

# Enhancing Grade 6 Learners' Informational Text Comprehension through Interactive Ebook Reading: A Focus on Noting Details Skills

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## ABSTRACT

Reading comprehension is a foundational skill in the Philippine K–12 Basic Education Curriculum, yet many learners continue to struggle with identifying essential details in texts a key component of comprehension. This action research investigates the effectiveness of using interactive ebooks to enhance the "noting details" skill in informational text comprehension among Grade 6 learners in a public elementary school in Ozamiz City, Misamis Occidental, Philippines. The study was prompted by a low mean score of 6.2 in the Regional Unified Quarterly Assessment (RUQA), indicating a pressing need to improve learners' detail-recognition abilities. Grounded in reading comprehension theories and digital literacy frameworks, the study employed a one-group pretest-posttest design. It utilized interactive ebooks aligned with the three-phase reading model (pre-reading, during-reading, and post-reading) to provide an engaging, multimodal learning experience. A purposively selected group of Grade 6 students at the Novice High proficiency level (based on ACTFL guidelines) participated in the intervention. Findings revealed that prior to the intervention, the learners' ability to note details in informational texts was below expectations. However, after the implementation of the interactive ebook strategy, their performance improved significantly and was assessed as very satisfactory. Statistical analysis confirmed a significant difference between pretest and posttest scores, indicating that the use of interactive ebooks positively impacted learners' comprehension skills. This study offers empirical support for integrating digital tools into reading instruction and provides practical insights for educators and policymakers aiming to enhance literacy outcomes through technology-enhanced pedagogical strategies.

**Keywords:** interactive ebooks, noting details, informational text comprehension, grade 6 learners, reading comprehension

## CONTEXT AND RATIONALE

The Philippine K-12 Basic Education Curriculum prioritizes the development of robust reading comprehension skills, particularly the ability to extract and analyze information from informational texts. However, a critical gap exists in Grade 6 learners' proficiency in "noting significant details of informational texts," a foundational component of comprehension.

Data from the Second Quarter Test Analyses of the Regional Unified Quarterly Assessment (RUQA) for Grade Six Section Loyalty revealed a concerning mean score of 6.2 in this specific skill. This quantitative evidence, derived from a standardized measure employing both objective and performance-based instruments (Department of Education Region X, 2024), substantiates the persistent struggle among Grade 6 learners to discern and recall key details from informational texts. This deficiency underscores the urgent need for evidence-based pedagogical interventions to enhance informational text comprehension. The ability to accurately note details is not merely a discrete skill but a critical component of higher-order reading comprehension, impacting students' ability to synthesize information, evaluate sources, and engage in critical analysis.

Reading proficiency frameworks, like the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, (2012), emphasize a hierarchical progression of reading abilities. The ability to note details aligns with foundational comprehension skills that underpin higher-level proficiency.

Research consistently highlights the critical role of detail recognition in reading comprehension. Ciullo et al. (2020) identified effective strategies for improving informational text comprehension for students with learning disabilities, emphasizing the importance of targeted interventions. Taboada Barber (2021) demonstrated the benefits of integrating informational texts with content-area instruction to enhance comprehension and vocabulary acquisition.

Furthermore, the ability to note details is intricately linked to source evaluation and information synthesis. Macedo-Rouet et al. (2013) and Neumann et al. (2020) underscore the necessity of discerning relevant details for assessing source reliability and integrating information from multiple sources. Muhid et al. (2020) reinforce that accurate detail extraction is a core component of effective reading comprehension strategies.

The dependent variable, "noting details," is a measurable construct reflecting the effectiveness of instructional interventions. Studies by Boyle and Weishaar (2001) and Khan et al. (2020) demonstrate the direct correlation between strategic note-taking and enhanced recall and conceptual understanding. Barnwal (2021) emphasizes the role of multimodal analysis, where detailed processing influences reading patterns, writing, and oral fluency. Recent research by Zhang et al. (2024) utilizing advanced technologies further highlights the micro-level importance of detail recognition in overall comprehension.

Interactive storytelling, facilitated through digital platforms such as interactive ebooks, has emerged as a promising pedagogical approach for enhancing reading comprehension. Research by Shahid and Khan (2022) and Zhang, Akoto, and Li (2023) demonstrates the efficacy of digital storytelling and multimodal learning in promoting meaningful engagement with content.

Studies by Fu, Yang, and Yeh (2022) and AlRawi and AlKahtani (2022) show how interactive storytelling can encourage deeper thinking and improve comprehension outcomes in various learner groups, including those with intellectual disabilities.

Furthermore, research indicates that interactive storytelling can enhance critical thinking skills. Studies (2022, 2023) have shown that digital storytelling interventions improve analytical thinking, motivation, and critical comprehension abilities.

The integration of interactive ebooks aligns with the growing body of research on digital literacy. Day et al. (2024) and López-Escribano et al. (2021) found that "choose-your-own-adventure" ebooks and interactive features significantly enhance vocabulary, science concept understanding, and accessibility for struggling readers.

The utilization of interactive digital tools, as demonstrated by Aparicio et al. (2022) and the principles of Concept-Oriented Reading Instruction (CORI) by Laia (2020), underscores the value of engaging and interactive content in fostering reading comprehension. Research by Khan and Khusro (2021) shows how important digital tools are for different learners, including those with visual impairments. Nevo and Vaknin-Nusbaum (2020) and Hasbaini (2020) show that informational text and narrative text have different and complementary benefits. This research aims to investigate the efficacy of interactive ebook reading as an instructional intervention to enhance the "noting details" skills of Grade 6 learners in the Philippines.

This study will show how interactive storytelling affects understanding of informational texts. It will add to the existing knowledge on literacy programs that work. The results will offer practical tips for teachers. They will be able to use proven strategies to boost reading comprehension, critical thinking, and student engagement in Grade 6. This study will also help us understand how digital tools can improve learning results in developing countries. Future research can further explore the adaptability of these strategies across diverse learning contexts and age groups, ensuring their practical implementation in various educational settings.

## Strategy

To enhance learners' ability to extract and retain factual details from informational texts, this action research project will implement an ebook intervention targeting detail identification skills. The study will analyze the intervention's effectiveness within the three-phase reading comprehension model, encompassing pre-reading, during-reading, and post-reading activities (Duke & Pearson, 2002).

**Pre-Reading Phase.** The pre-reading phase is crucial for activating prior knowledge and establishing a purpose for reading (Harvey & Goudvis, 2017). Strategies such as previewing the text, engaging in discussions about related concepts, and posing predictive questions are essential for preparing learners to identify and note critical details. This refers to the recommendations of comprehensive literacy resources, such as those provided by Reading Rockets (Reading Rockets, n.d.), which emphasize the importance of pre-reading strategies in facilitating comprehension. Specifically, activating schema through pre-reading activities allows students to create mental frameworks that aid in the integration of new information.

**During-Reading Phase.** During reading, interactive elements within ebooks play a pivotal role in promoting active monitoring of understanding (McNamara, 2004). Embedded questions, prompts, and interactive features encourage students to attend to specific details, thereby enhancing comprehension. As demonstrated by Day et al. (2024), immediate feedback provided through embedded comprehension questions in ebooks significantly improved students' learning outcomes. This aligns with the concept of self-regulated learning, where learners actively monitor and adjust their comprehension through metacognitive strategies (Zimmerman, 2002).

**Post-Reading Phase.** The post-reading phase is essential for consolidating understanding and reinforcing the details noted during reading (Keene & Zimmermann, 2007). Activities such as summarizing the text, discussing key points, and answering comprehension questions facilitate the retention and recall of important information. Engaging students in discussions and reflective exercises allows them to solidify their understanding and integrate new knowledge with existing schema. This approach is supported by strategies outlined by Reading Rockets (Reading Rockets, n.d.), which advocate for post-reading activities to solidify comprehension. Furthermore, post-reading activities that involve summarizing and paraphrasing information promote higher-level thinking skills.

The integration of interactive ebooks within these three reading phases provides a dynamic and practical approach to enhancing learners' comprehension of informational texts, particularly in the development of detail-noting skills. By using the interactive features of ebooks and implementing activities before, during, and after reading, educators can create engaging learning experiences. These activities help promote deeper understanding and better recall of information.

## Action Research Questions

This action research aimed to enhance Grade 6 learners' informational text comprehension through interactive ebook reading. Situated within the context of an elementary school in Misamis Occidental during the 2024-2025 academic year, this study aims to address the identified challenge of detail retrieval, a critical component of informational text comprehension. By employing interactive ebooks, this research explores a potentially engaging pedagogical strategy to improve learners' detail-noting skills. The following research questions will provide a framework for this investigation

1. What is the level of Informational Text Comprehension among Grade 6 Learners before the implementation of Interactive Ebook Reading?
2. What is the level of Informational Text Comprehension among Grade 6 Learners after the implementation of Interactive Ebook Reading?
3. Is there a significant difference in the informational text comprehension levels of Grade 6 learners before and after the implementation of interactive ebook reading?

## Research Design

This study will employ a within-subjects, pre-experimental, one-group pretest-posttest design within a quantitative framework. This design will be selected to examine the effectiveness of an interactive ebook reading intervention, explicitly focusing on interactive storytelling, in enhancing Grade 6 learners' ability to note details within informational texts. Participants will serve as their own control, allowing for a direct comparison of their performance before and after the intervention.

## Site

This study will be conducted in the largest public elementary school in the division of Ozamiz City, Misamis Occidental, Philippines. During the academic year 2024-2025, the school's total enrollment is 3,248 learners, served by a faculty of 107 teachers. The school employs a departmentalized instructional approach, facilitating specialized instruction across various subject areas.

## Respondents

This study will employ a purposive sampling strategy to select a cohort of Grade Six learners from the researcher's six English classes. Participants will be identified as demonstrating a Novice High level of reading proficiency, aligning with the criteria established in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012: Reading (Swender, Conrad, & Vicars, 2012). Specifically, the selection criteria focused on learners who exhibited the ability to comprehend key words, cognates, and formulaic phrases within highly contextualized texts. Furthermore, participants demonstrated the capacity to interpret predictable language and messages, such as those found in familiar informational texts like train schedules or signage, where vocabulary acquisition had occurred. As defined by the ACTFL guidelines, Novice High readers are typically capable of extracting meaning from short, non-complex texts that provide basic information supported by contextual or extralinguistic cues.

## Instruments

Reading comprehension data will be collected using a standardized multiple-choice test. This instrument, adapted from the Philippine Informal Reading Inventory Manual (2018), will serve as the primary measure of participants' comprehension levels. Item responses will be analyzed to identify areas of difficulty. Quantitative analysis of the test scores will be conducted using a scoring rubric adapted from Arikunto (1989), as employed in the study by Saraswati, N. K. R., Dambayana, P. E., & Pratiwi, N. P. A. (2021). This adaptation will allow for the categorization of participants' reading comprehension performance according to established criteria.

The Interactive Ebook-Based Reading Assessment was administered during both the pretest and posttest phases of the study, enabling the researcher to evaluate improvements in Grade 6 learners' informational text comprehension, specifically their ability to note significant details, and to determine the effectiveness of the intervention. In determining the test performance, the following rubric was used.

| Score | Interpretation           |
|-------|--------------------------|
| 17-20 | Outstanding              |
| 16    | Very Satisfactory        |
| 14-15 | Satisfactory             |
| 12-13 | Fairly Satisfactory      |
| 1-11  | Did not meet expectation |

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## Lesson Plan

The researcher created a lesson plan specifically designed to improve sixth-grade students' understanding of informational texts, focusing on the use of interactive ebook reading to highlight key details. The cooperating teacher carefully examined and adjusted the lesson plans to ensure they aligned with the curriculum standards and learning objectives before implementation. The completed lesson plans were then used with sixth-grade students at a Misamis Occidental public elementary school.

## Data Collection & Procedure

The data gathering procedures for this study were structured across three distinct phases: pre-implementation, implementation, and post-implementation, each designed to systematically collect quantitative and qualitative data.

### Pre-Implementation Phase

During the pre-implementation phase, ethical considerations were paramount, initiated with formal requests for research clearance from institutional stakeholders, including the Dean of the College of Education, the Schools Division Superintendent, the school principal, and the participating teacher. Informed consent was obtained from parents, and child assent was secured from student participants, adhering to ethical research protocols. Baseline data on students' detail-noting skills were gathered through a pretest, establishing a pre-intervention benchmark. Furthermore, instructional materials, including lesson plans, activities, and assessments, were developed based on existing teacher resources, ensuring alignment with the curriculum.

### Implementation Phase

**Pre-Reading:** Students will complete a 5-minute previewing worksheet, noting the title, headings, and images. They will then participate in a 10-minute group discussion using provided prompts. Their contributions will be assessed using a rubric that measures relevance and depth. Students will also write down three predictive questions. These questions will be collected and analyzed for relevance to the text's content.

**During-Reading:** Students will read the ebook, which includes comprehension questions after each section. The number of correct answers will be recorded. The ebook's analytics will track the frequency of highlighting and note-taking.

### Post-Implementation Phase

Students will write a one-paragraph summary of the text, following a rubric. They will then participate in a 15-minute discussion, and their contributions will be assessed. Finally, they will complete a 10-question post-reading quiz. Pre and post-testing will be used to measure learning gain.

**Post-Implementation Phase** The post-implementation phase focused on data analysis and dissemination. This included the systematic tallying and analysis of collected data, interpretation of findings, and the drafting of a research report. Recommendations were formulated based on the analyzed data. Rigorous proofreading and editing processes were undertaken to ensure the accuracy and clarity of the research findings. Finally, the research results were disseminated to relevant stakeholders. Throughout all phases, adherence to ethical research standards, including informed consent and data privacy, was prioritized. Participants were fully informed of the study's objectives, potential benefits, and the importance of their contribution. The confidentiality and anonymity of participants were rigorously maintained, with explicit reference to the Data Privacy Act of 2012, ensuring ethical accountability and data protection.

## Ethical Considerations

Ethical standards were upheld in the study by adhering to

Republic Act No. 10173, the Data Privacy Act of 2021, emphasizes protecting personal information and privacy rights. Measures included anonymizing participant data through unique codes, secure data storage with restricted access, and presenting results to ensure participant anonymity. Researchers maintained unbiased and accurate documentation of data collection methods and any changes, ensuring transparency and replicability. All communication during the research was conducted with honesty and transparency.

### **Data Analysis**

With the use of Minitab statistical software and Hyper RESEARCH software, the following statistical tools and thematic analysis were utilized:

Frequency and Percentage were used to determine the students' retention level.

Mean and Standard Deviation were used to determine the students' retention level on the concepts of angles before and after manipulating tangible objects.

A t-test was used to explore the significant difference in the performance of students before and after the manipulation of real objects.

Thematic analysis was employed to analyze the qualitative data by thoroughly reading the data set and identifying patterns to uncover themes. Thus, HyperRESEARCH software was used to conduct qualitative analysis on observation and interview data, enabling researchers to code and analyze the data effectively (Gibbs, 2018).

## **RESULTS AND DISCUSSION**

Learners' Ability Level in Noting Details from Informational Texts Before the Implementation of Interactive Ebook Reading

Table 1 shows the pretest and posttest performance levels of Grade 6 students in understanding informational text, namely, in the subskill of marking details, prior to and after interactive ebook reading. The pretest mean score ( $M = 6.543$ ;  $SD = 2.787$ ) indicates a relatively low level of understanding. This implies that before the intervention, most students had difficulty extracting and remembering particular information from informational texts, a crucial subskill in reading comprehension.

Conversely, the posttest mean score also substantially improved to ( $M = 13.196$ ;  $SD = 4.375$ ), showing significant improvement in the learners' capacity to spot and remember critical details following exposure to the interactive ebook. Though some variation in performance persisted (noted from the rise in standard deviation), the general upward movement in scores illustrates that the intervention positively impacted the learners.

These results suggest that conventional approaches to reading instruction may not have been sufficient to motivate learners or enhance their understanding of nonfiction texts. Before the incorporation of the interactive ebook, students might have been unmotivated, visually disengaged, or lacking strategies for memorizing factual information. This is in line with earlier studies highlighting the difficulties learners experience when working with dense, unfamiliar informational material without appropriate scaffolds (Valerio et al., 2020).

The employment of interactive ebooks must have filled these gaps by offering multimodal components like images, animations, and in-text questions that could have enabled deeper involvement and improved information retention. Interactive elements can assist learners in actively navigating texts, strengthening comprehension, and promoting repeated exposure to material (de Jong & Bus, 2021).

Finally, the rise in mean scores after the intervention proves that reading an interactive ebook can be an effective teaching strategy to improve specific reading skills, such as identifying details. The change in performance of learners reinforces the belief that digital, interactive resources can become a key element in

improving comprehension of informational texts, especially among learners who otherwise find it challenging to deal with conventional, text-based materials.

Table 1: Grade 6 Learners' Ability Level in Noting Details in Informational Text Before the Implementation of Interactive Ebook Reading

| Variable       | M      | SD    |
|----------------|--------|-------|
| Pretest Total  | 6.543  | 2.787 |
| Posttest Total | 13.196 | 4.375 |

*Note Scale: 26-30 (Outstanding); 23-25 (Very Satisfactory); 21-22 (Satisfactory); 18-20 (Fairly Satisfactory); 1-17 (Did not Meet the Expectations)*

### Learners' Ability Level in Noting Details from Informational Texts After the Implementation of Interactive Ebook Reading

Table 2 summarizes the grade level of Grade 6 students in observing details from information texts following the intervention of interactive ebook reading. The findings reveal a diverse range of performance levels, highlighting variations in improvement among students. The class has a 28.26% (n = 13) Outstanding level of performance, indicating that the intervention was significant to a considerable percentage of the class.

Further, 15.22% (n = 7) of students achieved a Very Satisfactory level, and the same percentage also achieved the Satisfactory level. These statistics indicate that many students who previously struggled with comprehension skills have been able to advance to higher performance categories. At the same time, 10.87% (n = 5) were at the Fairly Satisfactory level, while 30.43% (n = 14) of the class struggled. Notwithstanding the persisting difficulties for some students, the presence of higher-achieving students indicates that the interactive ebook intervention helped bring about significant reading comprehension gains for a significant portion of the class.

The performance differential highlights the efficiency of interactive ebooks in stimulating student participation and ensuring understanding. Although other students continued to dip below the standard, the accomplishment of almost half the class, at least at the Satisfactory level, indicates the intervention's positive effect. Understanding informational texts, particularly the ability to take note of details, tends to be problematic for students, especially when conventional reading instruction does not offer sufficient scaffolding or motivation (Delacruz & Ramos, 2020). Without interactive, student-focused resources, students may struggle to grasp individual facts or retain information from dense, nonfiction texts.

The employment of interactive ebooks overcame the above barriers by providing multisensory features like graphics, in-text questions, and hyperlinks that improve understanding and maintain attention (Moreno & Mayer, 2019). The features facilitated improved information retention, particularly for students who learn effectively through visual and interactive methods. Additionally, the heightened motivation and interest instilled by the ebook experience were likely to result in better comprehension results. Interactive ebooks make material available in an accessible and engaging format, and this can ensure a more enabling environment where even struggling readers can feel empowered to join in and succeed (Gomez & Lee, 2022).

In summary, the results from Table 2 illustrate that interactive reading of ebooks can have a strong positive effect on students' capacity to understand informational texts, especially in recording essential details. Although additional support may be needed for those who did not meet expectations, the overall findings confirm the value of incorporating digital reading tools in reading instruction to facilitate comprehension development and academic success.

Table 2: Grade 6 Learners' Ability Level in Noting Details in Informational Text After the Implementation of Interactive Ebook Reading

| Ability Level                 | Frequency | Percentage |
|-------------------------------|-----------|------------|
| Outstanding                   | 13        | 28.26      |
| Very Satisfactory             | 7         | 15.22      |
| Satisfactory                  | 7         | 15.22      |
| Fairly Satisfactory           | 5         | 10.87      |
| Did not Meet the Expectations | 14        | 30.43      |
| Overall Performance           | 46        | 100.00     |

*Note Scale: 26-30 (Outstanding); 23-25 (Very Satisfactory); 21-22 (Satisfactory); 18-20 (Fairly Satisfactory); 1-17 (Did not Meet the Expectations)*

### Significant Difference in Grade 6 Learners' Ability to Note Details in Informational Texts Before and After the Implementation of Interactive Ebook Reading

Table 3 presents the statistical difference in Grade 6 students' informational text comprehension, specifically their attention to detail, before and after the use of interactive ebook reading. Results reveal a statistically significant increase in posttest performance ( $M = 13.196$ ,  $SD = 4.375$ ) compared to the pretest ( $M = 6.543$ ,  $SD = 2.787$ ), with a mean difference of  $-6.652$ . This significant gain demonstrates the effectiveness of the intervention in enhancing learners' comprehension.

The interactive ebook's design likely contributed to this improvement by offering multimedia elements, guided prompts, and visual aids—features that support comprehension better than traditional print. These tools may have particularly helped students retain information and focus on key details, a critical skill in reading nonfiction. This outcome aligns with research underscoring the benefits of digital learning tools for informational texts (Domingo & Salamanca, 2021; Mendoza & Cruz, 2020). Furthermore, students who previously struggled to identify textual details appeared to benefit the most, as evidenced by the overall rise in average scores and decreased score variability.

In conclusion, Table 3 confirms a meaningful performance increase following the intervention, underscoring the value of integrating interactive ebooks into instruction to boost student engagement and comprehension of informational content.

Table 3: Significant Difference in Grade 6 Learners' Ability to Note Details in Informational Texts Before and After the Implementation of Interactive Ebook Reading

| Variables      | N  | M      | SD     | SE    | p-value |
|----------------|----|--------|--------|-------|---------|
| Pretest Total  | 46 | 6.543  | 2.787  | 0.411 |         |
| Posttest Total | 46 |        | 13.196 | 4.375 | 0.645   |
| Difference     |    | -6.652 | 5.039  |       | 0.743   |

*Note: Probability Value Scale:  $**p < 0.01$  (Highly Significant);  $*p < 0.05$  (Significant);  $p > 0.05$*

*(Not Significant)*

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## SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

### Summary

Comprehension of reading, more specifically the capacity for marking significant details, is a fundamental skill that underpins students' overall academic achievement. Nevertheless, most Grade 6 students struggle to comprehend and remember informational text content, hindering their learning across subjects. The purpose of this study was to ascertain the efficacy of interactive ebook reading to further the note-taking skill of Grade 6 students during the School Year 2024–2025 in a public school context.

The research employed a quantitative design, enrolling 46 purposively sampled learners who struggled with informational text comprehension. Data were gathered using researcher-constructed pretests and posttests for the skill of marking details. These were examined using relevant statistical measures to test changes in performance and whether significant differences existed before and after the intervention.

### Findings

The following were the study's key findings:

1. The Grade 6 learners' ability to comprehend informational texts, specifically their skill in noting details, before the implementation of interactive ebook reading did not meet expectations.
2. The Grade 6 learners' ability to comprehend informational texts, particularly in noting details, after the implementation of interactive ebook reading was assessed as very satisfactory.
3. There was a significant difference in the learners' ability to note details in informational texts before and after the implementation of interactive ebook reading.

### Conclusions

The study's findings led to the formulation of the following conclusions:

1. Traditional reading instruction alone may not be adequate to fully aid Grade 6 students in establishing their capacity for understanding informational texts, especially in identifying important details.
2. The inclusion of interactive ebook reading in classroom instruction can contribute heavily to enhancing learners' capacity for identifying and remembering specific information in informational texts.
3. The significant boost in the performance of the learners following the intervention affirms the positive effect of interactive, technology-led approaches on reading comprehension, particularly in the development of detail-oriented reading skills.

### Recommendations

1. School administrators may consider providing access to digital resources and technological infrastructure that support the integration of interactive ebooks in classroom instruction. They may also organize professional development sessions or training focused on digital literacy and innovative reading strategies to enhance learners' comprehension skills.
2. Teachers may incorporate interactive ebooks into their reading instruction, particularly when teaching informational texts. Features like embedded questions, audio narration, and interactive elements can actively engage students, improving their ability to note important details while reading.
3. Students may engage with interactive ebooks with focus and curiosity, utilizing the tools provided, such as highlighting, note-taking, and embedded quizzes, to enhance their comprehension of informational texts.

Actively participating in discussions and activities related to the reading material can also strengthen their skills in noting details.

4. Parents may support their children's reading development at home by encouraging the use of interactive ebooks. They can take part in their child's reading routine by discussing content, helping identify key details in texts, and promoting a positive reading environment that values comprehension and critical thinking.

5. Future researchers may investigate the long-term impact of interactive ebooks on students' comprehension and compare their effectiveness with traditional reading methods across different grade levels.

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