

## THE IMPLEMENTATION OF LINE WEBTOON TO ENHANCE STUDENTS' READING COMPREHENSION

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### ABSTRACT

*This research aims to determine whether or not the implementation of Line Webtoon can enhance the reading comprehension of the eight grade students of SMP Negeri 4 Palu. The population of this research is the eighth-grade students of SMP Negeri 4 Palu. The sample was VIII A as the experimental class and VIII B as the control class. The research applied the quantitative method. The instrument of the data collection was pre-test and post-test. Those data were analyzed statistically. The pre-test was at a low level, and the post-test was at a high level. The pre-test was low because the students had difficulties in reading comprehension. However, the post-test that at a high level because of the media can enhance students' reading comprehension. The results of the data analysis show that the t-counted was greater than the t-table. In conclusion, using line webtoon can enhance students' reading comprehension.*

**Keywords:** Media; Line Webtoon; reading comprehension; descriptive text.

## INTRODUCTION

Reading is one of the most important skills students should master because it can improve their learning ability and general English proficiency. Reading is also important for many reasons; reading can improve the students' vocabulary, trains the students' understanding, develops language skills and makes the student understand the meaning of the written text. Reading is a complex process to understand the meaning or comprehend the text. It can be used to share information and get some ideas. The students should understand the information effectively from the text. The 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 experience (Lapp and Flood).

The purpose of learning descriptive text according to the syllabus of SMP Negeri 4 Palu, students are expected to be able to apply social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding the whereabouts of people, objects, animals, according to the context of its use. Also, students must be able to compose very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information regarding the whereabouts of people, objects, and animals, taking into account social functions, text structure, and linguistic elements that are correct and in context.

When researchers conducted preliminary observation at SMP Negeri 4 Palu, many students still had problems studying reading. There are some students' difficulties in learning reading comprehension; they lack vocabulary, are unable to get detailed information, do not understand the meaning and do not gain the message from the text in reading materials. The problems will cause a lack of students' ability to summarize and understand the text. So, the purpose of learning descriptive text at SMP Negeri 4 Palu is not following the reality that is happening.

Line Webtoon is one of the authentic materials that can be used to overcome the problems faced by eighth-grade students at SMP Negeri 4 Palu. The results of research conducted by Asmara (2021) with the title "The implementation of extensive reading using line webtoon to enhance students' reading comprehension in the narrative story" state that the use of extensive reading using LINE Webtoon helps students to improve their reading comprehension in narrative texts. Another research was conducted by Ali (2021) with the title "Webtoon Application and Students' Reading Activity" The results of student responses showed that the webtoon application was an interesting medium to use in reading activities. Therefore, to overcome these problems, the researchers propose using Line Webtoon, which could be effective as a learning media to help students overcome problems and enhance their reading comprehension.

Line Webtoon is an online comic which presents many titles with different genres of stories for free. As we can see in the current era, most students have and use mobile phones, so this media is an option that can be used in the teaching and learning process. Through smartphone technology, all comic lovers can enjoy reading using an easy application, offline or online (Istiqomah et al., 2020).

Using Line Webtoon as a learning media, it is hoped that this application can increase students' reading comprehension.

Referring to the explanation above, the researchers are interested in determining whether or not Line Webtoon implementation can enhance students' reading comprehension. The subjects of this research were 56 students in the eighth grade at SMP Negeri 4 Palu. Based on the statement above, the researchers formulate a research question: **"Can the implementation of Line Webtoon enhance the reading comprehension of the eighth-grade students of SMP Negeri 4 Palu?"**

## METHOD

The researcher used quasi-experimental design to conduct this research. The population of this research were eighth-grade students of SMP Negeri 4 Palu. The researcher applied accidental sampling to conduct this research. The researcher took VIII-A and VIII-B classes as the sample of this research. VIII-A and VIII-B consist of 56 students. The limitation of this research is that the researcher focuses on students' literal reading comprehension in describing people. The variables in this research are independent and dependent. The independent variable is Line Webtoon, and the dependent variable is Students' Reading Comprehension. Data collection techniques are techniques or methods that researchers can use to collect data in their studies. Data collection can be interpreted as research activities to collect field data necessary for research and testing hypotheses (Narbuko and Achmadi 2010). In this research, the researcher used pre-test, treatment, and post-test data collection techniques.

## FINDINGS AND DISCUSSION

### FINDINGS

The result of the pre-test and post-test can be seen in the following table;

Table 1 -The Scores of Experimental Class

No.	Name	Pre-Test ( $x_1$ )	Post Test ( $x_2$ )	Deviation (d) ( $x_2 - x_1$ )	Square Deviation (d) <sup>2</sup>
1	ABM	43	76	33	1089
2	AFA	86	93	7	49
3	AST	90	93	3	9
4	ATJ	96	96	0	0
5	ANR	76	86	10	100
6	ARF	86	93	7	49
7	ANE	66	80	14	196
8	BJS	63	70	7	49
9	CAN	50	73	23	529
10	DAZ	93	90	-3	9
11	DEP	90	83	-7	49

12	FDA	56	70	14	196
13	FAZ	90	90	0	0
14	HDI	63	76	13	169
15	IAR	63	70	7	49
16	JAJ	46	60	14	196
17	MRG	66	83	17	289
18	MRB	90	86	-4	16
19	MAR	43	73	30	900
20	MFA	60	76	16	256
21	NSS	76	86	10	100
22	PAG	86	86	0	0
23	RAP	80	83	3	9
24	SSD	53	70	17	289
25	SST	90	93	3	9
26	SMY	83	90	7	49
27	YBI	56	76	20	400
28	ZAM	96	90	-6	36
<b>Total</b>		<b>2036</b>	<b>2291</b>	<b>255</b>	<b>5091</b>
<b>The mean score</b>		<b>72.7</b>	<b>81.8</b>		

Based on the data in Table 1, it can be seen that the highest score on the Pre-test is 96, and the lowest score on the Pre-test is 43. For the Post-test, the highest score is 96, and the lowest is 60. The mean score of the Pre-test is 72,7, and the mean score of the Post-test is 81,8. The success criteria are over 69.

In the Pre-Test, 15 students were successful or >69, and 13 were unsuccessful or <69. The Pre-Test result of the mean of students' Reading comprehension was 72.7. The percentage of students' scores shows that 15 students get successful in tests or >69 with a percentage of 53,5%. Furthermore, 13 students who get unsuccessful in tests or <69, with a percentage of 46,5%.

For the Post-Test, 27 students get successful or >69, and one student gets unsuccessful or <69. The Post-Test result of the mean of students' Reading comprehension was 81.83. The percentage of students' scores shows 27 students who succeed in the test or >69 with 94,4%. Furthermore, one student who get unsuccessful in the test or <69 with the percentage of 3,6%. It can be concluded that there was a significant difference in results between Pre-test and Post-test in the experimental class.

From the data above, researchers conclude there was an enhancement in students reading comprehension using Line Webtoon. It can be seen from the total mean score of students' reading test: the mean score of the pre-test was 72.7, with the percentage of students who got a score over 69 or >69 being 15 students, with the improvement being 53,5%. For the post-test, the mean score

was 81.8, with the percentage of students who got scores over 69 or >69 was 27, with the improvement being 96,4%.

Table 2- The Scores of Control Class

No.	Name	Pre Test (y <sub>1</sub> )	Post Test (y <sub>2</sub> )	Deviation (d) (y <sub>2</sub> -y <sub>1</sub> )	Square Deviation (d) <sup>2</sup>
1	AAZ	56	63	7	49
2	AAP	76	80	4	16
3	API	60	70	10	100
4	AST	80	83	3	9
5	BRL	30	33	3	9
6	DDW	70	73	3	9
7	DKT	60	60	0	0
8	EFD	50	56	6	36
9	FAB	63	56	-7	49
10	FAY	70	70	0	0
11	IGD	66	70	3	9
12	MBR	76	76	0	0
13	MFF	63	66	3	9
14	MFA	43	53	10	100
15	MRA	56	60	4	16
16	MRF	63	63	0	0
17	MKK	66	63	-3	9
18	MRS	40	70	30	600
19	MFZ	56	63	7	49
20	NUF	93	93	0	0
21	NAY	73	76	3	9
22	NVY	83	66	-17	289
23	PAA	60	63	3	9
24	RSA	70	73	3	9
25	RAS	63	66	3	9
26	SAA	40	70	30	600
27	WDA	86	83	-3	9
28	ZAU	70	60	-10	100
<b>Total</b>		<b>1782</b>	<b>1878</b>	<b>95</b>	<b>2103</b>
<b>The mean score</b>		<b>63,6</b>	<b>67</b>		

Based on the data in Table 2, it can be seen that the highest score on the Pre-test is 93, and the lowest score on the Pre-test is 30. For the Post-test, the highest score is 93 and the lowest scores are 33. The mean score of the Pre-test is 63,6 and the mean score of the Post-test is 67. It can be concluded that there is a significant difference in results between Pre-test and Post-test in the experimental class.

The Pre-Test result of the mean of students' Reading comprehension was 63.6. The percentage of students' scores shows that 11 students who get successful in tests or > 69 with the percentage of 39,3%. Seventeen students get unsuccessful in tests or < 69 with a percentage of 60,7%.

For the Post-Test, 13 students get successful or > 69, and there was 15 student who gets unsuccessful or <69. The Post-Test result of the mean of students' Reading comprehension was 67. The percentage of students' scores shows 13 students who get successful in tests or >69 with the percentage of 46,4%. And 15 students who get unsuccessful in tests or <69 with the percentage of 53,6%. It can be concluded that there was a significant difference in results between Pre-test and Post-test in the control class.

After computing the mean score of both tests, the researcher measured the deviation of the pre-test and the post-test of both the experimental and control class as follows:

1. Experimental class

$$\begin{aligned}M_x &= \frac{\sum x}{N} \\&= \frac{255}{28} \\&= 9.10\end{aligned}$$

2. Control class

$$\begin{aligned}M_y &= \frac{\sum y}{N} \\&= \frac{95}{28} \\&= 3.39\end{aligned}$$

After getting the mean deviation, the researcher computed the sum of the square deviation of both the experimental and control class, as shown below:

1. Experimental class

$$\begin{aligned}\sum x^2 d &= \sum x^2 - \frac{(\sum x)^2}{N} \\&= 5091 - \frac{(255)^2}{28} \\&= 5091 - \frac{65025}{28} \\&= 5091 - 2322.32 \\&= 2768.68\end{aligned}$$

2. Control class

$$\begin{aligned}\sum y^2 d &= \sum y^2 - \frac{(\sum y)^2}{N} \\ &= 2103 - \frac{(95)^2}{28} \\ &= 2103 - \frac{9025}{28} \\ &= 2103 - 322.32 \\ &= 1780.68\end{aligned}$$

To find out the difference between the experimental and control class, the researcher used the t-counted formula by Arikunto (2006:311) as follows:

$$\begin{aligned}t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 d - \sum y^2 d}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ t &= \frac{9.10 - 3.39}{\sqrt{\left(\frac{2768.68 - 1780.68}{28 + 28 - 2}\right) \left(\frac{1}{28} + \frac{1}{28}\right)}} \\ t &= \frac{5.71}{\sqrt{\left(\frac{944}{54}\right) \left(\frac{2}{28}\right)}} \\ t &= \frac{5.71}{\sqrt{(18.29)(0.07)}} \\ t &= \frac{5.71}{\sqrt{1.2803}} \\ t &= \frac{5.71}{1.131} \\ t &= 5.048\end{aligned}$$

Based on the computation, the t-counted is 5.048. To find the interpretation, the researcher compared the t-counted and t-table by looking at the following indicators:

Level of significance (p) = 0.05

Degree of freedom =  $N_x + N_y - 2$   
 $= 28 + 28 - 2$   
 $= 56 - 2$   
 $= 54$

t-table (0.05, 54) = 1.674

t-counted = 5.048

t-counted > t-table =  $5.048 > 1.674$

By applying 54 degrees of freedom, researchers found that the t-counted value (5.048) was greater than the t-table value (1.674).

The purpose of testing the hypothesis is to determine whether the application of Line Webtoon as a media was conducted successfully. It was used to prove whether the alternative hypothesis was accepted or rejected. The researchers needed to test it based on the result of the data analysis. The criteria for testing the hypothesis if t-counted was greater than t-table (t-counted

> t-table), means that the alternative hypothesis was accepted. However, the alternative hypothesis is rejected if the t-counted is lower than the t-table.

After analyzing the test data, the result showed that the t-counted was 5.048. The results of the data analysis showed that there was a significant difference between the pre-test and post-test mean scores. By applying a 0,05 significance level with 54 degrees of freedom or  $28+28-2=54$ , the researcher found that the t-counted (5.048) was greater than the t-table value (1.674). It can be concluded that the alternative hypothesis was accepted.

## DISCUSSION

The pre-test results in both experimental and control classes indicate that students' reading comprehension is still low. It is still at a low level because students have problems or difficulty reading comprehension. Some of the students' difficulty in reading comprehension is a lack of vocabulary. They do not have a lot of vocabulary mastery. They are unfamiliar with some of the English words in the text. Besides that, they cannot get detailed information and do not gain the message from the text. The problems will cause a lack of students' ability to understand the text. That is the reason why the score of the pre-test is at a low level. The pre-test is given before the treatment. The treatment was only carried out in the experimental class. The treatment is about the implementation of Line Webtoon to their learning activity. After being given treatment by implementing Line Webtoon as a media, the results of the experimental class post-test were high. This can be proven by the data that the post-test score is higher than the pre-test score. It can be seen that the use of media makes students more motivated and enthusiastic in learning English. Reverse to the control class. Even though the post-test score is increased, it remains low.

This research states that there was an enhancement in students' reading comprehension using Line Webtoon. It is in line with the previous research. The first research conducted by Khairani (2020) entitled *Improving Students' Reading Comprehension Through Webtoon Application at MTs Az-Zuhri Tanjung Morawa*, the results of the research show that using Webtoon Application can improve students' reading comprehension. In the second research conducted by Ziska (2021) entitled *Webtoon as an Attractive Media in Teaching Reading Comprehension*, the results of data analysis showed that students' reading comprehension was significantly improved. The results of both previous research show that there are similarities of results with this research.

Most students are lazy to read because they regard reading as a complex and difficult English language skill; also, they cannot understand the meaning of the text. To overcome these problems, the researcher provided Line Webtoon as a medium for teaching English. Using Line Webtoon media, the researcher implemented a preview reading system for students. At the end of the meeting, the researcher always provided the material to be studied in the next meeting. The researcher instructed and reminded students always to read the material to be studied in the next meeting. This activity will guide students to understand the text and activate their prior knowledge. So students become well prepared and know what material will be taught in the next meeting. In a

learning activity, students followed the researchers' instructions and were given readings using media. During the lesson, it was seen that they were interested in reading the story. They can also understand and answer the questions given by the researcher. Students' motivation increased after conducting the learning activity, and they were more enthusiastic about learning English. This is related to Grabe (2004) theory that teaching with comics is fun and motivating because it gives intrinsic motivation to learners. Intrinsic motivation is an inner drive that propels a person to pursue an activity, not for external rewards, but because the action is enjoyable. In other words, a person is motivated by an activity's fun, challenge, or satisfaction, not by an outside outcome, pressure or reward. As we can see, the students were motivated, interested and more enthusiastic after the teacher provided media for learning English.

To conclude the discussion, the results of the pre-test were low level because the students have difficulties in reading comprehension; also the mean score is lower than the minimum completeness criteria (KKM) and the results of the post test was in high level because of the media can enhance students' reading comprehension also the mean score is higher than the minimum completeness criteria (KKM). From the conclusions above, it can be said that the research question: can the implementation of Line Webtoon enhance reading comprehension of the eighth grade students of SMPN 4 Palu? Can be answered by the implementation of Line Webtoon can enhance reading comprehension of the eighth grade students' of SMPN 4 Palu.

## CONCLUSION

After the experimental research applied to the eighth grade students' of SMPN 4 Palu, the researcher comes to a conclusion that the implementation of Line Webtoon can enhance their reading comprehension. The data can prove that the mean score of pre-test was still in low level and the mean of post-test after researchers treated with Line Webtoon was in high level. It can be seen that there is a significant improve in students' reading comprehension

The results of the statistic showed that t-counted is bigger than t-table. According to the proposal research, there are two hypotheses in this research: Hypothesis null ( $H_0$ ) that the use of Line Webtoon does not enhance students reading comprehension and Alternative hypothesis ( $H_a$ ) that the use of Line Webtoon enhance students reading comprehension. Finally, based on the results of the research, the implementation of Line Webtoon can enhance students' reading comprehension, and it can be concluded that the alternative hypothesis is accepted and the hypothesis null is rejected.

To conclude the research proposal, researchers can say that the research question; can the implementation of Line Webtoon enhance reading comprehension of the eighth grade students of SMPN 4 Palu? Can be answered with the conclusion; the implementation Line Webtoon can enhance reading comprehension of the eighth grade students' of SMPN 4 Palu.

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