THE EFFECT OF CARTOON STORY MAKER ON STUDENTS' READING COMPREHENSION IN THE ELEVENTH GRADE OF SMAN 5 TAMBUSAI UTARA

Marisa Dewi Usman[1], Rumiri Aruan[2], Fadly Azhar[3]

[1, 2, 3] Universitas Riau, Pekanbaru, Indonesia

Email:[1]marisa.dewi5783@student.unri.ac.id , [2]rumiri.aruan@lecturer.unri.ac.id ,[3] fadly.azhar@lecturer.unri.a.c.id

ABSTRACT

This study aims to find out whether there is a significant influence of cartoon story maker on reading comprehension in grade XI students of SMAN 5 Tambusai Utara on narrative text. The method used in this study is pre-experimental research with One Group Pre-Test Post-Test design, which is an experimental design that only uses one sample group and takes measurements before and after treatment is given to the sample. data were obtained from the Pre-Test and Post-Test in the form of multiple choice as many as 40 questions. The average for the Pre-Test was 64.91 and the average for the Post-Test was 82.21 which showed a significant increase in students. The data were analyzed using the Wilcoxon Signed Test showing an Asymp. Sig. (2-tailed) value of 0.000 which means that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. thus, it can be concluded that cartoon story maker is a media that has a positive influence and improves reading comprehension in narrative text.

Keywords: Cartoon Story Maker, Narrative Text, Reading Comprehension

PENGARUH CARTOON STORY MAKER TERHADAP PEMAHAMAN BACAAN SISWA KELAS SEBELAS DI SMAN 5 TAMBUSAI UTARA

ABSTRAK

Penelitian ini bertujuan untuk menemukan apakah terdapat pengaruh yang signifikan dari cartoon story maker terhadap pemahaman membaca pada siswa kelas XI SMAN 5 Tambusai Utara terhadap narrrative text. Metode yang digunakan dalam penelitian ini adalah penelitian pra-eksperimen dengan desain One Group Pre-Test Post-Test, yaitu suatu desain eksperimen yang hanya menggunakan satu kelompok sampel dan melakukan pengukuran sebelum dan sesudah diberikan perlakuan kepada sampel. data di dapat kan dari Pre-Test dan Post-Test dalam bentuk pilihan ganda sebanyak 40 soal. Rata rata dari Pre-Test adalah 64.91 dan rata rata untuk Post-Test adalah 82.21 yang menunjukkan adanya kenaikan signifikan pada siswa. Data di analisis menggunakan Wilcoxon Signed Test menunjukkan nilai Asymp. Sig. (2-tailed) sebesar 0.000 yang berarti hipotesis nol (H0) di tolak dan hipotesis alternatif (Ha) diterima. dengan demikian, dapat disimpulkan bahwa cartoon story maker merupakan media yang memiliki pengaruh positif dan meningkatkan pemahaman membaca pada teks naratif.

Kata kunci: Cartoon Story Maker, Teks Naratif , Pemahaman Membaca

INTRODUCTION

Reading comprehension is a fundamental skill that enables students to understand, interpret and apply information across a range of subjects. Reading comprehension plays a vital role in helping students achieve academic success, as the ability to understand what is read is essential for acquiring knowledge and making connections between ideas. Good reading comprehension skills also enhance critical thinking and enable students to engage more deeply with texts, particularly in English language studies. Therefore, developing these skills is essential for students to gain the most out of their education and achieve academic

success.

According to (Srisang & Everatt, 2021) comprehension of reading can also have a significant impact on students' academic achievements. According to Swanson (1999) at (silalahi, 2023) students' success in comprehension is influenced by how interesting and relevant they find the text they are reading, their skills in identifying, decoding, and accurately pronouncing words, their understanding of various reading purposes, and their proficiency with strategies for monitoring comprehension.

According to (Ramadhianti & Somba, 2023) Reading skills are an important stage in obtaining knowledge or information; Therefore, students must improve these skills as the first input to support their studies. The better your reading comprehension skills, the better your learning achievement will be. Other factors that arise in reading comprehension activities include lack of interest in the topic, lack of willingness to read, and lack of vocabulary from EFL learners. It is the most common difficulty students face in reading comprehension.

Harmer in (Wardani et al., 2024) identifies four main types of student reading difficulties: language issues, challenges with topics and genres, problems with comprehension tasks, and negative expectations. Language issues refer to students struggling more with long sentences than short ones. Challenges with topics and genres arise when students find it hard to understand unfamiliar material. Comprehension problems occur when students see reading tasks as too complex. Lastly, negative expectations mean that students often have low confidence because they believe the reading tasks are too difficult.

The learning materials for class eleven odd semesters are narrative texts, exposition texts, conditional sentences, personal letters, report texts, indirect speech, passive sentences, official letters, grammar (intermediate). In this study, the writer took narrative text material as a reference text. Based on pre-interviews before the research, the teacher stated that students in grade XI-4 had a lower level of reading comprehension compared to other classes. This is known from the results of teacher observations in daily learning activities, where students in grade XI-4 tend to have difficulty in understanding reading texts and answering related questions. This teacher's statement is important as a basis for designing appropriate interventions and ensuring that the methods or materials used in the study can help improve the reading comprehension of students in that class. The writer found that the obstacle experienced by eleventh grade students was low reading comprehension of a given text especially class XI-4, the method used by the teacher was reading aloud in turns. Many students have difficulty understanding reading texts because teaching methods are less interesting and interactive.

Based on several problems above, writer is interested in using Cartoon Story Maker media to visualize reading texts for students. This media is in the form of a simple cartoon with two/three-dimensional that show conversations or storyline in the story. The stories can be presented one at a time with PowerPoint slides or printed, allowing students to be creative. One of the advantages of Cartoon Story Maker that it has unlimited characters and backgrounds and can be created. This media is rich with colourful expressions and unique characters, so the storyline is easier to understand. With this media, it is hoped that students will be more motivated to learn English and their reading comprehension will increase. This media is used with the project-based learning direct learning model because it is simple and suitable for fostering students' interest in reading. The aim of this research is to improve reading comprehension in narrative text.

To find out the students' difficulties in reading, some tests need to be administered. Alderson suggests several types of tests, one of which is multiple choice, which will be used in this study and uses narrative text material Wardani (2024). According to (Özdemir, 2018) narrative texts convey the readers' emotions about an event. These events, or series of events, are presented from the narrator's viewpoint, detailing the place, time, and characters to give context and information about the story. In this study, the author used a cartoon-based reading test to assess students' comprehension skills through engaging visual materials. Cartoons present information in a format that combines images with paragraph text or conversation, making the content more understandable and relevant.

LITERATURE REVIEW

According to (Johnson, 2008) explains that reading involves understanding written text. This emphasizes that if you don't find meaning in what you read, then you aren't really reading. In essence, reading

means extracting information from the text and understanding it as closely as possible to what the writer intended.

According to Grabe & Stoller (2011) suggest that reading can be taught as a way to extract and interpret information from text. This process requires active brain engagement, as it involves visually recognizing words and phrases on the page and making sense of them. Without reading, one's opportunities for personal growth are restricted. Therefore, it is important for people to cultivate a strong interest in reading and work on improving their reading skills. The more interested one is in reading, the more their reading ability will grow. Through reading, people gain valuable and significant information. The purpose of reading can be categorized into different types. Reading to locate simple information involves quickly scanning a text to find specific details, while skimming helps readers quickly glance over the text to identify key information using basic comprehension skills. This method allows readers to efficiently gather necessary information. On the other hand, reading to gain knowledge is common in academic and professional settings, where the goal is to understand and retain information. This process includes remembering main points and details, recognizing the text's structure, and connecting new information with prior knowledge. Reading to learn demands deeper cognitive engagement, as it requires making meaningful connections between the text and the reader's existing knowledge.

Reading comprehension according to Budiharso et al. (2014) is the process of gathering information from a context and combining it with other aspects to produce new information. This method takes advantage of the reader's previous ability to comprehend the text and derive meaning. To fully understand the meaning of the information, readers can read the text pattern and detect the text structure.

According to (Maharsi, 2016) Cartoon Story Maker is a tool that helps transform students' imagination into stories inspired by their reading experiences. Cartoon Story Maker serve as an interesting media example of how teaching theory can be applied in practice in English language teaching in the classroom (Anggraini, 2017).

A Narrative text is a text containing stories or stories of a fictional or imaginative nature, intended to entertain, convey a moral message, or describe an event (Ratna in Susanti, 2023). based on Alderson's statement in Lubis (2016) there are orientation, complication, climax, resolution and reorientation.

RESEARCH METHOD

In this study, the writer used a pre-experiment with a One Group Pre Test-Post Test design. The population of this study is the eleventh-grade students of SMAN 5 Tambusai Utara in the academic year 2024-2025. The were 4 classes, XI-1, XI-2, XI-3, XI-4. The sample in this study was class XI-4 consisting of 35 students, the sample was taken using purposive sampling.

The procedure in this study consists of a Pre-Test and a Post-Test. The reading test consists of 40 questions in multiple-choice formulation. The Pre-Test is used to measure students' abilities before treatment. Then, the sample was given treatment for 4 meetings. After that, a Post-Test was conducted to obtain data. The writer uses the Wilcoxon Sign Test to draw conclusions.

RESULTS AND DISCUSSION

The results of the data analysis were taken from the Pre-Test and Post-Test of the experimental group without a control group. In this study, validation and reliability tests of the questions, normality tests, and Wilcoxon Sign Tests were carried out.

The validation test was conducted at SMAN 1 Tambusai Utara in class XI-1. After the data was collected, the writer analyzed it using IBM SPSS 26**.** The results of validity Test will be explained below:

Table 1. Validity Test

No.	Number of The Question	Conclusion
1	1, 2, 4, and 5	Invalid
2	3, 6, 7, 8…..50	Valid

The table above shows that some of these items may not provide a reliable contribution to measuring reading comprehension and may require revision or removal from the test. Overall, most of the items are valid, with 50 items being taken to support the use of this instrument to evaluate students' reading comprehension skills.

According to Moser in Taherdoost (2020), reliability is related to the consistency of results. A test or measurement is considered reliable if it produces the same results when repeated under the same conditions. The results of the reliability test are below:

Table 2. Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.921	46

From the table results of the reliability test of the 46 questions used to measure the variables used in this study. The Cronbach alpha value is 0.913, which is greater than 0.6. It is concluded that the measurements to be carried out are consistent using the same instrument (reliable).

According to Sugiyono (2013), descriptive statistics are statistics used to analyze data by describing or depicting the collected data as it is without intending to draw conclusions that apply to the public or generalize. Descriptive data in the table below:

Table 3. Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test of Narrative Text	35	20	93	64.91	17.577
Post-Test of Narrative Text	35	50	98	82.21	14.461
Valid N (listwise)	35				

The table shows the results of pre-test and post-test for narrative text comprehension among 35 students. In the Pre-Test, the lowest score was 20 and the highest was 93, with a mean of 64.91, and a standard deviation of 17.577. After the treatment, the Post-Test score increased, the lowest being 50 and the highest being 98, with a higher mean of 82.21.

Sintia et al. (2020) explain that the normality test is conducted to assess whether data follows a normal distribution. This study uses the Shapiro-Wilk test, as it is suitable for samples smaller than 50.

Table 4. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	0.117	35	0.200[*]	0.956	35	0.177
Post-Test	0.219	35	0.000	0.848	35	0.000

Based on table 4.6 the results of the normality test using Shapiro-Wilk with a Sig. value in the pre-test of 0.177 which is above 0.05, the research data is normally distributed. And the Sig. value in the post-test of 0.000 is smaller than 0.05, the research data is not normally distributed. Because the research data in the post-test is not normally distributed, this study uses a non-parametric test, namely the Wilcoxon signed test

The Wilcoxon Signed Test is a non-parametric test to determine the average difference of objects that have non-normally distributed data. Wilcoxon Signed Test results below:

Table 5. Wilcoxon Signed Test

Ranks				
		N	Mean Rank	Sum of Ranks
Post-Test - Pre-Test	Negative Ranks	0[a]	0.00	0.00
	Positive Ranks	35[b]	18.00	630.00
	Ties	0[c]		
	Total	35		

The data from the pre-test and post-test analysis showed that all participants experienced an increase in scores after the intervention, with 35 participants having a higher post-test score than the pre-test (Positive Ranks). No participants had a lower post-test score than the pre-test (Negative Ranks) or had the same score on both tests (Ties). This indicates that the intervention given was effective in improving the learning outcomes of the participants, because all participants showed an improvement in scores without any decrease or constant scores.

Wilcoxon test in this study was used to test the significant difference between pre-test and post-test scores in students. so that conclusions can be drawn on the hypothesis based on the tables and below:

Table 6. Test Statistics

Test Statistics	
	Post-Test -Pre-Test
Z	-5.167[b]
Asymp. Sig. (2-tailed)	0.000

Based on the output table of the Wilcoxon test results, a Asymp. Sig. (2-tailed) value of 0.000 was obtained, which means it is less than 0.05. This indicates that there is a statistically significant difference in the influence of students' reading comprehension before and after using Cartoon Story Maker.

Because the Sig. (2-tailed) value is smaller than 0.05, the null hypothesis (Ho) is rejected, which states that the use of Cartoon Story Maker does not have a significant effect on the reading comprehension of class XI students of SMAN 5 Tambusai Utara. Thus, the alternative hypothesis (Ha) is accepted, which means that the use of Cartoon Story Maker has a significant positive effect on students'

reading comprehension.

CONCLUSION AND RECOMMENDATIONS

This study highlights that the use of Cartoon Story Maker significantly improved the reading comprehension of eleventh grade students at SMAN 5 Tambusai Utara leading to a positive influence and better understanding of narrative texts. The post-test results, which showed a significant improvement from the pre-test, and the Sig. (2-tailed) value is $0.000 < 0.05$ confirmed the effectiveness of this media.

Based on these findings, it is recommended that teachers develop engaging media such as Cartoon Story Maker into their teaching practices to increase student engagement and comprehension, especially for narrative texts. Students should be encouraged to actively participate with this multimedia resource to improve their reading skills and interests. Future researchers are encouraged to continue exploring and developing innovative educational media to better understand and expand the benefits of digital tools in improving reading comprehension in diverse learning environments.

REFERENCES

Anggraini, S. D. (2014). "Cartoon Story Maker" Linking Technology and ELT for Young Learners Speaking Skill. 1st English Language and Literature International Conference (ELLIC), 238–242.

Budiharso, T. (2014). Reading Strategies in EFL Classroom: A Theoretical Review. *Cendekia: Jurnal Pendidikan Dan Pembelajaran*, *8*(2), 189-204. https://doi.org/10.30957/cendekia.v8i2.63

Grabe, W.P., & Stoller, F.L. (2011). Teaching and Researching: Reading (2nd ed.). Routledge. https://doi.org/10.4324/9781315833743

Johnson, A. (2008). Teaching reading and writing: A guidebook for tutoring and remediating students. Rowman & Littlefield

Lubis, Rayendriani. (2017). NARRATIVE TEXT. English Education : English Journal for Teaching and Learning. 5. 1. 10.24952/ee.v5i2.1176.

Maharsi, Ista. (2016). Finding Connection Between Reading and Writing. Jurnal Cakrawala Pendidikan. 15. 10.21831/cp.v15i2.9462.

Özdemir, Serpil. (2018). The Effect of Summarization Strategies Teaching on Strategy Usage and Narrative Text Summarization Success. Universal Journal of Educational Research. 6. 2199-2209. 10.13189/ujer.2018.061018.

Ramadhianti, A., & Somba, S. (2023). Reading Comprehension Difficulties in Indonesian EFL Students. *Journal of English Language Teaching and Literature (JELTL)*, *6*(1), 1-11. https://doi.org/10.47080/jeltl.v6i1.2477

Silalahi, D. P. . (2023). Improving Students' Reading Comprehension of Expository Text through A-C-T-I-V-E Technique at SMP Negeri 1 Pematangsiantar. *Jurnal Pendidikan Dan Konseling (JPDK)*, *5*(4), 138–143. https://doi.org/10.31004/jpdk.v5i4.17111

Srisang, P., & Everatt, J. (2021). Lower and higher level comprehension skills of undergraduate EFL learners and their reading comprehension. LEARN Journal: Language Education and Acquisition Research Network, 14(1), 427–454.

Sugiyono. (2013). Metode penelitian kuantitatif, kulalitatif dan R&D. Alfabeta.

Susanti, Y. ., Lestari, M. Y. W. ., & Maimunah, S. . (2023). Improving English Writing Skills in Narrative Text Using Mind Mapping. *Prosiding Seminar Nasional Pendidikan Profesi Guru*, *1*(2), 470–479. Retrieved from https://conference.upgris.ac.id/index.php/psnppg/article/view/5140

Taherdoost, Hamed. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. International Journal of Academic Research in Management. 5. 28-36. 10.2139/ssrn.3205040.

Wardani, H. K., Fanny Maulidatus Syukriyah, & Bariqotul Hidayah. (2024). Identifying Students' Difficulties in Reading Comprehension Tests. *EJI (English Journal of Indragiri) : Studies in Education, Literature, and Linguistics*, *8*(1), 15–30. https://doi.org/10.61672/eji.v8i1.2626