

EFFECTIVENESS OF DIGITAL STORYBOOKS IN ENHANCING THE READING COMPREHENSION OF GRADE 3 PUPILS IN SAN BARTOLOME ELEMENTARY SCHOOL

ABSTRACT

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This study aimed to evaluate the effectiveness of digital storybooks in enhancing the reading comprehension skills of Grade 3 pupils. By incorporating multimedia elements such as audio narration, animations, and interactive features, digital storybooks provide a dynamic and engaging learning environment. The research focused on determining whether these technology-enhanced tools significantly improve students' comprehension abilities compared to traditional print-based reading materials. This study employed a quasi-experimental research design with a quantitative approach to evaluate the effectiveness of digital storybooks in enhancing reading comprehension among Grade 3 pupils at San Bartolome Elementary School. A total of 210 pupils were purposively selected based on predetermined criteria aligned with the study's objectives. To assess changes in reading comprehension, researcher-developed pre-tests and post-tests were administered before and after the intervention. These assessment tools were specifically designed to measure pupils' comprehension abilities and to evaluate the impact of digital storybook-based instruction. The findings revealed that the majority of respondents were between 8 and 9 years old, with females comprising a slight majority (50.48%). The integration of digital storybooks was found to be effective in enhancing the reading comprehension skills of Grade 3 pupils, particularly in applying background knowledge to understand narrative structures, as reflected in a grand mean score of 3.43. Students reported high levels of engagement and enthusiasm, largely attributed to interactive multimedia features such as vivid illustrations, sound effects, narration, animated transitions, and synchronized read-along capabilities. These features not only enriched the reading experience but also facilitated character identification and deeper text comprehension, resulting in a grand weighted mean of 3.50. Moreover, improvements in learning retention were observed. Pupils demonstrated the ability to recall key story elements—including main ideas, characters, and plot points—supported by a grand weighted mean of 3.45. Visual aids, especially illustrations, played a critical role in reinforcing comprehension and memory. This was further evidenced by students' active participation in retelling stories, explaining plot developments, and engaging in group discussions. Despite these positive outcomes, 15.43% of pupils reported difficulties navigating complex user interfaces, indicating the need for more age-appropriate and user-friendly digital platforms. Quantitative results from the administered pre-tests and post-tests confirmed the impact of the intervention. The mean pre-test score of 9.20 significantly increased to a post-test mean of 13.26. Statistical analysis yielded a z-value of 9.764, exceeding the critical value of 1.960, thus rejecting the null hypothesis. This indicates that the improvement in reading comprehension was statistically significant. Overall, the results affirm that digital storybooks substantially enhance the reading comprehension and learning outcomes of Grade 3 pupils. The findings of the study strongly affirm the effectiveness of digital storybooks as instructional tools in enhancing the reading comprehension skills of Grade 3 pupils. The significant improvements in students' comprehension, engagement, and retention underscore the value of integrating multimedia-rich, interactive storybooks into primary literacy instruction. These tools not only support the development of essential reading skills but also foster a more engaging and meaningful connection with texts, demonstrating their potential to transform traditional reading practices in early education.

RECOMMENDED CITATION

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