

**THE EFFECT OF WEBTOON APPLICATION TO ENHANCE STUDENTS'
READING COMPREHENSION OF NARRATIVE TEXT AT TENTH GRADE OF
SMK MUHAMMADIYAH 1 PEKANBARU**

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ABSTRACT

This research aims to determine the effect of webtoon application to improve reading comprehension narrative text in Class X TKJ SMK Muhammadiyah 1 Pekanbaru. The population in this study were students of class X TKJ SMK Muhammadiyah 1 Pekanbaru consisting of two classes, researchers chose 2 classes using a lottery to be used as research samples. Then. There were two classes that participated in the research, both the experimental class and the control class. Experimental class learning to read comics using webtoon application, learning control class that focuses on using webtoon application. To determine the level of mastery of students on the narrative text. In this study, the instrument used is a sample for pre-test and post-test consisting of 20 statements. The results of data analysis showed that there is a positive influence of webtoon applications to increase the mastery of narrative text in students, therefore, H_0 was rejected and H_a was accepted, or the effect of webtoon application to enhance students' reading comprehension of narrative text at tenth grade of SMK Muhammadiyah Riau.

Keywords: *Webtoon Application, Narrative Text*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh aplikasi webtoon terhadap peningkatan pemahaman bacaan teks naratif pada siswa kelas X TKJ SMK Muhammadiyah 1 Pekanbaru yang terdiri dari dua kelas. Setiap kelas memilih 2 kelas menggunakan lotre untuk dijadikan sampel penelitian. Kemudian, ada dua kelas yang berpartisipasi dalam penelitian, baik kelas eksperimen dan kelas kontrol. Kelas eksperimen belajar membaca komik menggunakan aplikasi webtoon, kelas kontrol belajar yang berfokus menggunakan aplikasi webtoon. Untuk mengetahui tingkat penguasaan siswa pada naratif teks. Dalam penelitian ini, instrumen yang digunakan adalah sampel pre-test dan post-test yang terdiri dari 20 pertanyaan. Hasil penelitian analisis data menunjukkan bahwa ada pengaruh positif dari aplikasi webtoon terhadap peningkatan penguasaan naratif teks pada siswa. Oleh karena itu, H_0 ditolak dan H_a diterima, atau ada pengaruh yang signifikan dari permainan penyusunan kata untuk meningkatkan simple present tense pada siswa dikelas X.

Kata Kunci: Aplikasi Webtoon, Naratif teks

A. Introduction

English is an international language widely used as a means of oral and written communication across various fields of life. In the Indonesian educational context, English language learning aims to prepare students to understand and use English as a global communication medium, particularly in trade and education (Menggo et al., 2019). However, many students still encounter difficulties in learning English, including limited vocabulary mastery, lack of confidence in pronunciation, and low interest in the learning materials provided.

Reading is one of the essential skills in English language learning. It is a process of understanding and interpreting language symbols to obtain information and knowledge (Faradina, 2017). Reading plays a strategic role in academic life because it serves as a primary means for students to acquire information and develop language proficiency. Goux et al. (2017) emphasize that reading is a fundamental skill that must be mastered by individuals in everyday life. Through reading activities, students can broaden their

knowledge, improve language competence, and develop critical thinking skills.

The success of reading instruction is influenced by several factors, including learning motivation, reading interest, and the use of appropriate learning strategies. Motivation is one of the factors affecting students' achievement in learning English (Matondang et al., 2017). Nevertheless, reading instruction continues to face various challenges, such as low learning motivation, limited reading time, and students' boredom during English lessons. Fadzli (2020) found that low learning motivation and difficulties in accessing engaging reading materials were associated with the insufficient integration of technology-based media in the teaching and learning process, leading students to feel bored and less interested in learning activities.

Based on observations conducted on June 9, 2022, at SMK Muhammadiyah 1 Pekanbaru, several problems were identified in English reading instruction. First, students showed low interest in reading English texts, particularly narrative texts, because the learning media used

were mainly conventional textbooks. Second, students demonstrated low reading motivation due to their limited interest in reading activities. Third, students experienced difficulties in comprehending reading texts because of inadequate vocabulary knowledge. These conditions contributed to students' English achievement scores being below the Minimum Mastery Criterion (KKM).

At the vocational high school level, one of the reading materials taught is narrative text. Narrative text refers to a sequence of logically and chronologically related events intended to entertain readers (Rebecca in Susilawati, 2017). Narrative texts may be factual or fictional, including legends, fairy tales, mysteries, adventures, fantasies, and other forms of storytelling. Mastery of narrative texts is an important competency for students, as it not only enhances reading comprehension but also supports the development of overall language proficiency.

Along with the rapid advancement of digital technology, the use of application-based learning media has emerged as an alternative approach to improving reading instruction. One potential medium is

the Webtoon application. Webtoon is a digital comic platform that presents stories through a combination of texts and colorful illustrations, making reading activities more attractive to adolescents. The integration of Webtoon into reading instruction can provide students with a more interactive and enjoyable learning experience. Puspitasari (2017) stated that Webtoon is effective in English language learning because it enhances students' reading interest through engaging stories and supportive visual elements. Furthermore, Patty (2018) found that the use of Webtoon media positively influenced students' reception of messages conveyed through reading materials. These findings indicate that digital technology can support improved learning outcomes and encourage teachers to incorporate innovative media into classroom instruction.

Based on the aforementioned problems and theoretical considerations, this study aims to investigate the effect of the Webtoon application on students' reading comprehension of narrative texts among tenth-grade students at SMK Muhammadiyah 1 Pekanbaru. The

findings are expected to contribute to the development of effective technology-based learning media for enhancing students' English reading comprehension.

B. Research Method

This study employed a quantitative approach using a quasi-experimental design. According to Sugiyono (2017), a quasi-experimental design involves a control group but does not fully control external variables that may influence the implementation of the experiment. The study examined two variables: the use of the Webtoon application as the independent variable (X) and students' reading comprehension of narrative texts as the dependent variable (Y). Following Creswell (2016), the research adopted a pre-test–post-test control group design involving an experimental class and a control class. Both groups were administered a pre-test and a post-test, while only the experimental group received treatment through the Webtoon application.

The research was conducted at SMK Muhammadiyah 1 Pekanbaru, located on Senapelan Street, Kampung Dalam, Pekanbaru, Riau,

Indonesia, in January 2023. The population consisted of all tenth-grade students of the Computer and Network Engineering (TKJ) program, comprising 68 students distributed across two classes. According to Sugiyono (2016), a population is a generalization area consisting of objects or subjects with specific characteristics determined by the researcher. Since the population consisted of fewer than 100 students, total sampling was applied, whereby all population members were included as research participants (Sugiyono, 2017; 2018). Consequently, all 68 students participated in the study. A lottery technique was employed to determine the research groups, resulting in Class X TKJ-1 serving as the experimental class and Class X TKJ-2 as the control class.

Data were collected through reading comprehension tests administered before and after the treatment. The pre-test was conducted to measure students' initial reading comprehension ability, whereas the post-test was administered to assess learning outcomes after the treatment. Both tests consisted of 20 multiple-choice questions focusing on narrative texts.

The treatment was implemented over six meetings. In the experimental class, students learned narrative texts using the Webtoon application. The instructional procedures included introducing the application, guiding students to download and register an account, selecting English-language stories, and reading narrative texts through the platform. Meanwhile, the control class received conventional instruction through teacher-centered explanations and textbook-based learning activities.

Students' test scores were calculated by determining the percentage of correct answers (Marual, 2014). The resulting scores were classified into five achievement categories: very good (80–100), good (66–79), sufficient (56–65), poor (40–55), and fail (<39) based on Arikunto (2010).

Data analysis was performed using IBM SPSS Statistics version 28. Prior to hypothesis testing, the data were subjected to normality and homogeneity tests. The normality test was conducted to determine whether the data were normally distributed, with a significance value greater than 0.05 indicating normal distribution and a value less than 0.05 indicating non-

normal distribution (Ranganathan, 2019). The homogeneity test was applied to examine the equality of variances between groups, where a significance value greater than 0.05 indicated homogeneous data and a value less than 0.05 indicated heterogeneous data (Ranganathan, 2019). To test the research hypothesis, a paired-sample t-test was employed. According to Ranganathan (2019), the hypothesis testing criteria were based on the significance level of 0.05. A significance value below 0.05 indicated a statistically significant effect, whereas a value above 0.05 indicated no statistically significant effect.

C.Result and Discussion

Result

1. Findings

Based on the results of the study, the use of the Webtoon application was effective in improving students' reading comprehension of narrative texts at SMK Muhammadiyah 1 Pekanbaru. This study involved two classes as samples, namely class X TKJ 1 (34 students) as the experimental group and class X TKJ 2 (34 students) as the control group. A pre-test was administered before the treatment, and a post-test was conducted after the treatment. The results showed a

significant difference, where the mean score of the post-test in the experimental class (86.47) was higher than the pre-test score (65.88).

2. Description of Pre-Test Data

The descriptive analysis of the pre-test scores is presented in the following table:

Table 2.1 Descriptive Analysis of Pre-Test

Group	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Experimental	34	30	50	80	2240	65.882	9.2499	85.56149733
Control	34	25	75	100	2290	67.352	8.5489	73.08305133

Based on Table 2.1, the mean score of the experimental class was 65.88 with a standard deviation of 9.25, while the control class had a mean score of 67.35 with a standard deviation of 8.54. This indicates that the initial abilities of both groups were relatively similar before the treatment.

The frequency distribution of the experimental class pre-test is presented in Table 2.2.

Table 2.2 Pre-Test Frequency Distribution of Experimental Class

Category	Frequency	Percentage
Very Good	2	6%
Good	15	44%

Enough	10	29%
Less	7	21%
Fail	0	0%

The data show that most students were in the "Good" category (44%). This distribution is also illustrated in Figure 2.2.

For the control class, the pre-test distribution is shown in Table 2.3.

Table 2.3 Pre-Test Frequency Distribution of Control Class

Category	Frequency	Percentage
Very Good	2	6%
Good	17	50%
Enough	10	29%
Less	5	15%
Fail	0	0%

Overall, the initial reading comprehension level of both groups was relatively similar before the treatment.

3. Description of Post-Test Data

The post-test results show a significant improvement in the experimental class.

Table 3.1 Descriptive Analysis of Post-Test

Group	N	Ra nge	M in	M ax	Su m	Mean	Std. Devia tion	Varianc e
Experi ment	34	30	50	80	2940	86.470	6.3400	40.196
Contro l	34	25	75	100	2915	75.735	6.6378	44.139

Based on Table 3.1, the experimental class obtained a mean score of 86.47 with a standard deviation of 6.34, while the control class obtained a mean score of 75.73. This indicates that the experimental group experienced a greater improvement compared to the control group.

The frequency distribution of the experimental class post-test is presented in Table 3.2.

Table 3.5 Post-Test Frequency Distribution of Experimental Class

Category	Frequency	Percentage
Very Good	32	94%
Good	2	6%
Enough	0	0%
Less	0	0%
Fail	0	0%

The results indicate that the majority of students (94%) were in the "Very Good" category after the treatment.

For the control class, the post-test distribution is shown in Table 4.6.

Table 3.3 Post-Test Frequency Distribution of Control Class

Category	Frequency	Percentage
Very Good	25	74%
Good	5	14%
Enough	4	12%
Less	0	0%
Fail	0	0%

2. Discussion

The findings indicate that the use of the Webtoon application has a significant effect on improving students' reading comprehension. This improvement is reflected in the difference between the pre-test mean score (65.88) and the post-test mean score (86.47) in the experimental class.

The increase in students' scores suggests that Webtoon-based learning creates a more engaging, interactive, and less monotonous learning environment. Students became more enthusiastic in reading

narrative texts because the materials were presented through attractive visuals and storytelling formats. This is in line with Djiwandono (2018), who stated that the use of Webtoon has a significant impact on students' reading ability and improves English learning achievement.

Furthermore, the findings support Supitri (2020), who stated that Webtoon can be used as a collaborative learning medium that encourages students to share ideas and engage actively in the learning process. It also provides a more personalized learning experience and helps students develop reading strategies.

In conclusion, the use of the Webtoon application not only improves learning outcomes but also increases students' motivation, interest, and engagement in English learning. Therefore, Webtoon can be considered an effective alternative learning medium for improving students' reading comprehension of narrative texts at grade X TKJ of SMK Muhammadiyah 1 Pekanbaru.

D. Conclusion

Based on the results of the study, it can be concluded that the use of the Webtoon application has a positive and significant effect on students' reading comprehension. The findings show a significant difference

between the experimental and control classes after the treatment was applied. The experimental class, which was taught using the Webtoon application, achieved a higher post-test mean score (86.47) compared to the control class (75.73) that was taught using conventional methods. Furthermore, the SPSS analysis showed a significance value of $0.000 < 0.05$, indicating that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, it can be concluded that the Webtoon application is effective in improving the reading comprehension of tenth-grade students at SMK Muhammadiyah 1 Pekanbaru.

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