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Integrating E-Storybook and Print Picture Book in Project-Based Learning Model to Enhance Students' Narrative Reading Comprehension with Different Learning Styles

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ABSTRACT

This study aims to find out whether there is a significant difference between reading comprehension scores among students with different learning styles: visual, auditory, and kinaesthetic, of the second semester students of the English language education study program in a private university in Bandung Regency. This study used a quantitative method and a causal-comparative design. The instruments of this study included the learning style questionnaire and the reading comprehension test. Further, it used an independent sample t-test to analyze the data from the learning styles questionnaire and reading and reading comprehension scores. The findings of the results reveal that there was a significant difference between students' reading comprehension scores based on their groups' learning styles: visual, auditory, and kinaesthetic. The result shows that using e-storybooks in Project-Based Learning (PjBL) helped improve the reading comprehension of students with different learning styles: Visual, Auditory, and Kinesthetic. For Visual learners, the use of e-storybooks led to a significant improvement, with their average score increasing from 29.23 in the pre-test to 67.46 in the post-test. The use of print picture books in Project-Based Learning (PjBL) proved to be highly effective in improving the reading comprehension of students with different learning styles. For Visual learners, there was a significant improvement in reading comprehension, with the mean score increasing from 28.13 in the pre-test to 84.63 in the post-test.

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1. INTRODUCTION

Reading is critical in helping learners increase their knowledge and abilities, emphasizing the importance of teachers having a firm understanding of how students engage with reading in their activities. For undergraduate EFL students, reading takes on a central role in their learning process. Reading is important but some of them still consider that reading is a boring activity, especially when they think that it is hard for them to understand the content of the text. In the context of education, the ability to understand, interpret, and analyse written texts is essential not only for students' academic achievement but also for their cognitive development, critical thinking, and problem-solving abilities (Bachtiar et al., 2024). The fundamental goal of reading is to get a better understanding.

Knowledge, and insight from the material. In line with Harvey and Goudvish (2007), without a thorough understanding of the text's purpose and structure, learners will fail to answer questions and comprehend the subject. Thus reading comprehension is a fundamental skill that underpins academic success and lifelong learning. However, despite its importance, many students face significant challenges in developing strong reading comprehension skills, particularly in a diverse classroom setting. Harmer (2001, p.203) highlights several challenges in reading classes. These include unfamiliar vocabulary, complex sentence structures, and long words that make comprehension difficult. The relevance of the topic and the familiarity with the genre also impact student engagement and comprehension. If the text is uninteresting or unfamiliar, students may struggle to stay engaged, which ultimately affects their understanding of the material. Other aspect that can influence reading comprehension ability is learning styles. Moreover, Ellis (2003) stated that students' preferred ways of learning affect their second language learning input and output, such as learning tasks or comprehension of the four English skills, whether productive or receptive skills. Align with this Armbruster., et al., (2003. p.41) stated reading is a complex process, and success in reading has been associated with different learning styles. This suggests that students' reading comprehension and performance are influenced by their individual learning preferences. Reid identifies three main learning styles: visual, auditory, and kinesthetic (VAK). Students have diverse ways of learning; some learn best through sight (visual learners), others through sound (auditory learners), while some prefer to learn through hands-on experience and practice (kineasthetic learners). Therefore, The diversity of learning styles requires an approach that can address different preferences and learning needs. Traditional teaching methods, often based on lectures and conventional textbook reading, may lack the flexibility needed to engage all students effectively (Bachtiar, 2024). Therefore, it's essential to identify the limitations of current strategies and explore new, innovative methods that can better accommodate these diverse learning styles, ultimately enhancing reading comprehension for all students.

Project-Based Learning (PjBL) is a classroom model that moves away from traditional, short, teacher-centered lessons. PjBL involves long-term, interdisciplinary, student-centered activities that are connected to real-world issues and practices. This approach encourages students to engage in complex intellectual tasks and promotes deep understanding, which leads to true knowledge. In PBL, students actively explore, analyze, interpret, and synthesize information in ways that are meaningful to them. This method mirrors how adults typically learn and apply knowledge in real-world situations. Condlife et al. (2017) explained that Project-Based Learning (PjBL) enables students to demonstrate their skills, creativity, and prior knowledge throughout the learning process. To effectively implement a project-based learning (PjBL) activity that integrates electronic storybooks and print picture books, it is essential to design learning tasks that enhance students' motivation and improve their academic performance (Rahayu et.al 2023). Combining e-storybooks

with printed picture books within a PBL framework marks a significant step forward in educational practices aimed at improving students' narrative reading comprehension. The development of digital technology has transformed how literature is consumed, providing different formats that cater to various learning styles. Studies show that e-storybooks, which feature interactive elements such as audio and animations, can engage students more effectively than traditional print books, helping them better understand narrative content Ningtyas et, al (2023).

This approach is particularly relevant in today's education system, where teachers aim to address diverse learning styles—visual, auditory, and kinesthetic. Understanding these styles is crucial because they influence how students interact with and comprehend texts. PjBL further strengthens this approach by encouraging active involvement and collaboration, allowing students to explore stories in a way that matches their individual learning preferences. The combination of e-storybooks and print picture books enriches the reading experience and fosters critical thinking skills. Research suggests that students exposed to both formats tend to develop a more comprehensive understanding of narrative structures and themes. This article aims to investigate the effectiveness of integrating these two media formats within a PBL approach, exploring how .

This combination can improve narrative reading comprehension among various student groups. This study aims to bridge existing gaps by examining the effectiveness of Project-Based Learning (PjBL), combined with digital and print resources like e-storybooks and printed picture books, in improving reading comprehension among students with varying learning styles. PjBL provides a hands-on, student-centered approach that encourages active learning, collaboration, and critical thinking. By integrating e-storybooks and printed picture books—both of which offer rich visual and narrative experiences—this study seeks to establish an inclusive learning environment that supports diverse learners and promotes a deeper engagement with reading materials.

2. METHOD

This study employs a quantitative experimental research design to investigate the effectiveness of integrating e-storybooks and print picture books within a project-based learning (PBL) model to enhance students' narrative reading comprehension across different learning styles. The respondents of this study are second-semester students, consisting of 39 students from one private university in Bandung Regency, majoring in the English Language study program. Two experimental classes are used for this study. Class A implements project-based learning with e-storybooks, while Class B employs project-based learning with print picture books. Both classes are taught the same narrative reading comprehension material over the same duration to ensure comparability. Pre-tests and post-tests are administered to measure students' narrative reading comprehension before and after the intervention. The data collected will be analyzed to compare the effectiveness of the two approaches, focusing on overall comprehension improvement and its relationship with students' visual, auditory, and kinesthetic learning styles. This design aims to determine which medium, e-storybooks or print picture books—yields more significant results in enhancing reading comprehension within the PBL framework.

The dependent variable is students' narrative reading comprehension, which will be measured using pretest and post-test assessments. The test was used to measure the students’ narrative reading comprehension for the pre-test and post-test. The VARK questionnaire was used to separate the students who have Visual, auditory, or kinesthetic learning styles. The participants will be divided into two groups: one utilizing e-storybooks and the other using print picture books, with each group comprising students from different learning style categories.

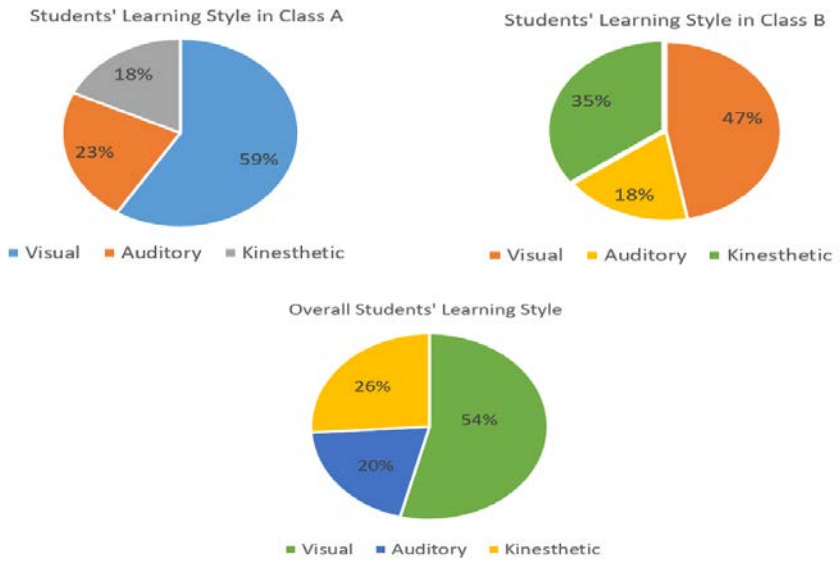
Several instruments employed in the study, among others, are tests, and questionnaires. The pretest was used to measure the initial students' narrative reading comprehension ability and then after being taught by using an e-storybook and print picture book in PjBl, they were given a post-test. The storybook materials include e-storybooks, featuring multimedia elements such as animations and audio, and print picture books with traditional illustrations and text. The quantitative data obtained from the pre-test and post-test scores of the narrative reading comprehension task were analyzed by computing the mean scores. The scale of the scores ranged from 0 to 100, which enabled a clear understanding of the students' improvement in reading comprehension ability.

The study will proceed in three phases. In the first phase, all participants will complete a pretest to measure their baseline narrative reading comprehension and the VARK questionnaire to determine their learning styles. In the second phase, participants will engage in Project-Based Learning (PBL) activities tailored to their assigned storybook type. Both groups will undertake identical PjBL tasks, including analyzing story elements (plot, characters, and theme) and creating presentations or projects based on the narratives. The activities will emphasize collaboration, critical thinking, and creativity. In the final phase, a post-test will be administered to measure changes in narrative reading comprehension. Data will be analyzed using quantitative methods, descriptive statistics that will summarize pretest and post test scores.

3. RESULTS AND DISCUSSION

The main objective of this study is to explore the use pf Project-Based Learning using e-storybook and print picture book in learning narrative reading comprehension ability of the second semester students with different learning styles, including visual, auditory, and kinesthetic learning preferences The initial data were collected from the scores of a learning style questionnaire. This questionnaire was distributed to 39 students using a printed questionnaire during the learning process. Each student's dominant learning style was determined based on the highest score they achieved on the questionnaire. Below are the results of the learning styles identified. The initial data were collected from the scores of a learning style questionnaire from two classes.

Figure 1. Students' Learning Style



The analysis of the learning style questionnaire data revealed that class A and B are dominated by students with a visual learning style, indicating that most students in these classes

absorb information more easily through visual learning, 59% and 47 % of students were identified, while 23 % were auditory learners in class A and 18 % in class B. 18 % of students in A class had a kinesthetic learning style, on the other hand 35 % of students in B class had kinaesthetic learning style. After classifying the students based on their learning styles, a pre-test on narrative reading comprehension was administered to all participants. Following this, a Project-Based Learning approach was applied by integrating E-storybooks in class A and printed picture books in class B in learning narrative reading in reading comprehension classes. Finally, the post-test was conducted as the concluding stage of the study. The result of pre and post test of reading ability of students with different Learning Styles in Project –Based Learning with E-storybook and print picture book can be seen in the following tables:

Table 1. Narrative Reading Comprehension Test Result

Sample	Learning Style	Pre-Test	Post-Test
Sample 1 (class A)	Visual	62	86
Sample 2 (Class A)	Visual	25	67
Sample 3 (Class A)	Visual	18	54
Sample 4 (Class A)	Visual	40	78
Sample 5 (Class A)	Visual	22	66
Sample 6 (Class A)	Auditory	24	50
Sample 7 (Class A)	Visual	29	80
Sample 8 (Class A)	Auditory	17	55
Sample 9 (Class A)	Kinesthetic	27	58
Sample 10 (Class A)	Visual	42	60
Sample 11 (Class A)	Visual	18	46
Sample 12 (Class A)	Visual	18	52
Sample 13 (Class A)	Visual	24	75
Sample 14(Class A)	Visual	25	73
Sample 15(Class A)	Visual	21	65
Sample 16 (Class A)	Auditory	24	68
Sample 17 (Class A)	Kinesthetic	16	55
Sample 18 (Class A)	Kinesthetic	20	65
Sample 19 (Class A)	Visual	32	75
Sample 20 (Class A)	Kinesthetic	16	42
Sample 21 (Class A)	Auditory	25	88
Sample 22 (Clas A)	Auditory	22	85
Sample 23 (Class B)	Kinesthetic	20	77
Sample 24 (Class B)	Kinesthetic	33	85
Sample 25)Class B)	Kinesthetic	15	55
Sample 26 (Class B)	Kinesthetic	21	65
Sample 27 (Class B)	Visual	29	84
Sample 28 (Class B)	Visual	25	74
Sample 29 (Class B)	Visual	27	82
Sample 30 (Class B)	Visual	29	79
Sample 31 (Class B)	Auditory	24	68
Sample 32 (Class B)	Kinesthetic	22	77
Sample 33 (Class B)	Auditory	18	65
Sample 34 (Class B)	Kinesthetic	25	80

Sample 35 (Class B)	Visual	22	82
Sample 36 (Class B)	Visual	31	86
Sample 37 (Class B)	Visual	38	90
Sample 38 (Class B)	Visual	24	80
Sample 39 (Class B)	Auditory	19	54
Average		24,743	65,103

According to the data in Table 1, all participants showed an improvement in their post-test scores for narrative reading compared to their pre-test results both in Project-Based learning with e-storybook and print picture book. The highest score in class A was 88, in class B, 90, was achieved by Sample 37, who has a visual learning style. The average post-test scores for each learning style, as derived from the data in Table 1, are summarized in Table 2 below.

Table 2. The Average Post-Test Scores Narrative Reading Ability by Learning Style

	Learning Style	Average
Class A	Visual	67, 461
	Auditory	69, 200
	Kinesthetic	55, 000
Class B	Visual	84, 625
	Auditory	62, 333
	Kinesthetic	73, 167

Table 3. The Average of Post-Test Scores from Both Classes with Different Learning Styles

Learning Style	Average
Visual	74, 793
Auditory	52, 793
Kinesthetic	64, 083

Based on Tables 2 and 3, the visual learning style group achieved the highest average post-test scores in both classes. This suggests that students with a visual learning style performed better when e-storybooks and printed picture books were integrated into the Project-Based Learning model. Therefore, in Project-Based Learning classes utilizing e-storybooks and printed picture books, students with a visual learning style outperformed those with auditory and kinesthetic learning styles. The descriptive statistics on the reading ability of students with Visual Learning Styles in Project – Based Learning with E-storybook is in the following table

Table 4 . Descriptive Statistics on The Use of E-Storybooks in PjBL Class among Students with Visual Learning Styles

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretes	13	18	62	29.23	13.49	182.31
Postes	13	46	86	67.46	11.91	141.77
Valid N (listwise)	13					

The use of e-storybooks in PjBL significantly improved the reading comprehension of students with Visual Learning Styles. The mean score increased substantially from 29.23 in the pre-test to 67.46 in the post-test, indicating that the intervention had a positive impact. Although there was still some variability in the post-test scores, the overall spread decreased slightly, suggesting that the intervention led to more consistent improvements across students, with most showing significant gains in their comprehension.

Table 5. Descriptive Statistics on The Use of E-Storybooks in PjBL Class among Students with Auditory Learning Styles

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretes	5	17	25	22.40	2.87	8.24
Postes	5	50	88	69.20	15.32	234.96
Valid N (listwise)	5					

The descriptive statistics for the use of e-storybooks in Project-Based Learning (PjBL) among students with Auditory learning styles reveal a notable improvement in reading comprehension from the pre-test to the p ost-test. The mean score for the pre-test was 22.40, with a relatively low level of variability, as indicated by the standard deviation of 2.87 and a variance of 8.24. This suggests that the students' pre-test performance was relatively consistent. However, after the intervention, the post-test mean score increased significantly to 69.20, demonstrating a substantial improvement in students' comprehension. The standard deviation for the post-test (15.32) and the variance (234.96) indicate a much wider range of scores, with some students showing large gains while others exhibited more modest improvements. This suggests that while the e-storybook intervention was effective in enhancing reading comprehension, its impact varied across students, with some benefiting more than others.

Table 6 . Descriptive Statistics on the Use of E-Storybooks in PjB Class among Students with Kinesthetic Learning Styles

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	4	16	27	19.75	4.50	20.1875
Posttest	4	42	65	55.00	8.34	69.5
Valid N (listwise)	4					

Overall, the results indicate that the use of e-storybooks in the PjBL class had a positive impact on the reading comprehension of Kinesthetic learners. The significant increase in the mean score from the pre-test (19.75) to the post-test (55.00) shows the intervention's effectiveness. However, the higher standard deviation and variance in the post-test suggest that while most students

improved, the degree of improvement varied across the group, with some students benefiting more than others from the intervention.

Table 7. Descriptive Statistics on The Use of Print Picture Book in PjBL Class among Students with Visual Learning Styles

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretes	8	22	38	28.13	4.62	21.33
Postes	8	74	90	84.63	5.13	26.34
Valid N (listwise)	8					

The use of print picture books in PjBL was highly effective for Visual learners, as indicated by the significant rise in the mean score from 28.13 (pre-test) to 84.63 (post-test). The low variance and standard deviation in both pre-test and post-test results suggest that most students improved consistently, with relatively little variation in their performance levels.

Table 8. Descriptive Statistics on The Use of Print Picture Book in PjBL Class among Students with Auditory Learning Styles

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretes	3	18	24	21.33	3.06	9.33
Postes	3	65	80	62.33	7.66	58.67
Valid N (listwise)	3					

In conclusion, the use of print picture books in PjBL had a strong positive impact on students with Auditory learning styles, as shown by the large increase in their average score from 21.33 to 62.33. However, the post-test results show more variability, suggesting that while most students showed significant improvement, the degree of improvement varied among them.

Table 9. Descriptive Statistics on The Use of Print Picture Book in PjBL Class among Students with Kineasthetic Learning Styles

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretes	6	15	33	22.67	5.50	30.23
Postes	6	55	85	73.17	10.09	101.98
Valid N (listwise)	6					

After using the print picture books in the intervention, the post-test mean increased significantly to 73.17, with scores ranging from 55 to 85. The standard deviation of 10.09 shows a greater spread in the post-test scores, indicating more variability in the improvements made by different students. The variance of 101.98 is higher, which further supports the idea that the level of improvement varied widely across students.

The research findings indicate a significant difference in students' reading comprehension abilities before and after receiving e-storybook and print picture book learning media in the PjBL model classromm on the topic narrative text. The results of this study show that using e-storybooks in Project-Based Learning (PjBL) helped improve the reading comprehension of students with different learning styles: Visual, Auditory, and Kinesthetic. For Visual learners, the use of e-storybooks led to a significant improvement, with their average score increasing from 29.23 in the pre-test to 67.46 in the post-test. This shows that Visual learners responded well to the intervention, with most students making steady progress. The smaller spread in their post-test scores suggests that the intervention made their performance more consistent. For Auditory learners, the average score also improved, from 22.40 in the pre-test to 69.20 in the post-test. However, the larger variation in post-test scores indicates that some students made large gains, while others saw only modest improvements. This suggests that while e-storybooks were beneficial, their effectiveness varied depending on the individual. Finally, Kinesthetic learners also showed improvement, with their average score rising from 19.75 to 55.00. Although the improvement was notable, the wider spread in their post-test scores suggests that some students benefited more than others. This may be because Kinesthetic learners typically prefer hands-on activities, and the lack of physical interaction in e-story books may have affected their engagement

The use of print picture books in Project-Based Learning (PjBL) proved to be highly effective in improving the reading comprehension of students with different learning styles. For Visual learners, there was a significant improvement in reading comprehension, with the mean score increasing from 28.13 in the pre-test to 84.63 in the post-test. The low variance and standard deviation suggest that most students made consistent progress, with little variation in their performance. This indicates that the intervention was effective for all Visual learners, helping them improve their reading skills in a similar way. For Auditory learners, the results also showed improvement, with the average score rising from 21.33 to 84.63. However, the post-test results had more variability, as indicated by the higher standard deviation and variance. This means that while most students showed significant improvement, the degree of improvement varied among them. Some students made larger gains than others, which suggests that the effectiveness of the intervention might depend on individual factors. Finally, for Kinesthetic learners, the use of print picture books also led to improvement, though the variability in their results was more noticeable. The scores ranged widely, and the higher standard deviation and variance indicated that while the intervention helped, the degree of improvement differed across students. Overall, the use of print picture books in PjBL was effective for improving reading comprehension, especially for Visual and Auditory learners, although the degree of improvement varied for some students. This suggests that the intervention worked well for most students, but there may be ways to tailor it further to individual learning needs (Irasuti & Bachtiar, 2024).

4. CONCLUSION

Based on the results and discussion above, it can be concluded that there is a difference betweenstudents' reading comprehension abilities before and after receiving different learning media

such as e-storybook and print picture book in the Project-Based Learning model. In conclusion, the integration of technology such as e-storybooks in Project-Based Learning (PjBL) was effective in enhancing the reading comprehension of students across different learning styles—Visual, Auditory, and Kinesthetic. This finding is in line with Bottino & Robotti (2007) who mentioned that the integration of technology in Project-Based Learning (PBL) has indeed addressed many challenges in traditional PBL environments by facilitating cooperative learning and providing a real-world, constructivist learning experience.The findings indicate significant improvements in students' reading comprehension scores from the pre-test to the post-test, with notable increases in the mean scores for all learning styles. For Visual learners, both e-storybooks and print picture books showed substantial effectiveness, leading to consistent improvements in reading comprehension. Similarly, Auditory learners also experienced significant gains, although the level of improvement varied among students, with some showing larger gains than others. Kinesthetic learners also benefited from the interventions, although the degree of improvement was more variable.

While the interventions were successful overall, the variation in the degree of improvement, particularly among Auditory and Kinesthetic learners, suggests that future studies could explore ways to further tailor these interventions to meet the diverse needs of different learners. Nonetheless, the results underscore the potential of using Project-Based Learning in combination with e-storybooks and print picture books as an effective approach to improving reading comprehension across various learning styles.

Based on the conclusion above, the implications of this research generally explain that the use of e-storybook and print picture book media with the PjBL model can improve students' reading comprehension abilities. More specifically, the implications of this research are: 1) different learning media such as e-storybook and print picture book in the PjBL model can be used as in improving reading comprehension abilities that align with Almunawaroh & Trilestari, (2020) who claim that e-books have great benefits in helping students to understand the lesson because the e-book has interesting features, so the students are more excited in the learning process in the classroom that are useful and helpful to literacy development 2) The use of e-storybook and print picture book in the PjBL model can accommodate students'learning characteristics based on their individual learning styles, so students learn well and effectively, this is inline with Kholis & Azmi, (2023) who stated that E-books are very effective in improving students' reading comprehension, it motivates students, student performance, attitude in the learning process and reading speed. 3) the PjBL model integraed with e-storybook and print picture book can be used as an alternative for English learning, specifically reading, (Rahayu et al 2023) 4) Empirically and theoretically, the results of this research support previous research findings and theories about PjBL and learning media. The results of this research provide important guidance for future researchers, developers of learning strategies and models, teachers and curriculum developers to implement PjBL integrated

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