The Use Of Story Jumper Website To Improve Students Reading Comprehension Of Narative Texts

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Abstrak

Penelitian ini meneliti apakah penggunaan situs web Story Jumper dapat meningkatkan pemahaman membaca teks naratif oleh siswa. Desain kuasi-eksperimental diterapkan pada dua kelas delapan di SMP Muhammadiyah Pagar Alam, yang terdiri dari 62 siswa. Kelompok eksperimen menggunakan Story Jumper sebagai media pembelajaran, sedangkan kelompok kontrol menggunakan metode konvensional. Data dikumpulkan menggunakan tes pilihan ganda dan dianalisis dengan uji-t sampel berpasangan dan independen di SPSS. Sementara kedua kelompok menunjukkan peningkatan, uji-t independen tidak menunjukkan perbedaan yang signifikan di antara keduanya ($t\_obt = 0,96 < t\_table = 1,671$; sig = 0,923), yang menunjukkan bahwa Story Jumper tidak memengaruhi pemahaman secara signifikan. Namun, pengamatan menunjukkan peningkatan motivasi dan keterlibatan dalam kelompok eksperimen, yang menunjukkan potensi Story Jumper sebagai alat pendukung.

Kata Kunci: Story Jumper, Pemahaman Membaca, Teks Naratif

Abstract

This study investigates whether the use of the Story Jumper website can improve students' reading comprehension of narrative texts. A quasi-experimental design was applied to two eighth-grade classes at SMP Muhammadiyah Pagar Alam, comprising 62 students. The experimental group used Story Jumper as the learning medium, while the control group used a conventional method. Data were gathered using multiple-choice tests and analyzed with paired and independent sample t-tests in SPSS. While both groups showed improvement, the independent t-test revealed no significant difference between them ($t\_obt = 0.96 < t\_table = 1.671$; sig = 0.923), indicating that Story Jumper did not significantly affect comprehension. However, observations showed increased motivation and engagement in the experimental group, suggesting Story Jumper's potential as a supportive tool.

Keywords: Story Jumper, Reading Comprehension, Narrative Text

INTRODUCTION

English is one of the essential skills in today's world. Learning English has become a necessity because the increasingly globalized world requires people to master English, not only in writing but also in oral communication. According to Tauhid (2022), English functions as an international language that opens various opportunities in education, employment, and other fields. One crucial aspect of learning English is reading comprehension, which plays a vital role in helping students acquire knowledge, broaden their horizons, and develop language skills.

According to Ritonga (2022), reading skills form the foundation for understanding texts. This is particularly important in the ever-evolving educational environment, which increasingly demands that students possess strong reading comprehension skills. One effective method to improve reading comprehension is through narrative texts. Narrative texts provide engaging and meaningful content for students because they combine elements of entertainment and education.

According to Nikmah (2020), reading narrative texts offers the advantage of making students feel entertained while learning. The stories presented in narrative texts often contain moral values that can enrich students' understanding, allowing them to not only learn the language but also build character. However, students' ability to understand narrative texts is still relatively low.

According to Duke (2003), reading comprehension is a process of constructing meaning from reading materials by combining prior knowledge and experiences, information found in the text, and the reader's perspective related to the text they are reading. In other words, reading comprehension is not just the ability to recognize words and sentences but also the ability to connect the information in the text with the knowledge the reader already possesses.

Sulistyaningrat (2016) also states that reading comprehension is the ability to understand the information presented in a text, identify the main ideas, as well as interpret and analyze the meanings contained within it. This skill involves connecting information in the text with the reader's prior knowledge, enabling the reader to draw conclusions, make interpretations, and understand the message the author intends to convey. Reading comprehension not only involves understanding the text literally but also the ability to read between the lines, make inferences, and explain the deeper meaning of the text. However, Hasanah (2024) highlights several factors that cause difficulties for students in reading comprehension of narrative texts, such as a lack of interest in reading, challenges in understanding the story's content, and limited teaching media. The teaching media used in schools are still dominated by conventional methods, such as reading from textbooks. These methods are considered less interactive and often fail to effectively capture students' attention. As a result, students' learning outcomes, particularly in reading comprehension, remain suboptimal.

English teachers of eighth-grade students at SMP Muhammadiyah Pagar Alam identified various challenges in students' reading comprehension skills. These challenges included difficulties in understanding vocabulary, connecting words with concepts, organizing ideas, interpreting the author's intent, making judgments, and evaluating texts. Students also struggled to express their ideas verbally, which limited their ability to construct coherent responses and communicate their thoughts, experiences, and emotions in appropriate sentences, making it difficult for others to understand their meaning.

Additionally, this problem was exacerbated by factors such as students' lack of reading fluency due to limited skills, which reduced their interest in reading. Limited vocabulary also hindered their ability to understand the meaning of words and sentences, making it harder for them to fully comprehend and interpret the content of the text. To address these challenges, integrating technology in education became increasingly important. According to Permana (2024), the use of technology-based learning media can enhance students' motivation, engagement, and conceptual understanding. Such media allows for a more interactive learning experience and provides broader

access to educational resources. One technology-based platform that can be used to improve students' reading comprehension is Story Jumper.

According to Sandström & Kindenberg (2016), Story Jumper is an interactive platform that allows students to create digital storybooks with illustrations, characters, and animations. This platform offers a fun and engaging learning experience. By using Story Jumper, students not only read narrative texts but also engage in the creative process of story creation. This helps them better understand the content of the story. According to Laiqoh (2022), the use of Story Jumper in reading instruction has proven to increase student participation. In her research, nearly all students were active and enthusiastic when using this media. Some students even reported improvements in their skills after using Story Jumper as a learning tool. By utilizing Story Jumper as a teaching medium, it was hoped that the learning environment would become more enjoyable, and students' interest in reading would increase.

This was particularly relevant for students at SMP Muhammadiyah Pagar Alam, whose ability to understand narrative texts was still low. Therefore, this research aimed to examine the impact of Story Jumper on students' reading comprehension skills. This research was expected to benefit students, teachers, and the education sector, especially by providing a more engaging and effective method for teaching reading. Based on this background, the title of this research was: "The Use of the Story Jumper Website to Improve Reading Comprehension of Narrative Texts at SMP Muhammadiyah Pagar Alam."

RESEARCH METHOD

This study employed a quantitative approach using a quasi-experimental design with pre-test and post-test in both experimental and control groups. The experimental group was taught using the Story Jumper website, while the control group received conventional instruction. The population consisted of eighth-grade students of SMP Muhammadiyah Pagar Alam. A total of 62 students were selected through purposive sampling from two classes: class VIII.1 (experimental) and VIII.7 (control), each with 31 students.

The instrument used was a multiple-choice test comprising 30 questions, covering aspects of reading comprehension such as main idea, detail, vocabulary, reference, and inference. Both groups took a pre-test before the treatment and a post-test after.

The data were analyzed using SPSS 25, applying: Paired sample t-test to measure improvement within groups. Independent sample t-test to compare results between the two groups. Reliability testing with Cronbach's Alpha yielded a coefficient of 0.79, indicating a reliable instrument. The test items were also aligned with the curriculum to ensure content validity.

FINDINGS AND DISCUSSION

This study aimed to determine whether the use of the Story Jumper website could significantly improve students' reading comprehension of narrative texts. Data were collected from 62 eighth-grade students divided into two groups: the experimental group (using Story Jumper) and the control group (using conventional methods). Both groups took a pre-test and a post-test consisting of 30 multiple-choice questions.

1. Paired Sample t-Test Results

The paired sample t-test showed that both the experimental and control groups experienced improvements in reading comprehension after the treatment. In the experimental group, the mean score increased from 9.29 to 19.25, while in the control group, the mean increased from 16.19 to 62.61. Improvements were also seen in each aspect of reading comprehension. In the experimental group, the highest increase was found in the reference aspect (mean difference = 3.04), followed by inference, vocabulary, detail, and main idea. In the control group, the inference aspect showed the greatest increase (mean difference = 3.78), followed by vocabulary, reference, detail, and main idea. These results indicate that while both groups improved, the Story Jumper platform contributed to notable engagement and performance in specific areas like reference and inference comprehension.

2. Independent Sample t-Test Results

To compare the overall effectiveness between the two groups, an independent sample t-test was used. The mean post-test score for the experimental group was 62.90, and for the control group was 62.61. The t-obtained value (0.96) was less than the t-table value (1.671) with a significance level of 0.923 ($p > 0.05$). This indicates that there was no statistically significant difference in reading comprehension between the two groups. Although the statistical analysis did not show a significant difference, qualitative observations revealed that students in the experimental group were more motivated, enthusiastic, and actively engaged in the learning process. The interactive features of Story Jumper, including visuals and audio narration, helped students to better focus and understand the story elements.

3. Interpretation

The findings are in line with Nuroh (2023) and Laiqoh (2022), who noted that Story Jumper helps improve students' reading motivation and comprehension through creative digital storytelling. However, the lack of significant results in this study may be attributed to students' limited digital literacy, which may have hindered their ability to use the platform effectively (Judianto, 2024). In conclusion, while Story Jumper did not yield statistically higher scores, it demonstrated practical benefits in student engagement and classroom participation. For future implementation, additional training and support on digital tools may be necessary to optimize results.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and statistical analysis, it can be concluded that the use of the Story Jumper website did not lead to a statistically significant difference in students' reading comprehension compared to conventional methods. The result of the independent sample t-test showed that the t-obtained (0.96) was lower than the t-table (1.671), with a significance level of 0.923 ($p > 0.05$), indicating that the null hypothesis (H_0) was accepted. Although there was no significant difference, students in the experimental group who were taught using Story Jumper showed improvement in reading comprehension. They also achieved slightly better scores than the control group. More importantly, the Story Jumper website was observed to have a positive impact

on student motivation and engagement, making the reading experience more interactive and enjoyable.

Suggestion

Based on the findings and observations during the study, several suggestions are proposed: Although the use of Story Jumper did not result in statistically significant outcomes, it still showed potential as an engaging and interactive learning tool. Future research is encouraged to explore the use of digital platforms like Story Jumper to improve reading comprehension skills among junior high school students. One of the challenges found in this study was students' lack of familiarity with digital media, which may have affected the effectiveness of the treatment. Therefore, it is important for future researchers to consider students' digital literacy levels before applying similar media in classroom settings. It is also recommended that future studies extend the duration of treatment, allowing students more time to adapt to digital-based learning. Furthermore, adapting learning materials and providing continuous guidance from teachers or facilitators is essential to maximize the potential of Story Jumper as an effective reading comprehension tool.

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