

**THE USE OF STORYJUMPER IN TEACHING READING  
COMPREHENSION TO THE SECOND GRADE STUDENTS IN SMPN 23  
BANJARMASIN**

***SARJANA'S THESIS***

**SITI ALPIYAH DAMAYANTI  
REG. NUMBER 2010117320040**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM FACULTY OF  
TEACHER TRAINING AND EDUCATION UNIVERSITY OF LAMBUNG  
MANGKURAT BANJARMASIN**

**2024**

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COMPREHENSION TO THE SECOND GRADE STUDENTS IN SMPN 23  
BANJARMASIN**

**SARJANA'S THESIS  
Presented to Faculty of Teacher Training and Education as a Partial  
Fulfilment of the Requirements for Completing the Sarjana Pendidikan  
Program in English Language Education Study Program**

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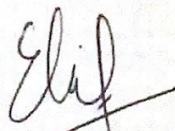
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**LETTER OF APPROVAL**

This is to certify that the *Sarjana's* Thesis Proposal of Siti Alpiyah Damayanti Reg. Number 2010117320040 entitled "The Use of Storyjumper in Teaching Reading Comprehension to the Second Grade Students in SMPN 23 Banjarmasin" has been approved by the advisor for oral examination.

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Has completed the revision of the thesis manuscript in accordance with the suggestions given by the Examiner Board therefore, this thesis is ready to be submitted for the Thesis Examination

Banjarmasin, June 2024

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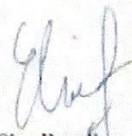
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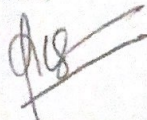
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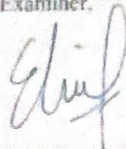
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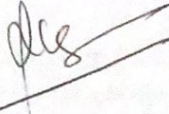
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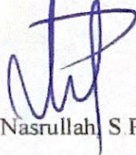
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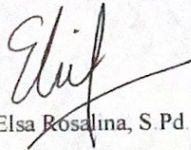
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## ABSTRACT

Damayanti, Siti Alpiyah. 2024. *The Use of Storyjumper in Teaching Reading Comprehension To The Second Grade Students in SMPN 23 Banjarmasin*. SARJANA'S THESIS, English Department, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Rina Listia, M.Pd., the second advisor: Nasrullah, M.Pd.B.I.

Keywords: Reading comprehension, Storyjumper, teaching reading

Reading is one of four skills that are necessary for learners to master. Reading can be thought of as an essential way of developing their skills in language. Reading is the basis of instruction in all aspects of language learning, and reading needs comprehension. However, students at SMPN 23 Banjarmasin struggle with comprehension of reading texts due to lack of motivation, lack of interest in learning, and difficulties in determining text concepts, main ideas, and unfamiliar words due to limited vocabulary knowledge.

This study used quasi experimental design and quantitative approach. The research samples of this research were 60 second-grade students of SMPN 23 Banjarmasin based on cluster random sampling technique. Thirty students of VIII-D were chosen as the experimental group and thirty students of VIII-B were chosen as the control group. Analysis of the data was done by using paired sample t-test and independent sample t-test on SPSS version 29.

Findings from this study, Storyjumper's interactive features allow students to actively participate in the learning process. The value of sig was 0.02, the t-test calculation was 2.433, and the t-table was 1.671 for  $df = 58$  at the significance level of 0.05 (95%). This demonstrated that the sig value was less than 0.05, and the t-test value was higher than the t-table. It means there is a difference in reading achievement between the second-grade students at SMPN 23 Banjarmasin who used Storyjumper to teach reading narrative text and those who did not.

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Finally, the writer's gratitude also goes to all people who cannot be mentioned one by one for the contribution in completing Sarjana's thesis. As the writer, hope this thesis will give contribution for the readers, the future researcher, and English Language Education. This thesis is still far from perfect. The criticisms and suggestions for this thesis are appreciated.

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Siti Alpiyah Damayanti

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