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THE EFFECT OF CARTOON FILM TOWARD STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE 9TH GRADE OF SMPN 2 RAO SELATAN

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Abstract

This research was motivated by several problems of students at the 9th grade of SMPN 2 Rao Selatan related to students' reading comprehension in narrative text. The problems of this research were students felt difficult to determine the main idea in narrative text. Students were low enthusiastic in learning. This research aimed to know whether there was significant effect of using cartoon film on students' reading comprehension in narrative text. The researcher used a pre experimental research with one group pretest posttest design. The population of this research was the 9th grade students of SMPN 2 Rao Selatan consist of 2 classes, the sample was in class IX.1 which was taken by using purposive sampling technique. The data was analyzed by using liliefors test to test the normality and homogeneity data. Whereas, the hypothesis the researcher used t test, then the researcher consulted the result with the degree table (a) = 0.05. The research findings showed that the reading comprehension in narrative text of students at the 9th grade of SMPN 2 Rao Selatan had poor score in pretest which mean score 51.40. After treatment, their reading comprehension increased significantly which mean score 72.00. The result of the t-obtained =9.726 > t-table=2.093 with degree freedom (df) =19 with 0.05/2=0.025. Meanwhile, the Sig (2-tailed) was 0.000 < 0.005. So, the alternative hypothesis (Ha) was accepted that there was significant effect of using cartoon film. It was proven that using cartoon film can help to improve students' reading comprehension in narrative text.

Keywords: *Cartoon Film, Students' Reading Comprehension, Narrative Text*

INTRODUCTION

Reading is one of the four skills in English to be learned and mastered by students. Reading is important, because reading is the learners' skill in producing language and how they understanding the language. Therefore the students must be able to read and understand an English text. Reading is making a sense and derives meaning by taking the information

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from the text (Caroline Linse, 2005). It means, reading is an important skill in learning, so the students need to be good at reading.

The purpose of reading is to get comprehension. Elizabeth stated that comprehension is the process to obtain the meaning of text (Elizabeth S. Pang, 1998). It means that it needs a process to get the meaning of text. The students will use their knowledge to comprehend and analyze what they read. Thus, reading comprehension is process in which readers try to understand the meaning in the text by interpreting what they have read (Fitriadi Lubis, 2017). It means that the students must be able to comprehend and get the message from text.

Getting comprehension for students is not easy. When they read a text, they will be difficult to find the message, when they do not know what the text about. Moreover, they fail to find main idea and supporting details in text. To make students understand the text, there are many things that teachers can do. One of them is that the teachers can use interesting media in teaching. The teachers should use media to make the process of teaching runs effectively. So that, using interesting media the students will be more active in the process of learning.

One of media that can be used by the teachers in teaching reading narrative text is cartoon film. Cartoon film is a series of images or objects that can be movement. Cartoon film, as audio visual, gives students an opportunity to extend their understanding of text. Showing the cartoon film allows students to understand the idea clearly because they will not individually imagine a situation, but it is already for them (Nimer Abuzahra, 2015). So, using cartoon film, the students will enjoy the lesson, comprehend the text, and get the message from text.

There are some types of the text, such as descriptive text, narrative text, and recount text. One of them taught in junior high school is narrative text. Narrative text is a text tells about interesting stories which has purpose to amuse, entertain the readers (Dini Fitriani, 2018). It means that narrative text entertains the students and they will enjoy when they read the text. When they read a text, they should not only understand the event, but they should also know the generic structure and language feature of narrative text. In short, narrative text is interesting text that tells story and has the purpose to amuse the readers.

The problems were revealed through observation on August 2022 at SMPN 2 Rao Selatan. Some problems related to the students' reading comprehension in narrative text have been

identified at SMPN 2 Rao Selatan. The first problem which was revealed through observation was the students felt difficult to determine the main idea of narrative text. They failed to find the main idea in narrative text because they don't understand about the story. When the teacher gave question, they were unable to answer.

The second problem which was revealed through observation was the students were low enthusiastic in learning narrative text. It can be seen after the researcher enters the class. When the teacher explained the material some students were sleepy in the class. Some other students talked with other friends.

METHOD

In this research, the researcher used the quantitative research. Quantitative research is used to examine population or sample, collect the data with numerical using test as an instrument and hypothesis (D. Sugiyono, 2013). The researcher used pre experimental design. Pre experimental design involves a single group that is exposed to a treatment and then posttest (L.R Gay, 2012). This study used one group pre test and post test study which the researcher used a pre test, treatment, and post test in one class. There are three steps used in one pre test post test study, which are:

1. Administering a pretest (Y) to measure the students reading comprehension in narrative before the researcher gives the treatment.
2. Giving treatment to sample. The treatment is using cartoon film. This treatment uses almost two meeting in the classroom.
3. Administering a posttest (X) to measure the students reading comprehension in narrative text after doing the treatment.

Group Pretest Posttest Design

Pretest	Treatment	Posttest
Y_1	Cartoon film (X)	Y_2

The populations in this research were all of ninth grade students in SMPN 2 Rao Selatan. The Total of 9th Grade Students in SMPN 2 Rao Selat an in Academic Year 2022/2023.

No	Class	Students total
1	IX[1]	20
2	IX[2]	19
	Total	**39**

Source: English teacher

This research used purposive sampling. Purposive sampling is a sampling technique with consideration of certain characteristics (Arikunto Suharshimi, 2002). The data collected by giving reading comprehension test of narrative text at one class. First, the researcher gave the pre-test to the sample class before teaching reading. Second, the researcher gave treatment in teaching reading. Then, researcher gave the post-test as the comparison and the evaluation of students' before and after treatment is done. Researcher used statistical analysis and then used SPSS 26 version software program to find out the significant different between the students' pretest and posttest.

RESULTS

The result of pretest and postest

Test		Mean	Standard Deviation	Total Score
Pretest	0	51.40	7.92	1.028
Posttest	0	72.00	6.08	1.444

This table presented the data which there were 20 students involved the research pre test and post test. It showed that mean of pre test was 51.40, it was lowest than the score of posttest was 72.00, then the standard deviation of pre test was 7.92, and post test was 6.08.

The Result of Normality Students' Score of Pretest and Posttest Using SPSS 26

One-sample kolmogorov-Smirov Test.

Tests of Normality							
	Code	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Score	Pretest	.216	20	.015	.907	20	.056
	Posttest	.150	20	.200*	.928	20	.138

Based on the table above, it is known that significant value (sig) kolmogorov-Smirnov test and Shapiro-Wilk test > 0.05, where the significant of the data of pretest was 0.56 > 0.05. Where the significant value data of posttest was 0.13 > 0.05. So, it can be concluded that the data of the pretest of the research was normally distributed.

The Result of Homogeneity Students' Score of Pretest and Posttest

Test Homogeneity Using SPSS 26

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score Pretest Posttest	Based on Mean	3.681	1	38	.063
	Based on Median	1.547	1	38	.221
	Based on Median and with adjusted df	1.547	1	33.007	.222
	Based on trimmed mean	3.550	1	38	.067

Based on the output above, it can be seen the significant of the data was 0.06 > 0.05. It can be concluded that the data of pretest and posttest was homogeneous**.**

The Result of Test Hypothesis UsingT-test Paired Using SPSS 26

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTTEST – PRETEST	20.600	9.472	2.118	16.167	25.033	9.726	19	.000

From the output above, the mean score of pre test experiment was 51.40. It was lowest than the mean score of post test experiment class was 72. 00. Besides that, it was found that t-obtained was 9.726 and t-table for degree of freedom (df) =19 with level of significant (α) 0.05/2 (0, 025) = 2.093 it was found that t-obtained was higher than the t-table. So, it can be concluded that there were significant effect of cartoon film on students' reading comprehension in narrative text.

$$\mathbf{t\text{-}_{obtained} > t\text{-}_{table} = 9.726 > 2.093}$$

In conclusion, this hypothesis was accepted, it can be called that there was significant effect of using cartoon film toward students' reading comprehension in narrative text.

DISCUSSION

This research was about the effect of cartoon film toward students' reading comprehension in narrative text at the 9th grade of SMPN 2 Rao Selatan. The research findings indicated that the students' reading comprehension on narrative text by using Cartoon Film showed an improvement. It can be seen by the mean score of the students in posttest (72.00) that was higher than the mean score of pretest (51.40).

Using SPSS 26, the sig (2-tailed) was 0.00 at the level of sig < (α) 0.05. Based on this result the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In the other word, the value of

$t\text{-}_{obtained}$ was compared with the value of $t\text{-}_{table}$, that $t\text{-}_{obtained} = 9.726 > t\text{-}_{table} = 2.093$.

Based on the explanation above, it means that the null hypothesis (Ho) was rejected and (Ha) was accepted, because the value of $t\text{-}_{obtained} > t\text{-}_{table}$. It can be concluded that there was significant effect of using cartoon film toward students' reading comprehension in narrative text at the 9th grade of SPMN 2 Rao Selatan.

The result found in this research is in line with the research which had been done by Zul'ainizar (2016), Izzatul Yaziddah (2014), Ria Andriani (2016) who also found the use of cartoon film could improve the students' reading comprehension. This media is interesting for students and can make the students enjoy the learning.

CONCLUSION

Based on the finding and discussions of the research, the researcher concluded that cartoon film was effective to improve students' reading comprehension on narrative text. It was proved by the result of the research showed that value of $t_{obtained}$ 9.726 was higher than t_{table} with the level significant (α) 0.05/2 (0.025) = 2.093.

Beside that the sig. (2-tailed) was 0.00. It was lower than α 0.05, it could be assumed that Ha was accepted and Ho was rejected. The students' mean score in pretest was 51.40 and 72.00 in posttest. Thus, cartoon film can be used by the teachers as a media for students in learning English in school to improve their reading comprehension in narrative text.

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