The Influence of the Adventure Picture Storybook of *Petualangan Si Kancil* on Reading Comprehension and Reading Motivation Based on Gender

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Article Info	Abstract
History of Article Received: 10 October 2024 Revised: 28 October 2024 Published: 30 October 2024	This study aims to examine the influence of the use of the *Petualangan si Kancil* picture storybook on reading comprehension and motivation among ninth-grade students in the Tanggetada sub-district, Kolaka Regency, with a focus on gender differences. The quantitative design quasi-experimental scheme was used by nonrandomized control, pretest, and posttest design with 54 students divided into an experimental group (27 students) and a control group (27 students). The experimental class used a picture storybook of *Petualangan Si Kancil* and the control class used the 2013 curriculum book. The experimental class consists of 11 male and 16 female genders, while the control class consists of 10 male and 17 female genders. The instrument used was a written test questionnaire. Data were collected through pretest and posttest measures of reading skills and motivation and analyzed using an Independent sample-t test, with pre-requisite tests (Normality, Homogeneity, and Hypothesis testing) conducted to ensure validity. Results indicate that the picture storybook significantly improves both reading comprehension and motivation, with greater gains observed in the experimental group compared to the control group. Gender-based analysis revealed notable differences, emphasizing the importance of considering gender in educational interventions. These findings suggest that integrating storybooks into the curriculum can support language development, emotional regulation, and memory skills, providing practical implications for educators. Future research should explore the long-term effects of storybooks on student learning across different contexts.
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Info Artikel	**Abstrak**
	Penelitian ini bertujuan untuk menguji pengaruh penggunaan buku cerita bergambar *Petualangan Si Kancil* terhadap pemahaman dan motivasi membaca di kalangan siswa kelas sembilan di Kecamatan Tanggetada, Kabupaten Kolaka, dengan fokus pada perbedaan gender. Penelitian ini menggunakan desain kuantitatif kuasi eksperimen dengan skema nonrandomized control, pretest, and posttest design dengan 54 siswa yang dibagi menjadi kelompok eksperimen (27 siswa) dan kelompok kontrol (27 siswa). Kelas eksperimen menggunakan buku cerita bergambar *Petualangan Si Kancil* dan kelas kontrol menggunakan buku kurikulum 2013. Kelas eksperimen terdiri dari 11 siswa berjenis kelamin laki-laki dan 16 siswa berjenis kelamin perempuan, sedangkan kelas kontrol terdiri dari 10 siswa berjenis kelamin laki-laki dan 17 siswa berjenis kelamin perempuan. Instrumen yang digunakan adalah kuesioner tes tertulis. Data dikumpulkan melalui pengukuran pretest dan posttest kemampuan membaca dan motivasi dan dianalisis menggunakan Independent sample-t test, dengan uji prasyarat (Normalitas, Homogenitas, dan uji Hipotesis) yang dilakukan untuk memastikan validitas. Hasil penelitian menunjukkan bahwa buku cerita bergambar secara signifikan meningkatkan pemahaman dan motivasi membaca, dengan peningkatan yang lebih besar pada kelompok eksperimen dibandingkan dengan kelompok kontrol. Analisis berbasis gender menunjukkan adanya perbedaan yang mencolok, yang menekankan pentingnya mempertimbangkan gender dalam intervensi pendidikan. Temuan ini menunjukkan bahwa mengintegrasikan buku cerita ke dalam kurikulum dapat mendukung perkembangan bahasa, pengaturan emosi, dan keterampilan memori, memberikan implikasi praktis bagi para pendidik. Penelitian di masa depan harus mengeksplorasi efek jangka panjang dari buku cerita terhadap pembelajaran siswa di berbagai konteks yang berbeda.
Kata Kunci:	
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INTRODUCTION

Reading is the most important component of the learning process. By reading many things can be known and understood. Beginning reading in first grade aims to enable "students to read simple words and sentences fluently and accurately" according to Depdikbud (Hamidah et al., 2020). In line with this goal, beginning reading is given to children in first grade as a basis for further lessons (Taylor in Cao et al., 2023). With the ability to understand beginning reading, it will be easier for students to receive further learning. Stanovich (1986) stated that reading is an activity in applying linguistic skills by involving biological and psychological factors influenced by the environment with letters, syllables, words, and sentences as reading objects in the initial level or stage in learning to read reading learning in first grade. Children begin to learn the language when their parents talk to them. The basis of reading begins with reading for comprehension by oral stories heard through a child's experience in language knowledge. So basically children start learning to read when they are young from the experiences of interacting with the environment and their parents that they have gone through then they start to understand it (Mohebi & Meda, 2021).

Reading is not just a matter of voicing symbols but also observing, understanding, and thinking. Reading is not simple but a complex activity. Besides that, reading is the process of constructing meaning from print and other symbols (Wallin, 2021). It involves not only print and illustrations but also readers who bring their knowledge of the world and their past experiences to the process. Li & Chu (2021) stated that there are two main reasons for reading, the first is reading for pleasure and the second is reading for information. These reasons may influence learners to read as much as possible to get a lot of information, knowledge, pleasure, and even problem solutions from reading activities. Therefore, the ability to read text in any form will provide many benefits in our lives. Crispel & Kasperski (2021) stated that reading is a common thing in teacher education so teachers tend to teach with the methods used by the teachers who teach them. It means that reading

is an important skill. One of the most crucial aspects of learning is the approach teachers take in the classroom to support language acquisition. When readers read, they are also educated and motivated to learn; they use their reasoning, abilities, or techniques to deduce what they mean.

As international communication activities increase in the world, reading motivation is becoming increasingly important, and focusing on the four language skills and reading comprehension is very important in English language learning. Kreft & Viebrock (2014) also emphasize that reading motivation is very important for learners and improves learners' reading comprehension. Learners need to read and understand texts easily and effectively. Therefore, all EFL learners need to increase their reading motivation for better comprehension of written texts. According to Kreft & Viebrock (2014), reading comprehension is the process of constructing meaning from text. The goal is to understand the text, not to derive meaning from individual words or sentences. Reading comprehension is defined as the process of making meaning by coordinating a number of complex processes involving language, word reading, word knowledge, and fluency. According to Triliana & Asih (2019), reading comprehension is defined as the level of recognition of a text/message. This recognition comes from the communication between the written words and how they activate knowledge outside the text/message. Reading comprehension depends on the ability to understand words quickly. If word comprehension is difficult and poor, learners use too much of their processing ability to read individual words which interferes with their ability to understand what is read.

According to Triliana & Asih (2019), the levels of reading comprehension are Literal Comprehension, Interpretation, Critical Reading, Creative Reading, Sequential Comprehension, Summarization, and Inferential Comprehension. Tadele (2022) mentioned that reading motivation is a large number of motivations that learners should consider regarding their positive or negative ideas about reading. For example, learners who read for pleasure and interesting

approaches to support their understanding are highly motivated readers. Such learners usually regard reading as an important element in their daily activities, accept challenges in the reading process, and tend to be effective readers.

Reading motivation is one's own goals, ideas, and interests related to the title, action, and consequences of reading. Kennedy & Chinokul (2020) stated that it is crucial to motivate learners to read by giving them the opportunity to choose materials that they are interested in. In other words, readers want to read more when they are allowed to choose their reading materials because they should realize that reading is an enjoyable activity. Kennedy & Chinokul (2020) conclude that reading motivation is a large amount of motivation that students have to centre their positive or negative opinions about reading.

In addition, research by Strasser et al. (2013) found that there was an effect of certain reading styles on the story comprehension of preschool children in Chile, where the habit of reading storybooks achieved better understanding than those who did not after vocabulary and narrative comprehension skills were mastered. Grolig et al. (2019) stated that reading children's storybooks is a good predictor of understanding unique vocabulary, grammar, monitoring comprehension, and narrative comprehension. In addition, Grolig et al. also stated that reading children's storybooks with their peers has the potential to develop a series of early literacy skills that predict reading comprehension. Reading children's storybooks with friends has the potential to develop a series of early literacy skills that predict reading comprehension. According to research by Onuorah (2021), picture storybooks can help students in public elementary schools become more accustomed to reading, so gender has an impact on students' average reading habits after they have become accustomed to reading storybooks, but not a significant one.

Regarding reading motivation, Kao et al. (2016) claimed that students' motivation determines how well they learn. Reading motivation is one of the elements that influences reading comprehension achievement. Based on observations of the school on May, 24th, 2024, the author conducted interviews with Indonesian language teachers in eighth grade who said that children still struggle to understand text content, remain disinterested in learning to read, and have low reading motivation when learning Indonesian, particularly when it comes to reading abilities. Nonetheless, children should be aware of the media that can be used to teach reading to make it easier for them to understand and pique their interest.

Along with reading motivation and comprehension, gender plays a significant role in determining how well students comprehend the *Petualangan Si Kancil* illustrated storybook. This is because, despite extensive research, gender is still a topic that warrants discussion. Gender issues are very closely related to everyday life, and can be seen starting from the lowest scope, namely in the early childhood environment. The expectation of gender equality can be seen in one of the goals of the sustainable development program and this is an ideal (Esquivel & Sweetman, 2016). If equality in human development has not been achieved, the aspirations of the 2030 agenda for sustainable development may also not be realized. Inequality in human development will harm society and weaken social cohesion, meaning that the ability of society to unite is difficult to achieve.

To explore the problem of gender at the junior high school level, it is necessary to understand the meaning of gender itself. Gender is a complex and dynamic set of ideas, actions, and feelings about what it means to be male or female in a particular place, culture, and time (Mader, 2016). Gender is closely related to culture, which refers to the social classification of male and female selves, namely masculinity and femininity, in other words, the characteristics or stereotypes of being male or female. According to social learning theory, children will develop behaviours based on their gender according to the expectations of others who reinforce their behaviour and are encouraged not to develop behaviours that are considered inappropriate by the culture. Gender is considered important because in Indonesia there is still a lot of gender bias (Fatihayah & Simanjuntak, 2022). Gender bias is a condition that favours or harms. For example, when women are doubted in their ability to perform physical activities or

positions, and men are considered taboo to do household chores such as washing dishes, sweeping, and so on. One indicator of gender bias can be seen from the Gender Inequality Index (GII) ranking, which places Indonesia 103rd out of 162 countries in the 2018 index (UNDP, 2019). The issue of masculinity and femininity is a reflection of communication, both verbal and non-verbal. Language plays a role in shaping shared perceptions and agreements about the roles of women and men through cultural values and perspectives (Tabassum & Nayak, 2021).

To improve students' reading comprehension, *Petualangan Si Kancil* picture storybooks can be used. According to Susanti et al. (2023), students who are treated with images are more active because the presentation of images encourages students to know the meaning of the text. Picture storybooks convey their messages through illustrations and written text; both elements are equally important in the story (Mujahidah et al., 2021).

This means that picture storybooks are one of the simple media that make it easier for students to learn to read. There are many reasons to use storybooks in the classroom. Strouse et al. (2018) stated that children's development can interact with book features to influence their learning, so picture books directly have an interaction between children's developing abilities and book characteristics on children's learning. The children were very happy to read these books. Because of the shared social experiences that take place during the reading process, the entire group in the classroom laughs at the same time about the concepts and events found in the picture books. This practice elicits shared reactions of laughter, sadness, excitement, and anticipation, all of which can help build children's confidence.

METHODS

The purpose of this study in general is to determine how much influence the use of the *Petualangan Si Kancil* picture book has on students' reading comprehension and reading motivation based on gender. This study uses a type of quantitative research that involves collecting data so that information can be quantified and subjected to statistical treatment to support or refute alternative knowledge claims (Creswell & Creswell, 2018). Quantitative research also involves data collection which is usually numerical and researchers tend to use mathematical models as a data analysis methodology. So this research uses quantitative research.

Leedy & Ormrod (in Apuke, 2017) stated that quantitative research is specific in its surveys and experiments because this research is built on existing theories. This type of research uses quasi-experimental research with nonrandomized control groups; and pretest-posttest design. This design was chosen based on class nonrandomization. Cataylo et al. (2023) stated that quasi-experimental design involves non-randomized selection of research participants. Rahman et al. (2022) stated that the quasi-experimental scheme used is a nonrandomized control design, pretest-posttest design presented in the following Table 1.

Table 1. Scheme of Quasi-Experimental Design

Subject	Pre-test	Experiment	Post-test
E	DAN[1]	X	DAN[1]
C	DAN[2]	-	DAN[2]

Where:
E : Experimental Group
C : Control Group
X : Experiment
DAN[1] : Pretest
DAN[2] : Postest

The sampling technique in this study was purposive random sampling. Purposive sampling is a sampling technique with certain considerations with the aim that the data obtained is gained from people who have direct knowledge and experience of the phenomenon being studied. The samples in this study were 2 schools out of 6 junior high schools in Tanggetada District, Kolaka Regency, taken based on the criteria in the sampling process in the Tanggetada sub-district. The details can be seen in Table 2 below.

Table 2. Research Subject

Classes	Subjects	Selected Classes	Gender	
			Male	Female
IX$_A$	28			
IX$_B$	27	IX$_B$ (27)	11	16
IX$_C$	24			
IX$_D$	25			

The class was divided into two groups, an experimental group and a control group. In this experiment, the use of the *Petualangan Si Kancil* picture storybook as a medium in teaching reading was only applied to the experimental group. Picture storybooks are more meaningful than words. Through these pictures, children learn to understand the story and understand it. Apart from that, picture storybooks can teach you to recognize things that you have never seen in the real world. For the control group, the teacher only used textbooks without pictures. Meanwhile, the control group was not given any treatment.

This study aims to determine whether students' reading motivation and reading comprehension increase by using the *Petualangan Si Kancil* picture storybook. The reading motivation and reading comprehension questionnaires were obtained from results that had been validated and reliable, so there was no need to test validity and reliability). The factorial design (2x2 factorial design) is presented in the following Table 3.

Table 3. Factorial Design 2x2

Media Group	Control	Experiment	Total
Without BCB (X$_1$)	DAN$_1$	DAN$_3$	27
Using BCB (X$_2$)	DAN$_2$	DAN$_4$	27
Total Students			54

Where:
X1   : Without BCB (picture storybook)
X2   : Using BCB (picture storybook)
DAN$_1$: Reading Comprehension Class Control
DAN$_2$: Reading Motivation Class Control
DAN$_3$: Reading Comprehension Experiment Class
DAN$_4$: Experimental Reading Motivation Class

The authors designed two instruments in this research and analyzed the validity and reliability before collecting the data. Both data fulfill the validity and reliability standard then was used to collect the data. The analysis of the validity and reliability of reading comprehension instruments based on instrument testing is presented in the following result.

The results of the validity analysis based on the instrument trial were carried out by researchers by giving a test to 30 students who had the same level and the same level of accreditation in other schools. The complete analysis results can be seen in Table 4 as follows.

Table 4. Validity of Reading Comprehension Instrument

Number of Items	Valid	Invalid	Description
40	38	2	$R_{count} > r_{table}$

Furthermore, the reliability analysis of the student reading comprehension instrument test was carried out with the SPSS version 20.0 program as shown in Table 5 as follows.

Table 5. Reliability of Reading Comprehension Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.824	38

The second instrument is the reading motivation questionnaire. The analysis of the validity and reliability of the reading motivation instrument based on instrument testing is presented in the following part.

The results of the validity analysis based on the instrument trial were carried out by researchers by giving a test to 30 students who were in other schools. The complete analysis results can be seen in Table 6 as follows.

Table 6. Validity of Reading Motivation Instrument

Number of Items	Valid	Invalid	Description
30	28	2	$R_{count} > r_{tabel}$

Furthermore, the reliability analysis of the student reading motivation instrument test was carried out with the SPSS version 20.0 program as shown in Table 7 as follows.

Table 7. Reliability of Reading Motivation Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.908	28

Both instruments are declared valid and reliable so that they are suitable for use in this study.

This quasi-experimental study was used to analyze differences in reading comprehension levels and reading motivation of students based on gender in the Tanggetada sub-district, Southeast Sulawesi. The participants of this study were ninth-grade students of school A as the experimental class and ninth-grade students of school B. Before the two instruments were distributed to the participants, the two instruments were first tested for validity and reliability. The reading comprehension instrument and students' reading motivation were carried out in a different school, namely in the ninth grade of school B. This research took place from April 28 to September 30, 2024, in the Tanggetada sub-district, Kolaka Regency, precisely in 2 schools. In this study, the researcher acted as a facilitator. The observers in this study were each of the Indonesian language subject teachers in each of the selected schools in assisting the research team.

The data analysis technique in this study is the independent sample t-test. But first through the pre-requisite test, namely the Normality test, the Homogeneity test and the Hypothesis test, the test is continued using SPPS software Version 20. The results of the analysis in this study were completed by quasi-experiment method, which consisted of descriptive analysis and inferential analysis: (1) Descriptive concepts consist of research documentation, and descriptive analysis, whereas, (2) Inferential analysis results use pre-requisite tests and conditions tests, the pre-requisite test consists of normality and homogeneity tests, while the analysis requirements test uses inferential tests consisting of paired sample t-test and independent-sample t-test, However, before qualitative and quantitative tests are carried out, the reading comprehension and reading motivation instruments are first tested, then the data obtained will be converted and raised from ordinal data to Interval data using the MSI (Method Successive Intervale) application.

RESULTS AND DISCUSSION

Descriptive Analysis Result

The frequency of descriptive data is intended to provide a description of how the illustrated storybook *Petualangan Si Kancil* has an influence on reading comprehension and reading motivation based on gender, especially in ninth-grade students of school A and school B. The complete description analysis results of the experimental class can be seen in Table 8 and Table 9 below.

Table 8. Reading Comprehension Results of Experimental Class

Statistics		Pretest	Postest
N	Valid	27	27
	Missing	0	0
Mean		96.0370	112.7037
Std. Error of Mean		1.96224	3.06613
Median		95.0000	115.0000
Mode		100.00	120.00[a]
Std. Deviation		10.19608	15.93210
Variance		103.960	253.832
Range		35.00	70.00
Minimum		80.00	80.00
Maximum		115.00	150.00
Sum		2593.00	3043.00
Percentiles	25	90.0000	100.0000
	50	95.0000	115.0000
	75	105.0000	125.0000

Table 9. Reading Motivation Results of Experimental Class

Statistics		Pretest	Posttest
N	Valid	25	25
	Missing	2	2
Mean		99.1200	112.9200
Std. Error of Mean		2.10184	2.90856
Median		98.0000	115.0000
Mode		103.00	132.00
Std. Deviation		10.50920	14.54281
Variance		110.443	211.493
Range		35.00	50.00
Minimum		83.00	82.00
Maximum		118.00	132.00
Sum		2478.00	2823.00
Percentiles	25	90.5000	101.5000
	50	98.0000	115.0000
	75	108.0000	124.5000

Based on descriptive data in the experimental class tables above, the mean pretest and posttest reading comprehension scores of the experimental class were 96.03 and 112.70. The median pretest and posttest reading comprehension of the experimental class is 95.00 and 115.00 and the mode pretest and posttest reading comprehension of the experimental class is 100.00 and 120.00. The Standard Deviation of the pretest and posttest of reading comprehension of the experimental class is 10.19 and 15.93 while the variance of pretest and posttest reading comprehension of the experimental class amounted to 103.96 and 253.83.

The average (mean) pretest and posttest reading motivation of the experimental class amounted to 99.12 and 112.92. The median pretest and postest reading motivation of the experimental class were 98.00 and 115.00 and the mode pretest and postest reading motivation of the experimental class were 103.00 and 132.00. The Standard Deviation of the pretest and posttest reading motivation of the experimental class is 10.50 and 14.54. while the variance of the pretest and posttest reading motivation of the experimental class is 110.44 and 211.49.

The complete description analysis results of the control class in the two variables can be seen in Table 10 and Table 11 below.

Table 10. Reading Comprehension Results of Control Class

Statistics		Postest	Pretest
N	Valid	27	27
	Missing	0	0
Mean		110.6667	97.5185
Median		113.0000	100.0000
Mode		131.00	101.00
Std. Deviation		14.74919	10.22204
Variance		217.538	104.490
Minimum		81.00	81.00
Maximum		131.00	116.00
Sum		2988.00	2633.00
Percentiles	25	100.0000	91.0000
	50	113.0000	100.0000
	75	121.0000	106.0000

Table 11. Reading Motivation Results of Control Class

Statistics		Postest	Pretest
N	Valid	27	27
	Missing	0	0
Mean		113.8148	101.9630
Median		116.0000	105.0000
Mode		134.00	105.00
Std. Deviation		14.79095	10.56657
Variance		218.772	111.652
Minimum		84.00	85.00
Maximum		134.00	120.00
Sum		3073.00	2753.00
Percentiles	25	103.0000	95.0000
	50	116.0000	105.0000
	75	124.0000	110.0000

Based on descriptive data and histograms in the control class in Table 10 and Table 11 above, the mean pretest and posttest reading comprehension scores of the control class respectively were 110.66 and 97.51. The median of the pretest and posttest of reading

comprehension of the control class is 113.00 and 100.00 while the mode of the pretest and posttest of reading comprehension of the control class is 131.00 and 101.00. The Standard Deviation of the pretest and posttest of reading comprehension of the control class are 14.74 and 10.22 while the variance of the pretest and posttest of reading comprehension of the control class is 217.53 and 104.49.

Meanwhile, the mean of the pretest and posttest of reading motivation of the control class is 113.81 and 101.96. The median of the pretest and posttest of reading motivation of the control class was 116.00 and 105.00 while the mode of the pretest and posttest of reading motivation of the control class was 134.00 and 105.00. The Standard Deviation of the pretest and posttest reading motivation of the control class is 14.79 and 10.56 while the variance of the pretest and posttest reading motivation of the control class is 218.77 and 111.65.

Inferential Analysis

According to Kurniawan et al. (2023), inferential analysis is a statistical technique used to analyze sample data and the results can be concluded as a population. Inferential analysis consists of a pre-test of analysis requirements and a test of analysis requirements. The pre-requite tests were normality and homogeneity tests.

Data Normality Test

Table 12. Reading Comprehension Data Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Control	Experiment
N		27	27
Normal Parameters[a,b]	Mean	95.4815	111.0741
	Std. Deviation	10.56253	14.00804
Most Extreme Differences	Absolute	.110	.136
	Positive	.106	.119
	Negative	-.110	-.136
Kolmogorov-Smirnov Z		.572	.707
Asymp. Sig. (2-tailed)		.899	.699

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the analysis in the Kolmogorov-Smirnov Z line of Table, the Kolmogorov-Smirnov Z value in the absolute row of each variable is obtained as follows:
1. The experiment of reading comprehension of ninth-grade students of school A = 0.136, with a significance of 0,699 > α = 0,05, then H_0 is accepted. With the acceptance of H_0, it can be concluded that the data is normally distributed.
2. Control of reading comprehension of grade IX students of school B = 0.110, with a significance of 0,899 > α = 0,05, then H_0 is accepted. With the acceptance of H_0, it can be concluded that the data is normally distributed.

Table 13. Reading Motivation Data Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Control	Experiment
N		27	27
Normal Parameters[a,b]	Mean	96.6296	112.1481
	Std. Deviation	10.45925	14.02115
Most Extreme Differences	Absolute	.112	.134
	Positive	.112	.120
	Negative	-.106	-.134
Kolmogorov-Smirnov Z		.583	.696
Asymp. Sig. (2-tailed)		.886	.717

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the analysis in the Kolmogorov-Smirnov Z line of Table, the Kolmogorov-Smirnov Z value in the absolute row of each variable is obtained as follows:
1. The experiment of reading motivation of ninth-grade students of school A = 0.134, with a significance of 0,717> α = 0,05, then H_0 is accepted. With the acceptance of H_0, it can be concluded that the data is normally distributed.
2. Control of reading motivation of ninth-grade students of school B = 0.112, with a significance of 0,886 > α = 0,05, then H_0 is accepted. With the acceptance of H_0, it can be concluded that the data is normally distributed.

Data Homogeneity Test

Before carrying out inferential analysis to test the hypothesis that has been proposed, an analysis requirements test is first carried out regarding the equality of variances test based on Lavene's test through hypothesis testing as follows.

H_0 : Data comes from a population with the same variance

H_1 : The data comes from a population that does not have the same variance

By condition, if H_0 is rejected, then the data is not homogeneous. Or, if in Lavene's test $F_{count} \geq F_{table}$ with p-value $< \alpha = 0.05$, then H_0 is rejected. The complete statistical analysis results can be seen in Table 14 below.

Table 14. Test of Homogeneity Variance for Pretest & Posttest Data

Test of Homogeneity of Variances			
Reading Comprehension & Reading Motivation			
Levene Statistic	df1	df2	Sig.
.044	1	52	.835

Based on the results of Levene's test analysis in the table, the Levene statistic value = 0.044, df (df1, df2) = (1.52), significance is 0.835 > $\alpha = 0.05$, so H_0 is accepted. If H_0 is accepted, it can be concluded that the data supports the assumption that reading comprehension and reading motivation have the same variance (homogeneous).

After fulfilling the prerequisite test, the inferential the continues to the t-test. Paired sample t-test pre-test and post-test reading comprehension for students in the experimental class was presented in the following table.

Table 15. Paired Sample T-Test of Students' Reading Comprehension

Reading Comprehension	Paired Differences		t	df	Sig.
	Mean	Std. Dev			
Pair 1 Pretest Posttest	-15.592	12.83	-6.31	26	.000

Based on the results of data analysis in the Pretest-Posttest row in Table, the value of t = -6.31, with Sig. (2-tailed) = 0.000 < α = 0.05, then H_0 is rejected and H_1 is accepted. By accepting H_1, it can be concluded that there is a difference in the pretest and posttest of the experimental class, where the *Petualangan Si Kancil* storybook has a significant influence on the reading comprehension of students at school A.

Paired sample t-test pre-test and post-test students' reading motivation in the experimental class was presented in the following table.

Table 17. Paired Sample T-Test of Students' Reading Motivation

Reading Motivation	Paired Differences		t	df	Sig.
	Mean	Std. Dev			
Pair 1 Pretest Posttest	-14.59	12.83	-5.91	26	.000

Based on the results of data analysis in the pretest-posttest row of the Table, the value of t = -5.91, with Sig. (2-tailed) = 0.000 < α = 0.05, then H_0 is rejected and H_1 is accepted. By accepting H_1, it can be concluded that there is a difference in the pretest and posttest of the experimental class, where the storybook depicting the Petualangan Si Kancil has a significant influence on the reading motivation of students at school A.

Independent sample t-test for experimental class and control class for ninth-grade students at school A and school B.

Table 18. Independent Sample T-Test Experimental and Control Class

Independent Samples Test					
	Levene's Test for Equality of Variances		T-test for Equality of Means		
	F	Sig.	t	df	Sig.
Equal variances assumed	7.78	.007	-2.98	52	.004
Equal variances not assumed			-2.98	42.2	.005

Based on the results of data analysis in the Equal variances assumed row in Table, the $F_{count} = 7.78$ with Sig. (2-tailed) = 0.007 < α = 0.05, then H_0 is rejected and H_1 is accepted. By accepting H_1, it can be concluded that there is a difference between the experimental class using the mouse Petualangan Si Kancil picture book and the control class without using the *Petualangan Si Kancil* picture book.

Thus it can be concluded that students' reading comprehension abilities and reading motivation of students who use the *Petualangan Si Kancil* picture books are better than those who do not read picture books.

Discussion

The results of data analysis show that the *Petualangan Si Kancil.* storybook has a significant influence on the reading comprehension and reading motivation of ninth-grade students at school A and school B. Students who were taught using a picture storybook of *Petualangan Si Kancil* got higher scores compared to the pretest results. To improve reading comprehension and reading motivation, students can use picture story books. Students who were treated with pictures were more active because the presentation of pictures encouraged students to understand the meaning of the text (Paramita et al., 2022). This illustrated story about the *Petualangan Si Kancil* conveys its message through illustrations and written text. These two elements are equally important in a story. This means that picture storybooks are a simple medium that makes it easier for students to learn to read. This is proven by the difference in average scores between the pre-test and post-test.

The average post-test score for the experimental class reached 112.7037 > compared to the average pre-test score for the experimental class, namely 96.0370. Likewise, in the aspect of reading motivation, the post-test score was 112.9200 > compared to the average pre-test score for the experimental class, namely 99.1200. This shows that students' grades increased after carrying out the treatment. In other words, teaching reading using storybooks depicting *Petualangan Si Kancil* has a significant influence on students' reading comprehension and reading motivation. The results of the analysis show that there is a significant influence between picture story books on the reading comprehension and reading motivation of ninth-grade students at school A.

The data shows that the use of the storybook has a significant influence on students' reading comprehension and reading motivation, the value of which is significantly lower than alpha (0.00 lower ≤ 0.05). This is in accordance with the pretest and posttest results of the experimental group and control group. In the experimental group pretest, 6 students received a poor rating, 10 students received sufficient predicates, 4 students received quite good predicates, and finally, 13 students received good grades. Then, in the pre-test score of the control group, 16 students received a poor rating, 5 students received a sufficient predicate, 5 students received a quite good predicate, and 2 students received a good predicate. Based on the post-test results of the experimental group and control group using the independent sample t-test.

In the posttest experiment, there were no students who received very bad or bad ratings. No students received sufficient ratings. However, 7 students received a very good predicate, while 15 students received a good predicate, while 5 students received a fairly good predicate. In the control group, 19 students received a fair predicate, and 8 students received a quite good predicate. In the experimental group, 6 students received good grades, 17 students received good predicate and 4 students received excellent predicate.

There are several reasons why the use of image media is effective for students' reading comprehension and reading motivation. First, using pictures can be easily understood and reduce students' stress when learning languages that contain meanings that are more difficult to understand. This finding was confirmed by Roslina (2017) that adventure picture storybooks like *Petualangan Si Kancil* can improve students' reading comprehension and reading motivation, especially in ninth grade. On the other hand, the author believes that picture storybooks not only improve students' reading comprehension and reading motivation but also encourage students' attitudes and morality.

Apart from that, storybooks depicting the adventure of the main character, Si Kancil, can stimulate students' imagination, motivation and creativity. It is in line with the opinion of Hsiao & Shih (2015) that first, picture story books in teaching, are useful in developing activities that centred on children's education about the environment, apart from using picture books, we can investigate whether the instructions/guides in the picture book of the *Petualangan Si Kancil* can influence children's understanding of the importance of saving natural resources. Second, these findings are in accordance with the results of research from Surahman et al. (2023) that student motivation has a moderate effect on reading comprehension of student learning achievement. This means that there are other factors that influence students' reading comprehension achievement besides motivation, such as intelligence, attitudes, interests, and language learning strategies.

The calculations above use the SPSS version 20. program, which tests several factors such as the pretest and posttest of the experimental group, the pretest and posttest of the control group, and the difference in average between the experimental class and the control class in the two selected schools. The results show that the calculated f value is 7.78 with a significance of $0.007 > 0.05$. This means that there is a difference in influence between reading comprehension scores and reading motivation. Therefore, H_a stated that there was a significant influence from the storybook of the *Petualangan Si Kancil* on the reading comprehension ability and reading motivation of ninth-grade students at school A compared to ninth-grade students at school B who did not receive the experiment.

This is consistent with the findings of Onuorah's (2021) study, which determined the impact of children's library storybooks on the reading habits of public school students in primary classes 4 and 5 as well as the impact of gender on students' reading culture when exposed to storybooks. Nicholas (in Pratama, 2019) stated that students who visually encountered a picture book's drawings showed a moderate improvement in their overall comprehension of the story and their ability to repeat it. More importantly, students who watched the visuals while a story was read aloud in two different study environments showed higher indirect vocabulary acquisition than students who did not see the illustrations.

Villacorte's (2022) study revealed a significant difference in the pre-test and post-test performances of the third graders in reading before and after the utilization of small storybooks in learning comprehension skills. This shows that utilizing the small story books where stories and other activities are contextualized and suited to the needs of the pupils is an effective learning material in improving the reading skills of the third graders. Parwati et al. (2022) stated that concluded that the use of picture storybooks can increase students' reading comprehension. English teachers are advised to use picture storybooks because they can increase students' reading comprehension.

So the novelty of this research is that there is an increase in students' reading comprehension abilities and reading motivation by using a storybook of *Petualangan Si Kancil*. Character traits like honesty, discipline, perseverance, sharing, and assisting one another are recognized by kids through picture books, which serve as a supportive tool in the learning process and can subsequently increase their care for other people.

The character of Kancil, the mouse deer, in Indonesian classes, instructs pupils to avoid bullying vulnerable people and to always be resourceful in problem-solving. Aside from that, it can help pupils become more intelligent and refrain from bullying peers who are weaker than them, as well as improve the harmony of their friendships.

CONCLUSION

Based on calculations using paired sample t-test and independent sample t-test, the results show: 1) There is a significant effect of the Petualangan Si Kancil picture storybook on the understanding of ninth-grade students of school A and school B. This shows that the significant value is lower than alpha ($0.000 < 0.05$). This means that the use of the *Petualangan Si Kancil* picture storybook is effective on the reading comprehension of ninth-grade students; 2) There is a significant influence between picture storybooks on the reading motivation of ninth-grade students.

This shows a significant value lower than alpha (0.007 < 0.05). This means that the use of illustrated storybooks of the *Petualangan Si Kancil* is effective on the reading motivation of ninth-grade students; 3) There is a significant effect of picture storybooks on reading comprehension ability and reading motivation of ninth-grade students of school A and school B. This shows that the significant value is lower than alpha (0.000 < 0.05). This means that the use of illustrated storybooks of the *Petualangan Si Kancil* is effective in reading comprehension and reading motivation in ninth grade.

Results indicate that the picture storybook significantly improves both reading comprehension and motivation, with greater gains observed in the experimental group compared to the control group. Gender-based analysis revealed notable differences, emphasizing the importance of considering gender in educational interventions. These findings suggest that integrating storybooks into the curriculum can support language development, emotional regulation, and memory skills, providing practical implications for educators. Future research should explore the long-term effects of storybooks on student learning across different contexts.

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