

Webtoon Application on Students' Reading Skill at Seventh Grade in SMPN 2 Rogojampi Banyuwangi

Septiana Wandira¹⁾, Dwi Nur Hadiyansah WS²⁾, Nurul Ulfi Mabruh³⁾

¹English Education Department, Tarbiah Fakultas, An Nur Islamic University

^{2,3}English Education Department, Social Science and Humanities Faculty, Ibrahimy University

Email Correspondence: machix.hardiansah094@gmail.com

Article Info

Keywords:

[Webtoon Application,
Reading skill]

Article History:

Received : 02-01-2025

Revised : 22-01-2025

Accepted : 27-02-2025

Published : 28-02-2025

Abstract

This research investigated the effect of applied webtoon application on students' reading skill. quantitative method with quasi experimental design used in this research. The populations was 65 person in two classes. Based on solvin formula was 28 students in experimental class (VIIA) and 28 students in control class (VIIB). The instrument was a test in form of 10 question of blank word test. The test carried out normality, homogeneity, and t-test. The value of descriptive analysis was a raising value which the mean of post-test experimental class (85,71) was higher than post-test control class (77,50). Furthermore, the value of t-test with sig. (2 tailed) 0,000. In this matter, $0,000 < 0,05$. In other words, H_0 is rejected and H_1 is accepted. It indicates that score was different after the treatment. which means webtoon application (X) has significant effect on students' reading skill (Y) at seventh grade in SMPN 2 Rogojampi Banyuwangi. The result showed using webtoon application was affected to the students' reading skill.

1. Introduction

Indonesia Teach english lesson from elementary to University level. The Indonesian national education standardization authority has made learning English a compulsory

subject in universities. (Ika, 2021). Skills in English lesson in the aspect of language skills that students need to have though reading, students can get information, knowledge, experience, and ideas. (Bahri, 2019) Reading is an activity that usually students learn and do in English as a foreign language. (Pustika, 2021). Reading can take us on journeys to place we may never see and introduce us to people we may never meet in person. (Engelhardt, 2013). Understanding of reading is the result of ideas or thoughts that will be possessed when they have good reading comprehension skills. Thus, there will be communication relationship between writers and readers.

Many problems to understand students reading skill. Especially in this modern era, Indonesia students cannot be separated from their smartphone. The writer conducts research by using media in teaching on modern class it can be powerful aids for students learning visually. According to (Gerald, 2019), using comics gives a benefit for visual learning and sparks curiosity. Comics are one of the media that can be used in teaching reading in the classroom. But now, there are some comics that are not heavy to carry everywhere, because they can be replaced with comic applications that can be accessed by students. (Alfa, 2021). Webtoon is one of the popular applications among teenagers who can read it anywhere. According to (Frassiska, 2021) webtoon is an online application for comic that is innovative in teaching reading. The application was easy and interesting in reading.

One of junior high school was at SMP Negeri 2 Rogojampi, the quality of that school as well as prestige. In fact, there are some problems that were found by researcher. Such as the student's ability, when the researcher tried some of the students' abilities when reading texts in the form of English students were still low and needed effort to increase students' reading skill. Because the teaching strategy was restricted to conventional teaching which is teacher center method used in the class. The teacher gave the materials from the textbook by reading aloud, translating them into Indonesian Language and answering the questions from the book. This strategy only stands the same monotone strategy. (Widiyarti, 2021) showed that students more interested to use of reading webtoon which is there is a picture, colors and others. Students can develop their reading skill by webtoon application and developing their understanding power.

Webtoon has been created in Korea at 2004. Webtoon has been launched by Naver which means a combination of web and cartoon. (Wulandari, 2019). Digital comics are published in a unique way as a media for exploring visual stories. (Azman, 2014). According to (Darmawanti, 2022), there are various titles in webtoon that are divided into several genres such as comedy, drama, fantasy, horror, and slice of life. From explanation above the researcher will try to use webtoon application to teach reading skill because most of journal and thesis that explained about webtoon application has some effect in their research.

(Fadilah, 2020)(Sunny, 2023)(Tient, 2022) the webtoon media are successful to make student more interested in learning English, the webtoon media need more research and more develop in teaching process. So that the researcher try to answer the formula of the research of applying webtoon application in reading skill. Referring to the description

above, then the researcher was interesting To find out how the effect of webtoon application on students' reading skill.

2. Methods

Quantitative research used in this research. The method can be interpreted as a research method based on the philosophy of positivism. (Kumar, 2011). The quasi experimental design used in this research. The population in this research was at 7B (32 students) and 7E (33 students) of SMPN 2 Rogojampi Banyuwangi. The experimental and control class used in research class. The researcher used the part of population in this research. The researcher selected students from whole classes as sample in this research. (Sugiyono, 2016). The researcher wrote number 1 and 2 in the rolled paper than put in the box. Student grouping based on the number they got which is experiment or control class. The researcher uses the slovin formula to take the sample :

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{65}{1 + 65(0,05)^2}$$

$$n = \frac{1,1625}{55,91398}$$

$$n = 56$$

Statement:

- n : total of sample
- N : total population
- e : error tolerance 0.05 (5%)

The sample consist 56 students, in two groups. The first class was named VII A (28 students) which mixed between 7B and 7E as the experimental class VII B (28 students) which mixed between 7B and 7E as the control class.

Pre-tests and post-tests for both experimental and control classes. The formal test was a blank word consisting of 10 questions. item questions were considered in relation to the seventh-grade curriculum, reading texts referenced from English teachers' books, and internet sources. The sample tested by normality and homogeneity based on Kolmogorov Smirnov formula in SPSS 22. the hypothesis determined the calculation on the result independent sample test.

3. Result

The location of this research was in SMPN 2 Rogojampi Banyuwangi. The research was conducted from 4 of August 2023 to 16 of August 2023. Researcher conducted twice learning meeting in each class, namely control class and experimental class. It lasted for 2-3 weeks, the first and las meeting was an exam, a total of 4 meetings for the experimental class and 4 meetings for the control class. The second and third meetings are the treatment has been given to the class with webtoon application as a learning media, and the control class by traditional teaching. The treatment took about 2x40 minutes in each meeting. And the last meeting is to do a post-test, post-test directed to get a score after treatment. It takes 25 minutes to do the post-test.

This research showed that the treatment conducted in this study is to read the webtoon application with English language by the title New Normal. From the result, it can be concluded

that the significant is difference on post and pre-test score. Student are able to develop their reading skill better.

3.1 Data analysis

3.1.1 Normality test

Normality test in this research using Kolmogorov-Smirnov test, if the significance value $> 0,05$ so, it normally distributed. Normality test to determine the distribution of data and the normality of the data. (Sugiono, 2017). The results can be seen in the following table:

Table 1.

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
hasil_test	Pre_Exp	.130	28	.200*	.938	28	.098
	Post_Exp	.146	28	.130	.953	28	.233
	Pre_Control	.145	28	.140	.943	28	.136
	Post-Control	.160	28	.063	.965	28	.459

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The experimental and control class data in all pre-test and post-test has a value of significance $> 0,05$, so it is a normal distribution.

3.1.2 Homogeneity test

Then the homogeneity test, to know the whether the post-test score of experimental and control class were homogeneous or heterogenous. (Sugiono, 2019). The result of the homogeneity of variance test are :

Table 2.

		Test of Homogeneity of Variance				
		Levene Statistic	df1	df2	Sig.	
hasil_test	Based on Mean	2.210	3	108	.091	
	Based on Median	1.867	3	108	.140	
	Based on Median and with adjusted df	1.867	3	100.263	.140	
	Based on trimmed mean	2.183	3	108	.094	

The calculated significant value *Based on Mean* is higher than 0,05 ($0,091 > 0,05$). the difference between the post-test experiment and control data is homogeneous.

3.1.3 Hypothesis

The hypothesis of this research is:

- a. H_0 (null hypothesis) = The effect of using webtoon application media does not affect to the students' reading skill at seventh grade in SMPN 2 Rogojampi Banyuwangi.
- b. H_1 (one hypothesis) = The effect of using webtoon application media affects to the students' reading skill at seventh grade in SMPN 2 Rogojampi Banyuwangi.

Table 3.
Group Statistics

hasil_belajar	Class	N	Mean	Std. Deviation	Std. Error Mean
	Post_webtoon	28	85,71	7,292	1,378
	Post_Conventional	28	77,50	7,876	1,488

The experimental and control class were 28 students. From SPSS output above there is a significant difference in values of the experimental and control class. Which mean value post-test in experimental class is higher than the control class $85,71 > 77,50$. So, the conclusion is that the webtoon application has an effect on students' reading skill.

Independent sample T test is conducted to see the difference in the results of the post-test experimental and control class. The results of the calculation of hypothesis:

Table 4.
Independent Samples Test

hasil_belajar	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil_belajar	Equal variances assumed	,105	,747	4,049	54	,000	8,214	2,028	4,147	12,281
	Equal variances not assumed			4,049	53,682	,000	8,214	2,028	4,147	12,282

Based on the independent samples test analyze result on SPSS output above we know that sig. (2-tailed) $0,000 < 0,05$. That can be said H_0 was rejected and H_1 was accepted. The average student learning outcomes between using webtoon application in learning with conventional learning is differences.

4. Discussion

The analysis of learning models with webtoon application at SMPN 2 Rogojampi, The effectiveness of webtoon application, students' enthusiasm, and students' post-test outcomes. Regarding the criteria for achieving to improve their reading skill. In addition, students do not feel shy to start their reading since they feel confidence, webtoon application by using English language also challenge them to develop their reading skill better.

Webtoon application by using English language effect a reading skill, from the post-test mean score of the experimental class is 85,71, and the control class is 77, 50. The average learning outcomes of students in the experimental class better than the control class. The apply of webtoon application causes the learning outcomes of experimental class has a higher scores.

Normality test and homogeneity test have been finished, in the table of 4.4 the result pre-test experimental class $0,200 > 0,05$, control class $0,140 > 0,05$, and post-test experimental class $0,130 > 0,05$, control class $0,063 > 0,05$. This means that the pre-test and post-test score in experimental and control class were normally distributed. Then in table 4.5 shows that the significant value is $0,091 > 0,05$. It means the value data of post-test experimental class and post-test control class have a same variance (homogenous). Based on the result of the t-test in table 4.6 it shows that Sig. (2-tailed) $0,000 < 0,05$ so it can be concluded that the application of webtoon has a significant effect on students' learning outcomes.

5. Conclusion

Based on the hypothesis and the result of webtoon application has an effect on students' reading skill at seventh grade in SMPN 2 Rogojampi Banyuwangi. this is indicated by the difference in the post-test result of the control class with mean value 77,50 and the experimental class 85,71. Based on the result of t-test obtained that the value of sig. (2 tailed) is less than α ($0,000 < 0,05$). That can be said H_0 was rejected and H_1 was accepted.

References

- Alfa, K. (2021). *Improving the Students' Reading Comprehension Through Webtoon Application*. Az-Zuhri Tanjung Morawa.
- Augusty. (2014). *Metode penelitian manajemen pedoman penelitian untuk penulisan skripsi, tesis, dan disertasi*. Semarang: Badan penerbit UNDIP.
- Azman, F. N. (2014). Exploring Digital Comics as an Edutainment Tool: An Overview. *KMICE*.
- Bahri, D. S. (2019). The Corelation Between Students' Vocabulary Mastery and Their Reading Comprehension. *Profesional Journal of English Education*.
- Brown, E. H. (1995). *Vocabulary, Semantics, and Language*. Cambridge University Press.
- Creswell, J. W. (2009). *Research Design*. United States of America: Sage Publications.
- Darmawanti. (2022). Aplikasi Webtoon Sebagai Media Pembelajaran Membaca. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia*.

- Engelhardt, D. (2013). *Practice Make Perfect Intermediate English Reading and Comprehension*. McGraw-Hill Education.
- Frassiska, W. (2021). Learn Reading Using Suggestopedia Method Through Webtoon application. *Proceedings International Conference on Education*. Suryakencana.
- Gerald, G. D. (2019). *Explaining Reading: A Resource for Teaching Concept, Skill, and Strategies*. New York: The Guilford Press.
- Hidayatullah, H. (2019). developing ESP instructional materials for undergraduate students of midwifery academy. *LangEdu Journal*, 2.
- Hornby. (1995). *Oxford Advanced Learner's Dictionary*. New York: Oxford University press.
- Kumar, R. (2011). *Research Methodology a Step-by-step Guide for Beginners*. SAGE Publication.
- Martin C. Njoroge, R. W. (2013). The Use of Cross Word puzzle as a Vocabulary Learning Strategy. *International Journal of Current Research*, 313-321.
- Pustika. (2021). Students' Perception Towards the Use of Webtoon to Improve Reading Comprehension Skill. 2(1).
- Sugiyono. (2016). *metode penelitian kualitatif, kuantitatif, dan R&D*. Bandung: ALFABETA.
- Sugiyono. (2017). *Penelitian Kuantitatif*. Bandung: CV. Alfabeta.
- Thornburry, S. (2002). *How To Teach Vocabulary*. Harlow: pearson Education.
- Widiyarti, E. R. (2021). I Don't Understand English Reading: Utilizing Webtoon as Edutainment Medium to Foster Students' Reading Comprehension. *SILAMPIRI*.
- Wulandari, R. A. (2019). The Effectiveness of webtoon EFL Student in Mastering Vocabulary. *Conference of English Language and Literature (CELL)*.