

The Effect of Using LINE Webtoon as a Media in Reading Comprehension at Eleventh Grade of Senior High School Number 8 Jambi City

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ABSTRACT

This research aims to find out whether there is any effect of using LINE Webtoon as a media in reading comprehension of English students at eleventh grade of Senior High School Number 8 Jambi City. This type of research is a quasi-experimental with a total of population 292 people. Through simple random sampling technique, 37 students of Class XI IPA 2 were selected as the control class and 37 students of Class XI IPA 1 were selected as the experimental class. The technique of collecting data is distributing questions to research respondents. In this research, the data analysis technique was using t test on the Statistical Package for the Social Sciences (SPSS) for Windows version 25 program. The result of this research indicated that (1) students' reading comprehension in English subject in experimental class taught using LINE Webtoon as a media obtained an arithmetic mean of 24.89; (2) students' reading comprehension in English subject in control class taught by using LINE Webtoon as a media obtained an arithmetic mean of 16.65; (3) students' reading comprehension in English subject taught using LINE Webtoon as a media in experimental class are higher than students' reading comprehension in English subject taught by using LINE Webtoon as a media in control class with a value of Sig. $0.000 > 0.05$. Furthermore, there is an effect on the use of LINE Webtoon as a media in learning students' reading comprehension as evidenced by the increase in students' learning outcomes.

Key words: LINE Webtoon, Reading Comprehension.

INTRODUCTION

The most often used language for communication is presently English. English has evolved into a universal language of intercommunity communication because it is a Lingua Franca. Based on Ethnologue data, English become a language that being used by everyone around the world. It is recorded that there are 1.5 billion people who are English speakers by 2022. Held (1998) states that, in the political arena, English has become the centre of communication in the fields of corporate, politics, administrative, scientific, and academic sectors. English is the universal language that allows people of all cultures and ethnic backgrounds to communicate with one another.

The majority of students believe English to be a difficult language to master. One of the influential is the lack of self-confidence. The large number of new vocabulary and sentence structures that are different from Indonesian, makes many students lazy or tend to be embarrassed to take this lesson. Grammar is a frequent obstacle for English language learners. The majority of formal schooling tends to focus on reading and writing while ignoring listening and speaking.

However, when students are taught to read at school, they are simply taught to read

the assigned text. However, they do not comprehend the essential idea and significance of the text they have read. In addition, students do not always hear the people around them speaking English properly. As a result, it becomes more difficult to learn proper English. Reading is an activity we engage in to acquire knowledge. This practice requires us to capture ideas rather than simply read aloud. This is why there are reading-related questions following a discourse reading.

To alleviate the students' challenges with reading comprehension, the teacher must be able to provide them with guidance and teaching in learning to read. The process of teaching and acquiring reading comprehension can be initiated by employing an engaging technique or medium that keeps students engaged, prevents boredom, and encourages their full participation. LINE Webtoon are one of the media which can be used in teaching reading comprehension in the classroom. The teachers can access LINE Webtoon by download LINE Webtoon comic application in Google Play Store of App Store which also can be access by the students.

REVIEW OF RELATED LITERATURE

Reading Comprehension

Birsch (2016) stated, “reading comprehension as a skill to get meaning from what the reader read.” Means that reading comprehension involves not just reading the material, but also gaining meaning, comprehension, and enjoyment. Reading comprehension is a cognitive process as well. They must reflect on what they read and comprehend the intended meaning of the written text. Therefore, it can improve their reading comprehension.

According to Willis (2008) to be successful in reading comprehension, students need to actively process what they read. Students need a process to read the text written and they should understand the meaning from the written text. Catherine E. (2002) stated that comprehension consist of three elements, they are reader who is understanding, the text that is to be comprehend, and the activity in which comprehension is a part. It means that reading comprehension is a complicated skill to understanding the text.

Reading comprehension refers to reading for meaning, understanding, and entertainment. Linse (2005) stated that there are two main reasons for reading. The first is reading for pleasure. It signifies that the reader reads the book for entertainment purposes, such as reading a novel or comic book. Second, informational reading It implies that the reader reads to obtain knowledge, such as when they read a newspaper or an article. Therefore, reading comprehension can be useful for reader not only in school but also as an entertainment.

Kinds of Reading Comprehension

Reading comprehension has five different levels. Pourkalthor & Kohan (2013), stated that reading comprehension are often distinguished, according to reader’s purpose in reading and the type of reading used. The following are commonly referred to:

1. Level One: Literal Comprehension

Literal comprehension is literal understanding refers to direct understanding of the meaning of each English text, such as what vocabulary is used, the setting of the place, the time setting, and the setting of the location in a text. The information is stated clearly in each text. It can be concluded that at the level of literal understanding you only need to read the

entire contents of the text to look for existing information.

2. Level Two: Inference Comprehension

Inference comprehension is an idea or conclusion drawn from evidence and reason. The benefit of making inferences or conclusions is that the reader can find out about the meaning and purpose of the text. At this level, reader must read between the lines to understand the texts in the reading material. It involves understanding the facts even if not explicitly stated in the reading material. It explores answers to questions begin with “why and how” because such questions have to get their implied meaning answered or comprehended.

3. Level Three: Evaluative Comprehension

Evaluative comprehension requires the reader to move beyond the text to consider what they think and believe in relation to the message in the text. It also requires a deeper understanding of the topic. It involves analysing and weighing an author’s intent, opinion, language, and style of presentation. Also included evaluating the appropriateness of the author’s devices in achieving their aim and then making inferences based on the fact or idea implied in the event or reading material.

4. Level Four: Reorganization Comprehension

At this level, apart from using literal understanding, the reader must also be able to find and understand implied information in the text you read. So, at this level you should be able to add a little more understanding to the essence of the text according to your understanding. Reorganization comprehension is requiring some creativity and curiosity. It also requires an ability to analyse, digest, evaluate and come up with a unique view of a situation or event.

5. Level Five: Appreciative Comprehension

Appreciative is the ability to understand the main purpose and point of view of the author of that reading based on clues mentioned in the text. For being successful in this level, students should know that answer for appreciative level is in their head not in the text and it is all their opinion.

LINE Webtoon

LINE Webtoon is kind of visual entertainment which is increasingly popular among the young generations. Webtoon is

presented as a comic strip. Webtoon series is composed of predominantly visual elements interspersed with verbal text. According to Djiwandono (2018), Webtoon could affect the way young generation read and printed ideas.

Webtoon is a combination of web and cartoon. This application can interact students reading comprehension interest and can help students easy to comprehend the text. Because Webtoon are contained a simple word, colourful illustration, having a background sound to support the plot in reading and good picture. So that the students may enjoy learning while reading it. In this comic, both teachers and students can select from a variety of storylines and genres that correspond to topics with instructional value.

Webtoon is a combination of “web” and “cartoon”, and was coined in South Korea to refer to web comics. Many different terms were used to refer to these digital comics published on website in South Korea. At first it was Webmic (a compound of “web” and comics”), which soon lost out to Webtoon (a compound of “web” and cartoon”, Song Yosep 123). Webtoon was also briefly used to refer flash animation, but that meaning soon disappeared (Park Sohwan 128). Before long Webtoon became the standard term for comics that are created and consumed on the internet in South Korea.

Webtoon service can be accessed through 3 main types of media that carry out its communication strategy, namely websites, applications, and social media. Each of these media has different functions and roles. However, every media provided by Webtoon is of course designed in such a way as to make it easier for its users to access and use it. With the convenience provided, users will be more comfortable to use it.

The use of Webtoon to teach English, particularly reading comprehension, is engaging for students. By using this program, students will be more engaged in reading, since the webtoon offers a variety of comic genres written in English, allowing them to learn English joyfully. According to Halliwell (1991) assumed that because of the creative and innovative language skills carried out by students into the classroom, teachers must be able to provide them with a communicative and pleasant atmosphere where students can more

freely express themselves and feel happy with the lesson.

Webtoon materials meet the criteria of good extensive reading materials in that they cater for readers interest and content language that fall within the current proficiency level of most readers. Young readers are deprived of the opportunity to comprehend more complex sentences by reading Webtoons, notwithstanding the entertainment value that can be derived from them.

In addition, the generated and utilized comics are suited to the intended purpose and subject matter. The images in the comic narrative are given in the form of cartoons since pupils prefer cartoon images. The only purpose of the image is to serve as an illustration of the offered story that corresponds to the subject matter.

METHODOLOGY

According to Creswell (2014) quantitative research is an approach for testing objective theories by examining the relationship among variables. In turn, these variables may be monitored, often using tools, so that numerical data can be evaluated with statistical methods. Matthews & Ross (2010) describe how quantitative research techniques are primarily used to the collecting of organized and quantitatively representable data.

The researcher used quasi-experimental research methodology. In accordance with Creswell (2012), quasi experiments include assignment, but not random assignment of participants to groups. Abraham and McDonald (2011) stated that, the manipulation of an independent variable is included in both experimental and quasi-experimental research. It is distinguished from experimental research by the absence of a control group, random selection, random assignment, and/or active manipulation.

The researcher chose two groups, one was the experimental class and the other was the control class. Different treatment was provided to these two groups. Before adopting LINE Webtoon as the media, students were given a pre-test to determine their reading comprehension. The researcher then administered a treatment to each class: the experimental class was treated with a LINE Webtoon, while the control class was also treated with a LINE Webtoon. Following the

intervention, students were given a post-test to see if the use of LINE Webtoon had any effect on their reading comprehension and learning outcomes.

Random sampling was conducted by the author based on the number of populations and samples that had been established. According to Creswell (2012) states that in simple random sampling, the researcher picks individuals (or units, such as schools) for the sample such that each individual in the population has an equal chance of being selected. The fundamental advantage of the simple random sample is that all members of the population have an equal probability of being picked for the research. This assures that the sample is representative of the total population and was chosen objectively. Therefore, the statistical conclusions drawn from the sample analysis will be valid.

The characteristics of this study are homogeneous; hence a random sample strategy is appropriate. This method determines the smallest area from the largest area. The lottery method used by researchers to create a simple random sample is precisely what it sounds like

The tools or media to obtain research data are contained in the research instrument. Meanwhile, according to Brown (1994), Test in plain words is a method to measure a person's ability or knowledge in a given domain which a numerical score can be assigned. In this research, the instrument that used in collecting the data is a test. The test is in the form of reading text. This test aims to measure the students' reading comprehension. In this case, the students were asked to choose the right answer of multiple-choice questions based on some topics given. Then, each student chose the right answer in each test.

FINDINGS AND DISCUSSIONS

In this section, the research findings are presented based on the students' performance in experimental and control classes. Statistical Product and Service Solution (SPSS) version 25 is utilized by the researcher to conduct an analysis of the data gathered.

The average (mean) score on the pre-test for the experimental class was 20.44. In addition, it is known that the experimental class's pre-test standard deviation was 4,437. This demonstrates that the standard deviation of the experimental class learning outcomes data

(pre-test) was 20,44. In addition, the variance of the experimental class pre-test is known to be 19,683. This indicates that the amount of diversity among Class XI IPA 1 students at Senior High School No. 8 in Jambi City was 19,683.

It is known that the pre-test average (mean) for the control group was 15.16. In addition, it is known that the pre-test standard deviation for the control group was 1.38. This demonstrates that the standard deviation of the control class learning outcomes data (pre-rest) was 15.16. In addition, the variance of the pre-test for the control group is known to be 1.917%. This indicates that the level of diversity in the data on learning outcomes (pre-test) for Class XI IPA 2 pupils at Senior High School No. 8 in Jambi City was 1,917.

Consequently, it can be concluded that the mean of learning outcomes (pre-test) in the experimental class is greater than in the control class, where the mean of learning outcomes (pre-test) in the experimental class was 20.44 and in the control class it was 15.16.

The post-test was administered at the conclusion of the learning process, which was conducted in Class XI IPA 2 as the control class and Class XI IPA 1 as the experimental class the average (mean) score on the post-test for the experimental class was 24.89. In addition, it is known that the experimental post-standard test's deviation was 1,389. This indicates that the level of variance between the experimental class post-test data and the mean value was 24.89. In addition, the variance of the experimental class post-test is known to be 1.930. This indicates that the amount of variety in the data on learning outcomes (post-test) for Class XI IPA 1 students at Senior High School No. 8 in Jambi City was 1.930.

It is known that the mean (average) score on the post-test for the control group was 16.65. In addition, it is known that the post-test standard deviation for the control group was 1.918. This indicates that the standard deviation of the learning outcomes data (post-test) for the control class was 16.65. In addition, it is known that the variance of the post-test for the control group was 3,679. This indicates that the level of variability in the learning outcomes data (post-test) for students in class XI IPA 2 at Senior High School No. 8 in Jambi City was 3.679.

Normality test aims to determine whether the data is normally distributed or not.

In this research, the normality test used One-Sample Shapiro-Wilk test with a significant level of 0.05 (5%). If the value of Sig. Shapiro-Wilk $> \alpha$ ($\alpha = 0.05$), then the data is normally distributed. Likewise, if the value Sig. Shapiro-Wilk test $< \alpha$ ($\alpha = 0.05$), then the data is not normally distributed.

It can be concluded that the value of the experimental class is $0.377 > 0.05$ and $0.057 > 0.05$. The value of the control class is $0.117 > 0.05$ and $0.127 > 0.05$. Thus, it can be concluded that the research data is normally distributed.

Homogeneity test is used to show that two of more groups of sample data come from populations that have the same variations. If the value of Sig. Levene Statistics $> \alpha$ ($\alpha = 0.05$), then the data is homogeneous. Likewise, if Sig. Levene Statistics $< \alpha$ ($\alpha = 0.05$), then the data is not homogeneous. it can be concluded that the value of Sig. Levene Statistics is $0.000 < 0.005$ Thus, it can be concluded that the research data is not homogeneous.

The purpose of the hypothesis test is to assess whether teaching English utilizing LINE Webtoon as a medium has an influence on students' reading comprehension and learning outcomes. Using version 25 of the SPSS for Windows application, the t test was utilized to test hypothesis.

It can be concluded that t-count is 23.996 and Sig. Value is 0.000. Hence, the value of Sig. $0.000 < 0.05$ then H_0 is rejected. There are differences in scores in experimental class and control class. That is, there is a significant effect on the use of LINE Webtoon as a media on students' reading comprehension towards their English learning outcomes at Senior High School Number 8 Jambi City.

Based on the data analysis, it is known that students in Class XI IPA 1 of Senior High School Number 8 in Jambi City who were taught using LINE Webtoon as a media had an average (mean) of 20.44 on the pre-test for their reading comprehension in the English subject. Based on the data analysis in Appendix 11, it is known that the average (mean) score on the post-test for reading comprehension in the English subject for Class XI IPA 1 students who were taught using LINE Webtoon was 24.89. Thus, it can be stated that pupils' reading comprehension has grown from 20.44 to 24.89, representing an improvement of around 4.45%.

According to the data analysis, the average (mean) score on the post-test for the experimental class taught with LINE Webtoon as the media was 24.89. According to the analysis, the average (mean) learning outcome (post-test) for the control class taught with LINE Webtoon was 16.65. Thus, it can be inferred that students in the experimental class who were taught English utilizing LINE Webtoon as a media achieved superior learning outcomes than students in the control class.

Overall, LINE Webtoon as a media could be adopted in the classroom since this learning model can enhance the learning outcomes of students. LINE Webtoon can stimulate students to comprehend the topic in greater depth, allowing them to arrive at the desired solution. In addition, LINE Webtoon gives students with opportunity to think critically and participate actively in the learning process, which will assist them in reaching their learning objectives.

CONCLUSIONS

After the researcher conducted research and analyses data using the selected instrument to the students in class XI IPA 1 as an experimental class, and XI IPA 2 as a control class in Senior High School Number 8 Jambi City with research that focuses on the effect of using LINE Webtoon as a media in reading comprehension, in general, in can be concluded that Researcher have calculated that data with T test and it shows that the average scores of experimental and control classes have differences. The value of Sig. $0.000 < 0.05$ then H_0 is rejected. The T-count of this research is 23.996. it concluded that there is a significant effect of using LINE Webtoon as a media in reading comprehension at eleventh grade of Senior High School Number 8 Jambi City.

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