

**THE USE OF DIGITAL COMIC WEBTOON AS MEDIA TO IMPROVE
STUDENT'S READING COMPREHENSION IN NARRATIVE TEXT AT
SMA MUHAMMADIYAH 2 BANDAR LAMPUNG**

(Undergraduate Thesis)

Oleh

Nunik Febrianti
1813042014



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2024**

**THE USE OF DIGITAL COMIC WEBTOON AS MEDIA TO IMPROVE
STUDENT'S READING COMPREHENSION IN NARRATIVE TEXT AT
SMA MUHAMMADIYAH 2 BANDAR LAMPUNG**

Oleh

Nunik Febrianti

Undergraduate Thesis

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Department of
Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2024**

ABSTRACT

THE USE OF DIGITAL COMIC WEBTOON AS MEDIA TO IMPROVE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

By

NUNIK FEBRIANTI

In learning reading, the students of Senior High School students should be able to comprehend the text correctly. The main problem of this research was student's lack of reading skills and lack of media involvement. To help them with their reading difficulties, the researcher used Webtoon as the media in the process of teaching and learning. This research was intended to find out the improvement of student's reading comprehension in narrative text after got treatment by using Webtoon as media. This research was quantitative research with one group pre-test and post-test design. The population of this research was tenth grade students of SMA Muhammadiyah 2 Bandar Lampung with 33 students of X.5 as the sample. The instrument used in this research was reading test in multiple choice form. Pre-test and post-test were applied to collect the data and the paired sample t-test was used to analyze the data collected from both pre-test and post-test. The data showed that the students' mean score in the pre-test was 66.3, while the mean score of post- test was 81.5. The result of the paired sample t-test was 0.000, which was lower than 0.05. This indicates that the null hypothesis (Ho) was accepted, and the alternative hypothesis (Ha) was rejected. This suggests that Webtoon facilitates students to improve student's reading comprehension in narrative text.

Keywords: reading comprehension, webtoon, narrative text

Research Title : **THE USE OF DIGITAL COMIC WEBTOON AS MEDIA TO IMPROVE STUDENT'S READING COMPREHENSION IN NARRATIVE TEXT AT SMA MUHAMMADIYAH 2 BANDAR LAMPUNG**

Name : **Nunik Febrianti**

Students's Number : **1813042014**

Study Program : **English Education**

Department : **Language and Art Education**

Faculty : **Teacher Training and Education**



Advisor

Co-Advisor

Dr. Tyntun Sinaga, M.Hum.
NIP 19600622 198603 1 002

Novita Nurdiana, S.Pd., M.Pd.
NIK 231804870916201

The Chairperson of The
Department of Language and Arts Education

Dr. Sumarti, M.Hum.
NIP 19700318 199403 2 002

ADMITTED BY

I. Examination Committee

Chairperson : **Dr. Tuntun Sinaga, M.Hum.**

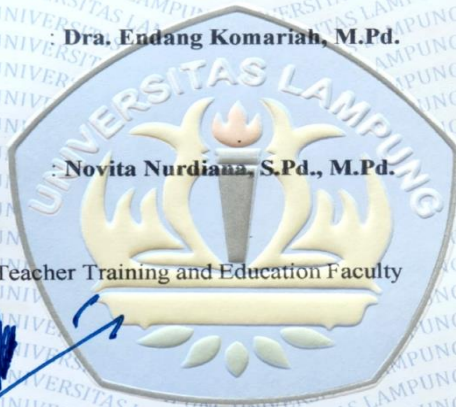
Examiner : **Dra. Endang Komariah, M.Pd.**

Secretary : **Novita Nurdiana, S.Pd., M.Pd.**

The Dean of Teacher Training and Education Faculty

Prof. Dr. Sunyono, M.Si.
NIP. 196512301991111001

Graduated on: **28 November 2024**



.....
.....
.....

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Nunik Febrianti
NPM : 1813042014
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Use of Digital Comic Webtoon As Media To
Improve Student's Reading Comprehension In Narrative Text At SMA
Muhammadiyah 2 Bandarlampung

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandarlampung, 23 Agustus 2024

Yang membuat pernyataan,



Nunik Febrianti

NPM 1813042014

CURRICULUM VITAE

Nunik Febrianti was born on 1st February 2000 in Bandarlampung, Lampung. She is the first child of two children in the family of Armaryan Widiyanto and Rabiatusun. She has a younger brother named Ali Maulana Ghifahri

She started her kindergarten study at TK Taman Siswa Teluk Betung and graduated in 2006. Then, she continued her elementary school at SD Negeri 1 Langkapura and graduated in 2012. Then, she continued her junior high school at SMP Negeri 4 Bandarlampung and graduated in 2015. In 2015, she registered and continued her senior high school at SMA Negeri 9 Bandarlampung and graduated in 2018. In the same year, she was accepted as a student in English Education, Department of Language and Arts, Faculty of Teacher Training Education, University of Lampung through selection of SNPMTN. After that, the researcher took part in teaching practice program (PLP) at SMAN 16 Bandarlampung. She has learnt and made so many experiences during her journey in college.

DEDICATION

This dedication is proudly dedicated to:

The Almighty, Allah SWT

My beloved father, Armaryan Widiyanto

My beloved mother, Rbiatun

My beloved brother, Ali Maulana Ghifahri

My beloved grandfather and grandmother

My beloved friends who always support me

My Almamater, University of Lampung

MOTTO

“And He found you lost and guided [you].”

(Q.S. 93:7)

ACKNOWLEDGMENTS

The writer would like to say the greatest praise and gratitude to Allah SWT., because of his grace and guidance the researcher could finish this undergraduate thesis. Shalawat is given to our Prophet Muhammad SAW., all of his family, friends, and all fellow Muslim

This script entitled "*The Use of Digital Comic Webtoon to Improve Student's Reading Comprehension in Narrative Text at SMA Muhammadiyah 2 Bandarlampung*" is one of the requirements for S-1 degree. The writer would not make it this far without any support and encouragements from so many kind people.

Therefore, the writer would like to express her gratitude to:

1. Dr. Tuntun Sinaga, M.Hum., as the first advisor, for his guidance, constructive ideas, encouragement, and support that help me to finish this script.
2. Novita Nurdiana, S.Pd., M.Pd., as the second advisor, for her guidance, carefulness, and ideas in supporting me finish this script.

3. Dra. Endang Komariah, M.Pd., as the examiner, for the constructive ideas, critics, and support in helping me finish my script.
4. Dr. Ari Nurweni, M.A., as the former head of English Education Study Program, for the encouragement in delivering me to finish this script.
5. Dr. Feni Munifatullah, S.S., M.Hum., as the Head of English Education Study Program, who has contributed directly and indirectly in this script.
6. My beloved parents, Armaryan Widiyanto and Rabiatus, who will never get tired of me, who will never give up on me and trust me, who will never stop praying for me. Thank you for everything, Ayah, Ibu.
7. The principal of SMA MUHAMMADIYAH 2 BANDARLAMPUNG, Mr. Teddy Amanda Halim, S.Pd. and the English teacher, Ma'am Neneng Hartati, S.S., who have accepted and helped me during my research. Also, the supportive students of X.5 who were being supportive in the classroom.
8. My beloved little brother, Ali Maulana Ghifahri who always cares for me in silence.
9. My grandfather and grandmother, Alm. Sariyana, Alm. Baharuddin and Jumilah, for their support mentally, spiritually, and materially.
10. My family in Bandar Lampung, Ernawati and Islan's family, who has been willing to help many things for me. Your kindness will not be forgotten.
11. My everlasting best friends, Annisa Agustina, Amartya Intan, Kintan Wanda Aulia, and Pashasalma Putri Garien, who always support and listen to my stories. You are so loved!
12. My girls in "APA AJA" group, Zahro, Dinan, Tifa, Tami, and Yasmin for

giving lots of color in my college journey and supported me during my ups and downs time.

13. My crazy lovely friends in "Pertemanan Sehat" group; Abia, Sismi, dan Dinanti. Thank you for the precious time that we have spent and made memories together, even though now we are far away yet still, you guys have become a part of my core memories. I'm so grateful for your presence in my life.
14. My sunflower friend, Raudah Nursasmita, who always cheers me up with her warm-hearted and inspiring words in my tough times.
15. My lovely students, specially Khansa Mutiara and Alya Shabrina, who always put a smile and laughter to me. The writer couldn't be grateful more for their presence.
16. My beloved friends in the English Education Study Program 2018 especially Class B. Thank you for all beautiful memories that we have done together.
17. Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and trying to give more than I receive. I wanna thank me for trying to do more right than wrong. I wanna thank me for just being me all time.

The writer hopes that this research will be helpful for the educational development and can be used as the reference for the future researcher who interests in conducting the similar field. The writer realizes that this script is still so far from perfection and there is still mistake or error made. Therefore,

the writer will appreciate the critics, comments, and suggestions.

TABLE OF CONTENTS

	Page
I. INTRODUCTION	1
1.1 Background of The Research	1
1.2 Formulation of Research Question	5
1.3 Objective of The Research	5
1.4 Uses of The Research.....	5
1.5 Scope.....	6
1.6 Definition of Key Terms	7
 II. LITERATURE REVIEW	 8
2.1 Concept of Reading Comprehension	8
2.2 Aspects of Reading Comprehension.....	9
2.2.1 Determining Main Idea	9
2.2.2 Finding The Specific Information	9
2.2.3 Finding Reference.....	9
2.2.4 Finding Inference.....	10
2.2.5 Finding Meaning of Vocabulary.....	10
2.3 Level of Reading Comprehension	11
2.3.1 Literal Comprehension.....	11
2.3.2 Inferential Comprehension.....	11
2.3.3 Evaluative Comprehension.....	12
2.4 The Stages of Reading Comprehension	12
2.5 Problem in Reading Comprehension	13
2.6 Teaching Reading Comprehension	14
2.7 Concept of Text	15
2.8 Narrative Text.....	16
2.8.1 The Structure of Narrative Text.....	17
2.8.2 The Language Features of Narrative Text.....	18
2.8.3 The Genres of Narrative Text.....	18
2.9 Concept of Digital Media	20
2.10 Concept of Digital Comic Webtoon	21
2.11 The Advantages and Disadvantages In Using Webtoon	22
2.11.1 The Advantage.....	23
2.11.2 The Disadvantage	23

2.12 Procedure of Teaching Reading Comprehension In Narrative Text By Using Webtoon Media	24
2.13 Previous Study	26
2.14 Theoretical Assumption	28
2.15 Hypothesis Testing.....	29
III. METHODOLOGY	30
3.1 Research Methodology.....	31
3.2 Research Design	31
3.3 Population and Sample.....	31
3.4 Variables of The Research	32
3.5 Research Instrument.....	32
3.6 Try Out of The Instrument	34
3.6.1 Validity	34
3.6.2 Reliability	35
3.6.3 Difficulty Level Analysis	37
3.6.4 Discrimination Power of The Test.....	38
3.7 Scoring System	39
3.8 Data Collecting Procedure.....	41
3.9 Data Analysis.....	42
3.10 Hypothesis Testing.....	44
IV. RESULTS AND DISCUSSION.....	45
4.1 The Implementation of The Research.....	46
4.2 Results of The Research	48
4.3 Normality Test	52
4.4 Hypothesis Testing.....	53
4.5 Discussion on Research Finding (RQ 1).....	54
V. CONCLUSIONS AND SUGGESTIONS.....	58
5.1 Conclusions	58
5.2 Suggestions.....	59
REFERENCES	59
APPENDICES.....	67

LIST OF TABLES

Table 2.1. Stage of Pre-reading, During, and Post-reading.....	12
Table 3.1. Table Specification of Try Out Test.....	37
Table 3.2. Specification of Pre-Test	38
Table 3.3. Specification of Post-Test.....	38
Table 3.4. Classification Scoring for Students' Rubric Assessment	44
Table 4.1. Result of Try Out.....	52
Table 4.2. Specification of Pre-Test Result.....	54
Table 4.3. Specification of Post-Test Result	55
Table 4.4. Normality Test of Data in Pre-Test and Post-Test	56
Table 4.5. Computation Paired Sample T-Test SPSS 25 Version.....	57

LIST OF APPENDICES

Appendix 1. Syllabus.....	63
Appendix 2. Lesson Plan.....	67
Appendix 3. Student’s Worksheet Meeting 1.....	79
Appendix 4. Student’s Worksheet Meeting 2.....	82
Appendix 5.Pre- Test Reading.....	85
Appendix 6. Post Test Reading.....	100
Appendix 7 Pre test and Post test answers.....	114
Appendix 8. . Webtoon Story 1 and 2.....	115
Appendix 9. Level of Difficult and Discrimination Power of Test.....	120
Appendix 10. Normality of Test.....	123
Appendix 11. Reliability of Reading Test.....	124
Appendix 12. T- Table.....	125
Appendix 13. Letter Research Permission.....	126
Appendix 14. Student’s Attendance List.....	127
Appendix 15. Documentation.....	128

I. INTRODUCTION

This chapter presents some aspects underlying the topic of research. They are background of the research, formulation of research question, objective of the research, significant of the research, scope, and definition of the key terms.

1.1 Background of Research

English, as a universal language, has become known as the most commonly used language globally, used in everyday interactions by individuals with different mother tongues and national origins. Reading is one of four skills taught in teaching English besides listening, speaking and writing. Reading has a lot of benefits for language learners such as reading for certain information, in this case they are reading to learn certain material, or they are reading just for fun. In language learning, reading is a great way to get started because it is the most ideal way to learn a foreign language in written form (Harmer, 2007).

Harmer (2002) states that reading provides students a good model for English writing, an opportunity to study vocabulary, grammar, punctuations, and also gives a real illustration on how to construct sentences, paragraphs, or a passage. In addition, Nation (2008) says reading is a source for people to obtain knowledge or information as it can widen our minds by getting the ideas and associating them with our prior knowledge. Reading becomes something crucial and indispensable for the students because through reading they can get information from text that can increase their knowledge. So, it is reasonable to say that everyone should be able to read.

Based on Idris S.,Fithriani, R.,Saidurrahman, Salmiah,, M.,& Hamidah, S.(2019), One among skills tested in any English language proficiency test is reading

comprehension skill. In order to understand the meaning of the text, students should have reading comprehension. Reading comprehension is an active process that involves some elements such as the reader, the text, and the activity so people can draw the meaning from the text. According to Harris (1995) define reading comprehension as the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text. Thus, in comprehending the text, there are some aspects that can help us. According to Nuttal (1982), there are five aspects of reading comprehension that the students must have such as determining the main idea, locating references, making inferences, detailed information, and vocabulary mastery.

Reading comprehension plays an important role in understanding the text. Based on Curriculum of 2013 for Senior High School there are several kinds of reading texts. One of the reading texts that should be learned and mastered in the first grade of Senior High School is a narrative text. The goal of Standard of Competency and Basic Competence (SKKD) for Senior High School is the first grade students of Senior High School should be able to comprehend narrative text both in spoken and written forms. Narrative text is a text written in a series of events that happens chronologically. It has the orientation, complication, and resolution. According to Arini (2022) narrative text can be fiction and non-fiction. Moreover, the purpose of narrative text is to entertain the readers by experiencing in actual of imaginary ways because narrative text deals with chronological problems that have values in each story.

However, reading and understanding English texts become complicated for EFL students because English is not their mother tongue, so most of them still find difficulties in reading comprehension. It is proven that English achievement in Indonesian schools is still low. Based on Index Mundi, it is sadly seen that the rank of Indonesia in literacy is classified in a very low rank. In fact, based on Programme for International Students Assessment (PISA) 2015, shows that Indonesian students over

15-year-old ranked the lowest in basic reading skill compared to their peers in other countries. Indonesia is in 51st position among 57 countries on five continents. Then, based on Education First (EF) 2018, English proficiency index of Indonesia in the low position along with 20 other countries. The Indonesian student average value is 51.58, which is in the ranked 51st among 88 countries. Compared with the neighboring countries, Indonesia fell far below Singapore which is on number 3 with 68.63 average value in very high position, also left behind from Philippines ranked 14 with 61.84 average value and Malaysia ranked 22 with 59.32 average value in the high position.

In reference to the previous matters, a previous research conducted by Nisak (2021) shows that there are difficulties faced by the student's reading comprehension especially in finding the meaning of a word which is related to the vocabulary mastery, it has the highest difficulty faced by the students and detail information has the least difficulty in reading aspect. Second, Rahmanita (2021) found that there is a lack in students' interest in reading, as well as the lack in selecting an ideal reading material due to the low creativity from the teachers in utilizing the media technology in the teaching and learning process.

Third, a previous research by Rahman (2018) in practice, many Indonesian students experience challenges with reading literary works written in English. Narrative text similar with text-based, so students who are dealing with hypertexts might feel bored. Since, students often find difficult to understand because the lack of media used in the learning . As a result, the students did not show the interest in the learning process to read and comprehend narrative text well. Therefore, an appropriate media must be selected in order to increase students' reading comprehension in narrative text.

Teaching with media is one of interesting ways for teaching and learning in the classroom. According to Hamalik (1986) the use of media in teaching and learning can generate new desires and interests, to encourage motivation and stimulation and

learning activities. Moreover, teaching reading narrative text by using media is seen helpful because narrative text is usually written in a long text that should be understood by the students.

One of media that appropriate is through Webtoon media. By the times in this era, the relationship between education and technology has been well established. One of technology that can be used for increase reading ability is Webtoon. Generally, Webtoon is known well as a digital comic application developed by the Korea Naver Company. It can be accessed on, provides several languages, various genres, and some of them are given a background sound. According to Krashen (2008 cited in Apriani 2014), the comic book includes a large amount of uncommon and academic vocabulary terms. This can help the students with their reading difficulties. This idea supported by Fatimah & Raulan (2018) claimed the benefits given by using Webtoon which the students are interested to be independent readers because they can express their idea and enhance their vocabulary. Using Webtoon can stimulate the students to imagine and visualize the story. So, when the students already have an interest in reading the text, they will try to focus on the text to get a reading purpose.

Lately, there has been some research that focuses on Webtoon as a media in the class. A study conducted by Suhartatik, Yulita Pujiharti, Amanah Agustin, and Loesita (2021) indicates that Webtoon has the potential to improve students' self-learning, especially for reading activities. Istiqlal N.A, Utami P.P, and Kartini D (2021) say that Webtoon can increase the student's vocabulary mastery. However, based on the previous research mentioned above, there is still a lack of information about the use of Webtoon, especially in reading comprehension for narrative text. They didn't specify what kinds of English text were used in the research, It is only a reading passage or printed text. Therefore, to fill in the gaps of previous studies, this study focuses on the use of Webtoon as the media to improve students' reading comprehension in narrative text for tenth graders.

So, based on the problems and the reasons above, the researcher is intended to find out whether or not the students' reading comprehension for narrative text improve after the students are taught by using Webtoon as media. Therefore, the title taken in this study is "The Use Of Digital Comic Webtoon To Improve Students' Reading Comprehension In Narrative Text At SMA Muhammadiyah 2 Bandarlampung".

1.2 Formulation of Research Question

This research is about the use of Webtoon to improve student's reading comprehension especially in narrative text, the problems of study are as follows:

1. Is there any significant improvement in student's reading comprehension for narrative text after the students are taught by using Webtoon as media?

1.3 Objective of The Research

From the statement problem above, this research is conducted with purposes as follows:

1. To find out whether or not there is significant improvement of students' reading comprehension in narrative text by using Webtoon as media.

1.4 Uses of The Research

In this study, the researcher expects that the research paper has benefits:

1. Theoretically

The study intends to explain the use of Webtoon toward students' reading comprehension, especially in narrative text.

2. Practical Benefit

The result of this study intends to be useful for the students, English teachers, and institutions:

a. For teacher

The result is expected to be useful for the writer herself and for the entire English teachers who might use this media when they teach reading. Also, English teachers can enrich variation media for teaching reading. English teachers can use the media to give a solution to students, especially in teaching reading comprehension for narrative text.

b. For students

The research can give a solution for the students to understand in studying English, especially in mastering reading comprehension for narrative text. Students can optimize their reading ability and be more motivated in learning English. So, the students will get more interested to learn English than before and they have a good perception that English is not difficult.

c. For the readers or other researcher

The use of Webtoon can be helpful as a source of references for the researcher who wants to conduct research in English teaching and learning especially for students' reading comprehension, especially in narrative text.

1.5 Scope

In this research, the researcher focuses on the improvement of students' reading comprehension in narrative text by using Webtoon. This research is conducted for the first grade of Senior High School Muhammadiyah II. This study conducts a pre-experimental one-group pretest - post-test design. The sample is tenth grade students Senior High School of a chosen class. The sample is chosen using simple random sampling.

1.6 Definition of Key Terms

To avoid misunderstanding the concept used in this research, the writer must provide some definitions of the terms used in this research. Those are:

1. Webtoon

The term "webtoon" refers to a combination of the words "web" and "cartoon" (comic). It was invented in Korea to introduce the web comics that were developed by Naver in 2014. Comics are a type of visual art in the form of a written story that consists of characters, speech balloons, and images to express the meaning of the story.

2. Digital

a form of modernization or renewal of the use of technology which is often associated with the appearance of the internet and computers.

3. Media

a tool or means used as an intermediary or connector to achieve something. It can be the form of audio, visual, and audiovisual.

4. Reading Comprehension

Reading comprehension is how we process what we read simultaneously and construct the meaning by ourselves so that we can draw the meaning of the text.

5. Narrative Text

Narrative text is a kind of English text that contains an imaginative story in connected chronological events so that the readers can feel entertained.

II. LITERATURE REVIEW

This chapter discusses the following points; concept of reading comprehension, aspects of reading comprehension, level of reading comprehension, the stages of reading comprehension, problem in reading comprehension, teaching reading comprehension, concept of text, narrative text, concept of digital media, concept of digital comic Webtoon, the advantages and disadvantages of Webtoon, procedure of teaching reading comprehension in narrative text by using Webtoon media, previous study, theoretical assumption, and research hypothesis.

2.1 Concept of Reading Comprehension

Reading is usually associated with reading comprehension. Reading comprehension is commonly defined as the process of comprehending texts. According to Elizabeth (as cited in Arini 2013), reading comprehension is not only about words recognition but also it is about how a reader can construct meaning from printed symbols as the outcome of the comprehensive reading. Word reading is a process where the reader can decode the symbols on the page and comprehension means after decoding the symbols, the readers can understand and interpret the meaning of the words and sentences. Klingner, Vaughn, and Boardman (2015) say that reading comprehension is the effort in constructing meaning through some complex processes such as word reading, world knowledge, and fluency. It can be seen that reading means not only looking at words as graphic symbols but also having a knowledge-sharing with our own or others to improve our fluency to make a new perspective and comprehension about the situation related to the reader's goal. This idea is also supported by Mickulecky and Jeffries (2007) who also mention something about comprehension that says it is not just about recognizing and comprehending words, but also about relating the text's idea to the reader's knowledge.

Based on the statement above, it can be concluded that reading comprehension is needed in the reading process. Reading with comprehension means that the readers must construct the meaning and connect it with the reader's prior knowledge to obtain the meaning clearly, interpret the meaning, and create many ideas or new perspective.

2.2 Aspects of Reading Comprehension

This sub-chapter discusses about the four aspects of reading comprehension. According to Nuttal (1982), there are five aspects of reading comprehension that the students must know in order to comprehend the text well, they are:

2.2.1 Determining Main Idea

The main idea of paragraph is intended to be the important point when we read the text, because the main idea is giving the readers the information about the topic of the text that the author wants to communicate with. The skill in finding the main idea is necessary for the students as it can make the students easier to summarize each paragraph. Usually the main idea of the paragraph is at the beginning or the end of the sentence.

2.2.2 Finding Specific Information

Specific information indicates the exact or precise fact or description from the text. Specific information is intended to develop the topic sentence by providing definitions, examples, fact comparisons, analogies, cause and effect and data. To be able to get specific information of a text, the students need to scan the text by looking at the particular words related to the information needed.

2.2.3 Finding Reference

Reference is something that has previously been stated or will be mentioned in the preceding or next paragraphs. Understanding the material

you're reading will depend on your ability to detect and identify contextual references. By identifying the text and utilizing your common sense and knowledge of the text, you may figure out what references signify, because when you read English texts, you will find many kinds of examples such as he, she, they, her, his, its etc. The author uses those short common words to avoid a repetition. So, it is important for you to understand what those common words refer to.

2.2.4 Finding Inference

Inference is defined as any logical step that leads to a conclusion based on facts or reasoning. When reading a book, inferences are crucial. Making inferences is an important reading comprehension ability as it can make the students use their own experiences and critical thinking to help them figure out what is not directly said in the text.

2.2.5 Finding Meaning of Vocabulary

We are unlikely to recognize every word in a text, and even if we believe that we have seen the word previously, we are unlikely to have seen a term in its current context because in English one word has various meaning depends on the text. One of the ways in finding the meaning of vocabulary is by looking at the clues, synonym, antonym, or the context of a text. Additionally, we can also try to find the meaning of the vocabulary by understanding one or two previous sentences in the text. Considering the theories presented above, those five reading sub-skills are important in understanding a text. As a result, the writer employs all of the reading sub-skills in this research.

Regarding the theories above, those five reading aspects specified by Nuttal (1982) are important to comprehend a text. Therefore, the researcher will use all reading sub-skills in case of setting a reading comprehension test in this research.

2.3 Level of Reading Comprehension

According to Kennedy (2010 as cited in Pratiwi 2020), there are kinds of reading comprehension:

2.3.1 Literal Comprehension

Literal comprehension is reading with the purpose of understanding, remembering, or recalling the explicit information given in a text. It means that readers can understand what the text says. This comprehension focuses on the readers' ability to find explicit information. This is an important level of understanding because it opens the way for more advanced comprehension. You couldn't proceed much farther if you didn't understand the text at this level. Here are examples of the type of information that could be identified as literal meaning:

- a) The main idea
- b) Stated facts
- c) The sequence of events
- d) Characters in the story

2.3.2 Inferential Comprehension

Inferential comprehension is known as the process of analyzing what the text means implicitly so that the reader can get information. This information is then used to identify deeper meaning that isn't presented openly. Inferential meaning asks you to examine the text and come to a conclusion. The following are some examples of information that might be classified as inferential meaning:

- a) Generalizations
- b) Cause and effect relationships
- c) Future predictions
- d) An unstated main idea

2.3.3 Evaluative Comprehension

Evaluative comprehension is when the readers are asked to make their own opinion by analyzing and comparing information from the text based on their values and knowledge. The example of this comprehension is achieving the moral value from a text.

2.4 The Stages of Reading Comprehension

According to Murcia (2014 as cited in Diniarti 2019), improving one's reading ability may be divided into 3 stages. It would be explained in the table below.

Table 2.1 Stage of Pre-reading, During, and Post-reading

Reading Lesson Stages	Objectives
Pre - Reading	Establish a purpose for reading Tap prior knowledge Provide information needed for comprehension (e.g., key vocabulary, important concept, background) Set up expectations Stimulate interest Build confidence and interest
During - Reading (Whilst-Reading)	Guide reading to facilitate comprehension Helps students construct meaning and monitor comprehension. Give students opportunities to connect what is read with

	<p>what is known, to evaluate what is being read to support on going summarization.</p> <p>Promote discussion that support comprehension and strategy development</p>
Post - Reading	<p>Check comprehension</p> <p>Explore how text organization supports comprehension</p> <p>Provide opportunities for fluency development</p> <p>Give students opportunities to summarize, synthesize, evaluate, elaborate, integrate, extend, and apply text information</p> <p>Ask students to critique the author and aspect of the text (e.g., content)</p> <p>Establish and recognize comprehension successes</p>

Based on the table above, Murcia classified three stages of reading into Pre-reading, During-reading, and Post-reading. During pre-reading, students develop or build their purpose for reading, connect with their prior knowledge, study and preview the material. During reading, students construct the meaning of the text to comprehend or grasp what they are reading. Then, post-reading is a step in which students assess their comprehension by discussing the material and answering questions.

2.5 Problem in Reading Comprehension

People will experience challenges when doing something as well as when reading. When reading, the reader encounters a variety of issues. Because English is a foreign language in Indonesia, reading it may be difficult. The major issue that students or persons learning English encounter is a lack of vocabulary.

According to Nisak (2021), the most dominant factor contributes to the students' difficulties in comprehending English reading text is students' background knowledge while the least dominant is sentence problem. Readers may experience

difficulty in reading if they do not have prior knowledge of the literature they want to read. This idea is also supported by Grabe and Stoller (2011), if the reader does not have a background or linguistic understanding, they will have difficulties in reading. According to Deviyanti (2020), challenges encountered by EFL and ESL students include students want to read faster but don't know how to enhance their reading speed, students lacking vocabulary, students lacking prior information, and students failing to read outside of class.

2.6 Teaching Reading Comprehension

According to Brown (2004) teaching is the process of directing and facilitating a learning, allowing the students to learn and create the environment for learning. It signifies that teaching is an activity that helps someone or students to have a better comprehension of knowledge and facilitate learning. Teaching involves not just passing on knowledge to students, but also, hopefully, changing their attitudes.

Tankersley (2003) states that reading comprehension must be taught with the purpose for developing comprehension concepts and competencies, building background information, expanding vocabulary, and building understanding and comprehension abilities. It means that the teacher must understand how to approach all sorts of texts in order to help students in understanding the meaning of the text.

Based on the theories above, teaching reading comprehension is an activity in which the teachers teach and guide the students in a learning process to help or facilitate the students in comprehending the text by obtaining the meaning and information from the author in a text.

In teaching reading comprehension, there are some principles that the teachers must pay attention as their guidelines when teaching reading comprehension to students.

Based on Harmer (2007), the principles in teaching reading comprehension are presented below:

Principle 1: Reading is not a passive skill

Principle 2: Students should be taught to respond to a reading text's content rather than just its language

Principle 3: Students must be engaged in what they are reading.

Principle 4: Prediction is an important aspect of reading.

Principle 5: Connect the task with the topic

Principle 6: Good teachers make full use of reading texts

Based on the theories above, six principles can be used as a guideline in teaching reading comprehension. It indicates that teaching reading comprehension requires more than just reading the text, and we must understand how to teach reading comprehension in order to teach pupils. Students and teachers can work together to make the teaching process more effective while teaching reading comprehension.

2.7 Concept of Text

Text is one of the main elements that contribute to our communication. When communicating with people, not only we speak orally by words but also texts are used by people to communicate in language. Text, according to Nisak (2021), is more likely to be seen as a discourse; nonetheless, text is only given in written form. There are some kinds of texts in learning English. There are two main types of text: literary and factual. Literary texts are those that are written to arouse emotion and imagination, such as stories, movies, screenplays, folktales, novels, and song lyrics. This category includes three major literary types: narrative, poetic, and dramatic. While factual text conveys information or ideas with the purpose of showing, telling, or persuading the readers. There are six main types including descriptive, procedure, recount, exposition, explanation, and narrative. The texts are not all the same. The goal of the text and the linguistic qualities are two elements that explain the

differences among the texts. Each type of literature is constructed differently to achieve its goal. In this research, the researcher uses narrative text for reading test.

2.8 Narrative Text

Narrative text is a kind of English text that has been given to students at Senior High School according to the curriculum 2013. Narrative text is a text that tells a story in a chronological event or experience. According to Rebecca (2003), a narrative text is one that tells a sequence of events that are caused or experienced by situations and are related logically and chronologically. Furthermore, she says that understanding the storyline, topic, characters, events, and how they relate to one another is essential to understand a narrative.

The main purpose of narrative text is intended to amuse or entertain the readers. According to Anderson and Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It is the same as in reality that people usually read the narrative text for pleasure.

According to Suzanne and William (1985) in a narration, a writer should present events in a true order as one of the elements. It will make a story clearer to the readers. Daniel (1993) also said that the important things in the narrative are chronological of events and problem. The problem is a characteristic of narrative text. It makes the narrative text is different in other text. For example, in descriptive text, the writers just describe people or things, but in narrative text, the writer should arise a problem that the main character should face it and solve it.

In addition, according to Chatman and Aubrey (1993 cited by Arini 2013) there are four elements consisting in narrative text, they are:

a) Characters

Characters are a person or a creature that involves in the story. They can be divided into main characters and supporting characters. Characters play the most important element in the narrative text because the story cannot be made if there is no doer. The

author presents a character based on their personality and physical appearance. Then the author decides how the character behaves, talks, and reacts a problem.

b) Plot

Plot is the sequence of events in a story written by the author. The plot describes a series of events from beginning to end. The plot itself has three categories that are commonly used by authors, namely forward flow, flashback flow, and combination plot.

c) Setting

Setting in a story can be a place, atmosphere, or time. There are three main elements in the setting or background, namely setting of place is related to the place where the events in the short story take place. Next, setting of time is related to when the event occurs. Also background of the atmosphere is related to the atmosphere or feelings in an event.

d) Conclusion

At the end of the story, the author takes the action to a climax, which is the most intriguing part of the entire story. The events are then brought to a "conclusion," in which the writer gathers all of the main events that happens in the story and explains how they affect the characters.

The writer concludes that narrative text is a kind of text that describes a chronological event to entertain and give a moral lesson to the readers through a series of connected chronological events supported with some elements such as characters, plot, setting, and conclusion.

2.8.1 The Structure of Narrative Text

An effective narrative text has several significant characteristics which a reader may use as standard to guide his reading. Hardy and Klarwein (1990 as cited in Arini 2013) stated that the organization of narrative text are:

- a) Orientation: The introduction of a story. It tells the readers about the character, characterization, and setting of a story.

- b) **Complication** : This is a part of a story where a problem arises in the story. The problems are usually caused by the characters through a sequence of events that happen in the story.
- c) **Resolution** : This part is where the problems are resolved for better or worse. The solution of the problem can bring the story to a happy ending or a sad ending depends on the action from the characters.

2.8.2 The Language Features of Narrative Text

Language Features refers to sentence structure, punctuation, noun, vocabulary, phrases that are utilized in a text to support the content and give the meaning in a communication. According to Anderson and Anderson (2003) a text has its own structure and features. There are grammatical features that are commonly found in narrative text, they are:

- a) Nouns to identify specific characters in the story.

For example: island, handsome prince

- b) Signal time that connect events to tell when the event happened.

For example: adverb of times such as last week, a long time ago, one day etc. and time conjunction such as before, then, after that, after, since etc.

- c) Using past tense.

For example: They ran away to the dark forest.

- d) Using action verbs

For example: built, washed, ran, etc

- e) Using adjectives to describe characters and setting in the story.

For example: handsome, evil, beautiful, tall, etc.

2.8.3 The Genres of Narrative Text

Cited from English Academy, narrative text has several genres or types of story that can entertain the readers. They include myths, fairy tales, fables, legends, folktales, science fiction, historical fiction, horror stories, romance, slice of life, and personal experience.

1) Myth

Myth is a category of narratives that play an important role in society because usually the society thinks that the myth is a real story. Myths typically feature nonhuman characters such as gods, demigods, and other supernatural entities as the major characters.

2) Fairy Tales

A fairytale is a story that falls into the fantasy or unreal category. Fairytales are often folk tales or children's stories that are wrapped in enchantment and magical things. Snow White, Thumbelina, Timun Mas, and Cinderella are a few examples from this category.

3) Fables

Fable is a story where the animals are the characters in the story. Usually this genre of story is intended for children as their lullaby.

4) Legends

One example of a legend narrative is The Legend of Surabaya, which you may have read. A legend is a folk tale that many people believe to be true because it contains heroic content. Legends often describe how a location came to be created. Another example is the Lake Toba Story.

5) Folktales

A folktale, also known as folklore, is a folk tale that is passed down from generation to generation. Furthermore, because folktales often spread via word of mouth, it will be passed down from generation to generation until it becomes part of the community's heritage. Malin Kundang is one example of a narrative.

6) Science fiction

Science fiction, commonly abbreviated as Sci-Fi, is a story about science fiction. This type of text usually deals with imaginative and future concepts using advanced science and technology.

7) Historical fiction

History is a story about events and what happened in the past, replete with a chronology of the incident's location, participants, and time.

8) Horror Stories

A horror text is a narrative that contains frightening stories such as ghosts and other astral creatures that are popular among the general public.

9) Romance

A romance or love tale is a narrative text that represents the main character's love conflict. *Romeo and Juliet* and *I'm One of Those Fools Man* are two examples.

10) Slice of Life

A slice of life is a narrative that contains the author's daily activities or fictional characters created by the author. *True Friends* is a well-known example of this story.

11) Personal Experience

the author's personal experience is another sort of narrative literature. In this type of text, the writer may convey his personal experiences into an engaging tale that others can enjoy.

2.9 Concept of Digital Media

In linguistic terms, digital is defined as electronic technology that generates, stores, and processes data while media is defined as a tool, connection, or method. According to Flew (2008 as cited by Roswita 2020), digital media is defined as media in which content combines the functions of data, text, sound, and various forms of pictures stored in digital format and distributed via networks based on broadband optical cables, satellites, and microwave systems. Digital media is connected with the internet since digital media is typically shared, distributed, or published over the internet network.

In the present era, using digital media as a teaching tool is an alternate option that is well-suited to students' habits and environments. Learning media based on digital technology cannot be denied as sophisticated media or media that fail to meet the novelty that students are familiar with. Students today come from a generation that has grown up with digital technologies (digital natives). This is normal because each generation has different characteristics based on its era. There are several advantages in using digital media in the context of education. First, it has the potential to improve students' participation in the learning process. Second, it can help students in studying through challenging ideas. Digital learning helps with difficult topics that are frequently difficult to reach. Third, promote critical thinking. Fourth, digital media helps in attracting students' attention. When students use digital technology in a class, they all have the same chance to improve their digital abilities. Moreover, the presence of digital media offers a range of educational innovations, where inflexible and monotonous traditional learning will be replaced with learning through digital media, which is more practical, flexible, and not limited by location and time.

Based on the statements above, digital media is seen as a useful tool to use in a learning process because learning by involving the use of digital media can improve the effectiveness of achieving learning objectives or competencies for both teachers and students.

2.10 Concept of Digital Comic Webtoon

According to Aggleton (2018), a digital comic is a collection item that must be published in a digital format online such as on websites or mobile devices contains a single-panel image or series of sequential images wrapped in visible frames and iconic symbols such as word balloons with handwritten style lettering which may use its visual form to communicate additional meaning. Simply said, a digital comic is a comic book that can be read online and offline using an electronic device. There are lots of types of digital comics, one of them is Webtoon.

Webtoon is an online and offline comic that has been recognized widely by people of different ages. It is an online comic because we can access it on mobile devices everywhere and every time as long as we have data internet. Also, it can be offline which means you can read the comic even though you have no data but first, you must download the comic online. According to Kim Tae Mi (2018), Webtoons are comics that are shared via internet. It is from the words “web” and “cartoon”. Webtoon offers a simple sentence panel to read so that the readers can easily enjoy the story. It is originally from South Korea and developed by Naver Corporation. Naver Corporation is the largest information and communication technology company in South Korea, presenting products such as search engines, delivery applications messages, videos, and digital comics (www.navercorp.com, 2019).

Webtoon has several features and services (Webtoon, 2014), they are:

- 1) Every comic in Webtoon is available for free and updated on schedule.
- 2) The reader just needs to scroll through their smartphone to read a comic.
- 3) Webtoon includes a wide range of genres, including romance, drama, slice of life, humor, horror, thriller, fantasy, fiction, and many more.
- 4) For the next 30 days, readers can download the chapter and read it offline.
- 5) Readers may receive push notifications or add certain comics to their favorites so that they are notified when the comics are updated.
- 6) Readers can also leave comments in each chapter.
- 7) For certain comics in Webtoon are provided with background music and interactive motion.
- 8) Webtoon contains features known as Coins. Coins are a special currency on the Webtoon on Android and iOS that readers use to purchase content and gain access to the next episode.

2.11 The Advantages and Disadvantages In Using Webtoon

There are several advantages and disadvantages in utilizing Webtoon such as:

2.11.1 The Advantage

- 1) The picture can assist pupils in comprehending difficult words that the reader may not understand.
- 2) The students can gain and learn new vocabulary. Because the picture and written text are connected, it can help students in comprehending the story
- 3) The students can describe the story easily due to the visualization of the text that goes along with the picture. The power of words grows because the students experience the words in motion through the visuals, rather than just text on paper.
- 4) Students' interest in reading can be increased by using comics to make studying more enjoyable.

2.11.2 The Disadvantage

Webtoon has some disadvantages, such as:

- 1) There are certain scenes in a particular genre that contains violence, suicidal scenes, and other negative scenes that only can be read by an adult.
- 2) Takes approximately 7 days to read the continuation of each episode.
- 3) Requires a large enough data internet to be able to access the comics in it.
- 4) The readers have to buy coins in it if they can't wait for the next episode. This is applied to certain story in Webtoon.

2.12 Procedure of Teaching Reading Comprehension In Narrative Text By Using Webtoon Media

Based on the Curriculum 2013, the teaching and learning process emphasizes a student-centered approach and integrates various competencies such as behavior, skill, and knowledge. Moreover, Curriculum 2013 has some its characteristics such as each subjects has to support all the competencies, prioritize the basic concept of learning individual experience through observation, association, concluding, communicating, reasoning, and daring to experiment, and to make the learning process as a student's centered.

There are four kinds of learning process in Curriculum 2013 such as scientific, inquiry and discovery, project based learning, and cooperative learning. In this research, the writer uses scientific learning to teach reading comprehension in narrative text using Webtoon as a media to the tenth grade students of SMA Muhammadiyah 2 Bandarlampung. Scientific learning has several steps to cover the competencies needed in learning process in Curriculum 2013 such as observing, questioning, collecting information, associating information, and communicating.

Based on the syllabus Curriculum 2013 arranged in Permendikbud no. 37 year 2018, it has core and basic competences for tenth grade students of Senior High School. For the basic competence in number 3.8 and 4.8, which the students are expected to have a good grip of narrative text.

In teaching narrative text, the teacher uses Webtoon for the students. Here are the steps in teaching narrative text using Webtoon:

A. First Meeting

Observing

- a. The teacher gives the students some questions to do the brainstorming.

1. Do you still remember narrative text? What do you feel after you read that text?
 2. Do you still remember the structure of narrative text?
- b. The teacher gives a brief explanation about narrative text and correlates it with the use of Webtoon in learning process.

Questioning

- a. Teacher gives a story in narrative text using Webtoon Application.
- b. Teacher explains to students about reading comprehension aspect in order to understand the text.
- c. First, teacher explains about how to determine main idea of the story.
- d. The teacher gives an example of main idea question brought from Webtoon story.
- e. Second, teacher explains about how to find the reference of the story.
- f. Teacher gives example of reference questions brought from Webtoon story
- g. Then, students are asked to do the group worksheet in multiple choice (reading comprehension test) given by teacher related to the text given. The worksheet contains main idea questions and reference questions.

Collecting Information

- h. Students are asked to make a group contains 5 people.
- i. Students discuss with groups to answer the formulation of the problem presented in the worksheet
- j. Teacher guides and monitor the presence and actions from the students in collecting the information while doing the discussion.

Processing/Associating Information

- k. Teacher monitors the student's presence in each group when finishing the assignments in student's worksheet.
- l. Teacher guides the students to answer the questions in student's worksheet.

- m. Students write the answers in a piece of paper.

Communicating

- n. One group is chosen to present their work.
- o. Students are asked to give feedback to the group's performance.

Based on the steps above, the use of Webtoon occurs in the two stages which are observing and questioning. In those two stages, the Webtoon has the role as a medium to bridge the material in narrative text for reading comprehension's student. Then, after that the students collect and associate the information in a group discussion of 5 people by using the worksheet related to the reading comprehension ability such as main idea, inference, reference, specific information, and vocabulary. Last, they communicate their discussion in a presentation performance.

2.13 Previous Study

There is a few research related to the use of Webtoon in improving student's reading comprehension for narrative text. Some of them are quoted below:

- 1) Istiqlal, Utami, and Kartini (2021), Singaperbangsa Karawang University have conducted the research with the title "Portraying Reading Log Strategy Assisting Extensive Reading Activity With Webtoon In Senior High School". The purpose of this research is to reveal the reading log strategy assisting in an extensive reading activity with Webtoon. The total participants were 14 participants but only 4 students were taken to be included for the more in-depth data collection. This study used a qualitative research descriptive case-study and used a documentation, interview, reading logs, and questionnaire as an instrument. There are two themes for the result of this research. The first one is reading log strategy has proven to be helpful for the students to express their opinion toward the text they had read while performing extensive reading activity with Webtoon. The second one is the use of reading log strategy and Webtoon as learning media

can help the students in discovering and understanding new vocabularies during extensive reading activity.

- 2) Juniarto and Fahri (2019), Negeri Surabaya University conducted the research with the title “Using Webtoon Comic As Media In Teaching Reading Narrative Text For Junior High School”. The purpose of this research is describe how the implementation of using Webtoon comic to teach reading narrative text, the students reading’ comprehension, and the students’ response toward the media. The participants were ninth-grader students from SMPN 1 Tulangan. This study used descriptive qualitative design as a method for collecting the data along with the instruments were observation, students’ task, and interview guides. Based on the results, the process of utilizing Webtoon Comic to teach reading narrative text was successfully executed, and the students showed an interest in reading narrative text. The students' work showed that the majority of the students could readily interpret the text, and the students' responses showed that they were interested in learning to read narrative text through digital media, namely Webtoon Comic.
- 3) Setialis, Hudaya, and Ansas (2017), Pendidikan Indonesia University have conducted a research with the title “The Implementation of Webtoon Application In Promoting The EFL Teacher’s Creativity”. The objective of this research is to investigate Webtoon as possible teaching media that facilitate teachers to teach English in a fun way and investigate the teachers and students’ perceptions toward the use of Webtoon in English in Foreign Language (EFL) classroom. The design was a mixed-method design. The instruments used in this study were an interview and a closed-item questionnaire, which were presented to three English teachers and 35 secondary school students as respondents. The findings showed that by using Webtoon, it can increase teachers' creativity in offering real media and content as well as developing engaging learning activities. The data also showed that using Webtoon provides a good and energetic classroom environment, and students' responses are mainly good, the students became more motivated and engaged in learning English as they have fun accessing it.

However, teachers are required to be more discerning in terms of comic book content and word choice, as well as more creative in dealing with low success pupils in the classroom.

- 4) Jaya (2017), Alauddin State Islamic University of Makassar has conducted a study with the title “Utilizing Manga To Increase Student’s Reading Comprehension On Narrative Text of Second Year Students At SMAN 19 Makassar”. The purpose of this research is to investigate the use of Manga in improving student’s reading comprehension in narrative text. The subject of this research was 56 eleventh grader students of SMAN 19 Makassar. The researcher used quasi - experimental design with the instruments was a test which are pre-test and post-test. The research found that utilizing Manga increased the reading comprehension of second-year students at SMAN 19 Makassar, as measured by an increase in the mean score of the experimental class, which was 49.82 in the pre-test and 78.39 in the post-test. Because the t-test, 6.193, was higher than the t-table, 2.009 (6.193 > 2.009), the use of Manga in teaching reading comprehension was beneficial in enhancing students' reading comprehension on narrative material.

2.14 Theoretical Assumption

In English, one of the skills that need to be mastered to acquire the language fully is reading. Reading is the ability of students to build and understand the meaning of what they read from texts. Klingner, Vaughn, and Boardman (2015) say that reading comprehension is the effort in constructing meaning through some complex processes such as word reading, world knowledge, and fluency. It can be seen that reading means not only looking at words as graphic symbols but also having a knowledge-sharing with our own or others to improve our fluency to make a new perspective and comprehension about the situation related to the reader’s goal. Unfortunately, it is not easy for some students to be able to comprehend the text through the aspects of reading comprehension ability. There are many students who have difficulty in

comprehending the text. For facing this problem, teachers should try to find an appropriate media in language teaching which can help students getting some ideas and it can make the students have interest to join the lesson, so that they can study more serious and their achievement will be better, especially in reading Narrative Text. In this case, one of media that can be used in language teaching is Webtoon. By using this media, the students can get inspiration or motivation that can help them in comprehending the text. Knowing that digital comic Webtoon as a medium can provide a fluent model of reading and increase the student's ability in reading and comprehending the narrative text, the researcher assumed that digital comic Webtoon could give a good impact on students' reading comprehension of the narrative text.

2.15 Research Hypothesis

According to the explanation above, the researcher formed a theoretical hypothesis as follows:

H0 (Null Hypothesis): There is no significant improvement in student's reading comprehension on narrative text after the students are taught by using Webtoon.

H1 (Alternative Hypothesis): There is significant improvement in student's reading comprehension on narrative text after the student are taught by using Webtoon.

III. METHODOLOGY

In this chapter, the researcher explains about research methodology, research design, population and sample, variables of the research, research instrument, validity, reliability, difficulty level analysis, discrimination power of the test, scoring system, data collecting technique, data analysis, normality of the test and hypothesis testing.

3.1 Research Methodology

Sugiyono (2015) states that the research method is a scientific method to obtain data with specific purposes and uses. Research method is a way of working to research and understand objects with reasonable logical procedures with accurate valid data. The author employs an experimental research as a research method in this study. According to Sugiyono (2015), the experimental research method can be defined as a study method utilized to find out the effect of certain treatments on others under controlled conditions. The research method that the author used was a quantitative method.

3.2 Research Design

This research was a quantitative study with pre-experimental design type one group pre-test post-test. The researcher used pre-experimental design, therefore there was no control class in this study, only experimental class. According to Arikunto (2010), one group pretest-posttest design is a research activity that delivers a pretest before treatment and a final test after treatment (post-test). Based on the statement before, we can conclude that that the results of the treatment can be considered more accurately because it can compare with the situation before being given treatment. Also, the use of this research design is suitable with the purpose of this study which is to determine whether students' reading comprehension in narrative text improve or not after the use of Webtoon as media. This research design can be presented as follow:

T1	X	T2
----	---	----

Setiyadi (2018)

Note:

T1 refers to the pre-test (before being taught by using Webtoon).

T2 refers to the post-test (after being taught by using Webtoon).

X refers to the treatment by the researcher.

3.3 Population and Sample

The population is defined as a group that meets with specified criteria related to the study topic. The population of this research was the students of the first grade at SMA Muhammadiyah II Bandarlampung in the 2022/2023 academic year. While, the sample of this study, the researcher only took one class as the representative. In determining the sample, a class was taken by using simple random sampling. According to Sugiyono (2015) simple random sampling is a random sampling of members from the population without considering to the existing strata in the population. Because the purpose of simple random sampling is to reduce the potential for human bias in the selection of cases to be included in the sample, therefore, the representative class that was taken was not a bias in this research.

3.4 Variables of The Research

In research, variables are factors that researcher measure, control, or manipulate. Variable is defined by Setiyadi (2018) as a characteristic of a group of individuals, their behavior, or the variable environment of one individual to others. In this study, two types of variables were used to measure the impact of the treatment namely dependent variable and independent variable. The dependent variable is a variable that the researcher observes and measures to determine the influence of

the independent variable, whereas the independent variable is the primary variable that the researcher wished to examine. The factors in this study were as follows: Students' reading comprehension skill in narrative text was dependent variable (Y) of this research because this variable was observed and measured to determine the effect of independent variable.

Webtoon was independent variable (X) of this research because this variable had effects to dependent variable. In conclusion, there were two variables in this research. They were students' reading comprehension skill in narrative text as dependent variable (Y) and Webtoon as independent variable (X).

3.5 Research Instrument

In this research, the instrument that was used to obtain the data which were needed to answer the research questions was reading test. A test is a series of questions and exercises used to assess an individual's or group's achievement or capacity. The aims of the test was to determine students' reading comprehension on narrative text after teaching and learning reading comprehension using Webtoon as a media in the class.

There are three kinds of test, try out, pre-test and post-test that given to the students. The test that was conducted before giving treatment namely pre-test. The aims of this test is to find out about the students prior knowledge. Post-test conducted after the researcher gave treatment. The aim of this test is to find out the students' achievement. In this research, the researcher used multiple choice items. The items of reading text and syllabus in line with the curriculum being applied at the school.

Table 3.1. Table Specification of Try Out Test

No	Reading Aspects	Items Number	Number	Percentage of Items
1.	Identifying Main Idea	1,9,18,28,34,39,44,47	8	10%

2.	Specific Information	2,5,10,21,22,23,37,50	8	10%
3.	Identifying Reference	15,16,25,30,32,36,45,46,49	9	20%
4.	Determining Inference	4,6,7,11,12,13,14,17,26,27,29,31,35,38,40,42,48	17	50
5.	Vocabulary	3,8,19,20,24,33,41,43	8	10%
	Total		50 items	100%

Table 3.2. Specification of Pre-Test

No	Reading Aspects	Items Number	Number	Percentage of Items
1.	Identifying Main Idea	6,9,15,18,20,27	6	25%
2.	Specific Information	1,4,30	3	5%
3.	Identifying Reference	12,25,26,29	4	20%
4.	Determining Inference	3,7,8,13,14,16,21,23,28	9	30%
5.	Vocabulary	2,5,10,11,17,19,22,24	8	20%
	Total		30 items	100%

Table 3.3 Specification of Post-Test

No	Reading Aspects	Items Number	Number	Percentage of Items
1.	Identifying Main Idea	1, 6, 13, 16, 20, 27	6	20%
2.	Specific Information	2, 8, 10, 17, 21, 23	6	20%
3.	Identifying Reference	7, 15, 19, 22, 28, 30	6	20%
4.	Determining Inference	4, 5, 12, 18, 25, 26	6	20%
5.	Vocabulary	3, 9, 11, 14, 24, 29	6	20%
	Total		30 items	100%

3.6 Try Out of The Instrument

The researcher gave a try out test to this the research in order to prove whether the test items re-applicable or not. It was also to find out the validity, reliability, or level of difficulty, and discrimination power of the test to students. Try out of the instrument was conducted with the aim to determine whether the tests had a good quality or not before being given to the students. Hence, a good test would be consisted by four criteria that should have fulfilled: validity, reliability, level of difficulty, and discrimination power.

3.6.1 Validity

A test is said to be valid if it measures the thing to be tested and meets specified requirements. According to Setiyadi (2018), there are two types of validity; content validity and construct validity. These two types of validity are examined in order to determine whether or not the test has an excellent validity. In this study, the validity of the test was measured by two factors:

a. Content Validity

According to Setiyadi (2018), content validity is whether the test is properly representative and comprehensive for the test. The materials provided in the content validity must be appropriate for the curriculum. In this study, the researcher administered a narrative text reading test to senior high school students in the first grade. In terms of content validity, the test was considered valid because the content was chosen in accordance with the 2013 English Curriculum, the objectives in the curriculum and the lesson plan of the first-grade students at Senior High School Muhammadiyah 2 Bandarlampung which they were expected to comprehend or get the meaning from narrative text by reading the text.

In order to set up the content validity of measuring instrument, the researcher discovered overall content to be represented. The validity of instrument was related to the content and constructs validity in which the question based on five sort reading skills, i.e., identifying main idea, finding specific information, identifying reference, determining inference, and understanding vocabulary. All test items which had good validity would be applied to collect the data for this research and the less appropriate should be revised. Moreover, it was adopted from Educational goal stated on the Curriculum and syllabus for the first grade of senior high school students and represented the material teach in the class. Those were the following ways to prove whether the test had a good content validity.

b. Construct Validity

According to Setiyadi (2018), construct validity is needed for the test instrument which has some indicators in measuring one aspect or construct. In reading test, the researcher made some items of reading that could be used to measure students' reading ability based on some criteria of reading aspects. According to Nuttal (1982), there are five aspects of reading comprehension that the students must have such as determining the main idea, locating reference, making inference, detailed information, and vocabulary mastery.

3.6.2 Reliability

Reliability relates to the consistency of the measure. According to Setiyadi (2018), a test is considered reliable if its scores stay substantially steady from one administration to another. It signifies that a test is reliable if its score remains consistent from one test to the next. To measure the coefficient of the

reliability between odd and even group, this research used Pearson Product Moment formula. The formula is:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Notes:

rx_y: coefficient of reliability between odd and even numbers item

x: odd number

y: even number

$\sum x^2$: total score of odd number items

$\sum y^2$: total score of even number items

$\sum xy$: total score of odd and even number

After getting the reliability of the test, the researcher used Spearman Browns Prophecy formula (Hatch and Farhady, 1982: 247).

The formula is:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

rx: the reliability of the whole tests

rx_y: the reliability of half tests

The criteria of reliability as follows:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00– 0.49 = low

(Hatch and Farhady, 1982: 127)

3.6.3 Difficulty Level Analysis

The level of difficulty is how easy or difficult the item is taken from the point of view of the students who take the test. Shohamy (1985), It is important since test items that are too easy cannot tell us about differences within the test population.

According to Shohamy (1985) It is calculated by the following formula:

$$LD = \frac{R}{N}$$

In which:

LD : Level of difficulty

R : The number of students who answer correctly
N : The number of students

With the criteria are as follows:

<0.30: difficult

0.30-0.70 : average

>0.70: easy

3.6.4 Discrimination Power of The Test

Item discrimination or discrimination power explains how well the items perform in separating the better students from the poorer ones. If the good students tend to do well on an item and the poor students badly on the same item, then the item is a good one because it distinguishes the good from the bad students. This is the statement underlying the index of discrimination.

To calculate the discrimination power we can use the following steps:

- 1) Find the number in the upper group who got the items right

- 2) Find the number in the lower group who got the items right
- 3) Then subtract the number getting it right in the upper group from the number getting it right from the lower group
- 4) Divide this figure by one half of the total numbers of papers in the upper and lower groups.

$$DP = \frac{U - L}{\frac{1}{2} N}$$

Notes:

- DP: discrimination power
- U: the number of students from the upper who answer correctly
- L: the number of students from the lower who answer correctly
- N: the number of students

The criteria are:

- DP: 0.00 - 0.19 = Poor items
- DP: 0.20 - 0.39 = Satisfactory items
- DP: 0.40 - 0.69 = Good items
- DP: 0.70 - 1.00 = Excellent items
- DP: - (Negative) = Bad items, should be omitted

(Heaton, 1975: 180)

In calculating the discrimination power, the writer divided the students into three groups; there were upper group, middle group and lower group. From the calculation, we can classify the discrimination power of the items into

satisfactory item, good item, reasonably good, and poor item. The item which got zero index discrimination or negative discrimination power means that the item was bad. The item with negative value meant that the students in the lower group perform better than the students in the upper group. This item must be revised or discarded.

3.7 Scoring System

The students' reading test was analyzed by reading comprehension test in form of multiple choices test which have 30 questions. Arikunto (1997) stated in finding students' individual scores in reading test. It was calculated by using percentage analysis formula. Every correct item that produced by the students was got 1 point and every incorrect item got 0 point. The formula that is used as follows:

$$Is = \frac{R}{N} \times 100$$

Where :

S : Score of the test

R : Number of Correct Answer

N : Number of Test Analysis

Reading comprehension is the ability of the students to comprehend reading. Reading comprehension refers to the score of obtain from the students' reading test. The test was in the form of comprehension reading test.

The researcher measured the result of students' reading test with the scoring criteria proposed by Depdikbud (2014) which was described in table below:

Table 3.4 Classification Scoring for Students' Rubric Assessment

Classification	Score	Indicator
Excellent	9.6-10	No or one error of comprehension
Very good	8.6-9.5	Two error of comprehension
Good	7.6-8.5	Three error of comprehension
Fair Good	6.6-7.5	Four error of comprehension
Fair	5.6-6.5	Five error of comprehension
Poor	3.6-5.5	Six-seven error of comprehension
Very poor	0-3.5	Almost all error of comprehension

3.8 Data Collecting Procedure

The procedures of this research were described as follows:

1) Selecting and determining the population and sample

The population was all the tenth grade students in SMA Muhammadiyah 2 Bandar Lampung. But in this research, the researcher only took one class as the sample of this research by using random sampling.

2) Finding and selecting the material

In this session, the material was taken from Webtoon. Furthermore, the genre and story was chosen by the teacher and it was based on the curriculum 2013 related to the narrative text material.

3) Administering try-out test to analyze the quality of reading comprehension test

The try-out class was given by using multiple-choice items with five answer choices. Through the try-out, the researcher recognized the reliability and validity of the test.

4) Administering a pre-test

Pre-test would be conducted to measure the student's reading comprehension ability before the treatment. In this research, pre-test was given in the form of reading test related to the narrative text. Then, the students were asked to answer the test which contains 30 items of multiple choices.

5) Conducting treatment

After giving the pretest to students, the researcher conducted the meeting for at least three meetings which took 90 minutes every meeting. In this step, the researcher taught reading comprehension for narrative text by using Webtoon as the learning media.

6) Administering a post-test

The post-test was conducted to see the improvement of student's reading comprehension ability after they were given the treatments. The test was in the form of reading test which the materials related to the curriculum that was used in the school. In this test, the students were given the same instruction as pre-test.

7) Analyzing the data (pre-test and post-test)

After scoring the pre-test and post-test, the data was analyzed by using SPSS software program. It was used to find out the means of pre-test and post-test and how significant of the improvement was. The researcher analyzed the improvement by comparing the students' scores of pretest and post-test. If the students' score of the post-test was better than the pre-test, it meant that there was no improvement in students' reading comprehension ability.

In other words, there are some steps of research procedure in this research starting from selecting and determining the population and sample, finding and selecting the material, administering try-out test, administering pre-test, conducting treatment, administering post-test, and analyzing the data (pre-test and post-test).

3.9 Data Analysis

In order to find out how significant the improvement of the students' reading comprehension in narrative text after they are taught by using Webtoon, the data was analyzed by using Paired Sample T-test. According to Setiyadi (2018), using Paired Sample T-test for hypothesis testing.

The students' score was computed by doing two activities, such as scoring the pre-test and the post-test and drawing conclusions. Then, tabulating the result of the test and calculating the mean of pre-test and the post-test. The mean was calculated by applying the following formula:

$$M = \frac{\sum X}{N}$$

Where:

M: mean (average score)

X: the total students score

N: total number of students

(Hatch and Farhady, 1982)

Making conclusions from the results of the tabulation of the tests given were by analyzing data statistics using paired T-test Statistical Package for Social Sciences (SPSS) to test whether student improvement gain is significant or not, where the significance is determined by $p < 0.05$. Then, it was used as data from one sample (Hatch and Farhady, 1982).

To be able to know whether students got any improvement or not, they were formulated as follows:

$$I = X_2 - X_1$$

I: improvement in students' reading comprehension achievements

X2: average post-test score

X1: average score of the pre-test
(Hatch and Farhady, 1982)

3.10 Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The hypotheses of this research are as follows

$$H_0: T1 \leq T2$$

$$H_1: T1 < T2$$

H1: There is significant improvement of the students' reading comprehension narrative text after they are taught by Webtoon.

H0: There is no significant improvement of the students' reading comprehension in narrative text after they are taught by using Webtoon

V. CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusions and suggestions as the reference for the future researcher or the English teacher who wants to use Webtoon as a learning media to improve students' reading comprehension in narrative text.

5.1 Conclusions

Based on the result of the data analysis, the researcher concluded that there was a significant improvement of students' reading comprehension skill in narrative text after being taught by using Webtoon as media. This was supported by the teaching and learning process which was successfully done without any significant obstacles. During the learning activity, the students kept motivated and were engaged well to the learning. Furthermore, this research found that the pictures in Webtoon media helped the students to comprehend the text in narrative text and understand the aspects of reading comprehension more easily. The media could acknowledge the students to explore their ideas based on their individual background knowledge and the support from partners when they had group discussion. It could be said that Webtoon media had a good positive result in teaching learning activities in the class. However, this study had also its limitation. Therefore, future researcher must be able to take into account of those limitations for the next research when using Webtoon for reading comprehension in narrative text.

5.2 Suggestions

Based on the research result, here are some suggestions from the researcher.

1. Suggestion for English Teachers

a. Considering the advantages of Webtoon as a media, the researcher suggested that English teachers of the class should use Webtoon as an alternative media in

reading comprehension for narrative text. Webtoon as a media not only helped the students to improve their skill in reading comprehension but also increased the teacher's creativity and performance in the class. However, the teacher must consider the content of the Webtoon stories that would be chosen for teaching material in reading comprehension of narrative text. Make sure that the content of the chosen stories are in line with the syllabus for narrative text.

b. The teacher should be able to modify the learning process when using Webtoon as a media such as the method or the approach that used together with the Webtoon should be able in achieving the objectives of the learning in reading comprehension of narrative text.

c. When using Webtoon for students, make sure that all students are engaged in reading and understanding the story in narrative text.

2. Suggestion for Future Researcher

a. Future researcher is recommended to continue and improve the implementation of Webtoon as media, perhaps by dealing with other skill such as listening, speaking, and writing.

b. In fact, the student's reading comprehension scores were still low in any aspects especially in vocabulary. Thus, the future researchers are suggested to pay attention more in improving student's vocabulary.

In short, these are the conclusions of this research and the suggestions for English teachers and other researchers who are interested to use Webtoon as media for teaching English and those who wants to conduct any relevant researches in further that the researcher has been explained in this chapter.

REFERENCE

REFERENCES

- Adi Nugraha, Y. (2018). *The Influence of Think Pair Share (TPS) On Student's Reading Narrative Text* [Ebook]. Retrieved from <http://repository.uinjkt.ac.id>.
- Anderson, M. & Anderson, K. (2003). *Text Types in English 2*. Macmillan Education Australia PTY LTD.
- Apriani, W., Vianty, M., & A.L, B. (2014). *The Use of English Comic Book Series in Teaching Reading Comprehension*. Retrieved from <http://e-journal.unsri>.
- Ardhani, R. (2011). *The Effectiveness of Bottom-Up and Topdown Approaches in the Reading Comprehension Skill for Junior High School Students*. *UII Journal Of English And Education*, 5(2).
- Arikunto. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Arini, A. (2013). *Improving Student's Reading Comprehension Of Narrative Text Through Jigsaw Technique (A Classroom action Research in The Second Grade Students Of Smp Ash-Sholihin Kebon Jeruk)*. Retrieved from <http://repository.uinjkt.ac.id>.
- Asmara, R. (2021). *The Implementation Of Extensive Reading Using Line Webtoon To Enhance Students ' Reading Comprehension In Narrative Story*. *RETAIN (Research on English Language Teaching in Indonesia)*. 9(2).75–82.
- Brown, H. (2007). *Principles of Language Learning and Teaching*. Pearson Longman.
- Diana, M. (2003). *Children's Literature: An Invitation to the World*. Boston: Pearson Education, Inc.

- G, Y. (2019). *Comics in Education*.
- Grabe, W., & Stoller, F. (2011). *Teaching and Researching Reading [Ebook] (2nd ed.)*. Academia Edu.
- Gronlund, N.E. (1982). *Constructing Achievement Test: Third edition*. USA: Prentice Hall, Inc.
- Hamalik, O. (1986). *Media Pendidikan*. Bandung: Penerbit PT Citra Aditya Bakti
- Harmer, J. (2007). *The Practice Of English Language Teaching (4th Ed.)*. New York: Pearson Education Limited.
- Hatch, E, and Farhady, H. (1982). *Research Design and Statistical for Applied Linguistics*. Los Angeles: New Bury House Publisher Inc.
- Heaton, J. B. (1975). *Writing English language test: A practical guide for teachers of English as a second or foreign language*. Virginia: Longman.
- Hidayati, D. (2018). *Students Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam Aceh Besar*. Retrieved from <http://repository.ar-raniry.ac.id>.
- Idris S.,Fithriani, R.,Saidurrahman, Salmiah,, M.,& Hamidah, S.(2019). *Suggesting Critical Thinking and Problem-Solving Method into Teaching English Reading to EFL Students in Indonesia*. The Second Annual International Conference on Language and Literature, (KnE Social Sciences. p. 294–304).
- Index Mundi. (2022). *Countries ranked by Literacy rate, adult total (% of people ages 15 and above)*. Indexmundi.

- Istiqlal N.A, Utami P.P., & Kartini D. (2021). *Portraying Reading Log Strategy Assisting Extensive Reading Activity With Webtoon In Senior High School*. Jurnal Pendidikan Tambusai.
- Jaya, A. (2017). *Utilizing Manga To Increase Student's Reading Comprehension On Narrative Text of Second Year Students At SMAN 19 Makassar*. Retrieved from <http://repository.unialauddin.ac.id>.
- Juniarto, B., Fahri. (2019). *Using Webtoon Comic as Media in Teaching Reading Narrative Text for Junior High School Students. Using Webtoon Comic As Media In Teaching Reading Narrative Text For Junior High School Students, 7(3)*. E-journal:UNESA
- Klingner, J., Vaughn, S., & Boardman, A. (2015). *Teaching Reading Comprehension to Students with Learning Difficulties* [Ebook] (2nd ed.). Google Books.
- Line Corporation - Wikipedia. (2022). *Line Webtoon*. En.wikipedia.org
- Mi, K. T. (2018). *Impact of Webtoons*. The Campus Journal, 1.
- Muflihah (2016). *Tingkat Kemampuan Membaca Teks Bahasa Inggris: Studi Kasus Mahasiswa Bilingual IAIN Purwokerto(2016), 1*. Retrieved from <http://digilib.Uin-suka.ac.id>.
- Nation, I.S.P. (2008). *Teaching ESL/EFL Reading and Writing*. New York. Routledge.
- Nisak, A.K. (2021). *An Analysis of Students' Difficulties In Reading Comprehension Text At First Grade of SMKN 1 Simpang Pematang Mesuji*. Retrieved from <http://digilib.unila.ac.id>.
- OECD . (2015). *Programme for International Student Assessment (PISA)*. Retrieved from <http://www.oecd.org/pisa/PISA-2015-Indonesia>.

- Pratiwi, A. (2020). *Students' Problems In Reading Comprehension Narrative Text At SLBN PROF. DR. Sri Soedewi MS, HS Jambi*. Retrieved from <http://repository.unbari.ac.id>.
- Rahmanita, R., Ratminingsih, N., & Juniarta, P. (2021). *Developing An Android-Based English Reading Material for The Eight Grade Students In MTSN Karangsem*. *The Art Of Teaching English As A Foreign Language*, 2(2).
- Raulan, R., & Fatimah, S. (2018). *Teaching Writing Narrative Text by Using Webtoon Digital Comic to Senior High School Students*. *Journal of English Language Teaching*, 7(4)
- Rebecca, J. L. (2003). *A Critical Handbook of Children's Literature*. Massachuset: Pearson Education, Inc.
- Resia Yuni Deviyanti (2020). *Teaching And Learning Reading Comprehension By Using Visualization Strategy At The First Semester of The Eighth Grade of MTS Assalam Tanjung Sari South Lampung*. Retrieved from <http://repository.radenintan.ac.id>.
- Roswita, T. (2020). *Pengaruh Penggunaan Media Digital Dalam Pembelajaran PKN Terhadap Sikap Nasionalisme Peserta Didik Kelas XI (Undergraduate)*. *Universitas Pasundan*. Retrieved from <http://repository.unpas.ac.id>.
- Setialis, A., Hudaya, D., & Ansas, V. (2017). *The Implementation of LINE Webtoon Application in Promoting the EFL Teachers' Creativity - The Teachers' and Students' Perception*. *The Tenth Conference On Applied Linguistics And The Second English Language Teaching And Technology Conference In Collaboration With The First International Conference On Language, Literature, Culture, And Education*.

- Setiyadi, Ag. Bambang. (2018). *Metode penelitian untuk pengajaran bahasa asing (pendekatan kuantitatif dan kualitatif second edition)*. Yogyakarta: Graha Ilmu.
- Shohamy, E. (1985). *A Practical Handbook in Language Testing for The Second Language Teacher*. Tel Aviv: Tel Aviv University.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.CV.
- Suhartatik, Yulita P, Amanah A, & Loesita (2021). *Webtoon For Teaching Extensive Reading in Digital Era*. *Int Aca J Edu Lte*. 2(1); 51-58.
- Tankersley, K. (2003). *The Threads of Reading: Strategies for Literacy Development*. ASCD
- Webtoon. (2014). *Line Webtoon*. Retrieved from <https://m.webtoons.com/en/about?webtoonplatformredirecttrue>.