

**THE APPLICATION OF WEBTOON TO IMPROVE STUDENTS READING
COMPREHENSION: A CASE OF SMPN 2 KARANGRAYUNG GROBOGAN IN
THE ACADEMIC YEAR 2022/2023**

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ABSTRACT

This research focuses on students' problems related to their reading comprehension. This research tries to examine the use of Webtoon application media for ninth grade students at SMPN 2 Karangrayung Grobogan. The aim of this research is to find out whether there is significant difference between students who are taught using Webtoon application and students who are taught without using Webtoon application as a learning media in class. The aim of this research (1) To investigate the reading comprehension of students taught using Webtoon application. (2) To investigate the reading comprehension students taught using Webtoon application. (3) To find out the significant difference between those using and taught without using Webtoon application. In this research, researcher used quantitative and qualitative research design as the design of study, by recruiting 30 students from one class in class IX students of SMPN 2 Karangrayung Grobogan as research subject. The data collection methods used are pre-test, post-test, and observation. Based on the students' pre-test and post-test results that have been distributed, it shows that the pre-test with a value of 55.1 and included in the poor category is higher than the post-test score with a value of 38.8 and included in the bad category. This shows that there is a significant difference between students who were taught without using Webtoon application getting high score while students who were taught using Webtoon application got lower scores. This is also in line with the statement given by students in the observations that have been given which state that most students are less motivated to improve their reading comprehension using the Webtoon application. Based on data analysis, researcher can conclude that the Webtoon application is less helpful in improve students' reading comprehension in class IX of SMPN 2 Karangrayung Grobogan.

Keywords: Reading, Reading Comprehension, Webtoon Application, SMPN 2 Karangrayung Grobogan.

A. Introduction

Language is very important tool for human life in the world. Without language human cannot communicate with others. English is an international language in modern

era, and it is very important for us to interact and communicate globally. In Indonesia, English has become one of the languages that must be learned by people.

One of the goals of learning English is to understand and produce

a text or writing that is embodied in the four different skills, namely, listening, speaking, writing, and reading. Reading is the one of the four talents that is still difficult for students to get used to in the teaching and learning process.

One of the fundamental learning skills that students need to acquire is reading. Wahyuni (2018) emphasized that reading is very important for students understanding of how to obtain information. Therefore, English teachers must be responsible for being able to improve students' reading comprehension, especially English reading skills.

A teacher of course must have good communication skills with their students, so students can understand the lessons conveyed by the teacher, this can also be called learning effectiveness. To extent to which a particular learning strategy succeeds in achieving the planned learning objectives is known as learning strategy efficacy. As English teachers, of course we must have effective learning methods and media so that students can easily understand the material presented.

Media is defined as a tool used by humans to communicate in

general or a tool used to exchange information. According to Suryani (2016), the media has a specific purpose to convey information from the sender to the recipient.

A Webtoon application has been used as media technology to enhance students' reading comprehension. According to Supitri (2019), the webtoon application is a good media for learning English because it is interesting to read and is one of the innovative applications as a learning media. This application is free and can be accessed anywhere. This application provides interesting media contains illustrated and colourful stories, so that students are interested in reading it.

Statements of the Problems:

1. To what extent is the reading comprehension of the student's taught using Webtoon application?
2. To what extent is the reading comprehension of student's taught without using Webtoon application?
3. Is there a significant difference between those who taught using and those who taught without using Webtoon application?

Related Literature

1. Definition of Reading

One of the four language skills that students need to master is reading. Farha & Rohani (2019) assert that reading a crucial skill for language acquisition. Reading can also help someone learn information from text. In addition, students can learn new information in their English learning by reading (Tatipang et al., 2020). Reading comprehension is one of the most crucial aspects of reading.

2. Reading Comprehension

Reading comprehension is an individual's ability to process text and absorb information received from a text. This ability can be influenced by their skills and abilities in managing the information they read.

In terms of understanding, there are various reading levels. Reading comprehension according to Westwood (2019) can be split

into 4, namely literal understanding, interpretative understanding, critical reading, and creative reading. The levels of reading comprehension can be explained as follows:

1. Literal Understanding

Reading for literal understanding, is reading comprehension that is used to obtain existing information and is expressed directly in a choice.

2. Interpretative Understanding

Interpretative understanding is understanding that involves reading between the lines or making inferences.

3. Critical Reading

Critical reading is reading applied to evaluate written materials.

4. Creative Reading

Creative reading is reading that involves going beyond the material presented by the writer.

As an English teacher, you should try to use interesting learning media to motivate

students to be more actives and not get bored quickly when the learning process take place, especially when reading English texts, which still sounds boring for some students. Become of that, researchers use Webtoon application stories to improve students' reading comprehension.

3. Webtoon Application

Webtoon application is a type of digital comic originativ from South Korea (Lynn, 2016). Another term for Webtoon is an application used to describe published online by Never Corporation that are published online. Presented in digital comic form which can be accessed via electronic media such as handphone, laptops, etc. According Djiwandono (2018), Webtoon can influence the way the younger generation views ideas that are read and painted. In the modern era of technological developments for learning, teachers are required to provide innovative, creative

and fun teaching so that it is easier for students to understand what the teachers want to convey. The right way to make learning fun is to use appropriate media and are in high demand by students in classroom learning. In short, the Webtoon application is one example of the success of smart media as well as an interesting and suitable way of teaching reading. This one of tools that can be used to develop reading literacy and interactive learning which is very accessible.

B. Method

In research design, researchers apply quantitative and qualitative research designs. There is one class of class IX students totaling 30 students who will be used as samples, namely class IX^G students at SMPN 2 Karangrayung Grobogan. In this study, researchers used reading comprehension tests as instruments: pre-test, post-test and observation. Each test consists of twenty multiple

choice questions, 20 pre-test questions are given to determine students' basic reading comprehension before being taught using media and 20 post-test questions are given to measure students' reading comprehension after being taught using media. Then observations are given to support the scores from the pre-test and post-test in the form of student statements before and after being taught using media. This research data was collected through pre-test, post-test and observation. In analyzing data collection, researchers applied several stages, namely 1) calculating student scores, 2) classifying student scores, 3) calculating average scores, 4) matching student statements through observations that have been given.

C. Finding and Discussion

Finding

1. Results of Pre-Test without Using Webtoon Application as a learning media

A pre-test was given to students before researchers used media as a learning tool. A pre-test sheet with 20 questions containing descriptive, narrative and recount text is distributed to students. The class was attended by 30 students from class IX^G. students just have 30 minutes to complete the 20 pre-test questions. Before the researcher used media as a learning tool, the pre-test was conducted with the aim of finding out students' basic abilities. This test's pre-test consists of multiple-choice questions with narrative, descriptive and recount text that students must comprehend, read and then select the appropriate response to complete. In summary, the average score for all IX^G class students value of 55.1. This statement is explained in the table and statistical formula below:

Table-1 **Pre-Test**
Frequency Distribution

Score	Frequency (F₁)	Mean (X_i)	F₁ . X_i
15-28	3	21,5	64,5
29-42	8	35,5	284
43-56	6	49,5	297
57-70	4	63,5	254
71-84	5	77,5	387,5
85-98	4	91,5	366
	30		1653

After obtaining the pre-test score results from the table above, the mean can use the following formula to determine the pre-test for all students in IX^G class:

$$\bar{X}_1 = \frac{\sum F_1 \cdot X_1}{\sum f_1} = \frac{1653}{30} = 55.1$$

The results of calculating the mean using the statistical data formula above show the students value of 55.1.

2. Results of Post-Test Using Webtoon

Application as a Learning Media

A post-test was administered to students in order to guide their reading comprehension after being taught using the webtoon application media. This test is to determine the increase in grades and reading comprehension among students in class IX^G. 20 multiple choice questions about the Webtoon text that had been provided by the researcher were covered by the post-test document that the students received. In this study, the question on the pre-test and post-test differed only was that the researcher added questions that students could work on by re-reading the Webtoon story that had been provided previously. picture on the question sheet. On a sheet that the researcher provided, the post-test was administrated, and students had 30 minutes to answer the 20 questions. Thirty

students participated in taking the post-test. and as a result, students in class IX^G got a total average value of 38.8. This statement is explained in the table and statistical formula below:

Table-2 Post-Test Frequency Distribution

Score	F ₂	X _i	F ₂ .X _i
20-25	2	22,5	45
26-31	4	28,5	144
32-37	11	34,5	379,5
38-43	5	40,5	202,5
44-49	4	46,5	185
50-55	4	52,5	210
	30		1166

After obtaining the post-test score results from the table above, the mean can use the following formula to determine the pre-test for all students in the experimental class:

$$\bar{X}_2 = \frac{\sum F_2 \cdot X_2}{\sum F_2} = \frac{1166}{30} = 38.8$$

The results of calculating the experimental class mean using statistical data formula above show the students value of 38.8.

3. Results of the Observation

Observations are given to students by researchers as supporting statements for the assessment results from the pre-test and post-test. As is known, the pre-test scores of IX^G students' class, where the pre-test was given before the students were taught to use the webtoon application as a learning media, were higher than the post-test scores of students after being taught to use the webtoon application as a learning media. In this observation, students are given 5 questions which will be answered with *yes* or *no*. The observation questions asked by researchers were concerning the usage of the webtoon application as a learning media in class. The following observation

questions were given to students by the researcher:

1. Is this your first experience using the Webtoon application? (Is this your first experience using the Webtoons application?). In the first question, 30 students answered *yes* and 0 answered *no*.
2. Do you experience difficulties when using the Webtoon application? (Do you experience difficulties when using the Webtoons application?) In the second question, 16 students answered *yes* and 14 students answered *no*.
3. Does the Webtoon application help you to improve your English reading comprehension? (Does the Webtoons application help you improve your English reading comprehension?) In the third question, 3 students answered *yes* and 27 students answered *no*.

4. Does the Webtoon application motivate you to read? (Does the Webtoons application motivate you to read?) In the fourth question, 9 students answered *yes* and 21 students answered *no*.
5. In practice, is Webtoon application easier to understand than reading without picture? (In practice, are Webtoons easier to understand than reading without pictures?) In the fifth or final question, 15 students answered *yes* and 15 students answered *no*.

In the statement above, researchers can conclude that students in the IX^G class were using the webtoon application for the first time and experienced difficulties when using it and it turned out that the webtoon application did not motivate students to improve their reading comprehension. This is

also in line with researchers who observed students when using this webtoon application in class, students were only interested in the images in the application and ignored the reading that was also in it.

D. Discussion

this research focuses on the application of the Webtoon application as a learning media in reading comprehension for class IX English students, more precisely class IX^G at SMPN 2 Karangrayung Grobogan. The aim of this research is to compare students' reading comprehension between students who were taught without using the Webtoon application as a learning media and students who were taught using the Webtoon application as a learning media.

In conducting this research, researchers found that several students in the class were unable to understand reading in English texts. Apart from

that, they are also less interested in learning English in class because it is difficult and sometimes boring. Based on these problems, researchers tried to apply interesting media to make students interested and motivated in English reading comprehension. Students' reading comprehension abilities before being taught using Webtoon application media are different from students' reading abilities after being taught using Webtoon application media. Their previous ability in reading comprehension of English texts was neither very good nor too bad.

In this research, the researcher involved one class, namely class IX^G. In the research in class IX^G, the researcher will teach students using and without using the Webtoons application as a learning media. One class will be taught with the same material and tests, where on the first day the IX^G class will apply text types of material

with pre-test assignments and on the second day the IX^G class will be given material and taught using the Webtoons application as a learning media.

Furthermore, this research also found significant differences between IX^G class taught using and without using webtoon applications as learning media. After getting the results of the pre-test data on the first day for students in class IX^G, it was found that the reading comprehension abilities of students who were taught without the Webtoons application media were not too bad. This is proven by a pre-test average of 55.1 with a total score of 1653, while on the second day students who were taught using the Webtoons application as a learning media were bad with a post-test average of 38.8 with a total score of 1166, which means there is no significant improvement in the pre-test and post-test results in the IX^G class. This is also in line with students' statements

in answering questions from observations where most of them thought that the application of this webtoon did not motivate or remind their reading comprehension.

Another result that researchers found when conducting research in the IX^G class on the first day where those who were taught without using the Webtoon application as a learning media received the same assignment, namely the Pre-Test and there was no difference in the assignments, the same as in the IX^G class on the second day where the students were taught using Webtoons applications as learning media also receive the same task, namely post-test. Meanwhile, students have different reading comprehension in class. There are students who have high levels and there are also students who have media and low levels. In addition, students who have a high level of reading comprehension can take the test easily, while students who have a media or

low level of reading comprehension will have difficulty taking the test easily. This is related to (Miller, 2018; Hung et al., 2015), student understanding is also important in the teaching and learning process. Therefore, some students in the IX^G class find it difficult to carry out assignments in class. Apart from that, the grades in the IX^G class only experienced a significant difference, namely a decrease and no increase.

D. Conclusions

1. The reading comprehension of class IXG Students of SMPN 2 Karangrayung Grobogan who are taught using Webtoon application media was bad. This is Shown by the post-test value of 38.8.
2. The reading comprehension of class IXG students of SMPN 2 Karangrayung Grobogan who are taught without using Webtoon application media was poor. This is shown by the pre-test value of 55.1.
3. There is a significant difference between class IXG tudents of

SMPN 2 Karangrayung Grobogan. In the experimental class which was taught using Webtoon application as a learning media and the control class which was taught Without using Webtoon application as a learning media. This is proven by the Pre-test and post-test results of students' mean reading comprehension. The results of pre-test scores were higher than the results of the post-test. It can be assumed that the use of Webtoon application as a learning media is less effective in improving students' reading comprehension, this is in line with students' statements in answering observation questions where the Webtoon application did not help or improve their reading comprehension.

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