasi, catatan lapangan, dan dokumentasi, kemudian dianalisis menggunakan teknik analisis deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penerapan *Interactive Digital Storytelling* menggunakan Canva mampu meningkatkan kemampuan pemahaman membaca siswa serta meningkatkan keterlibatan mereka selama proses pembelajaran. Nilai rata-rata siswa meningkat dari 64,84 pada *pre-test* menjadi 79,13 pada *post-test*. Selain itu, persentase siswa yang mencapai Kriteria Ketuntasan Minimal (KKM) meningkat dari 36,8% menjadi 84,2%. Siswa juga menunjukkan peningkatan dalam mengidentifikasi gagasan utama, informasi rinci, kosakata sesuai konteks, struktur teks naratif, serta nilai moral yang terkandung dalam teks. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa *Interactive Digital Storytelling* menggunakan Canva merupakan media pembelajaran yang efektif untuk meningkatkan kemampuan pemahaman membaca siswa kelas VIII, khususnya dalam memahami teks naratif.

PREFACE

Praise be to Allah SWT, the Most Gracious and the Most Merciful, for His infinite blessings, guidance, and mercy, which have enabled the writer to complete this thesis entitled "Improving Students' Reading Comprehension Through Interactive Digital Storytelling Using Canva for the Eighth Grade at MTs Islamiyah Kasiman." This thesis is submitted as one of the requirements for obtaining the Bachelor's Degree in English Education.

The completion of this thesis would not have been possible without the support, guidance, encouragement, and assistance of many individuals. Throughout the process of conducting the research and writing this thesis, the writer has gained valuable knowledge, meaningful experiences, and important lessons that have contributed not only to academic development but also to personal growth.

The writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and valuable suggestions from readers are sincerely welcomed for the improvement of this study. It is hoped that this thesis will provide useful contributions to English language teaching and learning, particularly in improving students' reading comprehension through the implementation of Interactive Digital Storytelling using Canva. Furthermore, it is expected to serve as a useful reference for future researchers who are interested in conducting studies in the same field.

Finally, the writer would like to express sincere gratitude to everyone who has contributed, directly or indirectly, to the completion of this thesis. May Allah SWT reward all their kindness and generosity.

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CHAPTER I

INTRODUCTION

This chapter presents the background of study, formulation of the problems in this research, the objectives of the study, the significance of the study, and the definition of terminologies.

A. BACKGROUND OF STUDY

Reading is one of the essential language skills that supports students' academic success, especially in English as a Foreign Language (EFL) setting such as Indonesia. It is not only an activity of recognizing letters and words, but a complex cognitive process that requires readers to understand, interpret, and construct meaning from written texts (Grabe & Fredricka, 2019). Through reading, students can broaden their knowledge, develop vocabulary, and strengthen their understanding of language structures. Because of its importance, reading has become a major focus in the English curriculum for junior high school students.

A crucial component of reading is reading comprehension, which refers to the ability to understand the meaning of a text by integrating information, interpreting relationships between ideas, and making logical inferences (Snow et al., 2021). In other words, students are required not only to decode words but also to understand what the text is about and what message it conveys. However, various studies show that many Indonesian students still struggle with reading comprehension due to limited vocabulary, low motivation, and the lack of effective reading strategies (Mantiri et al., 2021).

In junior high school, reading comprehension is not only required to understand general texts, but also to comprehend specific text genres taught in the

curriculum. One of the most important genres is narrative text, which requires students to understand the sequence of events, identify characters and settings, and interpret the conflict and message of the story. Therefore, students' reading comprehension skills play a crucial role in determining their ability to understand narrative texts effectively. These challenges become more visible when students are required to understand narrative texts, one of the main text types taught at the junior high school level.

Narrative text is a type of writing designed to entertain readers by presenting a story that involves characters, settings, conflicts, and a resolution. This genre typically follows a structural pattern consisting of orientation, complication, and resolution. To understand a narrative effectively, learners need to track the sequence of events, recognize the connections between characters, identify the conflict, and interpret the underlying message or moral of the story. Although narrative text is commonly included in the curriculum, many students still find it challenging to comprehend.

Based on initial observations in MTs Islamiyah Kasiman, several issues specifically related to narrative texts were identified. Many students struggle to recognize the structure of a narrative, as they find it difficult to distinguish between the orientation and complication or to determine where the conflict begins. This difficulty often arises because they lack a clear visualization of the storyline. In addition, students frequently experience challenges in identifying characters, settings, motives, and conflicts due to the plain presentation of texts in textbooks, which typically lack illustrations or visual support. As a result, it becomes harder for them to imagine how the story unfolds. These problems align with the findings

of Khaerani et al., (2023), who reported that students' difficulties in comprehending narrative texts are often caused by the absence of engaging and visually supported learning materials.

Another challenge is the students' limited vocabulary. Narrative texts commonly contain descriptive adjectives, action verbs, and figurative expressions that students may not be familiar with. When faced with unfamiliar vocabulary, students tend to translate the text word-by-word, which disrupts comprehension and causes them to lose the meaning of the story as a whole. Mantiri et al., (2021) reported that vocabulary limitations are a major factor contributing to poor reading comprehension in narrative texts among junior high school students.

Furthermore, students' motivation to read narrative texts is relatively low, particularly when learning materials are delivered conventionally. Textbooks used in the classroom generally provide narrative passages in plain black-and-white format without attractive visuals. As a result, students perceive reading as a monotonous activity, leading to disengagement and lack of interest. Fitri & Efendi, (2024) also found that the absence of interactive and visually engaging media leads to decreased motivation, which ultimately impacts reading comprehension outcomes.

To overcome these problems, it is essential to use learning media that align with the needs and interests of today's students. One effective and currently popular solution is the use of Canva, a digital design platform that provides various features to create visually appealing, interactive, and engaging learning materials. Canva has become one of the most widely used educational tools due to its accessibility, ease of use, variety of templates, and visually attractive design options.

Canva allows teachers to develop interactive reading materials by combining text, images, animations, icons, and audio elements. Through Canva, narrative texts can be transformed into digital story slides that visually illustrate characters, settings, and plot events. Interactive digital storytelling refers to a digital-based narrative approach that combines text with visual and interactive elements, allowing students to actively engage with the story rather than passively read it. Through interactive features such as navigation, visual sequencing, and embedded activities. This helps students visualize the content and understand the storyline more easily. Research by Fitri & Efendi, (2024) shows that Canva-based learning media significantly increase students' motivation and comprehension because the visuals help them process information better. Moreover, Aliyah & Aisyah, (2025) found that using Canva for digital storytelling improves students' ability to identify the structure of a narrative, recall details, and understand vocabulary in context.

With Canva, teachers can create Interactive Digital Storytelling, where narrative texts are presented in a multimedia format. Characters can be displayed using colorful illustrations, the plot can be shown through sequential scenes, and interactive buttons can be added to allow students to explore the story actively. This approach makes reading more engaging and helps students follow the flow of the story without difficulty. Robin (2023) notes that digital storytelling supports comprehension by helping learners visualize abstract ideas, connect story elements, and interpret events in a meaningful way.

The integration of Canva as a medium for teaching narrative texts is considered highly appropriate, as learners today tend to respond better to visually

rich and digital-based content. Presenting narrative texts through interactive digital storytelling enables students to grasp the orientation, complication, and resolution more effectively. Visual elements also help them identify characters, settings, and conflicts with greater accuracy. In addition, learning materials created with Canva can enhance students' motivation, making reading activities more engaging and less overwhelming.

Therefore, the use of Canva as a modern digital learning medium is expected to be an effective solution to the difficulties faced by students in understanding narrative texts. Integrating Canva into reading instruction not only supports comprehension but also aligns with current technological developments and learning trends. For these reasons, this study aims to investigate how Canva-based interactive storytelling can improve students' reading comprehension of narrative texts and create a more meaningful and engaging learning experience in the English classroom.

B. FORMULATIONS OF THE PROBLEMS

Based on the backgrounds of study above. The formulation of the problems can be formulated as the following:

1. How is Interactive Digital Storytelling using Canva implemented to improve students' reading comprehension in the eighth grade at MTs Islamiyah Kasiman?
2. How can Interactive Digital Storytelling using Canva improve students' reading comprehension in the eighth grade at MTs Islamiyah Kasiman?

C. OBJECTIVES OF THE STUDY

In line with formulation of the problems, the objectives of this research are:

1. To describe the steps and stages used in the implementation process of interactive digital storytelling using Canva in eighth grade at MTs Islamiyah Kasiman.
2. To describe and analyze the improvement in reading comprehension of Eight grade students at MTs Islamiyah Kasiman after being taught through interactive digital storytelling using Canva.

D. SIGNIFICANTS OF THE STUDY

This study is expected to provide both theorotical and practical benefits as follows:

1. Theoretical Significance

Theoretically, this study is expected to contribute to the development of reading learning theory at the junior high school level, particularly in relation to strategies for improving reading comprehension skills through Interactive Digital Storytelling using Canva. The results of this study can enrich the study of the effectiveness of digital media and storytelling in helping students understand reading texts, increasing learning motivation, and developing visual representations that support the process of understanding information in texts. These findings can also be a reference for future researchers studying digital media, reading literacy, or technology-based learning.

2. Practical Significance

a. For Teachers

This study provides a practical overview of how Interactive Digital Storytelling using Canva can be effectively applied in the classroom. Teachers can use this technique as an alternative and engaging learning

medium to improve students' understanding of reading texts, especially to overcome difficulties such as finding main ideas, detailed information, and understanding storylines.

b. For Students

This study is expected to help students improve their reading comprehension skills by providing media that is more interesting, interactive, and easy to understand. The use of visual and creative Canva can increase student motivation, make it easier for them to understand the content of the text, and build a more meaningful learning experience.

c. For Schools

The results of this study can be used as input for schools to develop technology-based learning innovations in line with digital developments. Schools can consider implementing digital media such as Canva as part of improving the quality of English language learning.

d. For Future Researchers

This study can be an initial reference for other researchers who want to examine the use of digital media, storytelling, or improving reading skills through technology. Future researchers can expand the research object to different levels or contexts.

E. Definition of Terminologies

To avoid differences in perception in this study, the following terms are defined as follows:

1. Reading Comprehension

Reading comprehension is defined as the ability of eighth-grade students at MTs Islamiyah Kasiman to understand, interpret, and construct meaning from narrative and descriptive texts. This study is based on the theory proposed by Snow, Smith, Reid et al., (2021), which states that reading comprehension is an active process of constructing meaning that occurs through the interaction between textual information and the reader's prior knowledge.

Based on this perspective, students are not only required to recognize words or sentences but also to actively process information, connect ideas within the text, and interpret meaning to understand the text as a whole. In this study, reading comprehension was measured through student test scores that focused on their ability to identify main ideas, understand key details, interpret vocabulary in context, and draw conclusions from the text.

Improvements in student reading comprehension were identified by comparing scores obtained before treatment (pre-test) and after the implementation of interactive digital storytelling using Canva (post-test). This measurement reflects Snow's view that development in comprehension can be observed through students' increased ability to construct meaning from text after receiving appropriate instructional support.

2. Interactive Digital Storytelling

Interactive Digital Storytelling is a learning method that utilizes a combination of oral or written narratives with digital elements such as images, audio, video, and text to convey a story. The term interactive refers to the active involvement of students in the learning process, either as participants who interact with the digital story presented (for example, by responding to questions embedded in the story) or as creators of the digital story itself. This method is used as a treatment to improve reading comprehension because it combines storytelling with multimedia features that make learning more engaging and meaningful. According to Bernard Robin (2023), digital storytelling enhances students' engagement and comprehension through multimodal input, enabling learners to better understand and interpret texts.

3. Canva

Canva is defined as a web-based graphic design tool used in this study to create and present interactive digital storytelling materials. This application was chosen because of its easy-to-use features for combining text, images, illustrations, audio, video, and animated elements, allowing teachers or students to create attractive, interactive, and visually engaging learning media without requiring advanced technical skills. In addition, Canva provides a wide range of ready-to-use templates and collaborative features that facilitate the design process, making it suitable for developing educational

content efficiently. Through these features, digital storytelling materials can be presented in a more organized, creative, and engaging manner, helping learners understand the content of reading texts more effectively and supporting the development of their reading comprehension. This is supported by Fitri and Efendi (2024), who found that Canva-based materials enhance student engagement and reading comprehension through their visual appeal, and by Kurniawati and Ningsih (2023), who highlight Canva as an effective digital tool for creating interactive learning media that improves students' reading comprehension.