Application of the Webtoon Media to Increase Student's Reading Comprehension

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Abstract

This research was found out whether the application of the webtoon media increases students' reading comprehension. A quasi experimental design was used in this research with the experimental class and the control class. The populations were students of SMK PGRI Enrekang for the academic year 2021/2022. The samples of this study were students of class X OTKP (15 students) as the experimental group and students of class X AKL (15 students) as the control group. This sample was taken by cluster sampling technique. This research applied the webtoon application media to the experimental group and the folktales to the control group. The instrument of this research was reading test. It used to determine students' reading comprehension in learning English. The researcher found that the use of webtoon media could improve the student's reading comprehension of class X OTKP of SMK PGRI Enrekang because the average score after being given post-test treatment which was 85.00 higher than the control was post-test grade is 75.00. This proves that the experimental group is in to the good category. Based on the data, the researcher concludes that the webtoon media can improve students' reading comprehension.

Keywords: Webtoon and Reading Comprehension.

Abstrak

Penelitian ini meneliti apakah aplikasi media webtoon dapat meningkatkan pemahaman membaca siswa. Penelitiani ini menggunakan metode kuasi eksperimental desain dan terdapat kelas eksperimen serta kelas control. Populasi dalam penelitian ini adalah siswa SMK PGRI ENrekang tahun akademik 2021/2022. Sampel penelitian ini adalah 15 siswa X OTKP sebagai kelas eksperimen dan 15 siswa X AKL sebagai kelas control. Penelitian ini mengaplikasikan penggunaan medi webton untuk kelas eksperimen dan folkteks untuk control grup. Instrument yang digunakan adalah tes membaca bertujuan untuk melihat kemampuan pemahaman mebaca siswa dalam belajar bahasa ingris. Hasil dari penelitian ini menunjukkan bahwa penggunaan webton dapat meningkatkan pemahaman membaca siswa kelas X OTKP SMK PGRI Enrekang karena rata –rata nilai yang diperoleh setelah diberikan post-test 85.00 lebih tinggi dari kelas control yakni 75.00. data ini menunjukka bahwa eksperimental group masuk dalam kategori baik. Kesimpulan dari penelitian ini adalah webton media dapat meningkatkan pemahaman membaca siswa.

Kata Kunci: webtoon dan pemahaman membaca

A. Introduction

Comics are a learning medium that can attract students' reading interest. So that many researchers have been using and demonstrating that comics have an impact on improving students' reading comprehension. Comics are a combination of art that uses a series of static images in a fixed order and contains an interesting story. As Agung (2017: 18) says, "comics are a combination of works of art between literary works where there are regular forms of verbal explanation in a fixed order and themed cartoon stories. There are several types of comics, namely comics. , strips and webtoon (online comics).

This online comic (webtoon) is an application that has attracted the attention of many young Indonesians. Because this application presents a digital image that is illustrated and has characteristics that are not found in other learning media such as interactivity, non-strip layout, and vertical scrolling page views which can be represented as a long dialogue form produced by Scott McCloud in his book. . article. Unlimited Kavos. In addition, according to the Oxford dictionary (2017), a webtoon is a cartoon or comic series published online. From the explanation above, the webtoon is a learning method that can increase students' reading interest.

Based on the description above, the researcher is compelled to further study the two methods with the title "The Use of Webtoon to Increasing Students' Reading Comprehension on Narrative Text" for several reasons. First, students are less interested in reading, most of them read unattractive English books. Second, he wanted to know whether the use of the webtoon and the textbook media was more effective in understanding students' narrative text reading.

Based on the above background, the problem formulation is stated as follows:

Can the using ofwebtoon media increase students' reading comprehension of class X SMK PGRI ENREKANG?

B. Research Method

Reseaarch would use a qualitative method become research design in this research. Based on Cresswell's (2012) theory, qualitative research explores research problems and develops a detailed understanding of a phenomenon, states research objectives and general research questions as participant's experience, collects data based on the words of a small number of individuals namely participants; views can be obtained, analyze the data using text analysis and interpret the larger meaning of the findings.

The research location would be at Muhammadiyah University of Enrekang which is located at Jalan Jenderal Sudirman 17, Galonta, Enrekang, South Sulawesi. In this study, researchers will examine the perception of students learning English on the Instagram application.

1. Population

   The population used in this study is English education students at Muhammadiyah Enrekang University where the total number of English language education students at Muhammadiyah Enrekang University is 68 students, 98% of whom have an Instagram account.

2. Sample

   In this study, the researcher used a purposive sampling method where the sample to be used were students in English education at the Muhammadiyah University of Enrekang who used instagram in learning English. The number of students is 15 peoples.

   The data would be collected by using questionnaire to identify problems in various perspectives. In this study, researchers collected data using a questionnaire where the contents of the questionnaire were adopted from the journal Mazkhinaa (2020). The type of questionnaire used in this study is a closed questionnaire. The results of this data collection are then reviewed and written down.

   This technique is used to obtain accurate information from informants who improve their learning methods using Instagram social media to practice their reading skills. This means that researchers will provide informants with questionnaires to fill out so that they get more data about how to use Instagram social media to practice their reading skills.

   Lexy J. Moleong (2000) Data analysis is organizing and sorting data into patterns, categories, and basic units of description so that themes can be found and work hypothesis processes can be formulated, as provided by the data. The data will analyze based on the result of the questionnaire. The result of the interview will be analyzed in three steps; reduction of the data; data display; and conclusion or verification of the data. Lexy J. Moleong (2000) Data analysis is organizing and sorting data into patterns, categories, and basic units of description so that themes can be found and a working hypothesis process can be formulated, as provided by the data. The data will be analyzed based on the questionnaire results.

C. Research finding
1. The Frequency and Rate Percentage Score of Pre-test of Experimental Group and Control Group.

The following table describes the frequency and percentage level of the experimental group and the control group using the IBM SPSS Statistics version 25 for Windows.

a. A pre-test score of the experimental group

An experimental group is a group that is taught using the webtoonmedia in learning to read. Subjects in the pretest of the experimental group were 15 students. From the results of the pretest data, the highest score achieved by students was 65 and the lowest score was 50.

Table 4.1 the frequency and rate percentagescore of the pre-test in the experimental group.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	90-100 = Very Good	0	0	0	0
	70-89 = Good	0	0	0	0
	50-69 = Fair	15	100.0	100.0	100.0
	30-49 = Poor	0	0	0	0
	Total	15	100.0	100.0	

Table 4.1 above is the percentage value of the experimental class before being given treatment. The results of the pre-test were obtained to determine the level of students' reading comprehension. The pre-test scores of the experimental group showed that there were no students who got very good, good and bad classifications. while students who are classified as medium amounted to 15 people

b. A pre-test score of the control group

Control class is a class that is taught without using the webtoon media. A pretest was conducted to determine the results of the reading test. students in the control group as many as 15 students. From the results of the pretest, the highest score achieved by students is 60 and the lowest score is 55.

Table 4.2 A pre-test score of the control group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	90-100 = Very Good	0	0	0	0
	70-89 = Good	0	0	0	0
	50-69 = Fair	15	100.0	100.0	100.0
	30-49 = Poor	0	0	0	0
	Total	15	100.0	100.0	

Table 4.2 indicates the value of the pre-test control. The pretest score of the control group had no students classified as very good, 0 of 15 students were classified as good, 15 of 15 students were classified as moderate, and 0of 15 students were classified as poor.

In this case, the researcher concluded that the group that had not been treated with reading comprehension in the experimental group and the control group was almost the same. the average value of students is in the medium category.

c. The mean score, median score, and standard deviation of the pre-test

The results of the average student median scores and standard deviations on the pre-test using IBM SPSS Statistics version 25 for Windows are presented in the following table:

Table 4.3 The mean score, median score, and standard deviation of the pre-test.

Group	N	Mean Score	Median Score	Std. deviation
Experimental	15	56.33	55.00	5.814
Control	15	57.33	55.00	2.582

Table 4.3 explained that the average pre-test score obtained by students before being given treatment in both the experimental group and the control group in reading comprehension was the same. This means that the students' ability in reading comprehension test scores in the experimental class with the control class does not have a significant difference. Meanwhile, the standard deviation of the pre-test in the experimental group and the control group showed that students were more varied in understanding the material. This can be shown in the standard deviation score in table 4.3. that the ability of students in the reading comprehension test both the experimental group and the control group is still diverse.

2. The Frequency and Rate Percentage Score of Post-test of Experimental Group and Control Group

The following table describes the frequency and percentage level of the experimental group and the control group using the IBM SPSS Statistics version 25 for Windows.

a. The post-test score of the experimental group

The experimental class posttest aims to determine the results of students' learning abilities after being given treatment using the webtoon media. From the posttest data, the highest score achieved by students is 95 and the lowest score is 70.

Table4.4the frequency and rate percentagescore of post-test in the experimental group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	90-100 = Very Good	7	46.7	46.7	46.7
	70-89 = Good	8	53.3	53.3	100.0
	50-69 = Fair	0	0	0	0
	30-49 = Poor	0	0	0	0
	Total	15	100.0	100.0	

Table 4.4 showed that after being given treatment, the percentage of students' reading comprehension level in the experimental group increased. The post-test scores of the experimental group showed that 7 (46.7%) of 15 students were classified as very good, 8 (53.3%) of 15 students were classified as good, 0 out of 15 students were classified as moderate and poor.

b. The post-test score of the control group

The control class posttest aims to see the results of learning to read without using the webtoonmedia. From the results of the posttest data obtained the highest score achieved by students is 95 and the lowest score is 70.

Table 4.5 the post-test score of the control group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	90-100 = Very Good	0	0	0	0
	70-89 = Good	15	100.0	100.0	100.0
	50-69 = Fair	0	0	0	0
	30-49 = Poor	0	0	0	0
	Total	15	100.0	100.0	

While table 4.5 shows that in the control group there are no students who are classified as very good, moderate, and bad. while 15 students belong to the good category.In this case, students' reading comprehension skills had different improvements for the experimental group and the control group. Students in the experimental group applying webtoons as learning media experienced an increase with scores that entered the very good category and students in the control group applying folklore books as learning media also experienced an increase which was included in the good category. This means that there is a significant difference between students' reading comprehension using webtoons and students' reading comprehension using folklore.

c. The mean score, median score, and standard deviation of post-test

The results of the average student median scores and standard deviations in the post-test using IBM SPSS Statistics version 25 for Windows are presented in the following table:

Table 4.6 the mean score, median score, and standard deviation of post-test

Group	N	Mean Score	Median Score	Std. Deviation
Experimental	15	84.67	85.00	9.155
Control	15	75.80	75.00	4.960

Table 4.6 shows that the average pretest score obtained by students after being given treatment, both the experimental group and the control group is different. The average score of students' ability in reading comprehension test in the experimental group was (85.00) and the average score of reading comprehension ability in the control group was (75.00). This means that the median value of the pre-test in the experimental group is higher than the median value of the pre-test in the control group. Meanwhile, the standard deviation of the pre-test in the experimental group and the control group showed that students were more varied in understanding the material. This can be shown in the standard deviation score
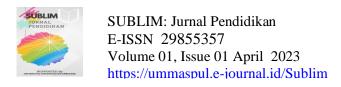
in table 4.3. that the ability of students in the reading test both the experimental group and the control group is still diverse.

D. Conclusions

The results of this study reveal the improvement contributed by the application of webtoon media in the teaching and learning process of reading. The webtoon is also able to attract students' attention and interest during the teaching and learning process of reading in the experimental class. Webtoon media that is done in groups can create a variety of fun learning activities so that it can reduce student boredom during the learning process in class. Students become more confident to read and are active in class activities. because students are motivated and the reading class is going well, students' reading comprehension also increases.

It can be concluded that reading comprehension using webtoon media can improve students' reading comprehension. refers to the findings and discussion of the research. It is also suggested that webtoons (digital comics) are a wise approach to use as a medium for learning to read, and webtoons can also be an alternative to increase students' reading awareness.

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