
**THE EFFECTIVINESS OF WEBTOON APPLICATION AS LEARNING
MEDIUM FOR STUDENTS' READING COMPREHENSION
IN RECOUNT TEXT**

**(A Pre-experimental Study at eleven grade of
MA. Khairul Hikmah Academic Year 2022/2023)**

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Abstract

This study originated from the problem of weak reading comprehension of students. This research aims to find out whether webtoons can develop students' reading comprehension at MA Khairul Hikmah grade 11 academic year 2022/2023. This study uses pre-experimental research, which is research in which the dependent variable is not solely influenced by the independent variable. This can happen because there are no control variables and the sample is not randomly selected. The research design is the planning of how the research will be conducted. From the results of the pretest posttest conducted, there was a very significant increase. The average score at the pretest stage was 71.76, which increased to 81.28 at the posttest stage. The percentage increase of 14.69% found in both measurements (total score and average score) shows that this change is consistent between the total indicators and the average indicators. Data analysis also showed that the t-test value was higher than the t-table value, indicating a significant difference. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

Keywords : Reading Comprehension, Webtoon Application, Recoun Text.

A. Introduction

Language serves as a crucial communication system for humans, facilitating the exchange of information, ideas, and emotions through various mediums such as spoken, written, and gestures. It is an integral part of cultural and social identity, influencing human cognition, behavior, and understanding of the world. Language not only conveys knowledge and emotions but also encapsulates the values, histories, and perspectives that define different societies. Language is an important thing in our life because if someone cannot speak the language, it will be a serious situation because someone cannot talk to each other (Nafisah, Zuhrotun and Aditya Pratama 2020:404-417). Language is undeniably important in our lives, serving as a bridge that connects individuals and allows for meaningful communication. When a

person is unable to speak a language, it creates a huge barrier, hindering the basic human need to convey thoughts, emotions and ideas.

Students need to basic skills in learning English, one of which is reading. The most important thing about reading is that students need to understand what they read. Because reading comprehension is something that everyone needs, especially someone who wants to learn English as a second language. If you don't understand it in reading, the knowledge or information contained in the text becomes useless. Reading is a complex process involving multiple cognitive and linguistic components. These components include phonological awareness, decoding, fluency, vocabulary and comprehension (Catts, H. W., Adlof, S.M and Weismer 2006:278-293). English reading comprehension is the most important language skill in high schools where English is studied as a second language. Strong and strong reading skills are certainly very important in basic studies for students to achieve advanced education. However, the methods they teach through lectures and paper pencils are less relevant and effective in the 21st century. Students become passive, lose motivation, get bored and feel embarrassed by conventional teaching and learning.

Departing from the results of these observations and pretests, researchers tried an alternative as a new method in teaching and learning activities, namely by using existing technological media. Technology in Indonesia is currently developing rapidly and is increasingly advanced with the increasingly widespread adoption of digital technology. Various sectors have used digital technology, such as transportation, banking, health, government, education and many more (Handayani 2021:1778). Technology in Indonesia has been very developed, in fact many of the process activities in Indonesia have used existing technology as well as in the educational aspect can also be improved with technology and the question arises how technology can help students in developing students' reading comprehension.

Teaching media refers to the various tools and resources used by teachers to facilitate learning and enhance students' understanding of a particular subject or topic. One of the media that the researcher wants to try to improve students' reading comprehension is using pictures as media. therefore the researcher took the study

title with the theme “The Effectiveness Of Webtoon Application As Learning Medium For Students' Reading Comprehension In Recount Text”.

The main objective of this study was to improve the reading comprehension skills of students enrolled in MA. Khairul Hikmah grade 11 during the school year 2022/2023. To achieve this goal, this study aims to thoroughly investigate the implementation and effectiveness of using webtoon application as a dynamic learning media. Recognizing the challenges identified in students' weak reading skills, especially through observations and pretests, the researcher sought to introduce an innovative approach that utilizes technology to improve comprehension. By focusing on webtoon apps, this research not only sought to address existing difficulties but also explore the potential of modern technological tools in fostering a more engaging and effective learning experience for students.

Reading is one of the four skills that students must have in order to learn English (Nahar Sabiqun :2016). To Master reading skills, students need to know what reading is and what it means to read. For example, define reading as a transformational process in which the reader not only deciphers symbols on the page but actively reads the text in order to create meaning and understanding for herself. All aspects of the reading process are learned by students through reading. Reading is of course one of the skills students need to learn in English as a foreign language, because reading has become part of our daily activities (Lestari, D.P & Ayuningtyas, D 2020:68-77). In addition, through these activities, students develop language, experience, and reading comprehension, and change their way of thinking. Through reading, students can get a lot of information, knowledge, entertainment, and even solve problems.

Reading comprehension is one of the essential skills in learning at school (Lestari, D.P & Ayuningtyas, D 2020:68-77). However, not all students have good reading abilities and can understand the content of the reading well. Several factors that contribute to low reading abilities among students include a lack of interest in reading, inadequate reading skills and limited use of media in reading instruction. In other addition Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow Catherine :2002). It means reading absolutely something

that good for someone that want to look for the knowledge and it is extraordinary achievement if they can understand the language that written use in the book and know about the meaning about something that they read.

The purpose of reading is to gain knowledge, information and understanding about a particular topic or subject. Reading can also be a source of entertainment and relaxation, as we can immerse ourselves in fictional worlds and stories. Teachers play an important role in facilitating reading. Knowledge is her one of the variations a teacher can create. Students need motivation, background knowledge, strategies and skills to understand the text. Reading is a very enjoyable language skill for some students (Ningsih :2021). For example, teachers must take responsibility for customizing assignments and topics to suit the interests of their students and may seek to use technology as a variant of English learning to increase students' interest in reading.

The term “webtoon”, which is a portmanteau of the words “web” and “cartoon”, first used in Korea to refer to webcomics (Cho, H :2016). In the context of this article, “web” refers to “network” and “cartoon” refers to any and all types of comic series that are made accessible to consumers over a network known as the “internet”. Webtoons can be interpreted as a type of electronic comics, online comics, or digital comics that can be downloaded into smartphones, computers and other electronic devices.

Webtoon is a combination of web application and cartoon (comic book). Created in Korea, this webtoon was included in Naver's 2014 webtoon. The manga can be translated into animation to update characters and include story-related images. Interest in manga is very high because of its ability to attract readers. Comics should be used as learning media. This manga can also be read in various languages such as Indonesian and English (Arlin M & Roth G :1978).

Media that help teachers achieve their learning goals. Students can deepen their understanding of the material in class. Media benefits include: It attracts attention in the learning process, increases motivation and makes the learning process more interesting. This study uses a Webtoon application to improve students' reading and comprehension skills. If you use it, just download the webtoon application on your smartphone or laptop, open it, select the comic you

want to read later, select English and share the content of the conversation you read with the students. Given the opportunity, students like to read more in English, whether they are students or not (Raulan :2018).

The advantages of webtoon as a learning media below :

- a) Facilitate Students' Imagination: Webtoon allows teachers to encourage students' imagination with interesting visuals, triggering their imagination skills.
- b) Make Learning Easier: The use of Webtoon makes learning easier due to the incorporation of visuals and text, which can help students' understanding.
- c) Provides Immortality: Webtoon provides permanent access to materials, allowing students to refer back and deepen their understanding.
- d) Encourages Creative Skills: With the unique form of comics, students benefit from developing creative skills in designing and understanding stories.
- e) Interaction and Comprehension: Readers must interact with the clues in the comic as well as their background knowledge to understand the story in depth.
- f) Fun in Learning: Discovering interesting stories through comics can bring a sense of fun and interest in students in understanding the story.
- g) Appropriateness to Student Level: The simple language and easy-to-understand sentences are well suited to elementary and middle school level students.

And from the advantages above the Webtoon is certainly also a weakness. as for the weaknesses of the application Webtoon as a learning media brought this:

- a) Gender-based stories require student control, as not all stories are suitable for children under the age of 17. Stories may contain violence and may not be suitable for students. Therefore, more care should be taken when choosing stories.
- b) The words in Webtoons are sometimes difficult to understand. You have to look up dictionaries and take your time reading stories.
- c) Devices are required to read Webtoons and their use must be regulated. If you spend too much time on your device, your readers will get carried away and forget that learning is your number one priority (Husna Amalia Fadilah 2020:28).

The value of educational webtoon in the learning process is unquestionable. Sudjana and Rivai explained that in the teaching and learning process, comic media stimulates students' interest, makes the teaching process more effective, increases their interest in learning and increases their interest in viewing. Webtoon media learning should not use foul language and should use

words that contain images of knowledge messages. Webtoon materials take into account the interests of the reader and the language of the content, thus meeting the criteria for a good all-around reading. Images presented in cartoon form in comic book stories are because students prefer cartoon images. The material represents the narrative text through the dialogue of the comic characters. Narrative comic stories are not presented in their entirety, but rather according to the concept of partial episodes.

Based on the previous literature review, the following hypotheses will be formulated: Alternative Hypothesis (H_a): Using webtoon applications as learning media can have a significant effect on students' reading comprehension at MA. Khairul Hikmah. And Null hypothesis (H_0): Using webtoon applications as learning media cannot be significant effect on students' reading comprehension at MA. Khairul Hikmah, Methodology.

B. Research Methods

The method used in this study is the pre-experimental method. A Pre-experimental research are the dependent variable which is not solely influenced by the independent variable (Sugiyono 2010:109). This can happen because there is no control variable and the sample is not randomly selected. Research design is planning how research will be conducted. The research design used in this study was a single group pretest posttest design. In this model, the sample undergoes a pretest (first test) before being given treatment and at the end of the study the sample undergoes a posttest (final test). This design is used according to the goals that can be achieved, ie. we want to know the growth of science process ability and student learning outcomes after implementing a problem-based learning model.

A population is a group of individuals who share the same characteristics (Creswell 2018:142) The population of this research is students of class XI MA. Kahirul Hikmah since there was only one eleventh grade english class group, it would obviously be taken as a population study. A sample is a subject of the target population that researchers want to explore in order to generalize about the target population. In this study, the samples were all students of class XI MA. Khairul Hikmah which amounted to 25 students with 14 males and 11 females. The researcher chose this class as the subject of his research because the duration of

learning English in this class was longer than in other classes. Researchers hope this research can be completed earlier.

This study uses a reading test, which consists of two types of tests, the first is an essay test which consists of five questions about recount text as a learning instrument to determine student comprehension in finding main ideas and supporting details, and the second test is for them to retell the text they read according to their understanding. This test is given to find out how much the students' reading comprehension has improved. The test was given twice, namely the pretest at the beginning of the meeting and the posttest after treatment using the webtoon application, the questions given during the pretest and posttest were different questions, during the pretest the researcher used text from student textbooks while the posttest used webtoon as student reading text. The purpose of this research is to find out whether the use of webtoon applications can improve students' reading comprehension.

Data collection of this research using validity and reliability. Validity is an important key to effective research. If a search is invalid, it is null. Addressing validity is concerned with the nature of validity, what validity means, how to know if one has reached an acceptable level of validity, how to approach validity research standards and validity in design, inference, and conclusion (L. Cohen. L. Manion and K. Marisson 2018:245). And A test is considered reliable if information about test takers' skills and test scores is consistent over time. To confirm the test's reliability, researchers conducted an experiment.

To obtain reliable results, the authors calculate the mean and standard deviation of researchers using the following calculations : 1) Arithmetic Mean Score. 2) Variance and Standar deviation. 3) The reliability test 4) Level of difficulty. 5) Level discrimination. Data analysisi this research is the researcher uses a formula to assess students' reading comprehension test to colculated the individual score and Students' percentage the reading comprehension.

C. Discussion

The classification of the students' pre- and post-tests is related to the study's findings. The researcher passed the test twice in order to find the answers to the research questions from the previous chapter. The post-test was given after the

treatment to assess the students' writing abilities. The pre-test was given before the treatment to assess the students' abilities to write descriptive texts. Therefore, the post-test results may provide an answer to the study's first question, which seeks to determine how effective Webtoon applications are as learning medium for students' comprehension of recount text in MA Khairul hikmah.

Based on the pre-test data, the average score is 71,76, the minimum score is 65, the maximum is 81 and a standard deviation (statistical distance measure) of 5,254. Similar to the explanation in the pretest data, this data is also provided to illustrate the results of the score classification based on the score range, along with the frequency distribution and percentage for each category. The majority of the data, 76% of the total sample, fell into the "Fair" category with scores in the range of 61 to 75. This indicates that a small number of individuals performed well, although the number is less than the "Fair" category.

The results of these descriptive statistics describe the distribution of scores on the "Posttest" variable. according to statistical description data calculated with spss there are 25 data analyzed in this case. The minimum score range = 75 and maximum = 95. The average (mean) of the "Posttest" score is 82.28 with a standard deviation (std. deviation) of 5.631. Furthermore, (4 students) 16% of the data had scores in the range of 61 to 75 and fell into the "Fair" category, indicating an adequate performance. Overall, the majority of individuals in the sample performed well to very well (the "Good" and "Very Good" categories), while a small proportion achieved adequate performance (the "Fair" category). The classification results therefore indicate that the overall performance in the sample was positive and the majority of individuals achieved satisfactory scores.

This data is presented to detail the changes in an indicator between the pretest stage and the posttest stage, as well as showing the percentage of improvement that occurred. At the pretest stage, the accumulative total score was 1784 and the score increased to 2046 at the posttest stage. This increase indicates an improvement in the observed outcomes after the intervention. 69% indicates that the intervention was successful in consistently improving the outcome measured on that indicator, both in the total score and in the average score.

Overall, the results of this paired sample test provide strong evidence that there is a significant difference between the pretest and posttest scores after the intervention. The difference has a mean value of approximately -10.480 and has a very high statistical significance, with a p-value of less than 0.001. Thus it can be concluded that H_0 is rejected and H_a is accepted. In other words, webtoon application is very effective as a learning media to improve students' reading comprehension in recount text in grade 11 of MA Khairul Hikmah in the academic year.

This study was conducted to determine the effects of using webtoons as a learning medium to improve reading comprehension in 11 grade MA Khairul Hikmah Academic Year 2022/2023. According to research conducted by researchers, webtoon applications can improve students' reading comprehension. The author then applies the processing in a webtoon application and uses it as reading material for students. After treatment is administered, researchers will administer a post-test using the same question criteria as the pre-test, and based on the results, analyze how effective the webtoon application is at improving students' reading comprehension. In this study, she enrolled 25 students as a sample to measure the validity of the test content used. These results suggest that the intervention had a positive impact on improving students' comprehension and skills. This study provides strong evidence for the effectiveness of interventions in improving student performance and significant improvements in scores from pre-test to post-test. The t-test calculation gave a significant value of 18. Such large differences suggest that the results found are not due to chance alone, but rather represent actual differences between the pretest and posttest groups in this study.

Based on this finding, we can conclude that the null hypothesis (H_0), which previously assumed that there was no significant difference between groups, should be rejected. In short, the results of the study provide strong evidence that the interventions implemented have a significant impact on pre- and post-test inter-group score increases. In short, using a web cartoon application as a learning medium can be very effective in improving reading comprehension in 11 grade MA Khairul Hikmah.

D. Conclusion

This study aims to address the problem of students' weak reading comprehension skills at 11 grade MA Khairul Hikmah academic year 2022/2023. Researchers used webtoon as a learning media in an effort to improve students' reading comprehension skills. In the results of the research and its analysis, it was found that the use of webtoon as a learning media is very effective in developing students' reading comprehension skills, especially at MA Khairul Hikmah.

This result is supported by the increase in students' average scores from pre-test to post-test. Previously, the students' pre-test average score was in the sufficient category with a score of 71.76. However, after participating in learning using webtoon, the average score of students' post-test increased to 82.28, which is classified in the good category. Data analysis also showed that the t-test value was higher than the t-table value ($18.395 > 0.864$), indicating a significant difference. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This result implies that the use of webtoon as a learning media is very effective in developing students' reading comprehension skills at MA. Khairul Hikmah.

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