

## THE DEVELOPMENT OF ENGLISH LEARNING MEDIA THROUGH POWTOON TO IMPROVE STUDENTS' READING COMPREHENSION AT XI GRADE OF SMK NEGERI 1 DAYUN

**Puput Asri Ramadhani, Prih Febtiningsih, Siti Niah**

Universitas Muhammadiyah Riau

Email: puputasriramadhani15@gmail.com, prihfebtiningsih@umri.ac.id,

sitiniah@umri.ac.id

### **Abstract**

*Reading comprehension is the interaction between readers and the text in order to form a meaning from the text, which is a complex process that involves word knowledge and world knowledge. In addition, reading comprehension is one of the most important reading skills and is required to achieve the overall goals of the reading process. In reading comprehension, the readers' involves much more than responses to text. Hence, reading comprehension is a complex mental process. stated reading necessitates a connection between learning activities, the learner's experience, and the learner's prior knowledge in order to form the meaning of a text. Reading comprehension is not an innate ability, nor is it an easily facilitated skill that ends when the reader can recognize and say the written symbols. Indeed, it is a complex process that requires mental abilities and potentials, practice and drill, and the application of various thinking, explanation, analysis, critique, and contrasting skills. People can gain a lot of information and knowledge by reading in this globalization era. Reading comprehension seems to be a skill that everyone should develop. Reading comprehension requires three elements to exist: the reader, the text, and the purposeful activity of reading. Furthermore, the process necessitates ongoing practice, development, and refinement, as well as creativity and critical thinking.*

**Keywords:** *Development, English Learning Media, Powtoon, Student, Reading Comprehension*

<b>How to cite:</b>	Puput Asri Ramadhani, Prih febtiningsih, Siti Niah (2022) The Development Of English Learning Media Through Powtoon To Improve Students' Reading Comprehension At Xi Grade Of Smk Negeri 1 Dayun, (7) 9 <a href="http://dx.doi.org/10.36418/syntax-literate.v6i6">http://dx.doi.org/10.36418/syntax-literate.v6i6</a>
<b>E-ISSN:</b>	2548-1398
<b>Published by:</b>	Ridwan Institute

## Introduction

Reading comprehension is not only read the text but also know the meaning of the text (Mogea, 2019). According to (Michael, Ejeng, Udit, & Yunus, 2019) reading comprehension is the level of text comprehension that focuses on the recognition of words, which then gives rise to meaning; understanding is the ability to fully interpret the texts. The importance of reading as a language skill should never be underestimated. It is one of the most important ways to obtain information, particularly for educational purposes (Al-Jarrah & Ismail, 2018). According to (Saraswati, 2021) students are expected to master reading by achieving the competency standard and basic competency which are established based on the curriculum 2013. Furthermore, students should master in reading because there are many enhanced books written in English (Andrés, 2020). On the other statement by Tang et al. (2019) that Reading comprehension is more than just reading aloud; it is reading that is established to understand the meaning of words, sentences, and paragraphs as they are.

If a student basically reads aloud but does not understand the content of the text, the student is failing to comprehend the passage (Tang, Asrifan, Chen, Haedar, & Agussalim, 2019). Finding the technique or method to solve the problem is critical for the teacher (Yenice, 2011).

In reading, most of students will encounter some unfamiliar words while reading (Nation & Coady, 2014). This means that reading comprehension is not easy to do. This is mentioned by (Rahayuningsih, 2020) that in fact, there are still a lot of students who struggle with reading comprehension. (Satriani, 2018) also argue that students may get difficulties in reading comprehension. According to (Nurjanah, 2018) (Shofi & Jannah, 2022) in reading, students commonly have problems due to a lack of vocabulary. Students are struggle with many issues when it comes to understanding the text, such as vocabulary knowledge, background knowledge, grammatical problems, and poor reading strategies, all of which are critical to reducing the difficulty (Wyatt, Midraj, Ayish, Bradley, & Balfaqeh, 2021). Students are struggle to determine the main idea and locate specific information in the texts (Englert & Mariage, 2020). Hence, students may have difficulty understanding reading text due to incorrect word identification and recognition (Roembke, Hazeltine, Reed, & McMurray, 2019). Moreover, another factor of students' reading problems is that students have less motivation in reading. One of the problems in reading is caused by a lack of motivation and ability to read. According to (Dedi, 2018) motivation is a type of internal drive that pushes someone to do activities like reading in order to achieve learning objectives. The reason why students are less motivated is because they are feel bored with the teachers' traditional approach, which makes them less motivated to learn to read (Rizqon, 2021). Furthermore, the use of less innovative learning media is also a cause of reading problems. As stated by (Widyahening, 2018) the use of learning media that is less innovative makes students feel bored. However, it is still necessary for students to master in reading comprehension (Dhillon, Herman, & Syafryadin, 2020).

Based on the observations conducted on January 17th, 2023, in the XI Technical Light Machine (TKRO) class at SMK Negeri 1 Dayun, it was found that the school implements the Curriculum 2013. The primary learning media used by the teacher were monotonous such as; whiteboards and textbooks ([Aisyah & Haryudin, 2020](#)). To engage the students before the lesson, the teacher make a guessing game as a brain refreshment activity. After doing that, the teacher proceeded to explain the material on the whiteboard. Throughout the lesson, they are several students were not attention to the teacher's explanations. Some students were playing with their cellphones, while others are making fun with their friends.

Moreover, the teacher said that students had lack of motivation to study English, which subsequently affected their level of focus during lessons ([Lei & Medwell, 2021](#)). However, the teacher said that students particularly enjoy engaging with videos, games, and quizzes as part of their learning activity. The teacher had previously experimented with the media and witnessed positive student engagement. Furthermore, the teacher expressed difficulty in consistently innovating and incorporating various learning media into the lessons because the teacher is busy on her schedule of the other activity beside as a teacher. As a result, the teacher using a general teaching approach in learning activity. After doing the interview with the teacher, the researcher interview 11 out of the 16 students of XII TKRO. The students said English is difficult. Students also mentioned that reading and writing as particularly difficult due to lack of vocabulary and lack of motivation in learning. Furthermore, students said that reading is a boring activity.

Referring to problems above, it is necessary for the teachers to think about what learning methods they will use to improve their students reading comprehension. English teachers are expected to develop an appropriate learning strategy to improve reading comprehension ([Haerazi, Prayati, & Vikasari, 2019](#)). Hence, the teachers can boost their students' learning motivation by developing some learning methods ([Lin & Tsai, 2021](#)). ([Puspitarini & Hanif, 2019](#)) stated that learning activities will run smoothly when students have the motivation to learn. The use of learning methods can not stand alone because the media is also required as a tool to convey materials for the students. According to Mellisa et al. (2023) the use of learning media can improve the effectiveness of the learning process. Reading comprehension can be improved using technology, and in fact, there are many sources of media that can be applied by teachers in teaching reading ([Napratilora, Lisa, & Bangsawan, 2020](#))

In addition to learning media, the use of media as a learning methods is not a new thing in this era of globalization as it is today ([Rahmatullah & Ghufron, 2021](#)). Teachers can use media to process, capture, and convey information from a student to another so that students can easily understand the message ([Laksana, 2017](#)) Sukardi et al., (2020). According to ([Lestari, Suranata, & Bayu, 2022](#)) learning process will become more interesting and less monotonous by using learning media; students can also be directly involved in using the media, making students more active and the classroom atmosphere more enjoyable. Basically, the use of the media in the process of teaching

and learning English will attract students' motivation and attention ([Sinaga & Oktaviani, 2020](#)). ([Erya & Pustika, 2021](#)) also expressed that the students are interested in something digital, online, and unique.

Referring to the background previously described, the researcher is interested to develop English learning media to make new innovation of learning media and hopefully can improve students reading comprehension. In this development, the researcher will focus on analytical exposition text material, in accordance with the syllabus. Also the researcher will provide animation video to improve students' reading comprehension through Powtoon. One of audio-visual media that recently and more often used as learning media is Powtoon animation video ([Deliviana, 2017](#)). Powtoon application is one type of technology media that can be used to make new innovation of English learning media. As mentioned by ([Ridha Yoni Astika, Anggoro, & Andriani, 2019](#)) Powtoon has advantages in terms of animation features, there are handwritten animations, cartoons, transition effects, and the ease of use of the timeline. In line with that statement, a similar study has been done by Ningsih (2021) she used the Powtoon application to teach recount text. The results demonstrated that using Powtoon in the classroom can create an improved atmosphere, increase student motivation and independence, and increase teacher creativity. ([Pada, 2021](#)) conducted a study which used an experimental design in determining the impact of using Powtoon to the students' motivation. According to the study findings, using Powtoon has a necessary impact on increasing student motivation.

Based on explanation and the results of observation above, the researcher is interested conduct the research entitled "The Development of English Learning Media Through Powtoon To Improve Students' Reading Comprehension At XI Grade of SMK Negeri 1 Dayun".

### **Research Methodology**

This research conducted by R&D (research and development) method. According to ([Sandiyanti, 2018](#)) Research and Development is a research method that produces products and tests the effectiveness of these products. Research & Development is research that begins with research and then continues with development ([Gusti Astika, 2020](#)). This research is used to develop English learning media based on powtoon as a teaching method of reading comprehension for class XI vocational high school. The researcher will develop English learning media through Powtoon with audio visual type namely animation video to improve reading comprehension.

In this development research, the researcher will use the ADDIE model as a design that is considered appropriate to use in this research ([Ab Latif & Nor, 2020](#)). The ADDIE model was developed by ([Molenda, 2003](#)). The ADDIE model is chosen because it correlates with the problems underlying this research; there is curriculum analysis, students and teacher problems analysis, and consideration of student characteristics and existing conditions. Analyze, Design, Development, Implementation, and Evaluate are the five steps of the ADDIE model research ([Cahyadi, 2019](#)).

### **Research Setting**

The research is being conducted at SMK Negeri 1 Dayun, which is located on Permai Sawit Village in Dayun District, Riau, Indonesia. This research will be conducted on August 2023 in the first semester of the academic year 2023/2024.

### **Research Subject**

The population for this research to develop English learning media is XI grade students at SMK Negeri 1 Dayun. There are 5 classes of eleventh grade students at SMK Negeri 1 Dayun, with each class consisting of 25 to 30 students. The sample corresponds to the XI technical light vehicle class. The total number of students in the sample for this research was 26, and there are only male students in this class.

Therefore, the selection of the XI technical light vehicle class as the sample for this research was based on several considerations. The observation results indicated that this particular class faced challenges in their learning activities due to a lack of innovative learning media. Recognizing this issue, it became crucial to target this specific class in order to address and explore potential solutions for improving their learning experience.

### **Research and Development Procedure**

The procedure for developing learning media with the ADDIE model are:

#### **Analyze**

The first step in the ADDIE model is analyze. In this step, the researcher will do observation and interviews to know students' problems, needs, and how the learning activities in the classroom. This is conducted to determine what the students need to improve their reading comprehension. Furthermore, the results of those analyses can help the researcher find the most suitable learning media for the students.

#### **Design**

For the second step, the researcher starts to design the learning media after analyzing the students' problems and conditions in the classroom ([Fahreza, Sumilat, Anggraheni, Wayansari, & Leonard, 2022](#)). The design step consists of media designed in the form of an animated video or known as audio-visual media. The researcher uses a syllabus as a guide for learning material to design a learning media. The design of learning media will consist of analytical exposition material and the duration of the animated video will be 7-10 minutes. The video animation learning media also comes with several interesting filters and sound using Powtoon.

#### **Development**

At this point, the design of learning media must be revised and validated by the experts. The data gathered by experts through the use of validation instruments will be analyzed to determine whether the media are good and appropriate for the students. As a result, the product will be revised once more. This revision will not be completed until the product has been approved by the experts. The team of experts consists of two experts; one material expert and one media expert.

### **Implementation**

Product trials are conducted during the implementation stage. It means that the product has been approved for the students.

### **Evaluation**

This represents the end of the steps. Post test will be taken at this step to recognize the effectiveness of development products and research. The results of the evaluation are used to provide feedback to the user model/ method.

### **Data Collection Method**

In this research, the following types of data collection methods were used in this study:

a. Observation.

Observation was assist in monitoring the learning process in the classroom. The goal of observation is to find out how the process of learning activities, find out the learning method, and the learning media that used.

b. Interview.

The interview was conducted with a teacher who teaches English lessons and the students of XI TKRO. The interview was to know what the students problems and needs, as well as what the teacher's problem in the process of learning activity.

c. Questionnaire.

Questionnaire are using to measure the media and material are valid to be use for this research. The questionnaire will be given to the material expert and media expert.

d. Reading Comprehension Test (Pre-test and Post test)

The students were assessed by the pretest scores, which will be compared to post test score and determine there are any improvements in their reading comprehension.

There are four instruments that are used in this research:

1. Media Expert Validation Instrument,
2. Material Expert Validation Instrument,
3. Reading Comprehension Test,
4. Documentation.

### **Data Collection Procedure**

1. Pre-test.

The pre-test was carried out before the research began to see the differences obtained after the learning media had been developed.

2. Post test.

The post test is carried out after the media developed is suitable for use. The results of the post test will be compared with the pre test to see whether the developed media is successful in improving students' reading comprehension

### **Data Analysis Technique**

To develop the English learning media, the data is collect by using a interview, questionnaire and reading comprehension text.

1. Observation

The primary objective of observation is to ascertain the dynamics of learning activities, identify the teaching methodologies employed, and explore the learning resources utilized.

2. Interview

The interview aimed to understand the challenges and requirements of the students, along with identifying the issues encountered by the teacher during the learning activities.

3. Questionnaire

The questionnaire analysis technique was used descriptively, with data obtained from a questionnaire by a media expert and a material expert in the form of qualitative data that would be converted into quantitative data or likert scale. The results of this questionnaire data will be obtained from a Likert Scale assessment question, whereas qualitative data will be obtained from an assessment based on the validators' criticism and suggestions.

### **Result And Discussion**

This study aims to produce interactive learning media products using Powtoon media with the aim of increasing students' reading comprehension ([Kafah, Nulhakim, & Pamungkas, 2020](#)). This media can be used on smartphones or tablet devices. Thus, this research includes development research (Development and Research).

This research was conducted at SMK Negeri 1 Dayum permai Villager, Siak and 16 students were selected to use media Powtoon. In this study, a pre-test and post-test in the form of a reading comprehension test was done to determine the level of students' reading comprehension.

#### **Media Validation and Material Validation data.**

##### **a. Media Validation Result**

Validation by media experts aims to determine the suitability of the media being developed. This validation was carried out by one of the media expert validators. This test was carried out using a Likert scale with a score of 4 = Very Good, 3 = Good, 2 = Fair, and 1 = Not Good.



**Table 1**  
**Result Media of Validation Step I**

No	Indikator	Skor
1	Ketepatan penggunaan jenis huruf	4
2	Ketepatan penggunaan ukuran huruf	4
3	Kesesuaian warna huruf dan background	4
4	Keterbacaan tulisan	4
5	Kejelasan materi dalam video	4
6	Ketepatan pemilihan background	4
7	Penggunaan animasi video	2
8	Penggunaan icon animasi	4
9	Kesesuaian tata letak Teks	4
10	Kemudahan mengakses media	4
11	Kemampuan media untuk menambah pengetahuan siswa	4
12	Kemampuan media untuk mendorong siswa dalam belajar sendiri	3
	TOTAL	45

Based on table 1 above, it can be seen that the results of stage 1 validation by media experts obtained a percentage of the eligibility component of 93,75% with "very good" criteria. From stage 1 media analysis data, the overall feasibility of the assessment in the form of a quality percentage with the following results:

$$P = 45 \times 100\% = 93,75$$

48

According to media experts, this Android-based interactive learning media is included in the "good and requires revision" category. In this case, the researcher needs a slight revision according to the advice of media experts, as follows:

**Table 2**

NO	Error	Resolution
1	Consistency of sound power needs to be considered	Adjust the volume more consistent
2	The example need to be explain	Give more example and read louder
3	The tips section doesn't match between the writing and the sound	Tips section and sounding must be more adjusted.



**Table 3**  
**Result Media of Validation Step II**

No	Indikator	Skor
1	Ketepatan penggunaan jenis huruf	4
2	Ketepatan penggunaan ukuran huruf	4
3	Kesesuaian warna huruf dan background	4
4	Keterbacaan tulisan	4
5	Kejelasan materi dalam video	4
6	Ketepatan pemilihan background	4
7	Penggunaan animasi video	3
8	Penggunaan icon animasi	4
9	Kesesuaian tata letak Teks	4
10	Kemudahan mengakses media	4
11	Kemampuan media untuk menambah pengetahuan siswa	4
12	Kemampuan media untuk mendorong siswa dalam belajar sendiri	3
	TOTAL	40

Based on the objectives of this development research, it can be seen that the development of learning through powtoon media to improve reading comprehension of students of XI SMK 1 Negeri Dayum was carried out using the ADDIE development model, which consists of several stages, namely analysis, design, development (development), implementation (implementation), and evaluation (evaluation).

Researchers carry out activities including needs analysis. The first stage in the process is analyzing the problems and needs of students by making observations. Based on the results of observations, it is known that students have difficulty writing answers to questions given by educators because they are confused about how to write sentences from these answers..

### **Discussion**

Based on the results and discussion on learning media through powtoon research, the following results are obtained:

Learning media through powtoon media can help make learning fun for students.

Learning media through powtoon learning media is declared suitable for use in learning based on the results of material expert validation with a percentage value of 93.18% and media expert validation of 95.83%.

Media learning through powtoon received effective criteria in the effectiveness test conducted by class X1 students of SMK Negeri 1 Dayum. By carrying out pretests and posttests.

### **Suggestion**

In order for there to be an increase in the development of this Android-based interactive learning medium, the authors suggest related parties, including the following:

For students, they can use learning media through Powtoon as a means of independent learning.

For teachers, it is hoped that they can find ways to make lessons interesting by using learning media that pay attention to and interest in student learning so that student learning outcomes can increase.

For future researchers, it is suggested that this learning medium through powtoon be further developed so that it can be used as a means for learning Siwa's reading comprehension.

## BIBLIOGRAFI

- Ab Latif, Rusnani, & Nor, Mohd Zarawi Mat. (2020). Using the Addie model to develop a rusnani concept mapping guideline for nursing students. *The Malaysian Journal of Medical Sciences: MJMS*, 27(6), 115.
- Aisyah, Silvi, & Haryudin, Acep. (2020). Instructional Media Used in Teaching English. *PROJECT (Professional Journal of English Education)*, 3(6), 737.
- Al-Jarrah, Hamza, & Ismail, Nur Salina Binti. (2018). Reading comprehension difficulties among EFL learners in higher learning institutions. *International Journal of English Linguistics*, 8(7), 32–41.
- Andrés, Insuasty Cárdenas. (2020). Enhancing Reading Comprehension through an Intensive Reading Approach. *HOW*, 27(1), 69–82.
- Astika, Gusti. (2020). *How to Write Research Report*. Penerbit Andi.
- Astika, Ridha Yoni, Anggoro, Bambang Sri, & Andriani, Siska. (2019). Pengembangan video media pembelajaran matematika dengan bantuan powtoon. *Jurnal Pemikiran Dan Penelitian Pendidikan Matematika (JP3M)*, 2(2), 85–96.
- Cahyadi, Rahmat Arofah Hari. (2019). Pengembangan bahan ajar berbasis ADDIE model. *Halaqa: Islamic Education Journal*, 3(1), 35–42.
- Dedi, Fransisca S. O. (2018). Examining Academic Writing Motivation of Prospective Indonesian Language Teachers Using Exploratory Factor Analysis. *International Journal of Instruction*, 11(2), 15–24.
- Deliviana, Evi. (2017). *Aplikasi powtoon sebagai media pembelajaran: manfaat dan problematikanya*.
- Dhillon, Bobby Pramjit Singh, Herman, Herman, & Syafryadin, Syafryadin. (2020). The Effect of Skimming Method to Improve Students' Ability in Reading Comprehension on Narrative Text. *Linguists: Journal Of Linguistics and Language Teaching*, 6(1), 77–88.
- Englert, Carol Sue, & Mariage, Troy V. (2020). Strategy instruction to support struggling readers in comprehending expository main ideas. *Intervention in School and Clinic*, 56(2), 74–83.

The Development Of English Learning Media Through Powtoon To Improve Students' Reading Comprehension At Xi Grade Of Smk Negeri 1 Dayun

- Erya, Wike Idola, & Pustika, Reza. (2021). Students' perception Towards The Use Of Webtoon To Improve Reading Comprehension Skill. *Journal of English Language Teaching and Learning*, 2(1), 51–56.
- Fahreza, Vera, Sumilat, Juliana M., Anggraheni, Dini, Wayansari, Cinta, & Leonard, Leonard. (2022). The Development of E-Comic Learning Media for Elementary School Mathematics Learning. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 12(2).
- Haerazi, Haerazi, Prayati, Zukhairatunniswah, & Vikasari, Rully May. (2019). Practicing Contextual Teaching And Learning (Ctl) Approach To Improve Students' reading Comprehension In Relation To Motivation. *English Review: Journal Of English Education*, 8(1), 139–146.
- Kafah, Anisa Khayati Nur, Nulhakim, Lukman, & Pamungkas, Aan Subhan. (2020). Development of video learning media based on powtoon application on the concept of the properties of light for elementary school students. *Gravity: Jurnal Ilmiah Penelitian Dan Pembelajaran Fisika*, 6(1).
- Laksana, Sigit Dwi. (2017). Improving The Quality Of Learning Mathematics Through Innovative Learning Media. *Jurnal Pendidikan Dan Pengajaran*, 50(2), 79–85.
- Lei, Man, & Medwell, Jane. (2021). Impact of the COVID-19 pandemic on student teachers: How the shift to online collaborative learning affects student teachers' learning and future teaching in a Chinese context. *Asia Pacific Education Review*, 22, 169–179.
- Lestari, Komang Ayu, Suranata, Kadek, & Bayu, Gede Wira. (2022). Animated Video-Based Learning Media Assisted with Powtoon on Living Things Characteristics Topic. *International Journal of Elementary Education*, 6(3), 511–517.
- Lin, Chien Liang, & Tsai, Chun Yen. (2021). The effect of a pedagogical STEAM model on students' project competence and learning motivation. *Journal of Science Education and Technology*, 30(1), 112–124.
- Michael, Easterly Anak, Ejeng, Irina Emmanuella Anak, Udit, Marryta Anak, & Yunus, Melor Md. (2019). The use of plickers for language assessment of reading comprehension. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 637–645.
- Mogea, Tini. (2019). *The Effectiveness of Question and Answer Technique in Teaching Reading Comprehension at SMP Negeri 3 Ratahan*.

- Molenda, Michael. (2003). In search of the elusive Addie model. *Performance Improvement*, 42(5), 34–37.
- Napratilora, Martina, Lisa, Hendro, & Bangsawan, Indra. (2020). Using WhatsApp as a learning media in teaching reading. *Mitra PGMI: Jurnal Kependidikan MI*, 6(2), 116–125.
- Nation, Paul, & Coady, James. (2014). Vocabulary and reading. In *Vocabulary and language teaching* (pp. 97–110). Routledge.
- Nurjanah, Ratih Laily. (2018). The analysis on students' difficulties in doing reading comprehension final test. *Metathesis: Journal of English Language, Literature, and Teaching*, 2(2), 253–264.
- Pada, Amir. (2021). *The Effect Of Use Powtoo Learning Media To Student Learning Motivation On 3rd Grade On Indonesia Subjects At Islamic Elementary School Athirah 1 Makassar*.
- Puspitarini, Yanuari Dwi, & Hanif, Muhammad. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53–60.
- Rahayuningsih, Mahsunah. (2020). Polimarin Alumni's English Proficiency in Maritime Industry Competitiveness in Indonesia. *International Journal of Innovation, Creativity and Change*. *Www. Ijicc. Net*, 14(12).
- Rahmatullah, Azam Syukur, & Ghufron, Syamsul. (2021). The Effectiveness Of'facebook'as Indonesian Language Learning Media For Elementary School Student: Distance Learning Solutions In The Era Of The Covid-19 Pandemic. *Multicultural Education*, 7(04), 27–37.
- Rizqon, Mochamad Khalif Rizqon. (2021). *The problems faced by senior high school students in reading narrative text/Mochamad Khalif Rizqon*. Universitas Negeri Malang.
- Roembke, Tanja C., Hazeltine, Eliot, Reed, Deborah K., & McMurray, Bob. (2019). Automaticity of word recognition is a unique predictor of reading fluency in middle-school students. *Journal of Educational Psychology*, 111(2), 314.
- Sandiyanti, Ageng. (2018). Pengembangan modul bilingual bergambar berbasis quantum learning pada materi peluang. *Desimal: Jurnal Matematika*, 1(2), 157–164.

The Development Of English Learning Media Through Powtoon To Improve Students' Reading Comprehension At Xi Grade Of Smk Negeri 1 Dayun

- Saraswati, Ni Kadek Rai. (2021). *An Analysis On Students' reading Comprehension Difficulties Of Eighth Grade Students At Smp N 4 Tegallalang*. Universitas Pendidikan Ganesha.
- Satriani, Estika. (2018). Reading comprehension difficulties encountered by english students of Islamic University of Riau. *J-SHMIC: Journal of English for Academic*, 5(2), 15–26.
- Shofi, Ahmad Thooyib, & Jannah, Wardatul. (2022). Developing Mobile Learning Application as Instructional Media for Reading Comprehension. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 7(2), 198–224.
- Sinaga, Robekka Risten Fransiska, & Oktaviani, Lulud. (2020). The implementation of fun fishing to teach speaking for elementary school students. *Journal of English Language Teaching and Learning*, 1(1), 1–6.
- Tang, Syamsu, Asrifan, Andi, Chen, Yan, Haedar, Haedar, & Agussalim, Mutmainnah. (2019). The humor story in teaching reading comprehension. *Journal of Advanced English Studies*, 2(2), 77–87.
- Widyahening, Christiana Evy. (2018). Penggunaan Teknik Pembelajaran Fishbone Diagram Dalam Meningkatkan Keterampilan Membaca Siswa. *Jurnal Komunikasi Pendidikan*, 2(1), 11–19.
- Wyatt, Mark, Midraj, Jessica, Ayish, Nader, Bradley, Curtis, & Balfaqeeh, Muna. (2021). Content teachers' perspectives of student challenges in processing science and mathematics texts in English at an Emirati university. *Reading Psychology*, 42(4), 364–387.
- Yenice, Nilgün. (2011). Investigating pre-service science teachers' critical thinking dispositions and problem solving skills in terms of different variables. *Educational Research and Reviews*, 6(6), 497.

---

**Copyright holder:**

Puput Asri Ramadhani, Prih febtiningsih, M. Pd, Siti Niah, M.pd

**First publication right:**

Syntax Literate: Jurnal Ilmiah Indonesia

**This article is licensed under:**

