

The Influence of Powtoon and Reading Habits toward Students' Reading Comprehension Achievement at SMK Utama Bakti Palembang

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Abstract

This research aimed to investigate the influence of Powtoon usage and reading habits on students' reading comprehension achievement at SMK Utama Bakti Palembang. This research was conducted using Factorial Design as an experimental method. The study encompassed a population of 209 students, with a sample size of 56 students, and employed a factorial design methodology. The findings revealed that the utilization of Powtoon positively impacted students' reading comprehension skills, regardless of their reading habits, be it high or low. Furthermore, reading habits demonstrated a significant effect on students' reading achievement, with those having high reading habits exhibiting superior reading comprehension compared to their low-reading habit counterparts, irrespective of Powtoon usage. This research contributes valuable insights into the dynamic interaction between Powtoon implementation and reading habits in molding students' reading abilities, thus carrying potential implications for teachers and curriculum designers in enhancing the quality of learning and providing adequate support to enhance students' reading proficiency.

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INTRODUCTION

English has become an essential global language used for communication, business, education, and various other purposes worldwide (Fitri, 2022; Samosa et al., 2021). To be successful in today's interconnected world, individuals must possess English language skills (Nor et al., 2021; Parwati, 2022). Indonesia, being a country where English is a foreign language, recognizes the importance of teaching English in formal and informal education settings.

English has undoubtedly become the lingua franca of the modern world, serving as a medium for global communication, business transactions, education, and various other purposes (Arifin et al., 2023). In today's interconnected world, possessing English language skills has become essential for individuals seeking success in various professional fields. Indonesia, as a

nation where English is considered a foreign language, acknowledges the significance of incorporating English education into both formal and informal learning settings.

Among the four essential the abilities involved in learning English include listening, speaking, reading, and writing. – reading is a crucial aspect that significantly contributes to language proficiency and knowledge acquisition. Reading not only provides information but also enhances language comprehension and critical thinking. However, many students face challenges in developing strong reading comprehension skills, leading to difficulty in understanding complex texts and literature (Firdaus & Mayasari, 2022).

Reading comprehension is the ability to know and interpret the meaning of a form effectively (Charbel & Nour, 2018; Yuliantini, 2021). It involves grasping the purpose and messages conveyed by the writer, and students' ability to comprehend written material varies depending on their background knowledge and language skills. Regrettably, various factors impede the development of students' reading comprehension.

Research indicates that some obstacles affecting students' reading comprehension include large class sizes, inadequate teacher preparation, irrelevant learning materials, and students' reluctance to participate actively in class discussions. These issues have a significant impact on the effectiveness of teaching reading comprehension.

To address these challenges, educators must employ effective strategies to motivate students and facilitate their reading comprehension improvement. One such strategy is the use of Powtoon, an online animation media that enhances classroom engagement and makes learning more enjoyable. Powtoon can be used to create interactive presentations, including various animations and multimedia elements, which cater to different learning styles (Rahmawati & Suhendra, 2021; Saragih & Simanjuntak, 2021).

Furthermore, fostering good reading habits in students plays an essential role in enhancing their reading comprehension skills. Reading habits involve conscious and purposeful reading, encouraging students to read critically and comprehend the material effectively (Kirana, 2018; Sari, 2021; Suhana & Haryudin, 2017). When students develop positive reading habits, they become more motivated to read, leading to improved language proficiency and self-development.

Considering the current reading comprehension challenges faced by twelfth-grade students at SMK Utama Bakti Palembang, the researcher aims to conduct a study titled "The Influence of Using Powtoon and Reading Habits on Students' Reading Comprehension Achievement at SMK Utama Bakti Palembang." This research seeks to explore how integrating Powtoon as a learning media and promoting positive reading habits can positively impact students' reading comprehension achievement.

In conclusion, improving reading comprehension skills is vital for students' overall language development and knowledge acquisition. By utilizing innovative tools like Powtoon and promoting positive reading habits, educators can make it more engaging and effective learning environment, leading to enhanced language proficiency and academic success among students. Although various studies have explored tools and methods for improving reading comprehension, there remains a lack of specific research on the use of multimedia tools, such as Powtoon, in vocational high school settings, particularly within the Indonesian context. Many existing studies focus on general or primary education, while vocational students, who often require different instructional approaches, are underrepresented in the literature. This study uniquely examines the impact of Powtoon on reading comprehension among vocational students at SMK Utama Bakti Palembang, bridging a gap in existing research. By focusing on this demographic, the research contributes new insights into the effectiveness of multimedia-based learning tools in improving reading skills within vocational education, offering practical implications for educators seeking to enhance language proficiency in similar settings. The forthcoming study seeks to provide insights into the potential benefits of these strategies and their influence on students' reading comprehension achievement.

RESEARCH METHODOLOGY

The research was conducted using Factorial Design as an experimental method to examine the influence of Powtoon and reading habits on students' reading comprehension achievement. This design modification allows for the an investigation of possible moderator variables that might impact the relationship between independent and dependent variables (Fraenkel et al., 2012; Sugiyono, 2015). The study population consisted of 209 students, with a sample size of 56 students selected from SMK Utama Bakti Palembang.

Data collection involved assessing students' reading comprehension and reading habits through a questionnaire. The questionnaire served to categorize students into groups with high and low reading habits. Additionally, a reading

test was given both before and after the treatment to assess students' reading comprehension levels. The experimental group was taught using Powtoon, while the control group received instruction through conventional techniques. This allowed for a comparative analysis of reading comprehension achievement between twelfth-grade students with high and low reading habits taught with Powtoon and eleventh-grade students with similar habits taught using conventional methods. Data analysis involved the use of descriptive statistics, normality and homogeneity checks, independent and paired sample t-tests, as well as Two-Way Analysis of Variance. SPSS 2.5 was employed to investigate possible interactions between the use of Powtoon and students' reading habits on their reading comprehension performance.

RESULT AND DISCUSSION

Result

In this study, students were provided with lessons utilizing Powtoon as a tool to enhance their reading comprehension skills. Powtoon was used as a form of interesting learning medium to create the goal more engaging and easier to understand. After the learning sessions with Powtoon, an evaluation was done to assess the enhancement of students' reading comprehension skills. The evaluation results showed that, following this treatment, students' reading comprehension skills significantly improved compared to before the treatment was administered.

1. Data Description

In this extensive research, 56 carefully selected students served as the sample population. The main goal aimed to examine the effects of a particular intervention on their reading abilities. A standardized reading test was administered to collect the necessary data. The gathered data was carefully organized and examined, focusing on the distribution and interpretation of before and after scores for both the treatment and control groups. To extract meaningful insights and assess statistical significance, the researcher used SPSS 25, a widely recognized statistical software package. There are two groups: Group A is the Experimental Group and Group B is the Control Group.

Pretest Reading Scores of High-Habit Students in Group A

The distribution of pretest scores among students reveals that two students (7.1%) obtained the lowest score of 56, while one student (7.1%)

achieved the highest score of 84. This information can be observed in the frequency distribution table (Table 1)

TABLE 1. PRE-TEST EXPERIMENTAL HIGH

		Period	Ratio	Valid Ratio	Cumulative Decimal
Valid	32.00	1	7.1	7.1	7.1
	36.00	1	7.1	7.1	14.3
	40.00	3	21.4	21.4	35.7
	48.00	1	7.1	7.1	42.9
	52.00	1	7.1	7.1	50.0
	56.00	2	14.3	14.3	64.3
	60.00	3	21.4	21.4	85.7
	68.00	1	7.1	7.1	92.9
	72.00	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Pretest Reading Scores of Low-Habit Students in Group A

The distribution of pretest scores among students reveals that two students (14.3%) obtained the lowest score of 48, while one student (7.1%) achieved the highest score of 80. This information can be observed in the frequency distribution table (Table 2)

TABLE 2. PRE-TEST EXPERIMENTAL LOW

		Period	Ratio	Valid Ratio	Cumulative Decimal
Valid	48.00	2	14.3	14.3	14.3
	56.00	4	28.6	28.6	42.9
	68.00	4	28.6	28.6	71.4
	72.00	1	7.1	7.1	78.6
	76.00	2	14.3	14.3	92.9
	80.00	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Posttest Reading Scores of High-Habit Students in Group A

The distribution of posttest scores among students reveals that two students (7.1%) obtained the lowest score of 72, while one student (57.1%) achieved the highest score of 100. This information can be seen in the frequency distribution table (Table 3)

TABLE 3. POST EXPERIMENTAL HIGH

		Period	Ratio	Valid Ratio	Cumulative Decimal
Valid	72.00	1	7.1	7.1	7.1
	84.00	1	7.1	7.1	14.3
	88.00	3	21.4	21.4	35.7
	96.00	1	7.1	7.1	42.9
	100.00	8	57.1	57.1	100.0

Total	14	100.0	100.0
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Posttest Reading Scores of Low-Habit Students in Group A

The distribution of posttest scores among reveals that two students (7.1%) obtained the lowest score of 80, while one student (35.7%) achieved the highest score of 100. This information can be observed in the frequency distribution table (Table 4)

TABLE 4. POST-TEST EXPERIMENTAL LOW

		Period	Ratio	Valid Ratio	Cumulative Decimal
Valid	56.00	1	7.1	7.1	7.1
	60.00	1	7.1	7.1	14.3
	72.00	2	14.3	14.3	28.6
	80.00	2	14.3	14.3	42.9
	84.00	1	7.1	7.1	50.0
	92.00	2	14.3	14.3	64.3
	96.00	3	21.4	21.4	85.7
	100.00	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Pretest Reading Scores of High-Habit Students in Group B

The distribution of pretest scores among students reveals that two students (7.1%) obtained the lowest score of 32, while one student (7.1%) achieved the highest score of 72. This information can be observed in the frequency distribution table (Table 5)

TABLE 5. PRE CONTROL HIGH

		Period	Ratio	Valid Ratio	Cumulative Decimal
valid	32.00	1	7.1	7.1	7.1
	36.00	1	7.1	7.1	14.3
	40.00	3	21.4	21.4	35.7
	48.00	1	7.1	7.1	42.9
	56.00	2	14.3	14.3	64.3
	60.00	3	21.4	21.4	85.7
	68.00	1	7.1	7.1	92.9
	72.00	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Reading Pretest Scores of the students with Low Reading Habit in Group B

The distribution of pretest scores among students reveals that two students (28.6%) obtained the lowest score of 32, while one student (7.1%) achieved the

highest score of 72. This information can be observed in the frequency distribution table (Table 6).

TABLE 6. PRE CONTROL LOW

		Period	Ratio	Valid Ratio	Cumulative Decimal
Valid	16.00	1	7.1	7.1	7.1
	20.00	1	7.1	7.1	14.3
	28.00	3	21.4	21.4	35.7
	32.00	2	14.3	14.3	50.0
	36.00	1	7.1	7.1	57.1
	48.00	1	7.1	7.1	64.3
	52.00	1	7.1	7.1	71.4
	64.00	1	7.1	7.1	78.6
	80.00	1	7.1	7.1	85.7
	84.00	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Posttest Reading Scores of High-Habit Students in Group B

The distribution of posttest scores among students reveals that one students (7.1%) obtained the lowest score of 40, while two student (14.3%) achieved the highest score of 72. This information can be observed in the frequency distribution table (Table 7).

TABEL 7. POST CONTROL HIGH

		Period	Ratio	Valid Ratio	Cumulative Decimal
Valid	40.00	1	7.1	7.1	7.1
	44.00	2	14.3	14.3	21.4
	48.00	1	7.1	7.1	28.6
	52.00	2	14.3	14.3	42.9
	56.00	2	14.3	14.3	57.1
	60.00	2	14.3	14.3	71.4
	64.00	1	7.1	7.1	78.6
	68.00	1	7.1	7.1	85.7
	72.00	1	7.1	7.1	92.9
	76.00	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Posttest Reading Scores of Low-Habit Students in Group B

The distribution of posttest scores among reveals that two students (14.3%) obtained the lowest score of 40, while one student (7.1%) achieved the highest score of 84. This information can be observed in the frequency distribution table (Table 8)

TABLE 8. POST CONTROL LOW

		Period	Ratio	Valid Ratio	Cumulative Decimal
Valid	40.00	2	14.3	14.3	14.3
	48.00	1	7.1	7.1	21.4
	52.00	1	7.1	7.1	28.6
	56.00	2	14.3	14.3	42.9
	64.00	1	7.1	7.1	50.0
	68.00	3	21.4	21.4	71.4
	72.00	1	7.1	7.1	78.6
	80.00	2	14.3	14.3	92.9
	84.00	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

2. Normality and Homogeneity

A. Normality of Students' Reading Achievement

The Kolmogorov-Smirnov test examined students' reading ability for normality. The significant p-values of before and after scores in both groups exceeded 0.05, indicating a normal distribution (Table 9)

Tabel 9. Normality of Kolmogorov

		Unstandardized Residual
N		56
Regular ditribution ^{a,b}	Mean	.0000000
	Std. Deviation	16.38136465
Greatest differences	Absolute	.134
	Positive	.121
	Negative	-.134
Test Statistic		.134
Asymp. Sig. (2-tailed)		.013

B. Homogeneity

The homogeneity examination of students' reading achievement using Levene Statistics showed that p-values for the variances of before and after scores were higher than 0.05.

Table 10. Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest	Mean	.068	1	54	.796
	Median	.007	1	54	.934
	Median and with adjusted df	.007	1	53.766	.934
	Trimmed mean	.068	1	54	.795
Posttest	Mean	.001	1	54	.973
	Median	.015	1	54	.904
	Median and with adjusted df	.015	1	47.297	.904
	Trimmed Mean	.009	1	54	.925

3. Hypotheses Testing

The investigator used the outcomes of the statistical analysis and results to direct the creation and execution of hypothesis testing, making sure it aligned with the research question under consideration.

A. Evaluating the significant difference in reading comprehension between students with strong reading habits who were taught using Powtoon and those taught using traditional techniques.

To address the initial research question, the researcher analyzed the differences in reading comprehension among students with robust reading habits who were instructed with Powtoon compared to those who experienced conventional teaching methods. The findings revealed a significant difference ($p=0.00$), which is below the established significance level of 0.05. Hence, the hypothesis was accepted, signifying a noteworthy distinction in reading comprehension between students with high reading habits taught using Powtoon and conventional techniques at SMK Utama Bakti. Table 11 provides further information on the calculations for the independent samples test.

Table 11. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RC	Equal variances assumed	3.032	.087	7.385	54	.000	29.28571	3.96575	21.33487	37.23655
	Equal variances not assumed			7.385	50.732	.000	29.28571	3.96575	21.32313	37.24830

B. Evaluating the significant difference in reading comprehension between students with poor reading habits who were taught using Powtoon and those taught using traditional techniques.

Research assessed notable disparity in reading comprehension among students with poor reading habits taught using Powtoon and traditional methods techniques. Results showed significant difference ($p=0.004$) below significance level (0.05). Hypothesis accepted, signifying noteworthy distinction in reading comprehension at SMK Utama Bakti. Details in Table 12.

Table 12 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
RC	Equal variances assumed	4.682	.040	3.113	26	.004	21.14286	6.79274	7.18018	35.10553
	Equal variances not assumed			3.113	23.240	.005	21.14286	6.79274	7.09905	35.18666

C. Evaluating the significant difference in reading comprehension between students with strong and weak reading habits who were taught using Powtoon.

Table 13 demonstrates a significant difference ($p=0.000$) in reading comprehension between students with strong and weak reading habits who were instructed using Powtoon. Consequently, the null hypothesis (H_0) is dismissed, while the alternative hypothesis (H_a) is accepted. This indicates notable variation in average reading comprehension. Details in Table 13.

Table 13 Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2- tailed)
Pair 1	PRETEST - POSTTEST	-23.71429	12.26515	2.31790	-28.47021	-18.95836	-10.231	27	.000

D. Evaluating the significant difference in reading comprehension between students with strong and weak reading habits who were taught using traditional techniques.

Table 14 No significant ($p=0.010$) reading comprehension difference between high and low reading habit students instructed using traditional techniques. The null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected. No notable variation in average comprehension. Details in Table 14.

Table 14. Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2- tailed)
					Lower	Upper			

Pair 1	PRETEST - POSTTEST	-11.42857	21.95522	4.14915	-19.94192	-2.91523	-2.754	27	.010
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E. Evaluating the significant interaction effect of Powtoon and reading habits on students' reading comprehension achievement.

The researcher used a two-way ANOVA to examine the interaction effect between reading achievement, Powtoon usage, and reading habits in tenth-grade students. The analysis revealed a significant interaction effect ($p < 0.05$). SPSS 25 was used for the analysis, showing a score of 0.000, indicating acceptance of the alternative hypothesis H_a . Table 15 presents these findings.

Table 15 Tests of Between-Subjects Effects

Dependent Variable: Reading Comprehension

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	12983.714 ^a	3	4327.905	20.622	.000
Intercept	309623.143	1	309623.143	1475.322	.000
Habit	48.286	1	48.286	.230	.000
Method	12007.143	1	12007.143	57.213	.000
Habit * Method	928.286	1	928.286	4.423	.000
Error	10913.143	52	209.868		
Total	333520.000	56			
Corrected Total	23896.857	55			

DISCUSSION

The comprehensive research findings unequivocally demonstrate the significant contribution of Powtoon as an instructional tool in enhancing students' reading skills, regardless of their initial reading abilities. A striking contrast emerges between the outcomes of students taught using Powtoon and those instructed through conventional techniques.

The research highlights Powtoon's dynamic and interactive features, which have a profound impact on students' reading progress. The engaging visual elements and animated presentations captivate students' attention, stimulating their interest in the learning process. As a result, their comprehension and retention of reading material are notably enhanced, leading to substantial academic growth.

Notably, both high- and low-ability readers benefit from Powtoon, though to varying degrees. Students with high reading abilities experience remarkable improvements, with reading scores showing an enhancement of up to 42.58. On the other hand, students with initially lower reading abilities exhibit improvements of up to 20.00, indicating that Powtoon remains a valuable tool for enhancing the reading capabilities of all students.

Moreover, the research sheds light on the limitations of conventional teaching methods. The lack of dynamic and interactive elements present in Powtoon may explain the comparatively lower scores achieved by students taught through traditional means. This underscores the significance of integrating innovative technological tools like Powtoon into the educational landscape to optimize students' learning experiences and outcomes.

It is crucial to consider individual differences in learning styles and preferences, which play a significant role in how students respond to various teaching methods. For some learners, Powtoon's visual and auditory appeal may resonate more effectively, fostering a deeper understanding of the material. Conversely, others may still find value in traditional techniques, and educators should strive to create a balanced and an inclusive learning environment that accommodates diverse learning needs.

In brief, the research supports the potency of Powtoon in bolstering students' reading abilities, particularly among those with high reading skills. By leveraging the innovative features and interactive nature of Powtoon, educators can nurture a more engaging and effective learning environment. However, it is essential to acknowledge that each student's journey is unique, and a combination of teaching approaches may be necessary to cater to the diverse needs of the entire student body. By continuously adapting and refining instructional strategies, educators can unleash the full potential of their students and foster a love for learning that extends beyond the classroom.

CONCLUSION

According to the findings and discussions outlined in the preceding chapter, it can be inferred that significant differences in reading comprehension exist among students with strong reading habits when instructed with Powtoon and conventional techniques (1), as well as between students with low reading habits using the same instructional methods (2). Additionally, there is a significant variation in reading comprehension between students with strong and weak reading habits when taught with Powtoon (3), but no significant difference in comprehension when instructed through conventional methods (4). Furthermore, there is an interaction effect between Powtoon and reading habits, significantly impacting students' reading comprehension achievement (5). These results highlight the effectiveness of Powtoon as an instructional tool and its potential to cater to different reading habits, ultimately contributing to improved reading abilities among students.

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