# Abstract

Digital Storytelling is one of the media approaches to teach English. This research is about the implementation of digital storytelling as a media in teaching recount text to improve students’ critical reading skills. The aim of this research is to improve students’ critical reading skills using digital storytelling as a media. The subject of the research is 8th grade students in SMPN 29 Bandung that consist of 35 students. This research uses qualitative method. The research design used in this research is Class Room Action research by Kemmis. The data collection in this research is observation, assessment, questionnaire, and field note. The instruments used in this research is observation sheet, pre-assessment and post-assessment, questionnaire sheet, and field note. The results show that there is an improvement in students’ critical reading skill after implementing digital storytelling as a media. The average score of pre-assessment is 60. After the implementation of digital storytelling, the average score in post-assessment increases. The average score in post-assessment is 84. This means the students’ critical reading skills improve 40% after calculating the average score between the pre-assessment and post-assessment. In addition, the students’ responses toward implementation of digital storytelling as a media shows that digital storytelling as a media is effective. In conclusion, digital storytelling as a media can improve students’ critical reading skills.

**Keywords:** *Digital Storytelling, Recount text, Critical Reading Skills.*