

# THE EFFECT OF LINE WEBTOON IN STUDENTS' TENTH GRADE READING COMPREHENSION AT MA WAHID HASYIM BALUNG

Weni Riski Amalia  
University of Muhammadiyah Jember  
Email: [Weniriskia@gmail.com](mailto:Weniriskia@gmail.com)

## Abstract

Reading is one of the important skill in learning English that must be mastered by the students. To master reading, students need to have desire and must try to read text intensively. In teaching reading, we can use media to improve students' reading ability. The media is line webtoon. Line webtoon is the global digital comic application that prepare some languages including English and Indonesia.

The problem of this research is "Is there any significant effect of using line webtoon to students' reading comprehension of tenth grade students at MA Wahid Hasyim Balung in the academic year 2017/2018?". The purpose of this research is to investigate whether or not there is significant effect of using line webtoon on students reading comprehension.

The kind of this research is a quantitative research. The research design is quasy experimental design nonrandomized pretest and post test control group design. The subject is X grade consisting of 60 students. The data are collected using objective test and the instrument is used multiple choice test. The analyze of data is used SPSS Statistic's 21.

Based on the result of data analysis show that the value of  $\text{Sig} < \alpha$  is 0,05 so  $H_0$  is rejected and  $H_a$  is accepted means that the pair data between variable is significant. It proves that line webtoon can improve students' reading comprehension.

The conclusion that can be taken from this research is line webtoon has significant effect for students' reading comprehension.

**Key Words:** Reading comprehension, line webtoon.

## Abstrak

Membaca adalah salah satu keterampilan penting dalam belajar bahasa Inggris yang harus dikuasai oleh siswa. Untuk menguasai membaca, siswa harus memiliki keinginan dan harus mencoba membaca teks secara intensif. Dalam mengajar membaca, kita dapat menggunakan media untuk meningkatkan kemampuan membaca siswa. Media tersebut adalah *line webtoon*. *Line webtoon* adalah aplikasi komik digital global yang menyiapkan beberapa bahasa termasuk bahasa Inggris dan Indonesia.

Masalah dalam penelitian ini adalah "Apakah ada pengaruh yang signifikan menggunakan webtoon line terhadap pemahaman membaca siswa kelas X di MA Wahid Hasyim Balung pada tahun akademik 2017/2018?". Tujuan dari penelitian ini adalah untuk menyelidiki apakah ada pengaruh yang signifikan menggunakan webtoon line pada pemahaman membaca siswa.

Jenis penelitian ini adalah penelitian kuantitatif. Desain dalam penelitian ini adalah desain eksperimen semu pretest dan post test control group tanpa pengacakan. Subjeknya adalah kelas X yang terdiri dari 60 siswa. Data dikumpulkan menggunakan tes obyektif dan instrumennya menggunakan tes pilihan ganda. Analisis data menggunakan SPSS Statistik 21.

Berdasarkan hasil analisis data menunjukkan bahwa nilai Sig <  $\alpha$  adalah 0,05 sehingga  $H_0$  ditolak dan  $H_a$  diterima berarti bahwa pasangan data antar variabel signifikan. Ini membuktikan bahwa *line webtoon* dapat meningkatkan pemahaman membaca siswa.

Kesimpulan yang dapat diambil dari penelitian ini adalah *line webtoon* memiliki pengaruh yang signifikan terhadap pemahaman membaca siswa.

**Kata Kunci:** Pemahaman membaca, *line webtoon*.

## Introduction

Reading is one of the important skill in learning English that must be mastered by the students. Reading being important because of many reasons, these are; reading can improve students' vocabulary, exercise the students' comprehension, lead the students to develop their language skill, and understand the meaning of written text. According to Gilakjani (in Kintsch and van Dijk, 1978:44) defined reading comprehension is the process of creating meaning from text, which has a purpose to get an understanding of the text rather than to acquire meaning from individual words or sentences.

In reading comprehension, the students sometimes get difficulties to comprehend the reading material, often find themselves confused and disinterested to get the meaning and receive the message from a paragraph in reading materials. According to Lapp & Flood (in Mislani:2015:2) reading process includes three processes: (1) letter and word recognition, (2) comprehension of concepts, and (3) reaction and assimilation of the new knowledge with the reader's past experience. It means, the reader must be know how to analyze in the reading process. In fact, it happens in the X grade students of MA Wahid Hasyim Balung. To solve the students' difficulties in reading comprehension, the teacher should have the ability to guide students in learning reading. Using interest strategy or media will make the students active, not bored, and give their participation during the teaching and learning process.

Comics are one of media. which can be used in teaching reading comprehension in the classroom. But now, the teacher does not need to bring the heavy comics book to the school because they can replace it with comics' application which can be access by the students. Line webtoon is an application that provides a collection of comics with various languages including English and Indonesian. Liu (2004:229) said that comic strips can be used effectively to build reading skills. It will help the students are easier to understand the text.

To solve the students' difficulties in reading comprehension, the teacher should have the ability to guide students in learning reading. Using interest strategy or media will make the students active, not bored, and give their participation during the teaching and learning process. Comics are one of media which can be used in teaching reading comprehension in the classroom. But now, the teacher do not need to bring the heavy comics book to the school because they can replace it with comics application which can be access by the students. Line weebton is an application that provides a collection of comics with various languages including English and Indonesian. Liu (2004:229) said that comic strips can be used effectively to build reading skills. It will help the students are easier to understand the text.

Based on the information above, the researcher is interested in conducting the research about effect of Line Webtoon to improve the students' reading comprehension. And the research is entitled "the effect of Line Webtoon in

students' reading comprehension at MA Wahid Hasyim Balung in academic year 2017-2018”.

## Method

### Kind of the Research

This research uses the experimental research. It is usually used to know the influence between two variables to the respondent. It is like Ary (2010:26) Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. This idea is also supported by Arikunto (2014:3) who says that the experimental method is a way to find a causal relationship between two factors that deliberately caused by the researcher by eliminating, reducing or setting aside other disturbing factors. It is useful to describe and find out the significance of the knowing the effect between two different variables, such as X variable and Y variable. In this research, those variables are line webtoon mastery and reading comprehension.

### Design of the Research

This research is quantitative research design, so it uses quantitative approach. This research is using quasi experimental design with nonrandomized control group pretest post test. This research is using quasy experimental design 9 that is nonrandomized control group pretest-posttest. Based on Ary (2010:316) nonrandomized control group, pretest–posttest design is one of the most widely used quasi-experimental designs in educational research. Nonrandomized control group pretest-posttest usually involves three steps: 1) The researcher give the exercise for students' pretest ; (2) Applying the experimental treatment X to the subjects; and (3) Administering a posttest, again measuring the dependent variable. The nonrandomized control

group pretest-posttest design can be described with the diagram below:

Group	Pretest	Independent Variable	Posttest
E	Y <sub>1</sub>	X	Y <sub>2</sub>
C	Y <sub>1</sub>	–	Y <sub>2</sub>

(Donald Ary, 2010:316)

Notes:

E : Experimental group

C : Control group

Y<sub>1</sub> : Pretest for experimental group and control group

X : Treatment by using line webtoon to experimental group

Y<sub>2</sub> : Posttest for experimental group and control group

### Technique of Collecting Data

Data collecting method in this research used test which is valid and reliable. Based on Ary (2010:201) a test is a set of stimuli presented to an individual in order to elicit responses on basis of which a numerical score can be assigned. Arikunto (2014:193) stated that a test is a set of individual or group. This research will use objective test.

The test was given in the form of multiple choice about daily activities comics. This is done to measure the students' reading comprehension to find some aspects of reading. The aspects of reading comprehension that evaluated including comprehending word, sentences, paragraph and text meaning. The test consist of 70 items for try out test. The time to do the try out is 90 minutes. After doing the try out, the data is analyzed using the formula:

$$\text{Score} = \frac{x}{N} \times 100$$

Notes:

x : the total number of correct answer

N : the total number of items

(Purwanto 2010:112)

### Pretest and Post Test

After analyzing the result of the try our test, the researcher give two times of test in the written form, they are pretest and post test for experimental group dan control group. Pretest is used to know the students ability before giving treatment and post test is used to know whether or not there is significant effect after giving the treatment to the sttudents with line webtoon. For reading comprehension pretest and post test is used objective test which is in the multiple choice form. According to lodico et al (2006:68) who said that teachers are strongly encouraged to incorporate the standards into their instruction. From a test-construction point of view, most of the tests are multiple choice or essay, and a few states have performance or portfolio assessments. The total items of reading comprehension test are 30 items for 60 minutes to do. If the answer is correct the score is 1 and if the answer is wrong the score is 0. The total score of pretest is 100, the scoring formula is same the test formula.

### Technique of Analysis Data

The next step is to analyzed the data obtained. The researcher uses statistical analyzes through calculation to know the result of reading comprehension test by using SPSS 21 version. It is because SPSS is probably the most common statistical data analysis software package used in educational research and available at most institutions of higher education. In this research, the researcher divides the result into two groups. The analyzing data which is collected by using t-test formula. T-test formula is used for finding whether or not there is significant effect of teaching English by using line webtoon on reading comprehension of X Ipa 1 students at MA Wahid Hasyim Balung in the academic year 2017/2018.

### Result and Discussion

#### Description of The Research Data

This research was held on May 28<sup>th</sup> 2018 until June 01<sup>st</sup> 2018. It implemented Line Webtoon media on reading comprehension of the tenth grade students of MA Wahid Hasyim Balung in 2017/2018 academic year. The total respondent is 60 students. They were divided into two classes. There were X Ipa 1 which consist of 30 students as experimental group and X Ipa 2 which consist of 30 students as control group.

In this study, the pre-test and post test were given to both experimental group and control group. Then, the result of both tests was used as the data to be analyzed. There are two data in this research, they are pretest and post test data. Pretest is necessary to know the earlier ability of the students in experimental group and control group, whether it is different or not. Post test is to know the students' score in reading comprehension after the researcher give treatment. The mean of pretest of experimental and control group are 49,93 and 53,13. It means that both groups have same ability before the treatments are given to experimental group. The analysis of descriptive statics shows that pretest between experiment and control group are not significantly different (Table 4.1)

**Table Result of Pretest of Experimental and Control Groups**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PretestExperiment	30	33	67	49,93	8,060
PretestControl	30	37	73	53,13	7,816
Valid N (listwise)	30				

In the table below, the mean score in post test experimental group is 78,80 and control group 57,83. Therefore, the result of post test between experiment and control groups are significantly different.

**Table Result of the Post Test of Experiment and Control Groups**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PosttestExperiment	30	63	90	78,80	7,599
PosttestControl	30	43	80	57,83	8,921
Valid N (listwise)	30				

**Comparison of the Pretest Mean Score between Experimental and Control Group**

The null hypothesis (Ho) in this research to test indicates that there is no significance difference in the mean of pretest between experimental and control group. To know the null hypothesis is rejected or accepted, the analysis as follow

**Independent Sample t-test of Pretest**

The result of significant different is 0,124. It means that the significant value is more than (>) 0,05. Therefore, the null hypothesis in pretest is accepted. In the other words, there is no significant effect of means between experimental and control groups in pretest. Then, it is fair to compare the improvement on post test between experimental and control group after giving the treatment because they do not have significant difference on pretest.

**The Result of Data Analysis**

The statistics in this chapter provide the hypothesis whether or not there is significant effect in students' reading comprehension who taught by using line webtoon and the students who are not. The statistics used in this research is for calculate the test of normality, homogeneity and test of hypothesis. The analysis of the normality test, homogeneity test, and hypothesis testing as follows.

**Pre-Analyzed**

As mentioned before, if the significant value (sig) is > 0,05 means that the data had distributed normally. The table of normality test as follows:

**Table Normality of pretest and post test of experimental and control group**

	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	df	Sig.
PretestExperiment	,148	30	,090
PosttestExperiment	,120	30	,200*
PretestControl	,156	30	,061
PostTestControl	,142	30	,127

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

a. Lilliefors Significance Correction

From the table above, it shows that significance of pretest between experiment group is  $0,90 > 0,05$  and control group  $0,061 > 0,05$ . Meanwhile, the significance of the post test for experiment group is 0,200 and control group is 0,127. Therefore, it can concluded that the result of pretest and post test between experiment and control group are normal.

**Homogeneity of Pretest and Post Test Experimental and Control Group**

The homogeneity is important to know whether or not there is variances of experimental and control group are homogenous or equal for the the purpose of conducting t-test. It can be analyzed by using levene test in SPSS. The result is as follows:

**Table Homogeneity of Pretest between Experimental and Control Group**

**Test of Homogeneity of Variances**

NilaiPretest

Levene Statistic	df1	df2	Sig.
,027	1	58	,871

**Table Homogeneity of Posttest between Experimental and Control Group**

**Test of Homogeneity of Variances**

NilaiPosttest

Levene Statistic	df1	df2	Sig.
,544	1	58	,464

The table of the homogeneity test of variances in table 4.5 indicates that the significance value of pretest between experimental and control group are 0,871. It means that the pretest of both groups are homogenous. Meanwhile, the significance value of posttest between experiment and control groups are 0,464. It shows that the value is  $sig > 0,05$ . It also means that post test of both groups are homogenous. From the result above, it can be concluded that of both groups are homogenous in pretest and post test.

### **Hypothesis Testing**

In this research, the null hypothesis ( $H_0$ ) was formulated as there is no significant effect between the tenth grade students' reading comprehension who taught by using line webtoon and who those are not at MA Wahid Hasyim Balung in the 2017/2018 academic year. While, the hypothesis alternative ( $H_a$ ) was formulated that there is significant effect between the tenth grade students' reading comprehension who taught by using line webtoon and who those are not at MA Wahid Hasyim Balung in the 2017/2018 academic year.

In this analysis, the researcher used Levenes formula to measure the level significance. The probabilities value is 0,05 level of significance. If significance value  $> 0,05$  level of significance, the null hypothesis ( $H_0$ ) is accepted. Meanwhile, if the significance value is more than 0,05 level of significance, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

### **T-test of Experiment and Control Group**

After counting t-test by using SPSS, the significance in the table sig of Levene's Test is 0,503. The significance in table sig(2-tailed) is 0,000. In the other words, the probability value is the tenth grade students' reading comprehension are lower than 0,05 level of significance. Therefore, it can be said that the

hypothesis ( $H_0$ ) is rejected and the hypothesis alternative ( $H_a$ ) is accepted.

### **Discussion**

As the data analysis revealed, statistical significance is accepted for the effect of teaching English by using Line Webtoon on reading comprehension of tenth grade students at MA Wahid Hasyim Balung in 2017/2018 academic year. The hypothesis implied that by using Line Webtoon as teaching media give positive effect on students' reading comprehension. It means that the students of experimental group get higher achievement on reading comprehension than control group. By using Line Webtoon as teaching media to teach the students in the class, the students are motivated and excited in learning English including in their effort to read and comprehend the comics that they read. The implementation of teaching by using Line Webtoon in the classroom was done by asking the students to read some comics in this application and they are not understanding the comics, they can change the language in setting bottom without need to open dictionary. In the other hand, students also can comprehend the story easily with see the activity from the picture. Using this way, students are involved deeply in teaching and learning process. That is why they are motivated and excited during the teaching and learning process.

The research result above confirm Liu (2011:229) stated that comic strips readily available to students and teachers, they argued that comic strips can be used effectively to build reading skills. As we know, line webtoon and comic strip is same because both is comics media. Hadley (in Liu 2011:229) stated that the visuals may helped improve comprehension because they provided "additional contextual information".

During the teaching and learning process, students in experimental group are encouraged to read comic given by using this application. Then, the teacher

guide them to comprehend the text in the comic by using Line Webtoon and they can change the setting of language in this application after that they can answer the question then share their understanding in the class. Teaching by using Line Webtoon focuses on students understanding about English the comic to answer the series of question. In the other hand, there is no modification in teaching reading comprehension to the control class, they are taught without using Line Webtoon and they taught by using conventional method and media. The results of the test which is done both experimental and control group, it can be said that there is difference in their reading comprehension achievement.

After reviewing on everything which had already gained in the experimental group during teaching and learning process, there are some factors in Line Webtoon which might give positive effect to the students' reading comprehension. First, this media is so easy to be implemented that students do not need long time to practice in using Line Webtoon during their study. Second, Line Webtoon is an easy media who can make the students can comprehend the text inside the comics because this application provide some language including English and Indonesia. Third, this media is a new media for students for learning English, because their teacher never used any kind of media like this before. This condition not only make the students bored but not interested in teaching and learning process. In the other words, this media is very attractive and helpful to the tenth grade students of MA Wahid Hasyim Balung, especially in improving their reading comprehension achievement.

### **Conclusion**

Based on the hypothesis and the research result of reading comprehension after using Line Webtoon Media as teaching media in teaching reading comprehension to the tenth grade students at MA Wahid Hasyim Balung in

2017/2018 academi year, it can be concluded that there is a significant effect of teaching English using Line Webtoon on reading comprehension of tenth grade students at MA Wahid Hasyim Balung in 2017/2018 academic year.

### **Suggestion**

The research result shows that the reading comprehension of tenth grade students at MA Wahid Hasyim Balung in 2017/2018 academic year increased after using Line Webtoon as a teaching media. It is shown by the experimental class who are taught English by using Line Webtoon as teaching media. There are many advantages of this research result to some suggestions for the school, the teacher, and also the students can described as follow:

#### **1. The School**

Suggestion for the school is the hope that they will facilitate more the students' need in learning English. The school can add many kinds of media that can help the students to improve their ability in English or give more attention to improve the students' English ability.

#### **2. The English Teacher**

From the result of this research, the researcher hope that the English teacher can teach the students with more kinds of teaching media such as Line Webtoon to attract the students to learn English so that the students' reading comprehension can increase because reading comprehension is one of the basic skill in English. The result of this research can give alternative media to the teacher to teach reading comprehension, so the teaching and learning process will not be bored and they can get good achievement in reading comprehension.

### 3. The Students

For the students, the researcher hopes that Line Webtoon can improve their English, not only just basic skill of English skill. They must be increasing all of the English skills so that they are not having a good ability in reading comprehension only.

### 4. The Other Researcher

For the other researcher hope to develop the other researcher especially in improving reading comprehension, so it can help the teacher to improve the students' reading comprehension.

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