



# BRIGHT VISION

*Journal of Language and Education*

Email: [brightvisionjournal@uinsu.ac.id](mailto:brightvisionjournal@uinsu.ac.id)

<http://jurnaltarbiyah.uinsu.ac.id/index.php/brightvision>

## IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH WEBTOON APPLICATION AT MTS AZ-ZUHRI TANJUNG MORAWA

**Alfa Khairani**

Universitas Islam Negeri Sumatera Utara Medan

Email: [Alfakhairani01@gmail.com](mailto:Alfakhairani01@gmail.com)

### ABSTRACT

The research was intended to find the authentic materials that improving to increase the reading comprehension. The subject of this research was the class VII-A of MTs Az-zuhri. There were 36 students as the samples used in this thesis. The research method used was Class Room Action that done in two cycles. The data were analyzed qualitatively and quantitatively. In qualitative data was got through interview, and observation. For the quantitative data was got through pre-test and pos-test. Based on the qualitative data that found, the using of Webtoon Application can improve student's responses in reading comprehension. It can be seen in the result of test. In the first cycle, it consist of two meetings. In the first meeting, the student's result percentage was 32,5 % (enough) and for second meeting, the student's result percentage was 63,8 % (good). In the second cycle the student's score was 83,3% (Very good). This score showed that the student's average score was improving in every test. The student's average score in pre-test was 13 of 36 students (32,5 %). The percentage of the student's who got the score 70 and more in the posttest I was 23 of 36 students (63,1 %). The percentage of the student's who got the score 70 and more in the post-test II was 30 of 36 students (83,3 %). The improvement of the competent student's percentage from the pre-test to the post-test I was increase, it is about 50,6 %, from post-test I to post-test II was 20,2 %, pre-test to post-test II was 50,8%. From the data, it showed that the improving of the student's reading skill was significant. The results of the research show that using Webtoon Application can improve to the student's reading comprehension.

**Keyword : Authentic Material, Reading Comprehension, Students Skill**

## INTRODUCTION

Reading is one of the most important skills in English, and one of the skills in English must be mastered students because reading is an important factor that influences an activity even in learning activities to achieve what will get and when communication. In this case reading allows very inclined towards students to get information, to get pleasure, and do many things that are part of life in learning such as reading books in order to gain knowledge and there are modern things, such as, reading newspapers, magazines, comics, novels and maps, etc. According to Grabe and Stoller in his book Reading is a complex activity and dynamic process consider, understand, weigh, compare, find out, translate, weigh, analyze, send messages, and find out about knowledge and news in a book, story and text.<sup>1</sup>

Based on the considerations of writers in seventh grade, most students who are bored and lack interest in reading, most read English. They do not know how to read and read a part, read when reading a very interesting text and are not interested in wanting to know what makes students curious about the contents of the reading, so students want to try reading and reading the contents of the reading. Difficulties caused by students in the reading process are caused by many factors, namely lack of knowledge, less vocabulary, less grammar, and less motivation to read and do not know how to read correctly in English. They are not confident when reading using English. Sometimes, they do not know which words or sentences in the words of a book or text.

Related to students' difficulties in reading, the teacher chooses various techniques, media or requests in making students interested in reading specifically in English. to solve their problems. Media is a tool for teaching in the learning process. Media is a communication media in teaching and learning process in hardware and software to achieve effective and efficient learning processes and results and learning objectives that can be done easily.

The media can also support the teaching and learning process. There are many types of media such as images, applications, diagrams, charts, maps, flash cards, and others. One of them is always to use the application as a medium in the text of the procedure provided. the application must be often used as a special medium in the learning media, in order to help the teaching and learning process and help students not get bored in learning.

The teacher gives lessons and then explains and introduces the media that will be used when reading English, so students know and know what a webtoon application is. after that the teacher gives a title that students will read but only a few chapters which have been changed into English for initial experiments and then students read by translating earlier into Indonesian so that it can more easily understand the contents of the comic. The main idea of this webtoon application is motivate students to encourage and help each other master what is given by the teacher. The students try together after the teacher's explanation. Therefore, the authors hope to use webtoon application media in learning that can help students improve reading skills.

In this case, I entered to see improvements in using the webtoon application as a media of real things to promote students how to read in learning English in school and use to develop their reading skills, so there is no lack of reading comprehension. I also want to know how to convey to students certain ideas, basic knowledge, and information in the shortest possible time and in accordance with the principles of learning. So that's why I want to do research under the title: "IMPROVING THE STUDENTS' READING

---

<sup>1</sup> Grabe, W. (2009). *Reading in a Second Language : Moving From Theory to Practice*. New York, USA : Cambridge University Press. P.9

## LITERATURE REVIEW

Reading is an interactive process when a matter in which the reader will build a text representation that helps use an are seven purposes for reading, as follow : reading to search information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to writte, reading to critique text and reading for general comprehension. The most basic purpose for reading for general comprehension.<sup>2</sup>

Reading is the interacting between the reader and the writer though the printed text which requires the readers to bring their own knowledge of a language to recognize tat print of the words, sentences and paragraph, and ti interpret the author's message. Al – Qur'an also states the important of reading in some if its verses. One of them is surah Al – alaq 1- 5 : effective reading strategy. An effective reading strategy considered as an important skill has received a special focus on students' reading skills and comprehension while reading a book or text. reading is a kill that is very important, especially in the learning process, especially in the teaching and learning process to get additional knowledge and insight that is very useful.<sup>3</sup>

According to Jeremy he wrote that Reading is a receptive namely a skill. Receptive skills are the way people extract meaning and understand from discourse that they see or read in a text or reading book.<sup>4</sup> A reader has certain purpose in reading the text. According to Grabe and stoller, there Meaning : Read : *In the name of the Lord Who create. Create the man from a clot. Read : And the Lord is the Most Bounteous, Who teach by the pen. Teach the man that which he knew not. ( Al – Alaq : 1-5 ).*<sup>5</sup>

The first word of these verses is iqro! that means Read. This is already big that means to us before God's creation. after we know this surah and we read its meaning and know the interpretations and meanings in this letter, we understand it will be ordered to read because we are human beings who Definition written text means extracting or giving information from it as efficiently as a comprehensible text. Usually, reading a work book can create understanding, questions including reading remembering what he has read without further assistance to text that has been read. reading also determines as a process or some of the information referred to from a sheet of text come to this word can not read everything at all, but with our ability to be permission from God finally we can read everything we want.

Comprehension is an important one of reading skills. Read when we read because it discusses the core of the reading process. Snow said in his journal that reading is a process of extracting and also constructing meaning simultaneously, directly through interaction and using written language in the text and book readings and several things consisting of three elements: Reader, text, and activity or purpose when reading.<sup>6</sup>

According to Grabe and Stoller write that Reading Comprehension is the ability to understand information in the form of text stories, comics, and reading books such as textbooks and address them exactly what is the essence and meaning of the readings that

---

<sup>2</sup> Grabe, W and Stoller. 2002. Teaching and Researching Reading. New York: Great Britain, p.98

<sup>3</sup> Miller, H. W. (1990). *Identifying and correcting reading difficulties in children*. New York: The Centre for Applied Research in Education. p3

<sup>4</sup> Harmer, Jeremy, 2002, *The Practice of English Language Teaching*, Harlow Longman. p.2

<sup>5</sup> The Qur'an on English Translation Meaning of the Qur'an

<sup>6</sup> Snow, C. (2014). Reading for Understanding toward an R&D program in reading comprehension. Retrieved October 30th, 2014. p.121

have been read. Reading Understanding of the decisions obtained at the time of reading with the understanding that will be obtained after reading a text or a book and comic that has been read.<sup>7</sup>

Webtoon is the combination of web and cartoon (comic). It was coined in Korea to refer to web comics launched 2014. Comic can be defined as the form of cartoon to express the characters and apply story that have a related with the picture. The preference for comics are so high because it can entertain the reader. It is the reason for making comics as media learning. Webtoon is one of the solutions as teachers to make the class to be more interesting. In this case, Webtoon is the free application to be read. The way to use it is so easy. First, the learner has to download it either on the Apple App Store, Google Play Store or read it on the site version (automatically switches to the mobile 2019 Proceeding of 1st Conference of English Language and Literature (CELL) Innovative Teaching of Language and Literature in Digital Era site ). Then, the learners sign or login with their account email or gmail to make the account in Webtoon. After that, the learners choose the theme or title that they want to read. They can download the story in Webtoon or just read it by online. According to Cho Webtoon is a form of “website” and “cartoon”. It firstly appeared in Korea before becoming so popular among the world. At first, many difference terms to call these digital comics which was published only on websites. One example is webmic (a compound of “web” and “comics”), which soon lost out to webtoon (a compound of “web” and “cartoon”). In 2000, one of Korean web portal had created a new site for internet comics named “Webtoon”. Then webtoon became the standard term for comics that are created and consumed only through the internet in South Korea.<sup>8</sup>

## RESEARCH METHODOLOGY

The design of this research is Classroom Action Research (CAR). Ari said that sample is a small part of a population.<sup>9</sup> In this study, the research sample was a class consisting of 36 students. The research location was at MTS Az-zuhri in the academic years of 2020/2021. That school located on limau manis street No. 15.

Tanjung Morawa kec. East Medan Kab Deli serdang, North Sumatera 20362. According to Kemmis and Taggart, classroom action research has four stages, they are planning, acting, observing, and reflecting. The 4 stages are combined into one cycle. After that one cycle is carried out, researcher continue the second cycle which also consists of 4 stages. The point of difference between cycle 1 and cycle 2 the other cycles are on the topic and evaluation.

Furthermore, quantitative data is the data used to test the test before and after treatment or known as the pretest and posttest. The test test was made to compare the results of students' speaking ability in two conditions, namely the ability before the experiment and the ability after the experiment. Researchers will look for the average of each post test per cycle. The formulas that can be used are as follows.

Furthermore, quantitative data is the data used to test the test before and after treatment or known as the pretest and posttest. The test test was made to compare the results of students' speaking ability in two conditions, namely the ability before the experiment and the ability after the experiment. Researchers will look for the average of each post test per cycle. The formulas that can be used are as follows.

---

<sup>7</sup> Grabe, William and Fredericka L. Stoller, 2002, Teaching and Researching Reading, Harlow: Pearson Education Limited. p17

<sup>8</sup> Cho, H. (2016). The Webtoon: A New Form for Graphic Narrative. Dipetik May 5, 2018, dari The Comics Journal: [www.tcj.com/the-webtoona-new-form-for-graphicnarrative/](http://www.tcj.com/the-webtoona-new-form-for-graphicnarrative/).p.1

<sup>9</sup> Donal, Ary. 2002. Introduction to Research in Education (8 th edition). Canada : Wardsworth. Cengage Learning. p.148

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

Where :

$\bar{X}$  = the mean of students score

$\sum X$  = the total score

N = the member of students<sup>10</sup>

Then, researchers used this formula.

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students got score 70

R = The Percentage of students got score above 70

T = Total number of students who participate in the test<sup>11</sup>

## FINDING AND DISCUSSION

This research was conducted to find out the development of students Reading Comprehension Through Webtoon Application at seventh grade students of MTS Az-zuhri Tanjung Morawa. The research that has been done by the researcher indicated that Webtoon Application could develop students Reading Comprehension. It can be seen from the results of pre-test and post test. Researcher has written it in appendix 10.

The interpretation of the data result from Pre-test, Post test 1 and Post test 2. The mean score of students in pre-test was 2.261 with the class percentage is 32,5 %. The total number of students who passed test and got score up to 70 was 13 students. And the mean score of students in post test 1 was 2.666 with the class percentage is 63,8 %. The total number of students who passed test and got score up to 70 was 23 students. The mean score of students in post test 2 was 2.975 with the class percentage was 83,3 %. The total number of students who passed test and got score up to 70 was 30 students.

Furthermore, the mean score in the post test 74,05 showed that there were improvement of students Reading Comprehension than the previous test (Pre- test) that was 56,5. Meanwhile, from the result of test there were improvement of students Reading Comprehension. For more detail can be seen on appendix 10. In post test 1 the total number of students was 23 students but it still need to improve because it was under the target. The target of success in classroom action research was 63,5 % from the class percentage. It was a reason why researcher continue to the second cycle.

Then next, the total mean score of the students in post test 2 is 83,6. From post test 2. The total class percentage was 2.975 where it showed that there were 30 students who got successful or got score up to 70. From the total number of students was 36 students. And there were 10 students who got unsuccessful or got score under 70. Then finally, classroom action research was succeeded and the cycle also stopped. Through Webtoon Application can improve students Reading Comprehension at the seventh grade students of MTs Az-zuhri Tanjung Morawa.

In this study, researcher used the webtoon application as a fun medium and to improve students' understanding and reading skills. with, download the webtoon application on a smartphone or laptop, then open it and select what comic you want to read

afterward, choose English, and give students to read to read the contents of the conversation, after using the webtoon application students or students like to read more in English. So using a webtoon can improve students' reading skills, because the webtoon makes students interested and curious about the webtoon which has various kinds of stories as is the case with theory, namely according to Arlin & Roth, webtoon comics can attract attention and can make students interested in reading, and children Children will pay attention to what they think is more attractive which they consider unattractive because Webtoon has various stories, which can be humor, action, mystery, thriller, adventure, romance, and others. Children are imagining stories, so that the webtoon becomes a fun medium for students and at the same time develops their imagination, one of the main connections that causes reading interest is lack of reading interest, so this webtoon can improve students' reading skill.

## **CONCLUSION AND SUGGESTION**

### **A. CONCLUSION**

After classroom action research was applied to the students of junior high school we can took 2 points that the use of webtoon application can improve students' Reading Comprehension of MTs Az- zuhri Tanjung Morawa at the seventh grade in academic year 2020/2021. It can be seen from the result of students post test at seventh grade students of MTs Az-zuhri Tanjung Morawa. The students Reading Comprehension was increased better.

How to improve students' reading comprehension through the webtoon application, Improved reading comprehension of students through the webtoon, namely question texts such as pre test, post test I and post test II, The increase is assessed from the results of the following text such as pre test is a practice question before knowing the webtoon application then after the pre test, namely the application of the webtoon application continuing the post test I, the results are still not successful, try the post test II again, then after that the results state success and success or increase the student's score after using the webtoon application with an increasing score, namely Reading Comprehension. The total mean of students was: in pre-test (56,5) in post test 1 (74,05) and post test 2 (82,6). Improving students 'reading comprehension through the webtoon application is successful, so the webtoon application can improve students' reading skills at MTS Az- zuhri Tanjung Morawa.

In analyzing the data of the students Reading Comprehension using webtoon application, the researcher calculated students pre- test and post test. There were improvement on students' Reading Comprehension. The total mean of students was : in pre-test (56,5) in post test 1 (74,05) and post test 2 (82,6). In other words the students Reading Comprehension was improved from first meeting until the last meeting of the research. It means that Webtoon Applicatio is suitable to used in teaching Reading Comprehension at the seventh grade students. Because it will can increase interest in reading.

### **B. SUGGESTION**

After conducting the research, several suggestions was given by the researcher for head and master of MTs Az- zuhri, english teacher, researcher and other researcher. For head and master to encourage the teacher applied Webtoon Application in teaching and learning english process.

1. For teacher it is useful to teacher to use webtoon application as another media english for students especially teaching Reading Comprehension.

2. Researcher should develop students' Reading Comprehension through Webtoon Application. It can be seen from students improvement in Reading Comprehension after applying this Application.
3. For other researcher can make it useful as an additional and become reference when conducting the research that related to this research.

## REFERENCES

- Anne Burn. 2010. *Doing Action Research in English Language Teaching*. New York and London: Routledge Taylor and Francis Group.
- Arlin.M.&Roth.G.(1978). *Pupils' Use of Time While Reading Comics and Book*. American Educational research Journal, 15 (2).
- Arlin.M.&Roth.G.(1978).*Pupils' Use of Time While Reading Comics and Books*. American Educational research Journal,15(2).
- Barton, S and Jordan. 2001. *Teaching Reading in scientific*. Mid Continent Research for Education: Aurora.
- Brown, Douglas, *Language Assesment principle and Classrom Practice*. ( United State of America Longman 2004 ).
- Brown, H, Doughlas. 2000. *Principle of language Learning and Teaching*. New York: Pearson Education.
- Burns, Roy and Rose. 1984. *Teaching Reading and Today's Elementary Schools*. Boston: Houghton Mifflin Company.
- Carnine, D, Silbert, J and Kameenui. 1990. *Direct Instruction Reading*. London: Merrill Publishing Company.
- Cho, H. (2016). The Webtoon: *A New Form for Graphic Narrative*. Dipetik May 5, 2018, dari The Comics Journal: [www.tcj.com/the-webtoon-a-new-form-for-graphicnarrative/](http://www.tcj.com/the-webtoon-a-new-form-for-graphicnarrative/).
- David Nunan. *Second Language Teaching and Learning*.( USA : Heinle Publisher 1996 ).
- Grabe, W and Stoller. 2002. *Teaching and Researching Reading*. New York: Great Britain.
- Grabe, W. (2009). *Reading in a Second Language : Moving From Theory to Practice*. New York, USA : Cambridge University Press.
- Grabe, William and Fredericka L. Stoller, 2002, *Teaching and Researching Reading*, Harlow: Pearson Education Limited.
- Harmer, Jeremy, 2002, *The Practice of English Language Teaching*, Harlow Longman.
- Hennings, Dorothy Grant, 1990, *Reading with Meaning Strategies for College Reading*. New Jersey: prentice-Hall.
- Johnson, NE.2001.*An Introduction to Foreign Language Learning and Teaching*.New York: Pearson Edition.
- Johnson, R. (Robert) Burke , Christensen, Larry B. 2007. *Educational Research: Quantitative, Qualitative, and Mixed Approaches*.London: Sage Publication.
- Johnston, PH. 1983. *Reading Comprehension Assessment*.Newark: International Reading Association.
- Larry Lewin. 2003. *Paving the Way in Reading and Writing*. USA: JOSSEY- BASS.
- Michael J. Wallace. 1980. *Study Skills in English*. New York. Cambridge University. Michigan. (2009). *Definition of reading*. Retrieved November 30th, michigan.
- Miller, H. W. (1990). *Identifying and correcting reading difficulties in children*. New York: The Centre for Applied Research in Education.
- Snow, C. (2014). *Reading for Understanding toward an R&D program in reading comprehension*.http
- Morrison.G.T.,Brayan,G andChilcoat, W.G. (2002). *Using Student Generated Comic Book in The Classroom*.International Literacy Association and Wiley.

- Raulan. 2018. Teaching Writing Narrative Text By Using “Webtoon Digital Comic” To Senior High School Students. *Journal Of English Language Teaching*, Vol. 7, No.4, Tahun 2018. Universitas Negeri Padang.
- Roy J Sephard. 1982. *Physical Activity and Growth*. London : Yearbooks Medical Publishing.
- Sapir , E. (1921). *Language. An Introduction to the Study of Speech*. New York: Dover Books On Language.
- Simanjuntak, 1988, *Developing Reading Skill for English Foreign Language Students*, Jakarta: Depdikbud.
- Suharsimi Arikunto .2009. *Penelitian Tindakan Kelas*. jakarta: Pt Bumi Aksara.
- Suja'i Sarifandi.(2014,January). “*Ilmu Pengetahuan dalam Prespektif Hadis Nabi. Jurnal Ushuluddin*”. Vol. XXI,(No 1).P.67. Available online at (<http://download.portalgaruda.org>). Accesed on 28th april 2018