

The Effect of Cartoon Up Movie Illustrated Version on Students' Reading Comprehension in Narrative Text

Maretakumara

UIN Fatmawati Sukarno Bengkulu
Maretakumara23@gmail.com

Irwan Satria

UIN Fatmawati Sukarno Bengkulu
Satriairwan1974@gmail.com

Feny Martina

feny@mail.uinfabengkulu.ac.id

Corresponding author: feny@mail.uinfabengkulu.ac.id

Abstract

This research aims to determine whether there is an influence of Cartoon Up Movie Illustrated Version on Students Reading Comprehension In Narrative Text on eighth grade students at SMP Muhammadiyah Terpadu Bengkulu City. This research uses a Quasi-Experimental method with the type of research being quantitative. The researcher decided to conduct an experiment in class VIII with a total of 40 students. From the results of this research, the average pre-test and post-test scores for the experimental group of students were 54.50 and 71.50 and the average pre-test and post-test scores for the control group of students were 53.75 and 67.75, which can be It is known that the post score is higher than the pre test score. The significant value (2-tailed) of the independent sample test was 0.001 based on the preliminary data results. The significance level is therefore less than 0.05 ($0.001 < 0.05$). As a result, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. From this we can to the conclusion that there was significant difference between the means of the experimental and control class. So it can be concluded that the application of Cartoon Up Movie Illustrated Version on Students Reading Comprehension In Narrative Text has a significant influence on the eighth grade students of SMP Muhammadiyah Terpadu Bengkulu City.

Keywords: Illustrated Version, Reading Comprehension, Narrative Text

A. Introduction

Reading is one of the four basic abilities that students need to acquire in order to learn English. Reading is the process a person does to take in information and understand what they have read. In order to recreate the author's aim from the text and their past knowledge, readers use a variety of conscious and unconscious brain processes.

Reading comprehension refers to the learning, evaluation, and application of concepts and knowledge received via the relationship between reader and writer. Reading comprehension is an individual's capacity to understand what they read; it is dependent on being able to comprehend the usage of verbs and their connection to others. It has meaning

which informs and educates the reader, and it is the term we normally speak of whenever we discuss the ability to read.

According Mandelman (cited in Fatmawaty, et al., 2022 : 2). Reading is a skill that gets engrained in a person's daily life over time. Reading is also described as a technique acted out and employed by readers to get the message delivered by the author. Effective reading methods also benefit readers by recording their learning processes and altering their style of reading to assist in their efforts to grasp words, and create the meaning of the text (Miyamoto, 2019 : 445). Reading comprehension is defined as a generic word for a range of various sorts of proficiency in reading or, alternatively, a collection of reading techniques in the writer's notion employed in this study (Mogea, 2023 : 105).

In learning English, students are expected to get some messages from their reading. Since it is generally learned from secondary level of education and higher education, the students are expected in reading a text as well as possible. But in fact, many students have some problems in reading. They still have low ability in reading, especially in reading narrative text, such as difficulties in understood the meaning of the text.

In this case, reading is critical for every individual, especially those studying English. Students can recall language when learning as they read more, but if they merely read the material in books, they would become bored. If you only look at the content, it will reduce students' interest in reading. In order to increase students' interest in reading, teachers must provide something interesting and qualified during class. This increases students' interest in learning English. One method teachers can use is to use illustrated versions in the reading text.

As a mater of fact, motivation has strong effect on student success or failure in learning English. Students who are well motivated are more successful than those who are not. What happens inside and outside the classroom plays significant role in arising and maintaining student's motivation and that fact should not be neglected: on the contrary, it should be considered for the sake of desired results.

Based on the first observation at SMP Muhammadiyah Terpadu Bengkulu City, most second grade students of SMP Muhammadiyah Terpadu Bengkulu City had some problems in learning reading narrative text. It could be seen when the researcher asked them to read a text, most of them could not read narrative text well. The students had some problems which difficult in reading narrative text. First, they lack of vocabularies, they were unable to read and build sentences well. Second, the students were difficult in

expressing ideas. Third, the teacher seldom use interesting strategies in teaching reading. In this case, the students felt bored and did not understand how to read narrative text well.

The students were difficult to understand the main idea of the text, and they found difficulties to comprehend the generic structure of narrative text. Generally, if the teacher used strategy, the students would understanding the material easily. However, the students found somedifficulties to comprehend the generic structure of narrative text. Therefore, researchers offer a strategy for reading illustrated versions of reading texts as a solution.

There are many techniques in teaching and learning to students that can be used to solve the above problems. One of them is the Illustrated Version. The Illustrated Version is an event or explained using visual illustrations that are depicted. So that the meaning or content of a good written text is easy to understand, it should be explained or described in the form of reading, news, articles and so on.

Referring to the explanation above, it can be concluded that reading is a form of activity to train the human brain to broaden horizons and understand the substance of the text well. The researcher chose this title because he was inspired by his internship experience at a school in Bengkulu where reading was difficult to understand, especially if narrative material was taught. By using an illustrated version of the reading text, the researcher hopes to help students at SMP Muhammadiyah Terpadu Bengkulu City improve their reading comprehension. And Reading the Illustrated Version of Cartoon Up Movie can enrich students' new vocabulary, English sentence structure or improve their reading development. The influence of the animated film Cartoon Up on students' reading comprehension of narrative texts is the topic of this research, which will be the researcher's concentration.

B. Research Methodology

This research uses an experimental study design. In experimental study, switching from one variable to another is essential. The “pretest-posttest design for a quasi-experimental” methodology was employed in this study. In order to conduct an experiment, one must approach the circumstances of all pertinent variable. Wela et all (2023 : 152) defines experimentation as a scientific investigation in which one or more independet variables are manipulated. The effect of the manipulation on the dependet variable is seen, while other important parameters are keep under control.

The sample design is conducted in group rather than on an individual basis. Because both groups shared the same traits and prior knowledge, they were approved as samples for this investigation. The two groups received the same pre- and post test assessments. Pre-testing was done on the experimental group by the researchers, whereas conventional testing was done on the control group. The pretest score results and the posttest were also examined in order to determine whether there was a discernible difference between the pretest achievement of students' language capacity.

The population of this study is Eight-graders at SMP Muhammadiyah Bengkulu City for the 2022-2023 academic year served as the study's subjects. There are 2 classes totaling a total of 15-20 individuals in each class. There are 40 pupils in the 8th grade in total. The study's sample consisted of two classes from SMP Muhammadiyah Terpadu Bengkulu City class 8. The researcher chose classes in 8A and 8B. The 8A class had 20 pupils, while the 8B class had 20 students.

Table 3.2 Research Sample

No	Class	Total of Students
1	8A	20
2	8B	20
Total		40 Students

Reading comprehension is defined as the capacity to grasp and interpret information in a text. Methods for measuring ability are provided in order to produce. Methods there is no one best method for testing reading. There are 20 multiple-choice questions on the pretest and posttest, each with one right answer and three troubling ones. Within two 30-minute sessions, students take the pretest and posttest. The researcher discussed various themes in the reading comprehension test exercise, including understanding the words used by the characters, writing the reading sentences correctly, and understanding the meaning of the reading. The researcher then sums up the reading comprehension results.

After checking the validity of the Test instrument, the researcher analyzed it by using the interpretation guidelines according to SPSS Indonesia to make sure if the research reading comprehension test is valid. The validity is tested using the Pearson Correlation method, and is deemed valid if the sum of the Pearson Correlation values is significantly less than 0.05.

When using the Cronbach alpha assessment approach, reliability is the instrument's consistency in measuring the same symptoms (Wela et al, 2019 : 153). If the meter's Cronbach's alpha is greater than 0.50, it is regarded as: dependable; if it is lower than 50, it is regarded as invalid. SPSS 22 was used to analyse the data.

The analysis of the data was done using the outcomes of the pretest and posttest. The goal is to determine whether applying Cartoon Up Movie data under test conditions has a discernible impact. includes the homogeneity, normality, and T-tests.

Normality Test, to assess if the data is normal or not, inadequate or not, the normal test is utilised. The researchers employed chi-square to assess normalcy. The normalcy test verifies that the instrument is normal. There are regular or non-distributed tests being used. To establish whether the test was normal, research.

Homogeneity Test, to ascertain if the research population was homogeneous or not, a homogeneity test was carried out. The homogeneity test establishes the homogeneity of the population data. T-Test, the formula was examined utilizing the SPSS T-test. The test is carried out to determine the significance of the partial influence of the independent variables on the dependent variable, presuming that the other independent factors remained constant. If the level of significance is 0.05, then each individual independent variable affects the dependent variable. If the level of significance is greater than, then the independent variables individually have no effect on the dependent variable (0.05).rs used SPSS to run a normality test.

C. Results and Discussion

1. Results

This section contained a presentation of the study's findings. The aim of this study is to ascertain the reading abilities of students in both courses and to ascertain whether the use of Cartoon Up Movie Illustrated Version has any significant effects on students reading abilities. The test before and after treatment are described and analyzed in this part. Students in the experimental and control classrooms received the pre-test and post-test. The pre-test and post test were administered to students before and after the treatment, respectively.

Measure the normalcy before you analyze the data. The data's normalcy was observed by normality. To ascertain it, the Kolmogorov-Smirnov test was applied. The pre-test in the experimental class's Kolmogorov-Smirnov test revealed that sig was 0.200, which was higher than 0.05. The pre-test in the experimental class for the Shapiro-Wilk test revealed that sig

0.242 was likewise higher than 0.05. The results obtained could interpreted as being normal. The pre-test in the control class Kolmogorov-Smirnov test revealed that sig was 0.119, which was higher than 0.05. The pre-test in the experimental class for the Shapiro-Wilk test revealed that sig 0.370 was likewise higher than 0.05. The results obtained could interpreted as being normal.

The post-test in the experimental class Kolmogorov-Smirnov test revealed that sig was 0.200, which was higher than 0.05. The pre-test in the experimental class for the Shapiro-Wilk test revealed that sig 0.198 was likewise higher than 0.05. The results obtained could interpreted as being normal. The post-test in the control class Kolmogorov-Smirnov test revealed that sig was 0.200, which was higher than 0.05. The pre-test in the experimental class for the Shapiro-Wilk test revealed that sig 0.321 was likewise higher than 0.05. The results obtained could interpreted as being normal.

The homogeneity test of variances test in the pre-test indicated that the significant was 0.160 was greater than alpha level of 0.05 ($0.160 > 0.05$). Therefore, it might be said that the variances in the data were homogenous. The homogeneity test of variances test in the post-test indicated that the significant was 0.53 was greater than alpha level of 0.05 ($0.053 > 0.05$). Therefore, it might be said that the variances in the data were homogenous.

The Findings of the Statistical Analysis

Based on the following procedure, the reading skill of the students in the experimental and control classes were statistically analyzed, resulting in a first analysis of the minimum and maximum scores, mean and deviation of standard in experimental and control classes during and after testing. The table below shows the results of the pre- and post-tests :

Table 4.1 Statistic of Descriptive

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
Pre Test Experimental	20	40,00	80,00	54,50	11,22732
Post Test Experimental	20	55,00	90,00	71,50	10,64993
Pre Test Control	20	35,00	75,00	53,75	11,68388
Post Test control	20	45,00	90,00	67,75	11,63875
Valid N (listwise)	20				

As shown in the table above, there were 20 students in the experimental class overall and 20 students in the control class. The experimental class's minimum pretest and posttest

scores were 40 and 55, the control class's minimum pretest and posttest scores were 35 and 45, and the experimental class's maximum pretest and posttest scores were 80 and 90, while the control class's maximum pretest and posttest scores were 75 and 90. The experimental class's mean pre- and posttest scores were 54.50 and 71.50, respectively. The control class's average pre- and post-test scores were 53,75 and 67.75, respectively. The control class's pretest and posttest standard deviations were 11.68388 and 11.63875, while the experimental class's were 11.22732 and 1064993 respectively.

Table 4.2 T-test of Paired Samples in Experimental Class

		Paired Differences					t	df	Sig (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest Experimental Class – Post Test Experimental Class	-17.000	8.175	1.828	-20.826	-13.173	-9.299	19	.001

The pre-test and post-test experimental class paired t-tests produced a mean of -17.00 with a standard deviation of 8.175 and t values of -9.299 and sig (2-tailed) 0.001, according to Table 4.12 above. Using the hypothetical standards, namely:

If signed > 0.05, H1 is approved.

If signed < 0.05, H0 is accepted

It can be see the sig. (2-tailed) If the value is 0.001, then it can be determined that $0.001 < 0.05$. H0 has therefore gained acceptance. It may be stated that the use of narrative text using the illustrated version of the Cartoon Up Movie both before and after treatment had a substantial impact on reading comprehension.

T-test of Paired Samples in Control Class

Paired Samples Test

Paired Differences	t	df	Sig (2-tailed)
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D. Conclusion and Suggestion

Based on the researcher's findings regarding use Cartoon Up Movie Ilustrated Version in narrative text at SMP Muhammadiyah Terpadu Bengkulu City, the researcher concluded that the students' reading comprehension in English for grade VII students was effective after using the Catoon Up Movie as evidenced by the value of the difference in the average score of the pre-test results. and post-test for both groups. The average pre-test and post-test scores for the experimental group were 54.50 and 71.50. Meanwhile, the average pre-test and post-test scores for the control group were 53.75 and 67.75. It is proven that using Cartoon Up Movie Illustrated in teaching narrative reading comprehension can improve students' narrative reading comprehension achievements.

The significant value (2-tailed) of the independent sample test was 0.001 based on the preliminary data results. The significance level is therefore less than 0.05 ($0.001 < 0.05$). As a result, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. From this we can to the conclusion that there was significant difference between the means of the experimental and control class. And in the N-gain score test, it is known that the average value of experimental class learning outcomes is 70.88%, which means that the learning media used is quite effective, meaning $N\text{-gain} = 70.88 > 56.75$ in improving students' reading. Meanwhile in the control class the result of $N\text{-gain} = 31.07\%$ which means $N\text{-Gain} = 31.07 < 40$, so the score increase is categorized as ineffective.

Based on the conclusion presented in the previous subchapter, the writer tries to give some suggestions for the future research about the English teaching method or technique as follows:

1. For English Teacher

- a. The teacher suggests using learning methods in the teaching process by using Cartoon Up Movie Ilustrated Version. If you want to make the class more active, the teacher suggests using this illustration method because it can raise students' motivation in studying English material and improve students' reading comprehension.

- b. The teacher should pay attention to guided their students in order to how to comprehend the reading materials so they can write down it with their own words in narration.
 - c. The teacher suggested to ask the students to keep on reading and writing. The teacher had better to simulate the students to read.
2. For the Students
- a. Reading is a window of knowledge , so the students should be encouraging reading.
 - b. The students had better to keep on reading with various materials of reading.
 - c. The students must be more active in learning English, especially at home for the development of correct English pronunciation and writing.

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