

**THE EFFECT OF USING WEBTOON IN IMPROVING STUDENTS'  
READING COMPREHENSION IN NARRATIVE TEXT  
AT SMPN 3 PRINGSEWU**

**(Undergraduate Thesis)**

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**ABSTRACT****THE EFFECT OF USING WEBTOON IN IMPROVING STUDENTS'  
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This study aims to determine whether there is a significant improvement in students' reading comprehension of ninth-grade at SMP Negeri 3 Pringsewu after they are taught using Webtoon media, specifically narrative texts. It answers the research questions raised. This is quantitative research that uses a one-group pre-test and post-test design with a sample of 32 students from class IX-4, selected through cluster random sampling. Data were collected through multiple-choice reading tests with 30 questions given before and after four learning sessions using slice-of-life genre Webtoon. The data were analyzed using a paired sample t-test in SPSS version 26. The results showed an increase in the average score from 61.84 (pre-test) to 84.64 (post-test), an increase of 22.8 points. The highest improvement was found in identifying main idea (87 points/40%), followed by inference (57 points/26%), supporting details (36 points/16%), vocabulary (30 points/14%), and reference (9 points/4%). These results were supported by a t-test  $t=16.739 > t\text{-table}=2.045$ ,  $\text{sig}=0.000 < 0.05$ , which rejected the null hypothesis. The conclusion of the study states that using Webtoon significantly improves students' reading comprehension in narrative texts, especially in the main idea aspect, due to the visual and interactive elements. However, the reference aspect requires more explicit instructions. These findings indicate that Webtoon can be considered an innovative and effective digital learning medium for teaching reading comprehension in junior high schools, especially for narrative texts.

**Keywords:** *digital media, Junior High School students, reading comprehension, Webtoon*

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**By  
ADELLA**

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IMPROVING STUDENTS' READING  
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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 gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## CURRICULUM VITAE

Adella was born in Serang Banten, on January 16<sup>th</sup>, 2004. She is the second daughter in the family of Muhtar and Marlina. She has one older brother, Muhamad Ilyas.

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## DEDICATION

*This script is dedicated to my beloved parents, my brother, the great teachers and lecturers, my friends and my almamater.*

**MOTTO**

*“To the Infinity and Beyond.”*

- Buzz Lightyear

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The Author,

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## I. INTRODUCTION

This chapter discusses the background, research question, objectives, uses, scope, and definition of terms.

### 1.1. Background

Reading is one of the four main language skills taught to English language students. Learning to read is not easy. It is expected that junior high school students have reading skills, especially reading comprehension, and sufficient vocabulary to understand various types of texts. As stated by Amrullah et al. (2024), students should understand the aspects of reading so that they can absorb new information. Reading has many benefits for students. It allows them to pursue and expand their knowledge, improve their comprehension through exposure to various ideas, details, and conclusions, and expand their vocabulary knowledge. Ultimately, reading helps students become skilled, intelligent, and proficient learners, which enables them to acquire knowledge more efficiently. However, despite its importance, reading comprehension remains a major challenge for many students.

Facts in schools show that many junior high school students still struggle to understand English reading materials. Poor study habits, weak academic backgrounds, lack of motivation, and limited vocabulary are some reasons for this problem. Several schools, including SMP Pondok Pesantren Darudda'wah Punggur Kecil, and SMP Negeri Weet, have documented these challenges through their studies. These findings are supported by research conducted by (Sutrisno and Winarti, 2019, as cited in Nurhaya and Abduh, 2023) which found that students often have difficulty focusing because they do not understand the meanings of words in the text, hindering them from grasping the main concepts. This unfamiliar

vocabulary constantly hampers text comprehension and reduces students' ability to extract important information, creating a significant gap between curriculum expectations and students' actual performance in class.

One major contributing factor to this problem is the lack of engaging learning media. Students at this age are in a very active developmental phase, where their creativity and imagination are rapidly developing, making it crucial to use media that can capture their attention. According to research conducted by Mayer (2009), engaging media can increase students' motivation and help them understand and remember information better. Given these challenges and the proven effectiveness of engaging media, there is a clear need for innovative digital tools that can bridge the gap between students' digital preferences and the development of their reading comprehension.

To address this challenge, one promising solution is the use of Webtoon as a digital comic platform that combines text and visual elements in an engaging and accessible format. The use of this application is considered an effective method. Not only does this platform help students understand the plot and character development, but it also makes the reading experience enjoyable and engaging, which prevents boredom. Generation Z, also referred to as the digital generation, greatly enjoys the use of digital platforms. Growing up and developing with technology, this generation often finds traditional ways of conveying information to be unattractive. According to Prensky (2001), this generation has different learning preferences and responds more positively to interactive and visual media, making Webtoon an ideal instructional tool for contemporary learners.

Given that Webtoon primarily presents content in story format, it is particularly suitable for teaching narrative texts, which play an important role in improving students' reading skills. Narrative texts typically include components such as characters, setting, conflict, and resolution, which help students understand the content. According to Anderson (2003), narrative texts involve emotions and imagination, making the reading process more significant and meaningful.

Webtoons offer a modern approach to conveying stories, as the combination of visual and textual elements aligns naturally with the structure of narrative texts. For example, the episodic nature of Webtoons allows students to analyze and interpret texts more effectively as they follow character development and plot progression over time. This makes Webtoons not just an engaging instructional tool, but also a resource with academic value for enhancing story comprehension.

Despite the potential benefits of Webtoon as an innovative learning medium, junior high school students continue to face significant challenges in reading comprehension, as reported by (Suyanto, 2024, as cited in Amrullah et al., 2024). This issue requires special attention to prevent future challenges in their education. Intervention in reading comprehension is crucial, as it can have a significant impact on students' academic success and language development. However, most previous research tends to focus on senior high school students or college students. As a result, there is room for research that specifically focuses on the needs of junior high school students. Therefore, this study focused on junior high school students as the target subject to see how effective the use of Webtoon was as a medium for improving their reading comprehension, particularly of narrative texts. This research was important because students were at a developmental stage where strong reading skill development was crucial for their academic success and language development.

Based on the statement above, this study aimed to investigate whether the use of Webtoon as a teaching tool could improve students' reading comprehension, especially in narrative texts.

## **1.2. Research Question**

Based on the background of the problem of this research, the researcher identified the research question as follow: Is there any significant improvement of students' reading comprehension in narrative text after being taught by using Webtoon?

### **1.3. Research Objective**

Based on the research question above, the objective of this research is to determine whether there is any significant improvement in students' reading comprehension in narrative text by using Webtoon as a teaching tool.

### **1.4. Uses of the Research**

The research expected that the uses of this research would result in the following points.

#### 1) Practically

- a. Educators can use the findings to make informed decisions about incorporating Webtoons into their teaching strategies, particularly for improving reading comprehension skills.
- b. The research can guide curriculum designers in creating more effective and engaging reading materials that leverage the strengths of Webtoons for different student groups.

#### 2) Theoretically

- a. This research contributes to the theoretical understanding of digital literacy by exploring how the unique features of Webtoons, such as vertical scrolling and episodic storytelling, influence reading comprehension.
- b. This research helps in developing new theoretical models for reading comprehension in digital environments, particularly for visual and interactive content like Webtoons.

### **1.5. Scope of the Research**

This research focused on the effectiveness of using the Webtoon comic application in improving students' reading comprehension so they could learn to analyze narrative texts. The study was conducted at SMP Negeri 3 Pringsewu, the media used in this research is Webtoon, the sample is ninth grade students Junior High School of a chosen class.

## 1.6. Definition of Terms

To avoid misunderstandings among readers, the definitions of terms are provided as follows.

### 1. Narrative Text

A narrative text is a spoken or written account of connected events, ordinarily organized as a story. It points to engage or delight the reader and usually presents a grouping of events involving characters, complications, and resolutions. Narrative texts frequently include orientation, complication, resolution, and sometimes a coda or moral lesson.

### 2. Digital literacy

Digital literacy includes the certain and basic utilize of a full extend of digital technologies for information, communication, and essential problem-solving in all viewpoints of life. It incorporates the capacity to utilize computers and the internet to recover, evaluate, store, create, display, and exchange information, as well as to communicate and participate in collaborative systems.

### 3. Media

Media refers to the tools or channels used to deliver messages from a sender to a receiver, enabling effective communication.

### 4. Reading Comprehension

Reading Comprehension is the ability to understand, interpret, and analyze written text, which is essential for effective learning and communication.

### 5. Webtoon

Webtoon is a type of digital comic optimized for online reading, typically presented in a vertical scrolling format and often incorporating multimedia elements such as animations or sound. Webtoons differ from traditional print comics in their format and delivery, being more interactive and suited for mobile devices

Thus, the theories that have been discussed in this chapter are the background of the problem, research question, objectives, uses, scope, and definition of terms.

## **II. LITERATURE REVIEW**

This chapter explains the theories used in this research, such as theories of reading comprehension, aspects of reading comprehension, teaching of reading comprehension, theories of narrative text, the structure of narrative text, the language features of narrative text, the genres of narrative text, theories of Webtoon, teaching of reading comprehension by using Webtoon, procedure of teaching reading by using Webtoon, advantages and disadvantages of teaching reading by using Webtoon, theoretical assumption, and hypothesis.

### **2.1. Reading Comprehension**

Readers create meaning from texts through comprehension, which is an essential component of the reading process. This process involves cognitive skills help readers monitoring learning strategies, identifying main ideas, drawing conclusions, and connecting new information with prior knowledge. Understanding how these cognitive processes work is crucial to improving reading effectiveness and learning outcomes. To explain how readers integrate new information with prior knowledge, it is important to examine the mental framework known as schemata that underlie this process.

These mental frameworks are cognitive structures or organized sets of knowledge stored in the reader's mind. As stated by Anderson (1984), comprehension is highly dependent on schemata, which support readers understanding textual content. By connecting new information to existing knowledge, these schemata help readers process and understand new information. The richer and more relevant these schemata are, the better readers process and understand new information in the text. Anderson also emphasizes that the application of metacognitive strategies while

reading is influenced by background knowledge, leading to better comprehension. The interaction between the text and the reader's schemata produces a significant relationship, resulting in better participation and a better learning experience. Additionally, differences in the schemata used by each reader are responsible for differences in how they understand and interpret what they read. Therefore, building and activating schemata is important for achieving better understanding.

In summary, reading comprehension is a complex and strategic process that relies on the activation and use of schemata. Each reader's unique characteristics, shaped by world knowledge and prior experience, play an important role in constructing meaning from text.

## **2.2. Aspects of Reading**

This aspect of reading involves not only understanding the basic meaning of the written content, but also recognizing the intent behind the main concepts of the content. According to Nuttall (1982), reading comprehension is a complex skill consisting of five main aspects that must be learned:

### **1. Main Idea**

The main idea, as stated by McWhorter (1986), is also called the topic sentence. The main idea is a sentence that holds an explanation of what would be discussed in the following sentences or paragraphs. In a paragraph, the main idea can be stated explicitly and implicitly. The main idea is the main idea that the writer builds in the paragraph. Therefore, the reader must be able to find, infer, and analyse the main idea contained in the paragraph to comprehensively understand the content of the text.

### **2. Supporting Details**

McWhorter (1986) explains that supporting details are sentences that function as an extension of the topic sentence by providing various forms of elaboration. These supporting details can be in the form of definitions, examples, facts, events, comparisons, analogies, cause-and-effect, and quotations that give

credibility to the main idea. With supporting details, the main idea becomes clearer and more convincing so that readers can understand the content of the paragraph more deeply.

### 3. Inference

As noted by McWhorther (1986), inference refers to a hypothesis or expectation regarding something that is not known, derived from the information at hand and the facts available. This involves a cognitive process whereby the reader recognizes familiar components to draw a conclusion about the unfamiliar aspect. Such a process necessitates the reader to establish logical connections between the details they observe or the information they already possess and the conclusions that can be inferred from it.

### 4. Reference

Aidinlou (2012) defines reference as a linguistic term that signifies whether an item is being reiterated; reference is employed to prevent needless redundancy of words.

### 5. Vocabulary

According to Linse and Nunan (2005), vocabulary comprises the set of words that an individual recognizes. A more extensive vocabulary enables one to communicate more effectively and to comprehend a diverse range of written and spoken material. Furthermore, expanding vocabulary is vital in the process of acquiring language, as it enhances communication abilities and boosts overall literacy competences.

In conclusion, grasping the fundamental components of understanding written main idea, supporting details, inference, reference, and vocabulary is vital for learners to interpret material successfully.

## **2.3. Teaching Reading Comprehension**

Teaching reading comprehension is a multifaceted endeavour that involves more than just the passing of information from teacher to student. It encompasses a variety of activities and strategies to enhance the learning experience in your

classroom. Therefore, understanding and implementing effective reading instruction strategies is crucial to improving students' reading comprehension and overall academic success.

Teaching Reading comprehension is a complex process it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. In teaching reading, the teacher may use different strategies. By using the appropriate strategy could affect the students to comprehend their reading. Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The general direction set could be defined as the strategy in reading. Teaching strategies in reading comprehension are important in the learning process and could affect the student reading comprehension. Brown (2004) has noted that teaching strategies can make teaching reading easier to implement a variety of teaching methods and techniques. Therefore, successful teachers who teach reading comprehension realize that reading can be taught by using various strategies.

In summary, the process of teaching reading comprehension is complex and requires the use of various strategies to effectively engage students and improve comprehension. Successful educators recognise the importance of tailoring their approach to their students' needs and helping them learn in a meaningful way, rather than just teaching them to read. By using a variety of strategies, teachers can create a dynamic learning environment that helps students become proficient readers.

#### **2.4. Narrative Text**

Narrative text is a type of text commonly taught in Junior High School as part of the Merdeka curriculum, designed to tell a story or recount events in a clear and orderly way. The main goal of narrative text is to entertain or engage the reader by presenting a series of events that happen over time, often involving characters facing and resolving problems. According to Nunan (2003), narrative texts are

structured to help readers understand the sequence of events and the relationships between characters and actions. In narrative texts, several key elements are essential: characters who take part in the story, the plot which is the sequence of events, the setting that describes where and when the story takes place, and the resolution where the conflict is solved. These components work together to create a meaningful and enjoyable story that students can relate to and learn from. In this research, the researcher uses narrative text for reading test.

#### ***2.4.1. Generic Structure of Narrative Text***

Narrative text typically follows a clear structure that helps tell a story in an organized way. According to Anderson (2003), the structure of a narrative text consists of the following parts:

##### **1. Orientation**

This part introduces the setting, characters, and background information needed to understand the story.

##### **2. Complication**

Here, a problem or conflict arises that the characters must face. This creates tension and drives the story forward.

##### **3. Resolution**

The problem is resolved, and the story reaches its conclusion, providing closure to the events.

##### **4. Reorientation** This is the closing part that sometimes contains a moral lesson, reflection, or a final comment on the story.

This structure helps readers follow the storyline logically and understand how events and characters develop throughout the text. It is essential in teaching reading comprehension, especially for students learning to analysis narrative texts effectively.

### ***2.4.2. The Genres of Narrative Text***

Narrative text is one of the many genres in English that students learn to help them understand how stories are told. According to Anderson (1997), a genre is a way to classify texts based on their purpose and structure. The common genres of narrative text include:

#### **1. Fairy Tales**

These are fictional stories filled with imagination and magical beings like fairies, giants, or witches. They usually contain elements of enchantment and fantasy, such as in *Cinderella*.

#### **2. Legends**

Legends are stories that mix historical facts with mythical elements to explain the origin of places or events. They are often passed down within communities, like the legend of Danau Toba.

#### **3. Fables**

Fables are short tales where animals behave like humans and deliver moral lessons. A well-known example is Si Kancil.

#### **4. Myths**

Myths are traditional stories used to explain natural events or cultural beliefs, often featuring gods or supernatural beings. An example is the myth of Nyi Roro Kidul.

#### **5. Folklore**

Folklore includes stories shared through generations that reflect the traditions and values of a culture, such as Bawang Merah Bawang Putih.

#### **6. Romance**

Romance stories centre around love and emotional connections, portraying the joys and challenges in relationships, like Romeo and Juliet.

#### **7. Mystery**

Mystery stories involve secrets or puzzles that need to be solved, keeping the readers engaged and curious until the end.

#### 8. Horror

Horror stories are written to frighten the audience, often including ghosts, supernatural events, or terrifying creatures.

#### 9. Adventure

Adventure stories follow characters on thrilling journeys filled with challenges and excitement, like those of *Sinbad* or *Alibaba*.

#### 10. Science Fiction

Sci-fi stories imagine futuristic worlds, advanced technologies, and scientific possibilities beyond what we know today.

#### 11. Slice of Life

This genre presents realistic, everyday experiences without involving fantasy, focusing on daily life and ordinary events.

#### 12. Personal Experience

These stories are based on the writer's own life, sharing meaningful events, struggles, or personal insights.

The researcher chose the Slice of Life genre for narrative text by using the Webtoon comic application as reading material. Using the Webtoon comic app as reading material, Slice of Life stories present realistic, daily activities that are easy for students to understand. such friendship, family relationship, and school life.

### **2.5. Definition of Webtoon**

In recent years, digital comics have become more popular. Webtoon, which can be accessed through websites and mobile apps, offering a wide variety of stories in different languages, has become one of the most popular platforms. This makes it an attractive option for comic book fans because of its convenience.

Webtoon is a version of comics that uses technology. Webtoon comes from the words "web" and "cartoon", which means comic. Webtoon is a digital comic platform created in South Korea by LINE Corporation and NAVER Corporation (Raulan and Fatimah, 2018). Webtoon is a digital comic platform that can be

installed and accessed for free through the website and offers various stories in various languages. Currently, Webtoons, which can be accessed through mobile phones, are an ideal choice for comic lovers. Sujana (2012) suggested that to improve students' English skills, English teaching should be active, creative, and fun for all levels of students. Media such as pictures, flashcards, and apps can help learning. Webtoon apps are one example of an app that has useful features that can help students learn English.

In conclusion, Webtoons not only fulfil the growing demand for digital comics, but are also a useful resource to help people learn English. By incorporating platforms like this into classroom practices, teachers can create a more engaging and effective learning environment for students at all levels. Ultimately, this would help students enjoy engaging stories while improving their English skills.

## **2.6. Teaching Reading Comprehension by Using Webtoon**

Using Webtoons to teach reading comprehension provides an increase student engagement and comprehension through the integration of visual elements. Webtoons not only help students visualise context and derive meaning, but also activate prior knowledge and develop deeper understanding. This innovative approach considers different learning styles and provides a comprehensive reading experience not found in traditional texts.

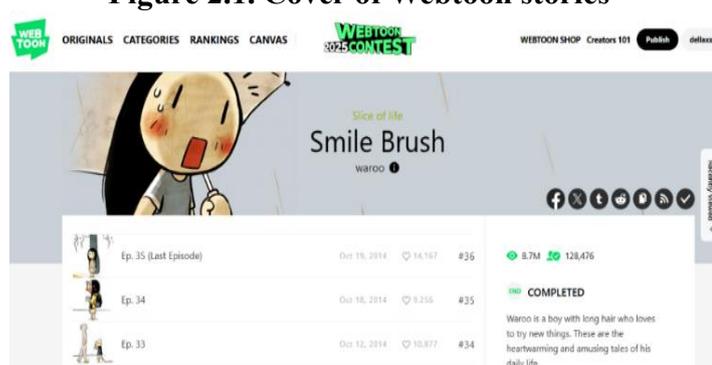
Teaching reading comprehension using Webtoon can enhance students' engagement and understanding through the integration of visual elements and interactive storytelling. According to Sujana (2012), English teaching should be active, creative, and enjoyable, making Webtoon a suitable medium to achieve these objectives. By presenting language in a dynamic format, Webtoon facilitates a deeper connection between the text and the reader, as visuals can help students visualize context and infer meanings, thereby activating their schema and aiding comprehension (Prado, 2004). This approach not only makes learning more

enjoyable but also caters to diverse learning styles, providing students with an immersive and context-rich reading experience that traditional texts may lack.

## 2.7. Procedure of Teaching Reading Comprehension in Narrative by Using Webtoon

1. The teacher begins by asking students to talk about narrative texts without introducing Webtoon first. The teacher asks questions to assess students' prior knowledge of the topic, including their knowledge of stories, their experience reading narrative texts, and the elements they often encounter in such texts.
2. After the students understand of narrative texts, the teacher introduces Webtoon as a digital medium that allows students to interact with stories. The teacher explains that Webtoon is an online comic that uses visuals and text to convey an immersive narrative, making the reading experience more engaging.
3. The teacher activates students' prior knowledge related to the selected narrative theme. This is done by starting a discussion about the main theme, such as friendship or adventure, and asking students to share their experiences or expectations about stories with similar themes. This step helps set the context and prepare students for the narrative elements they would encounter in the Webtoon.
4. Before reading, the teacher shows the cover or first panels of the selected Webtoon and asks predictive questions, such as “What do you think about this story?” or “What do you think will happen to the main character?” This activity encourages students to make predictions based on visual cues, fosters active engagement, and sets reading goals.

**Figure 2.1. Cover of Webtoon stories**



**Figure 2.2. First panel of Webtoon stories**



5. Students are then given the opportunity to read Webtoons individually or in pairs. The teacher instructs them to pay attention not only to the dialogue but also to how the illustrations convey the mood, emotions of the characters, and the development of the storyline. While reading, students are encouraged to use the images to interpret the story and understand unfamiliar vocabulary, discussing how visual elements such as colour, facial expressions, and background details enrich the meaning of the narrative.
6. After reading, the teacher guides students in reviewing the narrative structure by identifying the orientation, complication, and resolution.
7. Teachers ask students to identify key aspects of reading comprehension from the Webtoon, including main ideas, supporting details, inference, references, and new vocabulary. This comprehensive approach ensures that students not only enjoy the reading experience but also develop a deeper understanding of narrative texts through textual and visual analysis.

## **2.8. Advantages and Disadvantages of Teaching Reading Comprehension by Using Webtoon**

Teaching Reading Comprehension by Using Webtoon has the advantages and disadvantages, as follow.

### ***2.8.1. Advantages of Teaching Reading Comprehension by Using Webtoon***

Webtoon, as an online comic, is also appropriate for use as a medium for teaching. According to Juniarto and Fahri (2019), online comic strips using Webtoon have several advantages, such as the following.

1. Webtoon conveys stories accompanied by verbal expressions and realistic colour illustrations, which can be easily understood by students.
2. Using Webtoon to teach students reading skills can be very fun and interesting for students.
3. Using Webtoons makes students more active in learning because they experience something new and different from what they usually learn in class.

Therefore, Webtoon is an appropriate tool for teaching English, especially for improving students' reading ability. This is because Webtoons have interesting and supportive content to read.

### ***2.8.2. Disadvantages of Teaching Reading Comprehension by Using Webtoon***

According to Fauziah in Pratiwi (2021), Webtoon as a learning media has several disadvantages besides advantages. Webtoon has three disadvantages:

1. Students may become dependent on visual aids and reluctant to read texts without pictures. However, the significant post-test improvement compared to pre-test suggests this dependency did not hinder students' overall reading comprehension development.
2. Webtoon requires internet connectivity. This was evident during treatment, as some students lacked data plans, requiring the researcher to provide a personal hotspot, while others shared devices due to limited smartphone availability.
3. Some Webtoon stories contain swearing or cursing, researchers have chosen and screened Webtoon stories to make sure they are appropriate for junior high school students to alleviate these concerns.

Webtoons are an interesting medium, but they are not always suitable for classroom use due to these limitations.

## 2.9. Previous Studies

In recent years, the integration of digital platforms in education has garnered significant attention from researchers and educators alike. The emergence of Webtoon as a potential educational tool has sparked particular interest in the field of language learning, leading to numerous studies examining its effectiveness in improving reading comprehension skills.

Several related studies have investigated the use of Webtoons in teaching reading comprehension. These studies provide empirical evidence of the effectiveness of Webtoons as educational tools. Erya and Pustika (2021) conducted qualitative research at Universitas Teknokrat Indonesia to investigate students' perceptions of using Webtoons to improve reading comprehension. The results showed that students' reading motivation increased when they used the Webtoon manga application. This study highlights how digital applications such as Webtoon can increase students' reading interest and improve their engagement with text materials.

Another important research was conducted by Juniarto and Fahri (2019) who investigated the effectiveness of using online comics, specifically Webtoon, in the teaching and learning process. Their research showed that digital comics with colourful illustrations and interesting storylines significantly improved students' comprehension. The study found that incorporating Webtoons into reading activities made students become more actively involved in the learning process. Raulan et al. (2018), explored the application of Webtoon as a digital learning platform in language teaching. Their research focuses on how the combination of visual and textual elements in Webtoons support students' comprehension of reading materials. The results showed that students achieved better comprehension scores and retained their comprehension.

According to research conducted by Khotimah et al. (2022), Webtoons as a learning medium have shown a significant improvement in students' reading abilities.

Students experienced significant improvements in several important aspects of language learning. Other studies have also shown that using Webtoon as a learning medium can improve students' reading skills. As stated by Tomaso et al. (2023), the use of the Webtoon comic app as reading material in professional reading classes significantly improved students' reading comprehension. The study found that 75% of students achieved the required minimum score after using Webtoon, indicating an improvement in their reading comprehension. Additionally, students reported that learning with Webtoon was enjoyable, engaging, interesting, and increased their motivation to read.

In summary, these studies demonstrate the significant potential of Webtoon as an innovative educational tool for improving reading comprehension. The consistent positive outcomes across different research contexts suggest that the integration of Webtoon in language learning environments could be a valuable strategy for educators seeking to improve their students' reading skills and engagement with educational materials.

## **2.10. Theoretical Assumption**

From the previous frame of theory and explanation, it could be assumed that using Webtoon as a reading material had the potential to increase cognitive engagement and information retention through its visual and interactive stories, which support better understanding and information retention. This is in line with cognitive reading comprehension theory, which emphasizes the integration of prior knowledge with new knowledge. Teachers needed appropriate media to help students understand concepts and increase their interest in lessons, as many students face difficulties in understanding reading texts. Webtoons are a great way to inspire and motivate students, improve their understanding of what they read, and make them more interested in reading increasingly often.

## 2.11. Hypothesis

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

H0 : There is no significant improvement in student's reading comprehension in narrative text after being taught by using Webtoon.

H1 : There is significant improvement in students' reading comprehension in narrative text after being taught by using Webtoon.

Thus, the theories that have been explained in this chapter, including theories of reading comprehension, teaching of reading comprehension, Webtoon, Webtoon in teaching reading comprehension, procedure of teaching reading by using Webtoon, advantages and disadvantages of teaching reading by using Webtoon, theoretical assumption, and hypothesis.

### III. METHODS

This chapter discusses the design of the research, variables, data sources, Population, Sample, Subjects, Respondents, setting, data collection instruments, instruments of the research, validity and reliability of the instruments, Level of Difficulty, Discrimination Power, data collecting technique, Scoring System, research procedures, data analysis, data treatment, and hypothesis testing.

#### 3.1. Design of the Research

The researcher used a pre-test and post-test. This design was chosen because it allowed for the examination of the effect of using Webtoon in improving students' reading comprehension. The research involved one group: an experimental group that received instruction using Webtoon.

The design of this research can be presented as follows.



(Setiyadi, 2018)

Note:

T1 : Test 1 or Pre-Test, the test which was given before the researcher taught students using Webtoon to measure the students' competencies before they were given the treatment.

X : Treatments given by the researcher through using Webtoon in improving students' reading comprehension.

T2 : Test 2 or Post-Test, the test which was given after the researcher used Webtoon and to measure students' improvement after they got the treatment.

### **3.2. Variables**

In assessing the influence of the treatments in this research, variables were defined as dependent and independent variables. Hatch and Fahrady (1982) state that the independent variable is the major variable that a researcher hopes to investigate, the dependent variable is the variable that the researcher observes and measures to determine the improvement of the independent variable.

The research consisted of the following variables:

X : Webtoon as the independent variable

Y : Reading comprehension skill as the dependent variable

### **3.3. Data Sources**

This research used a quantitative method to gain the data, and used the cluster random sampling. This research was applied at SMP Negeri 3 Pringsewu. This study was applied to class ninth. The research was divided into three sessions, including pre-test, treatment, and post-test.

This research involved one class from several ninth-grade classes at SMP Negeri 3 Pringsewu. This class served as the experimental class. The students participated in a pre-test, treatment and post-test that had been designed before by the researcher to determine whether there was any significant improvement of students' reading comprehension in narrative after being taught by using Webtoon.

#### ***3.3.1. Population, Sample, Subjects, and Respondents***

Population of this study consisted of ninth-grade students at SMP Negeri 3 Pringsewu. Students aged 15–16 years were selected because at that age they were at a stage of cognitive development that enabled them to have adequate thinking and schemata abilities for advanced reading tasks. The cluster random sampling technique was used with classes as clusters to minimize disruption in the learning

process and prevent contamination between groups. Sample selection was carried out through a spinning system.

### 3.3.2 Setting

The research was conducted at SMP Negeri 3 Pringsewu, focusing on ninth grade students during the 2025 academic year.

### 3.4. Data Collection Instruments

The research applied the research instrument by doing a reading test to collect objective data. The reading comprehension test consisted of a pre-test and post-test. The data collection tools in this study were designed to measure students' reading comprehension before and after being taught by using the Webtoon application. The points of the test were to decide students' reading comprehension in narrative text after teaching and learning reading comprehension using Webtoon as a media in the class.

In this research, three types of tests were administered to the students: a try out, a pre-test, and a post-test. The pre-test, given before the treatment, aimed to assess the students' prior knowledge. The post-test, conducted after the treatment, aimed to measure the students' learning outcomes or achievement. The researcher utilized multiple-choice questions as the testing format. All test items, including the reading texts, were developed based on the school's syllabus and aligned with the current curriculum in use. The distribution of the try-out test was presented as the table below.

**Table 3.1. Table Specification of Try Out Test**

No.	Reading Aspects	Items Number	Number of Items	Percentage of Items
1.	Identifying Main Idea	1, 11, 21, 38, 45, 52, 61, 67, 12, 24, 42	11	15.71%

2.	Supporting Detail	3, 4, 7, 9, 15, 18, 29, 27, 30, 33, 36, 39, 46, 49, 53, 56, 59, 62, 65, 68, 70	21	30.00%
3.	Identifying Reference	2, 17, 20, 25, 34, 41, 48, 54, 63	9	12.86%
4.	Determining Inference	6, 13, 19, 23, 28, 32, 37, 43, 47, 51, 57, 60, 64, 69	14	20.00%
5.	Vocabulary	5, 8, 10, 14, 16, 22, 26, 31, 35, 40, 44, 50, 55, 58, 66	15	21.43%
<b>Total</b>			<b>70</b>	<b>100%</b>

### 3.5. Validity and Reliability of the Instruments

Validity and reliability were two interrelated components in every measurement instrument. Setiyadi (2018) argues that instruments that meet validity criteria generally also meet reliability criteria. However, measurement tools that demonstrate a high level of reliability do not necessarily guarantee that the instrument also meets validity criteria.

#### 3.5.1. Validity

Validity referred to the extent to which the instruments used in the research accurately measured what they were intended to measure. In this study, the validity of the reading comprehension tests was established through expert reviews, ensuring that the content aligned with the objectives of assessing students' reading comprehension skills. Additionally, a pilot test was conducted to gather feedback on the clarity and relevance of the items, allowing for adjustments that enhanced the instrument's validity. Content validity was particularly emphasized, ensuring that the test items adequately covered the reading comprehension skills targeted in the curriculum.

#### A. Content Validity

Content validity was used to measure the variables of interest, some authors in their articles reported the process of measuring content validity frequently, while others did not document this type of validity. Measuring and reporting content validity of instruments were important. This type of validity could also help to ensure construct validity and give confidence to the readers and researchers about instruments. When developing a final English test, content validity was related to the extent to which the tests were prepared based on the existing curriculum (Setiyadi, 2018). In this research, the Content Validity Index analysis demonstrated high validity, with expert ratings indicating strong alignment across key assessment criteria. Each test item was carefully constructed to measure specific reading comprehension skills, including literal understanding, inferential reasoning, and critical analysis. The instrument underwent thorough review, ensuring that it accurately represented the intended construct of reading comprehension. Consequently, the test met the essential requirements of content validity, providing a reliable and valid measure of students' reading abilities.

#### B. Construct Validity

According to Setiyadi (2018), construct validity was required for measurement instruments that had multiple indicators to measure a single facet or construct. If the instrument measured all aspects of reading, such as reading comprehension, then its construct validity could be measured by assessing all items.

#### **3.5.2. Reliability**

According to Setiyadi (2018), a test could be considered reliable if the scores were stable from one program to another. Reliability related to whether a measurement tool remained consistent and stable over time. The pre-test and post-test underwent initial testing to ensure reliability. This involved calculating Guttman Split-Half coefficient to measure internal consistency. The formula of Pearson Product Moment was as follows.

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

(Pearson, 1896)

Notes:

$r_{xy}$  : The coefficient of reliability between odd and even numbers item

$n$  : The number of students who followed the test

$x$  : odd number

$y$  : even number

$\sum x^2$  : The total square of  $x$  (total score of odd number)

$\sum y^2$  : The total square of  $y$  (total score of odd number)

$\sum xy$  : The total score of odd and even numbers

After the coefficient correlation between odd and even numbers had been obtained, the researcher continued to put them into the reliability formula Spearman Brown's Prophecy.

The formula was:

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

(Spearman, 1910)

Notes:

$r_x$  : The reliability of the whole tests

$r_{xy}$  : The reliability of half tests

The criteria of reliability presented as follows:

0.00-0.19 : Very low

0.20-0.39 : Low

0.40-0.59 : Average

0.60-0.79 : High  
 0.80-1.00 : Very high

### ***3.5.3. Level of Difficulty***

The level of difficulty of the reading comprehension test instrument was determined based on the item analysis used. Each question in the test was assessed to identify how easy or difficult it is for students. This was done by calculating the difficulty index, which was calculated based on the percentage of students who answered each question correctly.

To check the difficulty level of the test items, the researcher used formula as follows:

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

(Heaton, 1975)

Notes:

LD : Level of Difficulty  
 R : The number of students who answered correctly  
 N : The total number of students following the test

The criteria were as follows:

<0.30 : Difficult  
 0.30-0.70 : Average  
 >0.70 : Easy

### ***3.5.4. Discrimination Power***

Discrimination power referred to the ability of each question in the test to distinguish between students who had high and low reading comprehension skills. Each question was analysed to determine how well it could identify students who mastered the material well compared to those who did not. The discrimination power was calculated by comparing the percentage of correct answers between high

and low performing student groups. Questions with a good discrimination score generally had a score above 0.3, indicating that students who had a better understanding were more likely to answer the question correctly. Questions with low discrimination were reviewed and possibly removed or modified to improve the effectiveness of the instrument in measuring differences in student ability.

To determine the discrimination power of the test, the researcher used formula as follows.

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

(Heaton, 1975: 180)

Notes:

- DP : Discrimination Power
- U : The total of correct answer of the higher group
- L : The total of correct answer of the lower group
- N : Total number of students

The criteria were:

- 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

To determine the discrimination power of the test items, the researcher categorized the students into three groups: upper, middle, and lower. Based on the results, items were classified as satisfactory, good, reasonably good, or poor. Items that showed a discrimination index of zero or a negative value were are considered ineffective. A negative discrimination index indicated that students in the lower group outperformed those in the upper group, suggesting a flaw in the item. Such items should be revised or removed from the test.

### 3.6. Data collecting Techniques

In collecting the data, the researcher used the following techniques.

#### 3.6.1. Pre-Test

A reading comprehension test related to narrative text was given before the treatment to measure students' initial ability. The test consisted of 30 multiple-choice questions. The distribution of the pre-test was presented as the table below.

**Table 3.2. Table Specification of Pre-Test**

No.	Reading Aspects	Items Number	Number of Items	Percentage of Items
1.	Identifying Main Idea	1,9,18	3	20.00%
2.	Supporting Detail	3,5,7,12,15,22,24,25,29	9	30.00%
3.	Identifying Reference	2,14,17,20	4	6.67%
4.	Determining Inference	4,10,16,23,27,30	6	23.33%
5.	Vocabulary	6,8,11,13,19,21,26,28	8	20.00%
<b>Total</b>			<b>30</b>	<b>100%</b>

#### 3.6.2. Treatments

The treatment involved teaching reading comprehension using Webtoon as the learning media. This was conducted over three meetings, each lasting 60 minutes.

#### 3.6.3. Post-Test

After the treatment, a reading comprehension test similar in format and difficulty to the pre-test was given to measure students' improvement. The distribution of the post-test was presented as the table below.

**Table 3.3. Table Specification of Post-Test**

<b>No.</b>	<b>Reading Aspects</b>	<b>Items Number</b>	<b>Number of Items</b>	<b>Percentage of Items</b>
1.	Identifying Main Idea	1, 5, 8, 14, 23, 27	6	20.00%
2.	Supporting Detail	2, 9, 11, 15, 18, 21, 24, 29, 30	9	30.00%
3.	Identifying Reference	4, 10	2	6.67%
4.	Determining Inference	6, 12, 16, 20, 22, 25, 28	7	23.33%
5.	Vocabulary	3, 7, 13, 17, 19, 26	6	20.00%
<b>Total</b>			<b>30</b>	<b>100%</b>

### 3.7. Research Procedures

In conducting this research, the researcher applied the several procedures as follows.

#### 1. Selecting the Population and sample

The researcher began by identifying the population, which consisted of ninth grade students at SMP Negeri 3 Pringsewu. From this population, one class was selected as the sample using cluster random sampling. With one class as the experimental class group.

#### 2. Selecting the Material

The teaching materials were selected from Webtoon stories, focusing on narrative texts that aligned with the Merdeka curriculum. The teacher helped choose appropriate genres and stories to ensure the materials matched the students' learning needs and curriculum standards.

#### 3. Conducting the Pre-Test

The pre-test was given to the sample class before the treatment began. This test assessed the students' initial reading comprehension ability related to narrative texts. It consisted of 30 multiple-choice questions. The results served as a

baseline to measure students' skills before exposure to the Webtoon-based learning.

#### 4. Implementing the Treatment

The treatment involved teaching reading comprehension using Webtoon as the learning media. The researcher conducted at least four teaching sessions, each lasting 90 minutes. During these sessions, students engaged with narrative texts presented in Webtoon format, aiming to improve their understanding through interactive and enjoyable learning.

#### 5. Administering the Post-Test

After the treatment, the post-test was administered to the same students but in a different format from the pre-test. Although the post-test differed in format, it maintained a comparable difficulty level and was designed to accurately measure any improvement in reading comprehension following the intervention.

#### 6. Analysing the Data

The scores from the pre-test and post-test were collected and entered SPSS software for statistical analysis. The researcher calculated mean scores and perform significance tests to determine whether the students' reading comprehension improved after the treatment. A higher post-test score compared to the pre-test indicated a positive effect of using Webtoon in teaching narrative text.

### 3.8. Scoring System

The students' reading performance was assessed through a reading comprehension test in the form of multiple-choice questions. To analyze the collected data, the researcher used several formulas proposed by Arikunto (1997). Firstly, the researcher used the following formula to calculate the students' test scores.

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

(Arikunto, 1997)

Notes:

S : Score of the test

R : Right answer

N : Total of the items

Reading comprehension referred to the students' ability to understand written texts. In this study, reading comprehension was measured based on the scores from the students' reading tests, which were administered in the form of comprehension-based questions.

### 3.9. Data Analysis

To determine whether there was any significant improvement in students' reading comprehension in narrative text by using Webtoon, the data was analyzed using a Sample T-test. As stated by Setiyadi (2018), the Sample T-test is used for testing hypotheses.

The students' scores involved through two main steps: scoring both the pre-test and post-test, and then drawing conclusions based on the results. After that, the scores were tabulated, and the mean scores of the pre-test and post-test were calculated using the following formula:

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

(Hatch and Farhady, 1982)

Notes:

M : mean (average score)

X : the total students score

N : total number of students

To determine whether there was any significant improvement in students' reading comprehension in narrative text by using Webtoon, the researcher used the following formula.

$$I = M2 - M1$$

(Sugiyono, 2015)

Notes:

I : The improvement of students' achievement

M1 : The average score of the pre-test

M2 : The average score of the post-test

### 3.10. Data Treatment

This study employed a quantitative approach to assess the effectiveness of using Webtoon application in improving students' reading comprehension in narrative text. To test the research hypothesis, the researcher conducted paired sample t-test on the students' reading comprehension pre-test and post-test scores. The hypotheses were formulated as follows:

H0 : The data is not distributed normally

H1 : The data is distributed normally

A significance level of 0.05 was set for this analysis. H1 was accepted, indicating that the data was normally distributed. Conversely, if H0 was rejected, suggesting non-normality in the data distribution, alternative non-parametric methods such as the Shapiro-Wilk test were utilized to analyse the data.

### 3.11. Hypothesis Testing

After collecting the data, the researcher analysed them to find out whether there is a significant improvement in students' reading comprehension in narrative text after by using Webtoon. The hypothesis was also subjected to statistical testing via

computerized analysis using SPSS version 26. The researcher used paired sample T-Test to find out the difference of the treatment effect. The researcher formulated the hypotheses as follows.

$$H_0: T1 > T2$$

$$H_1: T1 < T2$$

H0 : There is no significant improvement in students' reading comprehension in narrative text after being taught by using Webtoon at SMP Negeri 3 Pringsewu. The null hypothesis would be accepted if the significance level (p-value) was higher than 0.05 ( $p > 0.05$ ).

H1 : There is a significant improvement in students' reading comprehension in narrative text after being taught by using Webtoon at SMP Negeri 3 Pringsewu. The alternative hypothesis would be accepted if the significance level (p-value) was low than 0.05 ( $p < 0.05$ ).

Thus, the theories that have been discussed in this chapter are the design of the research, variables, data sources, data collection instruments, validity and reliability of the instruments, data collecting technique, research procedures, scoring system, data analysis, data treatment, and hypotheses testing.

## V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research findings and suggestions for English teachers and further researcher.

### 5.1. Conclusions

Based on the research findings and discussion presented in the previous chapter, the researcher draws conclusions that:

1. This study shows that the use of Webtoon media as a learning tool can significantly improve students' reading comprehension skills in narrative texts in ninth grade at SMP Negeri 3 Pringsewu. This is evident from the improvement in average scores before and after the treatment, from 61.84 on the pre-test to 84.64 on the post-test, with an improve of 19.78 points. Statistical analysis using the t-test showed a significant difference between the pre-test and post-test scores ( $p < 0.05$ ), thus accepting the alternative hypothesis.
2. Every aspect of reading comprehension also showed improvement, with the highest improvement in the main idea aspect by 40 points, followed by inference by 26 points, supporting details by 16 points, vocabulary by 14 points, and references by 4 points. These results indicate that Webtoon is very effective in helping students identify main ideas and other visual narrative aspects that support reading skills. However, the reference aspect still needs further improvement.

## **5.2. Suggestions**

Based on the conclusions drawn from this research, the following suggestions are proposed for the teacher and future researchers:

### ***5.2.1. Suggestion for the Teacher***

Teachers are advised to integrate Webtoon into reading lessons, particularly for narrative texts, by selecting materials that align with lesson objectives and students' proficiency levels. However, several limitations require attention. Teachers must ensure adequate technological infrastructure; each student should have individual device access and reliable internet connectivity. Additionally, some Webtoon stories may contain inappropriate language, requiring careful content preview to ensure suitability. Furthermore, Webtoon only provides pre-existing stories created by various authors, so teachers have limited control over customizing content to match specific curricular needs. In addition, the absence of an integrated discussion or chat feature within the application may restrict opportunities for direct student interaction and collaborative learning during instructional activities.

### ***5.2.2. Suggestion for Future Researcher***

Future researchers can develop this study by expanding the scope of reading aspects measured, especially those that still show limited improvement, such as reference comprehension. In addition, researchers can also examine the influence of Webtoons on other language skills, such as writing or speaking, and explore the use of specific learning strategies combined with Webtoon media. Further research can also evaluate the long-term impact of Webtoon use on students' reading interest and academic achievement, as well as consider factors such as socioeconomic background and access to technology that may affect the effectiveness of this media.

Those are the conclusions and suggestions from this study after the implementation of Webtoons as a media tool for English teachers and future researchers.

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