

**ENHANCING STUDENT READING COMPREHENSION BY USING
SLICE OF LIFE STORY THROUGH INTERACTIVE WEBTOON MEDIA
AT SMAN 5 BANDAR LAMPUNG**

(Undergraduate Thesis)

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UNIVERSITY OF LAMPUNG
2025**

ABSTRACT

ENHANCING STUDENT READING COMPREHENSION BY USING SLICE OF LIFE STORY THROUGH INTERACTIVE WEBTOON MEDIA AT SMAN 5 BANDAR LAMPUNG

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This study aims to investigate the effectiveness of using slice of life stories through interactive Webtoon media to enhance students' reading comprehension at SMAN 5 Bandar Lampung. Employing a quantitative method with a one-group pre-test and post-test design, this research involved 30 first-grade students who were assessed before and after the treatment. The treatment consisted of three teaching sessions using Webtoon-based narrative texts as reading material. The results revealed a significant improvement in students' reading comprehension, with the mean score rising from 53.56 in the pre-test to 69.31 in the post-test. This improvement was supported by statistical analysis using a paired sample t-test, which confirmed the positive impact of Webtoon media on students' reading comprehension. The use of Webtoon not only helped students grasp the main idea, specific information, inference, reference, and vocabulary but also increased engagement and motivation. The study concludes that Webtoon is an effective digital learning tool to improve reading comprehension and suggests its application in EFL classrooms for fostering interactive and enjoyable reading experiences.

Keywords: *Reading Comprehension, Webtoon Media, Slice of Life, Digital Learning, Student Engagement*

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Undergraduate Thesis

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

In

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



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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY TEACHER TRAINING AND EDUCATION
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2025**

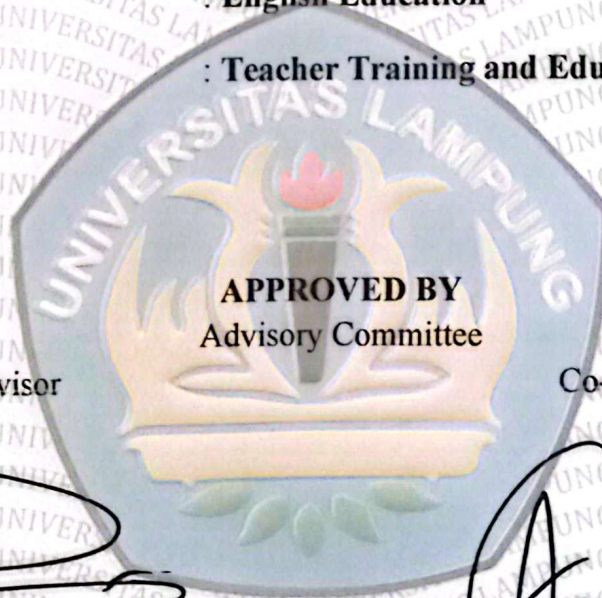
Research Title : **ENHANCING STUDENT READING
COMPREHENSION BY USING SLICE OF
LIFE STORY THROUGH INTERACTIVE
WEBTOON MEDIA AT SMAN 5 BANDAR
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CURRICULUM VITAE

Cheryl Raisa Cesarianti was born on 11th June 2003 in Bandar Lampung, Lampung. She is the only child in the family of Cik Din Sulaiman and Ratnawaty.

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MOTTO

“Remember God and always pray”

DEDICATION

In the name of Allah, the Merciful, the Compassionate In the name of Allah, the Merciful, the Compassionate. Praise be to Allah, who has filled the life of the researcher with His inexhaustible mercy and showered him with countless blessings. In all sincerity, the researcher dedicates this simple work to his esteemed parents, family, friends, beloved teachers at the Department of English at Lampung University, all dedicated professors and himself.

ACKNOWLEDGEMENTS

All praise is rendered to the Almighty God, Allah Subhanahu Wa Ta'ala, for His countless blessings so the researcher was able to finish her paper entitled "Enhancing Student Reading Comprehension By Using Slice of Life Story Through Interactive Webtoon Media At SMAN 5 Bandar Lampung" as a partial fulfillment of the requirement for S-1 Degree in English Education Study Program, Faculty of Teacher Training and Education, the University of Lampung.

Indeed, without any support, help, and encouragement from open-handed people, never will the researcher accomplish her undergraduate thesis. Thus, the researcher would like to express her sincere gratitude and deep respect to:

1. Her beloved parents, Buyah and Bunda, for their unwavering support, endless encouragement, and boundless sacrifices throughout her academic journey. Their enduring belief in her abilities and continuous guidance have been the cornerstone of her achievements;
2. Dr. Feni Munifatullah, M.Hum., as the Chairperson of English Study Program;
3. Dra. Endang Komariah., M.Pd. as her examiner in the seminar, for his advices, patience, and time;
4. Dr. Tuntun Sinaga, M.Hum. as the first advisor for his patience, guidance, clear feedback, and all the supporting accomplishing the researcher's thesis;
5. Fajar Riyantika, S.Pd., M.A., as the second advisor for his guidance and feedback in finishing this undergraduate thesis contributing significantly to her academic and personal growth.
6. The Principal of SMA Negeri 5 Bandar Lampung for allowing the researcher to conduct the research.
7. Yun Anis M.Pd., and tenth-grade students (X. E 9) of SMA Negeri 5 in the academic year 2023-2024 for being helpful during the research process.

8. Her beloved college friend “B0TI” for accompanying me during my lectures, making beautiful memories and helping each other along the way.
9. Her friends who are almost classmates throughout the course “Aqila and Sabrin” for being supportive and willing to be bothered in all matters.
10. Her ready to go friend. for want to accompany wherever she wants while working on this thesis and always support under any circumstances as well as motivate so that she can reach this stage.
11. Herself, for her dedication, patience and hard work during her education at Lampung University until she can be at this stage. In this journey there is a lot to go through, hopefully with what has been passed, this thesis can be as useful as the knowledge she has gained so far.

Bandar Lampung, 15 May 2025
The writer,

Cheryl Raisa Cesarianti

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CHAPTER I INTRODUCTION

This chapter provides a brief description of the entire contents of the research including background, research questions, objectives of the research, the uses of the research, scope of the research and definition of terms.

1.1 Background of The Research

Reading is one of the activities of a person that involves understanding and interpreting the writing or text he reads. Reading is not only about recognizing words, but also understanding the meaning contained in the text. Reading has many benefits. According to Burns and Page (1991:45), reading is an activity that enables the reader to comprehend written discourse and transfer meaning from the writer to the reader. Reading is not a passive activity but rather an active process that involves the reader's conscious and unconscious thinking.

Reading is one of several language skills that students need to master from an early age. With good reading skills, students can access various information from various sources. As stated by Blachowicz and Ogle (2008), reading is important, it is the process by which people increase information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other material. Seen at this time, the era is increasingly modern including technology that is increasingly developing which requires people to add their knowledge so as not to be left behind and one way to increase knowledge widely is by reading.

Reading is done with a specific purpose to achieve a specific goal. Reading activities usually have one or more purposes that involve various processes to

comprehend the text and produce understanding from the activity. In the context of classroom learning students are required to improve their reading activities. Mickulecky (2008) defines reading as a conscious and unconscious thinking process. This means it is a complex activity involving perception and thinking, while comprehension refers to the ability to understand what is read or spoken.

According to Oslo and Diller (1982:42) reading comprehension is a term used to identify those skills needed to understand and apply information contained in written material. William Grabe (2009) defines “reading in a second language” reading comprehension is critically dependent on the reader’s fluency in identifying printed words, as reflected in the reader’s accuracy and speed in identifying words in a passage as well as in his or her ability to read smoothly with appropriate expression. Based on what is explained, reading comprehension is the ability to interpret and understand the meaning of the text read.

Besides that, teaching media is an attractive method for teaching and learning in the classroom. According to Adrian et al (2022) Teaching media is something that we can use to share the message, it can stimulate attention, interest, students’ thought and feeling in learning activities to achieve learning goals. In addition, teaching reading using a medium is considered beneficial because it helps students understand the context and meaning of words more easily, so they can associate the text with relevant images or videos.

However, according to UNESCO (2019), Indonesia ranks low on global literacy indices, with many students struggling to achieve minimum reading proficiency levels. This literacy gap poses a serious challenge for the nation’s educational system, as reading is a foundational skill necessary for learning across all subjects. Low literacy not only affects students’ academic achievements but also limits their ability to access, process, and apply information critically in daily life. Furthermore, Kurniawan & Hasanah (2020) found that the lack of engaging, relevant reading materials discourages students from developing consistent reading practices, leading to shallow vocabulary knowledge and poor inferential

skills. Also as stated by Intan et al (2020) in practice, when learning reading lessons using wattpad media, students feel bored due to the similarity in reading material. In addition, it is explained that there are interruptions from other notifications that interfere with extensive reading activities on the platform. When students are repeatedly exposed to monotonous or irrelevant texts, they tend to lose interest in reading, which over time leads to shallow vocabulary knowledge and underdeveloped inferential skills. This situation becomes even more critical in the context of English as a Foreign Language (EFL), where students need repeated, meaningful exposure to authentic language use in order to build their comprehension abilities effectively. Without engaging materials, students struggle not only to expand their vocabulary but also to develop higher-order thinking skills, such as drawing inferences, identifying implicit meanings, and making connections between ideas.

Therefore, it is necessary to choose the right media and methods in order to improve students' reading comprehension. One of the effective platforms to use is Webtoon. Along with the times, the integration between education and technology has developed well. Technology such as Webtoon can be utilized to increase interest in reading. Webtoon is a new compound word made up of “website” and “cartoon”, which means comics (Erya & Puspita, 2021). Webtoon was released in 2004 in South Korea by Naver and officially released in April 2015 in Indonesia (Mery et al, 2021). The number of active Webtoon users in Indonesia reaches 6 million people, making it the country with the highest number of active users compared to other countries.

In addition, Webtoon offer a wide range of genres, including romance, fantasy, action, non-fiction and horror, allowing readers to choose content that suits their preferences and emotional needs (Berlian & Thahir, 2021). Among these genres, the slice of life story has unique educational value, especially for developing students' reading comprehension skills. Slice of life stories focus on characters' everyday experiences of school life, friendships, family relationships and personal growth, and present stories that relate to their real lives (Brenner, 2007). This familiarity makes it easier for students to emotionally connect with the material,

understand the characters' motivations and reflect on the meaning of everyday events.

However, the digital format of Webtoon allows students to access real life stories anywhere, anytime, as long as they have internet access on their smart phones, thus increasing the convenience and flexibility of learning (Buttrey & Lopes, 2018). The visual and episodic nature of Webtoon reduces the intimidation some students feel when faced with long, dense texts by presenting short, engaging vignettes that combine illustrations, dialog, and narration. According to Krashen (2004), visual stories can support language acquisition by lowering perceptual barriers and facilitating comprehension, especially for second language learners. Similarly, Liu (2004) found that combining visual and verbal text can improve reading comprehension and vocabulary consolidation, suggesting that multimodal media such as Webtoon have real educational benefits.

Webtoon's interactive features such as comment sections, user ratings, and direct interaction with comic creators provide an interactive learning environment where students can exchange opinions, discuss plot development, and deepen their understanding of stories through social engagement Mayfield, 2008; Koh & Kim (2004). Zeng (2020) points out that slice of life stories allow young readers to explore identity, emotional expression, and social relationships, making them ideal for developing not only literacy but also emotional and social development. Therefore, incorporating slice of life story with Webtoon media into reading comprehension instruction offers students a multimodal, connected, and interactive learning experience that can enhance their technical reading ability and emotional connection with the material.

There have been several studies conducted to investigate the use of Webtoon to improve student's skill. One of the research projects is a study conducted by Ratna & Nova (2018) which discussed students' improvement in writing skill through Webtoon with a title of *The Effectiveness of Webtoon to Develop Students' Writing Skill in Narrative Text of Tenth Grade in SMK PGRI 13 Surabaya*. The finding of this research showed that Webtoon is effective to

develop students' writing skill in narrative text of tenth grade in SMK PGRI 13 Surabaya.

Another research conducted by Tifani et al (2020) also investigated Webtoon in students' speaking skill by storytelling technique. The finding of this research showed that students' confidence in speaking improved by using storytelling techniques through Webtoon. Most of them are active in speaking skill in the classroom. Similar to Tiffany et al (2020), Moh. Syaiful Adlim (2019) further added the use of Webtoon in teaching speaking was highly effective overall, despite the need for formal curriculum documentation. It was also suggested that tutors incorporate more varied techniques to increase engagement, and that the institution should develop a formal curriculum. Future researchers are encouraged to further investigate the use of Webtoon in other educational contexts.

In addition Fauziah & Nasrullah (2023) explore more Webtoon applications for learning English skills. The finding of this research showed that interest and comprehension are essential for reading English texts. Webtoon effectively fosters student's reading interest with its engaging visuals and enhances comprehension. Additionally, Webtoon aids in developing writing, speaking, and vocabulary skills.

From the background of the problem above about teaching reading comprehension through media, the researcher conducted research entitled: Enhancing Reading Comprehension by Using Slice of Life Story Through Interactive Webtoon Media At SMAN 5 Bandar Lampung.

1.2 Research Questions

Based on the background above, this study is intended to state the problem as follows:

1. Is there any significant difference in students' reading comprehension after being taught by using slice of life story through Webtoon media?

1.3 Objectives of the Research

Based on the formulation of problem above, the objectives of this research are:

1. To find out whether or not there is a significant difference in students' reading comprehension after being taught by using slice of life story through Webtoon media.

1.4 The Uses of the Research

The findings of the study are expected to be beneficial both theoretically and practically:

1. Theoretically, it can support the theory about slice of life story through Webtoon media increasing students' reading comprehension for the other researchers who want to conduct this study.
2. Practically, the results of this study can be as a reference for teachers to be applied in teaching and learning activities in the classroom in order to create a conducive and fun learning atmosphere so that it will achieve the learning goals optimally.

1.5 Scope of the Research

This research was conducted through a quantitative method. The focus of this research is to investigate whether there is any significant improvement in students' reading comprehension using Webtoon media. Further, the research conducted in SMAN 5 Bandar Lampung and the sample of the students who are in the first grade. The material for this research is a slice of life story because it is used in Webtoon as media.

1.6 Definition of Terms

In this research, there are some terms that emerge frequently in the explanation of each chapter. Those terms are related to the core of this research, such as:

1. Reading comprehension

Language conveys meaning and allows the sharing of information, ideas and perspective. When written messages are successfully understood, reading can be wonderfully inspiring, enjoyable and transforming experience. Written language has the power to take the mind to different places, times and events; it can put us in the shoes of fascinating characters and hold our attention through gripping plots, suspense and intrigue. Text can provide escapism and offer alternative perspectives on the world; what's more, they can 'kindle' our imagination to create rich mental images that may stay with us forever. Text can inform and develop knowledge, provide us with new vocabulary and provoke new ways of thinking Clarke et al (2013).

2. Webtoon

webtoon as another significant media and cultural product from South Korea that is a major part of the Korean Wave and deserves further analytical and theoretical attention. Park, H (2020)

3. Slice of life

Slice of life stories aim to capture the beauty of mundane, often overlooked aspects of human life, emphasizing emotional depth, character development, and natural interactions. Brenner (2007)

4. Media

Sadiman (2006) argues that media is everything that can be used to channel messages from senders to recipients so that they can stimulate students' thoughts, feelings, concerns and interests and attention in such a way that the learning process occurs.

CHAPTER II

LITERATURE REVIEW

In order to reach the goal of this research, this chapter is a chapter of some theories which are discussed in a framework. It consists of previous study, concept of reading comprehension, teaching reading comprehension, concept of learning media, Webtoon, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1 Previous Studies

In order to make this study more relevant, the researcher attaches several related previous studies conducted by several researchers.

The first was conducted by Ratna and Nova (2018) the researchers attempted to develop and test the feasibility and effectiveness of webtoon as a media to teach writing skill in narrative text. This study describes the analysis of student and teacher needs for webtoon media and the effectiveness of webtoon. The researcher obtained a quantitative method and questionnaire for collecting the data.. As a result, the study showed that Webtoon media is very effective when used in writing skill narrative text in the classroom.

Another research conducted by Tifani et al (2020) relating to the use of webtoons as a teaching tool to increase self-confidence during storytelling of first-year students. Technically, the method used by the researcher was the classroom action research method. Based on the finding and result discussion of this research, the result of the study , there was a significant difference in students' speaking confidence after the treatment.

It could be concluded that storytelling technique through webtoon in teaching learning process improved students' confidence in speaking English. The students were really interested and enjoyed the teaching learning process.

Moh. Syaiful Adlim (2019) further added the use of Webtoon in teaching speaking was highly effective overall, despite the need for formal curriculum documentation. It was also suggested that tutors incorporate more varied techniques to increase engagement, and that the institution should develop a formal curriculum. Future researchers are encouraged to further investigate the use of Webtoon in other educational contexts.

The next research conducted by Fauziah & Nasrullah (2023) based on their finding, Webtoon was used as a media for learning English skill. Based on the results, it was proved that Webtoon can be used as an alternative media to support students' interest in reading because the good teacher provided by Webtoon can attract interest and make students enjoy reading. Besides being able to attract students' interest in reading webtoon can also make students easy in reading comprehension skills, especially in English lessons. Another skill is speaking skills such as speaking using webtoon media which can be used as inspiration for students in telling stories. The use of webtoon can even be used by students to master English vocabulary because there are many vocabularies that may not be known to students

The last research was done by Ahasanah and Dias (2020) the study showed that digital comics can be categorized as affective media that may help the students in learning English. Since, the statistical analyses reported that there was a significant difference before and after the students got the treatment. Before the treatment almost all of the students got very low toefl scores and then after the treatment was being implemented the student toefl scores was increasing. Therefore, it can be said that digital comics may give positive feedback in English language teaching and learning activities.

Regarding all the studies that have been conducted by some previous researchers, the researcher definitely shows that Webtoon is one of the media that can be used in teaching and learning activities. On this occasion, the researcher can note that the use of Webtoon as a medium in teaching reading skills can be an interesting experience for students from the application of smartphone applications into lessons whose effectiveness has been evaluated. The researcher also ensures that this study will be more beneficial to the development of English reading instruction.

2.2 Concept of Reading Comprehension

One of the four language skills in English is reading. Communication with others can be done through reading. Students can obtain information by reading that may benefit them, but being a competent reader is difficult, especially if the English literature is challenging. Students need to better understand the basic concepts of the reading text.

According to Ziauddin Khan (2004), reading is a responsive process which involves recognition, interpretation and perception of written or printed materials. Reading is a fairly complex and multifaceted concept, which has been widely studied and debated in various fields, including education, psychology, and linguistics. The definition of reading can be approached from various perspectives, including cognitive, behavioral, and social aspects. Reading is the process of understanding or enjoying reading texts that involve the process of thinking, reasoning and processing information, as well as observing writing visually by utilizing the ability to see (eyes) for the purpose of obtaining information Susilo (2015), if one can read, they can educate themselves in any field they are interested in. When students have problems in reading, it will result in poor performance in other subjects because they cannot read and understand the material.

From a cognitive point of view, reading is the process of recognizing and interpreting written symbols, such as letters and words, to extract meaning from

text. Reading is the process of recognizing and interpreting written symbols, such as letters and words, to extract meaning from text. This process involves a range of complex mental skills, including pattern recognition, understanding of language structures, and integration of new information with existing knowledge. However, reading is not just seeing symbols, but also understanding and connecting those symbols to larger concepts and ideas to gain a deep understanding of the text being read. In line with Pang (2003: 6) states that reading also consists of two related processes such as word recognition and comprehension. Word recognition refers to the process of understanding how written symbols relate to one's spoken language. It includes the ability to recognize letters, understand pronunciation, as well as connect words with familiar meanings in everyday language. Meanwhile, comprehension refers to the ability to understand and interpret what is said or read. Comprehension involves the ability to grasp the main idea, important details, and relationships between parts of the text.

Hence, it is better to know the definition of comprehension first before defining reading comprehension. According to Kandana , et al (2021), comprehension is an important component of reading and learning. Comprehension involves the capacity to understand and interpret written or spoken language, which is crucial for acquiring new knowledge and skills. Basically, comprehension depends on the reader's capacity to find and define the main idea and topic sentence of the text. In addition, readers' comprehension is also shaped through their ability to organize and integrate new information, which is then described in written language. This process allows readers not only to understand the content of the text in depth, but also to develop new knowledge and insights based on the information they have read.

According to Sadeghi (2012), reading comprehension is the process of unlocking meaning from connected text. Students need to comprehend what they read in order to understand the information in text. The process of constructing meaning is the process in which the reader combines their prior knowledge with

the additional information from a text, draws the meaning of words, and connects it to reach the clear understanding of the written text (Pang, et al., 2003). Snow (2002) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. reading comprehension is a process to get the meaning from the text, and the process will be found if the students have the information resources or background knowledge about the text that they read in order they can bring it into the text to constructing the meaning of the text (Mardiana and Kurniawan, 2015).

Based on the description provided, the researchers conclude that Reading comprehension is a complex cognitive process that requires skills such as pattern recognition, language comprehension and information integration. This process involves two main components: word recognition and comprehension. Word recognition connects written symbols with spoken language, while comprehension focuses on understanding key ideas and details. This process, which is essential for learning, combines prior knowledge with new information and is crucial for academic success and independent learning.

2.3 Aspect of Reading Comprehension

According to Nuttal (1985) students should be able to comprehend the text well in five aspects of reading comprehension: determining the main idea, finding specific details, making inferences, identifying references, and understanding the the meaning of vocabulary.

1. Determining the main idea

Students are expected to be able to recognize the main idea in the text. For that, they need to understand the topic being discussed. The main idea of a paragraph is the message that the writer wants to convey, which can be expressed directly or implied. Usually, the first and last sentences of a paragraph are used to convey the main idea. A summary of the information in a paragraph and how it relates to the next paragraph can also serve as the main idea.

2. Finding specific details information

In this section, readers are supposed to find specific information, known as supporting sentences, from the text in order to develop the topic sentence. These include definitions, examples, cause and effect, fact and opinion, comparisons, and quotations.

3. Making 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 repetition. So, it is important for you to understand what those common words refer to.

4. Identifying inferences

Inference is the process of making conclusions or conjectures based on existing information, evidence, or data. In making inferences, the reader is expected to understand the text to make assumptions based on previous experience. In other words, the reader must infer meaning from statements that are not explicitly explained in the text.

5. The meaning of vocabulary

Along the lines of Hartman's statement, Spencer (1992) mentioned vocabulary as the highest ability to master for a reader or a writer, words which are used in the subject of knowledge, and a list of words which is arranged such as in a dictionary, complete with a clear and short explanation. Students' ability to understand the meaning of foreign words can be improved by linking the meaning of these words in the reading text.

Based on the theories that have been discussed, the five aspects of reading proposed by Nuttal are very important to understand a text. Therefore, the

researcher applied all the reading sub-skills in making the reading comprehension test for this study.

2.4 The objective of Reading Slice of Life

Reading slice of life is not just a form of entertainment, but an emotional, psychological and cultural experience that reaches readers of all ages and backgrounds. According to Brenner (2007), slice of life stories aim to capture the beauty of mundane, often overlooked aspects of human life, emphasizing emotional depth, character development, and natural interactions. The genre presents a portrait of everyday life, with characters in real and often seemingly mundane situations, in the face of the quiet but meaningful dynamics of life. The genre encourages readers to find value in ordinary, everyday things that are often overlooked. Without relying on great conflict or fantastic elements, Slice of Life stories emphasize the beauty of human relationships, character development and natural emotional depth, creating an authentic reading experience that reflects the reality of life.

One of the main goals of reading these types of stories is to develop empathy and emotional intelligence. Rather than relying on action, conflict, or fantasy, slice of life narratives explore themes such as friendship, family, school life, personal struggles, and coming-of-age, making them highly relatable and emotionally resonant Cavallaro (2006). Through stories of characters confronted with everyday situations such as school life, family relationships, friendships and personal challenges, readers are encouraged to reflect on their own experiences, understand the resulting emotions and see the world from a different point of view. In an educational context, especially for young readers or language learners, non-fiction stories can be a way to recognize social signals, improve language skills in real-life situations, and encourage participation in relevant discussions about emotions and current issues in everyday life.

According to a study published in *Global Media and China*, slice-of-life content offers individuals, especially young people, a space to explore their identity and

express themselves through real-life, low-excitement experiences Zeng (2020). In Japan, the genre is very popular and often takes place in everyday life, such as at school or at home Brenner, R. E. (2007). Although there are sometimes fantastical elements, the emphasis is on the relationships between characters and the routines they go through. In this way, reading slice of life is not only entertaining, but also a window through which one can understand the human condition, find comfort in the familiar and develop self-awareness in the context of the fast-paced dynamics of modern life.

2.5 Teaching Reading Comprehension

Teaching is the process by which knowledge, skills and values are transferred from teachers to students. Hirst's argument that a definition of teaching is contingent or 'parasitic' upon a definition of learning (Hirst, 1971) applies no less forcefully to the ways in which teaching and learning are conceptualized. Moreover, Hausell states teaching is not a hermetic problem of 'transmission', nor is it merely a 'delivery system', packaging and conveying the commodity of knowledge to those who will merely consume it.

To teach reading a variety of tools and resources can be used to create a rich and effective learning experience. The use of techniques in teaching is something that can be used in teaching reading comprehension. Such as the use of snowball throwing technique, based on Marlena (2016) snowball throwing technique is advantageous in bringing students to the situation where they can understand not only the text for preparing to ask and be asked in the teaching and learning process. Reading books such as novels, short stories and magazines are very useful print resources for introducing different types of texts and new vocabulary to students. It can provide the students' needs both in intensive reading and extensive reading. They learn new vocabulary and get actual information. Also, they can get the meaning of the words or noun phrase by using their background knowledge when they already know the topic of discussion in the text. On the other hand, they can infer meaning from the context even when they do not have a clue at all Ningrum (2014). Teaching reading comprehension can be made

interesting and effective through the use of games. Incorporating word games like Scrabble and Boggle helps students expand their vocabulary and understand word formation in a fun and competitive environment. Ulrich and Glendon (2005) suggest that games are fun and easy to develop to challenge students and provide immediate feedback so students can assess their own comprehension and, consequently, their need for further study. Furthermore, teaching reading comprehension using media can also increase students' interest and engagement in the learning process. Interactive media such as webtoons and educational videos provide an engaging way to present reading material with visuals that support text comprehension. In addition, audiobooks provide an alternative for students who may prefer listening to reading, helping them to develop listening and story comprehension skills. By integrating these different types of media, teachers can create a dynamic learning environment and support the development of students' reading skills in a more enjoyable and effective way.

In this activity, the teacher's role is to help students acquire knowledge by providing new experiences through the use of media. By introducing new experiences using media, teachers enable students to learn in groups. In this learning process, teachers must create a conducive environment for students so that the teaching and learning process runs smoothly. To create good conditions, teachers should consider and provide appropriate media because they can support the material being taught. With this in mind, teaching reading comprehension is a process in which teachers provide assistance, facilitation and guidance to students so that they can comprehend texts read using certain media. In this context, the role of teachers is very important because they are responsible for helping students master a second language, namely English, through interesting media.

2.6 Concept of learning media

Media are tools or means used to deliver learning material with the aim of enhancing the learning process and students' understanding. Puspitarini and Hanif (2019) claims that learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning

objectives. Some research findings also show the positive impact of media used as an integral part of classroom learning or as a primary means of hands-on learning Hasan et al (2020). In this context, whether teachers, textbooks, e-learning and the school environment is a learning environment where the way in which learning messages are delivered is through the direct model of direct teaching, i.e. through educators who act as carrier of information Hasan et al (2020).

Therefore, learning media can describe things that are difficult for teachers to explain in words. In addition, learning media also helps clarify abstract material Mediawati (2011). In line with the previous statement, learning media can represent or illustrate concepts that teachers find challenging to explain verbally. Additionally, learning media aids in making abstract material more understandable and concrete. So that Media is a very educational tool. It is strategic to determine the success of the teaching and learning process. Because its direct existence can provide its own dynamics students Arsyad (2011).

From the explanation above, the researcher concludes that learning media are essential tools for delivering educational material, enhancing the learning process, and improving students' understanding. When integrated effectively, they support educational objectives by making complex and abstract concepts more understandable. Previous research underscores the positive impact of using media in classroom and hands-on learning environments. Therefore, learning media are vital in ensuring the success of the teaching and learning process, fostering better student engagement and comprehension.

2.6.1 Principle of Media in Learning

According to Susanto (2016), The principle of media usage in learning process can be divided into three main principle, such as:

1. must have the ability to recapture, store and display an object or event
2. must have the ability to play objects/events in different ways as needed like
3. must be able to display important objects/events

So therefore, in choosing media, it is necessary to pay attention to several aspects, namely rationality, science, economy, practicality and efficiency (Mashuri, 2019). Of the many media in learning reading comprehension, one of them is using visual media in the form of webtoons that can improve students' reading comprehension, which is in accordance with the concept and principle of media learning itself.

2.7 Slice of Life Story in Learning

This type of slice of life offers a different approach to learning, presenting narratives focused on everyday events. According to Brenner (2007), slice of life stories emphasize the beauty and importance of ordinary human experiences, focusing on real emotional interactions, character development and everyday activities rather than grand or fictional stories. In an educational context, the slice of life story provide students with elements that can be related to their own lives, making it easier for them to make emotional and cognitive connections to the text. Zeng (2020) points out that slice of life stories offer young readers a space to explore issues of identity, social relationships and emotional expression, thus helping to develop literacy and emotional intelligence.

From a language learning perspective, life stories are valuable because they expose students to natural, everyday language use. According to Krashen's (1982) "input hypothesis," students acquire language more effectively when exposed to comprehensible input that is slightly above their current proficiency level. Everyday life stories, which are often characterized by real conversations, informal expressions, and familiar situations, constitute this type of input. Furthermore, Nation (2001) asserts that intensive reading of interesting material appropriate to students' proficiency level improves vocabulary acquisition, reading fluency, and overall language proficiency. By reading life stories, students are exposed to the language in context, making it easier for them to infer meaning, understand nuances, and apply new vocabulary in their own communication.

Furthermore, the emotional and social themes present in slice of life stories support student motivation and engagement. Guthrie and Wigfield (2000) emphasize that student engagement in reading is strongly influenced by the personal relevance of the material and the degree of emotional involvement it triggers. Slice of life narratives, which often explore themes like friendship, family, school, and personal growth, resonate deeply with young readers, increasing their motivation to read and their willingness to persist through challenging texts. This aligns with the reader-response theory proposed by Rosenblatt (1978), which stresses the importance of the reader's active engagement with the text to construct meaning. By inviting students to reflect on their own experiences and emotions in relation to the story, slice of life materials create an interactive and meaningful learning experience that goes beyond surface-level comprehension.

Based on the previous explanation, slice of life stories enrich learning by offering relatable, everyday narratives that strengthen both language skills and emotional engagement. By exposing students to authentic language and meaningful themes, these stories boost reading comprehension, motivation, and personal connection, making them a valuable tool for holistic literacy development.

2.8 Teaching Reading Comprehension Using Slice of Life Story

Teaching reading comprehension is not just about helping students decode words or understand grammar; it's about helping them actively engage with texts, extracting meaning and applying that meaning in real world contexts. Communicative language teaching (CLT) focuses on developing students' communicative competence by emphasizing the use of language in meaningful interactions, rather than through memorization or mechanical exercises Richards & Rodgers (2014). In the context of reading comprehension, communicative language teaching encourages students to discuss, interpret and respond to texts in a way that reflects actual communication so that they can practice language in an authentic and interactive environment.

Slice of life stories are particularly well suited to this approach. These stories depict everyday scenarios, emotional experiences and realistic interactions between characters that reflect the types of situations students are likely to encounter in their lives. According to Brenner (2007) slice of life stories highlight the beauty of everyday experiences by focusing on nuanced character development and authentic emotional interactions. Because of their relevant themes, these stories naturally motivate students to express their opinions, share their thoughts and connect the text to their personal experiences. Zeng (2020) points out that slice of life stories give young readers the opportunity to explore issues of identity, relationships and emotion - topics that encourage discussion and personal connections, which are the main goals of lifelong learning methodologies.

From a language learning perspective, slice of life stories also provide authentic input, which is essential for language acquisition. Krashen (2004) argues that students acquire language more effectively when they are exposed to comprehensible input slightly above their current level, allowing them to internalize new vocabulary and structures in context. Slice of life stories, often written in natural conversational language, provide this type of information by exposing students to informal expressions, idioms and cultural nuances that may not be present in textbooks. Nation (2001) points out that intensive reading of interesting, grade-appropriate materials promotes vocabulary development, reading fluency and overall language proficiency. When teachers incorporate these stories into reading lessons based on participatory classroom instruction, they give students the opportunity to actively interact with the language, both during and after reading.

In a classroom that implements a CLT method, teachers can have students read an episode of Webtoon slice life story and then work in pairs or small groups to discuss the motivations of the characters, predict what will happen next or act out a conversation from the story. Students can also be asked to share their personal experiences related to the story's theme, fostering emotional connection and meaningful communication. According to Guthrie and Wigfield (2000), students'

motivation to read increases when the material is personally relevant and emotionally appealing, making stories that tell true stories an ideal tool for continuous learning. In addition, Rosenblatt's (1978) reader response theory supports this approach, emphasizing that meaning is co-created between the reader and the text and is shaped by the reader's feelings, thoughts and personal experiences. By using materials related to everyday life, teachers benefit from students' emotional engagement, deepen their understanding and improve their ability to express themselves in English.

The combination of slice of life stories and the CLT method creates a powerful, student-centered approach to teaching reading comprehension. Students are not simply passive recipients of information, they become active participants in the learning process, engaging in meaningful conversations, making personal connections and practicing language in authentic and socially relevant ways. This integration supports both the cognitive and affective aspects of reading, helping students develop not only language skills, but also confidence, empathy and motivation, all essential elements of effective language learning.

2.9 Procedures of Teaching Reading Using Slice of Life story through Webtoon

There is no set pattern for teaching reading using webtoon. Teachers who want to use webtoons in teaching and learning activities can modify and develop lesson plans based on available templates. However, this study uses digital comics, specifically webtoons, as a media to teach reading comprehension. Researchers should equip students with slices of life story materials, which will be distributed in the form of webtoon. After that, for reading practice, students are asked to read webtoons with the specified genre and answer the researcher's questions. Similarly, in the implementation of the stages, the researcher provides the material delivered by the teacher orally. But before the learning began, students had to do a pre-test to find out the initial skills before receiving treatment. After that, the researcher distributed webtoon step by step to students. Students can discuss with their peers during reading activities. Students then try to complete the story based

on the webtoon story chapter they have just read. Below is the complete procedure of teaching and learning activities implemented in this study, adapting the reading process theory proposed by Collin & Smith (1980), Oakhill et al (2014) :

1. Pre-reading

Pre-reading is the initial phase of reading to quickly scan the material for key concepts before reading the text in full and in depth. This activity helps the reader gain an initial understanding of the reading content, making the reading process more efficient and guided. Pre-reading activities typically include outlining the title, subtitle, introduction, summary, guiding questions and conclusion of the text or chapter. In a learning context, teachers can use pre-reading strategies to introduce the structure of the reading, clarify important vocabulary or new concepts, identify key ideas and stimulate students' curiosity about the content. The goal is to increase students' motivation and concentration before they begin reading the text.

2. While-reading

During the while-reading, students participate in exercises that help them focus on the content and deepen their understanding of the text. These exercises are designed to enable students to read as if they were reading in their native language. At this stage, students are expected to check previous predictions, obtain information from the text and organize it in a systematic way.

3. Post-reading

Students are encouraged to think about the text they have read and respond to it after they have finished reading. This exercise is designed to help students organize and remember the information they have learned, which can also be useful in other contexts, such as presentation tasks or rephrasing the content of the reading. Teachers also encourage students to think about the content of the reading they have just understood.

2.10 Advantages and Disadvantages of Using Slice of Life Story through Webtoon

Using Webtoon as a learning media offers many benefits. First, it helps expand students' vocabulary by introducing them to a variety of words and phrases in context. Secondly, it increases students' response to reading by engaging them with interesting stories and images that encourage active participation and comprehension. In addition, Webtoon allows students to practice responding and receiving feedback on their reading, which fosters better communication and critical thinking skills. Lastly, incorporating Webtoon into learning activities can prevent boredom by providing new and interesting experiences making the learning process more enjoyable and effective.

The use of webtoon as a learning media has some disadvantages. First, users must have a stable internet connection to access the media, which may be an obstacle for some students. Secondly, if not used carefully, webtoon can negatively impact students' academic performance. Many students may become addicted to logging in and spend too much time on this platform, thus interfering with their school activities and responsibilities..

2.11 Theoretical Assumption

In accordance with the theory previously described, this study aims to determine whether reading through Webtoon media has a significant effect on students' reading comprehension or not. Reading is a basic skill that students need to master, so students must be able to understand reading and continue to the next level. Therefore, the use of Webtoon media in reading comprehension is believed to have a significant impact on students' reading comprehension, because Webtoon can broaden horizons through the use of various reading sources. In addition, technology has its own role in increasing interest in reading in this era. Increasing knowledge about the purpose of reading with the help of reading tools such as Webtoon can create a good learning atmosphere so that students more easily understand reading.

2.12 Hypothesis

Based on the theories above; therefore, the researcher formulates a hypothesis as follows: There is a significant difference in students' reading comprehension between before and after using slice of life story through Webtoon as the students' reading media.

H0: There is a no significant difference in students' reading comprehension between before and after using slice of life story through Webtoon as the students' reading media

H1: There is a significant difference in students' reading comprehension between before and after using slice of life story through Webtoon as the students' reading media

This chapter lastly had discussed the terms related to a number of points of the study such as the previous study, concept of reading comprehension, teaching reading comprehension, slice of life story, concept of learning media, Webtoon, advantages and disadvantages, theoretical assumption and hypothesis.

CHAPTER III RESEARCH METHOD

This chapter with the description of the steps while conducting the research including research design, population and sample, variables, research procedures, data collecting technique, instruments, data analysis, and hypothesis testing.

3.1 Research Design

This research in quantitative study using One Group Pre-test Post-test Design to find out the effect of using Webtoon media on students' reading comprehension. The design uses one class as the experimental class that received the treatment of using Webtoon media. This research was conducted through the procedure of pre test (T1) that was given before the researcher teaches using Webtoon media to measure the students' reading comprehension before they were given the treatment. Then, treatment was given three times by using Webtoon media to see the significant effect on students' reading comprehension. Hence, post-test (T2) was given after the researcher teaches the students by using Webtoon media to find out the increase of students' reading comprehension achievement after they receive the treatment. It is expected by this design; the research was able to give the answer to the problems. The design of the research described as follows:

T1 X T2

The terms can be illustrated as follows:

T1 : Pre-test

X: Treatment

T2: Post-test

(Setiyadi, 2006)

3.2 Population and Sample

The population of the research in SMAN 5 Bandar Lampung. The sample was the students who were in the first grade of high school. The researcher takes one class as the sample of the research. Thus, the criterion of the sample is the students who had already been taught about reading comprehension, specifically narrative text material. Therefore, the researcher wants to teach that the use of webtoons can also be used as learning media.

3.3 Variable

In accordance with the concept of variable, Fraenkel (2012:77) stated that variable is a concept of a noun that stands for variation within a class of objects. In addition, the variable is divided into two kinds of variables named independent variable and dependent variable. In this study, the researcher consisted the following variables:

1. Slice of life story through Webtoon as an independent variable (X).

It is categorized as an independent variable hence by utilizing slice of life story through Webtoon as the variable could influence the dependent variable (Y) in determining the effect between phenomenon and the object which is being observed.

2. The students' reading comprehension as a dependent variable (Y).

It is categorized as a dependent variable in consequence of students' comprehension based on the activity output. The achievement of students could be measured to determine whether or not there is an effect of the independent variable.

3.4 Instrument of The Research

The instrument used in this study was a multiple-choice reading comprehension test. The test was pre-test and post-test. These questions provide narrative text material adapted to the level of first grade of senior high school. A total of the tests had 50 questions that were given during the first tryout process carried out by

the researcher. Administering a tryout test before the pre-test is a valuable tool for measuring and preparing students before facing the actual pre-test while providing insight to researchers about the level of understanding and progress of students. The questions comprised aspects of reading comprehension. These aspects are determining the main idea, finding specific details, making inferences, identifying references, and understanding the meaning of vocabulary.

Table 3.1. Specification of Instrument

No.	Reading Comprehension Aspect	Number of Items	Number of the Test
1.	Determining the main idea	7	1,11,12,18,24,31,37
2.	Finding specific details	12	2,3,13,15,17,26,32,33,38,41,43,44
3.	Making inferences	11	6,9,16,23,28,35,39,45,47,48,49
4.	Identifying references	10	4,7,21,25,27,29,34,40,46,50
5.	Understanding the meaning of vocabulary	10	5,8,10,14,19,20,22,30,36,42
	Total	50	

3.5 Validity and Reliability of Instrument

The researcher must verify the validity and reliability of the instruments employed in the research. Validity and reliability were crucial while designing an instrument, according to Setiyadi (2018). As far as the instrument's measurement is concerned, those two factors cannot be separated. An instrument's validity and reliability used to assess whether it fulfills the requirements for a good test. As a result, the researcher is interested in learning whether or not the tests utilized in the study instrument are appropriate.

3.5.1 Validity

According to Hatch and Farhadi (1982), there are two basic types of validity; content validity and construct validity.

a. Content Validity

Content validity indicates whether the item or assessment truly represents what it is supposed to test. Content validity aims to cover what is being taught and the teacher-set teaching objectives that the students want to know. According to Setiyadi (2006), the material given must be suitable for the curriculum. Therefore, to achieve content validity in the reading test, the researcher aimed to design materials taken from the curriculum skill standards for grade one of high school.

Table 3.2. Specification Used to Judge Content Validity

No	Types of Content Reading Comprehension	Item Number	Total
1.	Determining the main idea	1,11,12,18,24,31,37	7
2.	Finding specific details	2,3,13,15,17,26,32,33,38,41,43,44	12
3.	Making references	6,9,16,23,28,35,39,45,47,48,49	11
4.	Identifying inferences	4,7,21,25,27,29,34,40,46,50	10
5.	Understanding the meaning of vocabulary	5,8,10,14,19,20,22,30,36,42	10

The researcher was using the data from the lesson plan to assess how well the assessments corresponded to the test objectives or specifications for the narrative text to determine the degree of match. In this study, the researcher examined the test using the learning objectives listed in the lesson plan. Additionally, the signs on the lesson plan were used to create the tests delivered to the students. Content validity can indeed be established through expert judgment. In this context, once

the instrument has been developed to measure specific aspects following a predetermined lesson plan, it is subjected to evaluation and consultation with knowledgeable individuals or experts in the field. This expert judgment process ensures that the instrument effectively aligns with the content it is intended to measure. The instrument was judged by the English teacher at SMAN 5 Bandar Lampung. The results of the consultation were used as input to improve the instrument so that it was feasible to collect data.

b. Construct Validity

Setiyadi (2018) states that construct validity is required for measuring instruments that have several indicators in measuring one aspect of the construct. Construct validity refers to whether a test conforms to theories about the meaning of reading comprehension, with the aim of determining whether the questions actually test students to see if they have mastered authentic reading texts. The language theory being measured. In relation to this study, construct validity is used to measure whether or not the questionnaire conforms to the theory. However, the questions should ask the five aspects of reading skills, namely identifying the main idea, identifying specific information, making inferences, identifying references, and understanding vocabulary. Reading skills are part of the construct validity and the number of test items. The construct validity can be measured by evaluating all the items that are related to the reading comprehension. Expert judgment was done to make sure the test items are able measure students' reading comprehension knowledge. Therefore, it has fulfilled the construct validity.

3.5.2 Reliability

Setiyadi (2018) reliability is the consistency of a measuring instrument or the extent to which a measuring instrument can measure the same object at different times but show relatively the same results. Test reliability can be interpreted as the extent to which a test produces consistent results when carried out under the same conditions, Hatch and Farhadi (1982). According to Arikunto (2010) test reliability means that the instrument can be trusted to be used as a data collection

tool because it is good. This means that the test has a certain average result if tested on different occasions and the conditions are the same as before.

$$r_1 = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

To determine the coefficient correlation of whole items, the researcher used Spearman Brown's Prophecy Formula). The formula presented as follows:

$$r_k = \frac{2r_{11}}{1 + r_1}$$

r_k : the reliability of the whole tests

r_{xy} : the reliable of half tets

The criteria of reliability present as follows:

Range Agreement

0.00 – 0.19 Very low reliability

0.20 – 0.39 Low reliability

0.40 – 0.59 Average reliability

0.60 – 0.79 High reliability

0.80 – 0.100 Very high reliability

(Arikunto, 1998, p. 260)

The results of the reliability analysis for the vocabulary test items reveal a high level of reliability, with a coefficient of 0.79. This result is consistent with previous calculations, affirming the strong consistency of the test items. The reliability coefficient indicates that the test items are effective in measuring reading comprehension, providing a solid measure of consistency across different approaches.

The Spearman-Brown prediction equation and the split-half reliability method produced similar results, with the test items considered highly reliable. This consistency between the different methods highlights the robustness of the test in assessing vocabulary mastery, guaranteeing the reliability and dependability of the measurements despite the different calculation methods.

Table 3.3. Reliability Statistic by Using SPSS

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	,619
		N of Items	25
	Part 2	Value	,875
		N of Items	25
	Total N of Items		50
Correlation Between Forms			,844
Spearman-Brown Coefficient	Equal Length		,916
	Unequal Length		,916
Guttman Split-Half Coefficient			,895

3.6 Level of Difficulty

Level of difficulty can be defined as “how easy or difficult the item was in the form of the point of view of the students who took the test”. Regarding this important role, since test items which were too easy (that all students get right) can tell us nothing about differences within the test population (Shohamy, 1985:79).

Level of difficulty calculate by using the following formula:

$$LD = U + LN$$

The formula above can accordingly by illustrated as follows:

LD: Level of Difficult

U: the number of upper level who answer correctly

L: the number of lower level who answer correctly

N: the total of student in upper and lower groups

The criteria are as follow:

<0.30: difficult

<0.30 – 0.70: average

>0.70: easy

Table 3.4. Difficulty Level of Test Item

No	Number Item Test	Computation	Criteria
1	1,2,3,4,8,11,12,14,18,29,34,37,39,40,	<0.30	Easy
2	5,7,9,15,21,23,24,25,27,28,31,32,33,35, 36,41,42,43,44,45,46,47,48,49,50	0.30-0.70	Avenger
3	6,10,13,16,17,19,20,22,30,38,	>0.70	Difficult

The test was categorized into three levels of difficulty based on the computation criteria. The first category, labelled "Easy," consisted of 14 questions where the computation was less than 0.30. The second category, termed "Average," included 25 questions with computations ranging from 0.30 to 0.70. Finally, the "Difficult" category encompassed 10 questions, each with a computation greater than 0.70. The distribution of the questions ensured that a range of difficulty levels was represented in the test.

In the next phase, the test was adjusted from 50 to 30 questions based on the discrimination power, to maintain reliability and make the test more accessible for students. The total of 8 easy questions and 5 difficult questions were administered since the discrimination power reached satisfactory to excellent values. As for average questions, seventeen questions which discrimination power reached satisfactory and good value. Therefore, seventeen average questions were administered (Data in Appendix 5).

3.7 Discrimination Power

Discrimination power can be referred to as “the extent to which the item differentiates between high and low level students on that test”. A good item which is according to this criterion is one in which good students did well, and-bad students failed (Shohamy, 1985:81). In other words, the item of discrimination power stated how well the item was presented in separating the better students from the poorer students.

$$A=U-L1N2$$

Notes:

DP: discrimination power

U: the proportion of upper group students who answer correctly

L: the proportion of lower group students who answer correctly

N: total number of students

The criteria are:

- a. DP= 0.00-0.20 = Poor items
- b. DP = 0.21-0.40 = satisfactory item
- c. DP = 0.40 -0.70 = Good items
- d. DP = 0.71 - 1.00 Excellent items
- e. DP = (Negative) = bad items (should be removed)

(Shohamy, 1985)

Table 3.5. Discrimination Power of Test Items

Number Item Test	Computation	Criteria
1,2,3,5,6,9,13,15,16,18,19,21,23,25,26,27,30,32,35,37	0.00-0.19	Poor
4,7,10,11,12,17,20,28,29,33,39	0.20-0.39	Satisfactory
8,14,22,24,31,34,36,38,41,42,43,45,46,48,49, 50	0.40-0.69	Good
40,47	0.70-1.00	Excellent
	(Negative)	Bad Item

Based on the results, it was determined that 19 items were categorized as poor, 12 items as satisfactory, 16 items as good, 2 items as excellent, and 0 items as bad. To enhance the reliability of the test, all poor and bad items were removed. The remaining items, categorized as satisfactory, good, and excellent, were carefully selected and revised, ultimately reducing the total number of questions from 50 to 30, consist of 12 satisfactory items, 16 good items, and 2 excellent items, with a balanced difficulty of 8 easy, 5 difficult, and seventeen average questions, and a comprehensive coverage of reading aspects, including 4 questions determining main idea, 8 questions specific information, 6 questions making inferences, 5 questions identifying inferences, and 7 questions vocabulary (Data in Appendix 5).

3.8 Data Collection Technique

In collecting data, the researcher distributes the form of reading comprehension to the students. The researcher applied two reading tests; pre-test and post-test. Students are asked to answer a reading comprehension test of narrative text in order to find out the students' ability before and after having the treatments by analyzing the students' score. The technique of collecting data clarified as follows:

1. Try-out Test

The first stage of this study was the design and implementation of a try-out test. This test was crucial to ensure that the items used to assess students' reading comprehension skills were clear, unbiased and aligned with the content of procedural texts taught using the semantic mapping technique. By conducting a try-out test on a small group of students who were not part of the main study group, the researcher assessed the test's reliability and validity. Modifications were then made to improve the test's effectiveness in accurately measuring students' reading comprehension skills.

2. Pre-test

This test was administered in order to find out how far the students' reading comprehension was before being given the treatment. The test was given by the researcher before applying the treatment process through Webtoon media

in order to assess the basic quality students' reading comprehension before they receive the treatment.

3. Intervention with Webtoon

The intervention phase of the study involved using webtoon animation as a teaching method to improve reading comprehension. During this period, the researcher carefully selected webtoon episodes that matched the learning objectives and documented the use of webtoon animation, student participation and the duration of the intervention. This structured approach allowed the study to be conducted under controlled and consistent conditions, enabling an effective evaluation of the webtoon animation-based teaching method.

4. Post-test

After the researcher conducted the teaching activities through Webtoon media as the treatment, the researcher then administered a post-test to the students. Since, the result of the post-test would be compared with the previous test. It was done in order to know the students' progress in reading comprehension tests after having the treatment.

Based on the study's data collection process, it was concluded that the use of a pre-test and post-test, as well as a try-out test, provided a comprehensive assessment of students' reading comprehension skills. The try-out test ensured that items were reliable, valid and consistent with content and teaching methods, which improved the overall quality of the study. The pre-test results established a benchmark for students' reading comprehension skills before treatment, while the post-test results measured the impact of teaching procedural texts via WebToon. By comparing pre-test and post-test results, this study revealed students' progress and demonstrated the effectiveness of the WebToon medium in improving students' reading comprehension skills.

3.9 Procedure of the Research

The research was conducted in a systematic manner to ensure the validity and reliability of the results. Each step in the research procedure is carefully designed

to meet the objective of the study and address the research question. The following procedures are used to conduct the research:

1. Defining Research Design and Objectives

At the beginning of the study, the researcher established the research model and defined the research objectives. The study was designed as an empirical investigation. Clear objectives, hypotheses and research questions were formulated to guide the study. Using this model, the researcher sought to establish a cause-and-effect relationship, thus contributing valuable insights into the effectiveness of enhancing reading comprehension through the use of slice-of-life stories presented via interactive webtoon media.

2. Selecting Instrument Material

In this phase, the researchers carefully selected the instruments needed to collect data for the study. The tool chosen for this study was the comprehension reading test. Comprehension reading tests assess participants' ability to understand and analyze textual content. The decision to use these tools was based on their ability to effectively capture and measure the variables under study, namely the improvement of comprehension reading skills through the use of web comics.

3. Determining the Sample of the Research

The researcher then identifies and selects a specific group of participants for data collection. The selection process involves deciding which demographic characteristics, such as age group or education level, best fit the research objectives. The selection process aims to select classes that are representative of the population. Classes are selected randomly to minimize selection error, ensuring that the selected classes reflect the characteristics of the other 10 classes in the population. However, practical constraints, such as availability and administrative approvals, may require the use of convenience sampling selecting classes that are accessible and cooperative.

4. Administering Try-Out Test

To explore the efficacy of using Webtoon in reading comprehension improvement was started with the design and administration of a try-out test.

This test was serving as a critical precursor, carefully examining the clarity, reliability, and effectiveness of the vocabulary test items. A select group of students, distinct from the main research group, was participating in this try-out test. This method provided a unique opportunity to assess the reliability and validity of the test items and made necessary modifications to enhance its precision.

5. Administering Pre-Test

The beginning of the research encompassed the administration of the pre-test to all participating students within the research group. The pre-test aimed to gauge the students' initial reading comprehension. This pre-test was identical to the post-test, forming a clear basis for evaluating vocabulary development.

6. Conducting the Treatments

In this part, the researcher was requiring students to make a Webtoon account on their smart-phone to be able to join the learning activities. After that, the researcher delivered the material by giving a brief explanation about how to use Webtoon in order to access reading materials. Therefore, to make it easier the students were asked to discuss the reading material of narrative text used on Webtoon with the teacher and their friends. Since they were having a sequence of steps, the researcher asked students to identify each aspect from the story. The treatment was in three meetings around 90 minutes in every meeting and the meeting was conducted in the offline section. Thus, the class was taught by using Webtoon media.

7. Administering Post-Test

Following the comprehensive implementation of the treatment, the post-test became the next focal point. Similar in structure to the pre-test, the post-test entailed the administration of a multiple-choice examination. However, the questions were thoughtfully designed to differ from those in the pre-test. This contrast enabled researchers to discern the extent to which students' vocabulary proficiency had advanced after being exposed to the Webtoon media.

8. Analyzing the Data

Once the reading comprehension tests were collected, the researcher submitted the data into a systematic analysis process. Descriptive statistics, including measures like averages and standard deviations were computed to gain insights into the students' improvement of reading comprehension after students were taught using Webtoon media. The analysis of these scores was executed using the Statistical Package for the Social Sciences (SPSS), which facilitated a thorough statistical evaluation. This comprehensive analysis of data not only provides insights into the impact of the teaching technique but also provides valuable insights into students' perspectives and reactions to the innovative approach.

3.10 Data Analysis

In the analysis of the gathered data, the researcher employed a specific formula developed by Arikunto. To begin with, the researcher utilized the subsequent formula to assess the students' test score.

The Formula presented as follows:

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

Notes:

S= The test score

R= The number of correct answers

N= The total number of test items

(Arikunto,1993)

Following the scoring of the pre-test and post-test, the researcher computed the mean score of both assessments using the following formula:

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

Where:

$\bar{X}$ = Mean (average score)

$\sum$ = The total score of all the students

N = The total of students

Additionally, the data underwent analysis employing the Repeated Measures TTest to determine the significance of the treatment's effect and to evaluate the acceptability of the hypothesis and it was explained in the next chapter.

1.11 Hypothesis Testing

Hypothesis testing employed to evaluate the acceptance of the proposed hypotheses in this research. The hypothesis was examined using statistical analysis, specifically, the Pearson Product Moment Correlation through the Statistical Package for Social Science (SPSS). Additionally, Hypothesis Testing with Repeated Measures T-Test serves as one of the statistical methods utilized in 37 this research to assess variations in measurements conducted on the same subjects at different time points. The researcher used the following formula:

$$H1 = \text{Sig.} < 0.05$$

Where:

- If the Sig. two-tailed is lower than 0.05, therefore H0 is rejected and H1 is accepted. - If the Sig. two-tailed is higher than 0.05, therefore H0 is accepted and H1 is rejected.
1. H0: There is no significant difference in students' reading comprehension achievement after being taught by using slice of life story through Webtoon media.
 2. H1: There is a significant difference in students' reading comprehension achievement after being taught by using slice of life story through Webtoon media.

This chapter had explained research design, population and sample, variables, validity and reliability of the instrument, data collection, data analysis, data treatment, and hypothesis.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusions of the data found during the research and suggestions for future researchers and teachers who want to apply Webtoon media to the learning process, especially in teaching reading comprehension.

5.1 Conclusion

Based on the findings and discussion, the researcher drew the following conclusions from this research:

1. The study reveals a significant improvement in reading comprehension among tenth grade students at SMAN 5 Bandar Lampung after implementing Webtoon media as a treatment, which highlights the effectiveness of this teaching technique. The results confirm that slice of life story through Webtoon media serves as a valuable tool in enhancing students' reading comprehension, making it a recommended strategy for reading instruction in similar contexts.
2. Among the different aspects of reading comprehension, specific information shows the most significant relative improvement. The substantial improvement in specific information can be attributed to the effective use of slice of life through Webtoon, which allowed students to understanding and contextualize the relation among words. This improved their comprehension and application of specific information in reading with understanding, so they were better able to identify and extract important details from text and visuals. While comprehension of specific information showed the highest level of improvement, it is important to point out that other aspects of reading with understanding also showed significant improvement. Main idea, making

inferences, identifying inferences, vocabulary all experienced significant gains, indicating that semantic mapping positively impacts all areas of reading comprehension.

5.2 Suggestion

From the results of this research, researchers would like to provide several suggestions:

1. Based on the weaknesses of the discussion regarding webtoon media, the researcher suggests that teachers when implementing webtoon can teach phrases based on the text in Webtoon. so that it not only increases unfamiliar vocabulary but also meaningful words in the text.
2. Teachers can also choose stories that are more in line with students' literacy levels so that it is expected students' understanding across all reading aspects becomes more balanced and even.
3. Future researchers can use other genres in Webtoon media that are still related to the school curriculum, such as comedy or historical genres that are tailored to the level of students so that this can be compared to which genre can improve students' reading skills most significantly.

By employing slice of life story through Webtoon media and addressing specific challenges, teachers can create a more dynamic and effective learning environment that fosters a deeper understanding of reading comprehension and supports overall language development. Researchers, on the other hand, can contribute to the continuous improvement of reading comprehension instruction methods and enhance the effectiveness of slice of life story through Webtoon media by exploring its application across different English skills, investigating varying levels of improvement, and refining strategies for better implementation.

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