THE USE OF WEBTOON ILLUSTRATION IN IMPROVING THE STUDENTS' READING ACHIEVEMENT

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ARTICLE INFO	ABSTRACT
	This research aimed to find out whether the use of Webtoon Media Illustration improve students' achievement of literal comprehension and interpretative comprehension at the tenth grade students of SMA Negeri 3 Jeneponto. The Subjects of this research consisted of 29 students at the tenth grade MIA 3 of SMA Negeri 3 Jeneponto. The method used quantitave research with pre-experimental research that consisted of pretest, treatment and posttest. Reading test in essay Form was used as an instrument. The result of data indicated that, the students mean score of pre-test in literal comprehension is 56.90. While the post-test was higher 75.52. It meant that there was a significant difference. In addition, the students' mean score of pre-test in interpretative comprehension was 60.34. While the posttest was higher than mean score of pre-test, the posttest in interpretative comprehension was 79.31. It can be concluded that the use of webtoon media illustration can improve students' reading achievement *This is an open access article under the* <u>CC BY-SA</u> *license.*

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INTRODUCTION

In Indonesia, English is the first foreign language taught at various levels education, from elementary to institutional level. In recent years, a number of primary schools have begun to incorporate English into their curriculum.

The success of learning subject matter depends on the competence of reading comprehension. It is used as the primary tool for finding and understanding information in terms of what is already known. Reading also has a value in helping students learn to express their own thoughts and get them familiar with language patterns and how to use language efficiently.

The problems in Reading, the students are less motivation in studying English. They feel that learning English is hard. When they were given a text without any illustration, they fell bored and usually stop to read the text. Automatically, it influences their reading comprehension. They also get difficulty in understanding the text because they still have limited vocabulary and grammar.

In reading, some of the students perhaps do not know and they are hard to understand. There are the students that are lazy to read actually the literature that is full of English writing. The students are lazy to read Indonesian word moreover English. Those are the impact of the awareness of the students. It makes the students do not have interest in Reading. In this case, the teacher must take an advantage to the modern era right now with the variety of the media. It perhaps increases the interest of the students to read a text or story.

Webtoon is a comic from South Korea used internet networks where the Webtoon uses many colors. In Webtoon there are also many language choices, one of them is English. The importance of comics is as an appropriate alternative media for learning, because the emotional involvement of the reader will greatly affect the memory and memory their attractive appearance. The average student in Indonesia already loves comics. It is proof by the increase in traffic usage in comic-based applications in the play store or other types. (Play store 2020)

RESULT AND DISCUSSION

Result

The Use of Webtoon Media Illustration to improve Literal comprehension

Pre-Test

Table 1. Students' Score in Literal comprehension Pre-Test

N	Valid	29
	Missing	0
Mean		56.90
Std. Deviation		7.724
Variance		59.667
Range		20
Minimum		50
Maximum		70

Based on the pre-test data, it is clear that the average of the total pre-test scores in X MIA 3 is 56.90. The minimum or lowest score of the students is 50, the maximum or highest score of the students is 70 and the standard deviation is 7.724. Post-Test

Table 2. Students' Score in Literal comprehension Post-Test

N	Valid	29
	Missing	0
Mean		75.52
Std. Deviation		8.166
Variance		66.687
Range		20
Minimum		70
Maximum		90

Based on the post-test data above, it is clear that the average post-test score in X MIA 3 is 75.52, the minimum or lowest student score is 70, the student's maximum or highest score is 90 and the standard deviation is 8.166

Table 3. The Students' Improvement in Reading Interpretative Comprehension

Indicator	Pre-test	Post-test	Improvement
Reading Interpretative comprehension	60.34	79.31	31.43%

Based on the table above, it can be seen that the mean value of the pre-test is 60.34 and the post test is 79.31. The increase of the pre-test and post-test was 31.43%. Based on the research results, it can be concluded that the use of webton illustration Media is able to make a good contribution to reading learning, especially to improve students learning achievement in interpretative understanding.

The Use of Webtoon Media Illustration to improve Literal comprehension
Pre-Test

Table 4. Students' Score in Literal comprehension Pre-Test

N	Valid	29
	Missing	0
Mean		56.90
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Variance		59.667
Range		20
Minimum		50
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Based on the pre-test data, it is clear that the average of the total pre-test scores in X MIA 3 is 56.90, the minimum or lowest score of the students is 50, the maximum or highest score of the students is 70 and the standard deviation 7.724

Table 5. Frequency and Rate Percentage of the Students' Literal comprehension in Pre-test

		Classification	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	Poor	13	44.8	44.8	44.8
	55		4	13.8	13.8	58.6
	60	Fair	5	17.2	17.2	75.9
	65		2	6.9	6.9	82.8
	70	Fairly Good	5	17.2	17.2	100.0
	Total		29	100.0	100.0	

Post-Test

Table 6. Students' Score in Literal comprehension Post-Test

N	Valid	29
	Missing	0
Mean		75.52
Std. Deviation		8.166
Variance		66.687
Range		20
Minimum		70
Maximum		90

Based on the post-test data above, it is clear that the average post-test score in X MIA 3 is 75.52, the minimum or lowest students score is 70, the students maximum or highest score is 90 and standard deviation is 8.166.

Table 7. Frequency and Rate Percentage of the Students' Literal comprehension in Post-test

		Classification	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	Fairly Good	19	65.5	65.5	65.5
	80	Good	3	10.3	10.3	75.9
	85		2	6.9	6.9	82.8
	90	Very Good	5	17.2	17.2	100.0
	Total		29	100.0	100.0	

Table 8. The Students' Improvement in Reading Interpretative Comprehension

Indicator	Pre-test	Post-test	Improvement
Reading Interpretative comprehension	60.34	79.31	31.43%

Based on table above showed that the mean score of pre-test was 60.34 and post-test was 79.31. The improvement of pre-test and post-test was 31.43%. Based on the result, it concluded that the using of Webtoon Media Illustration was able to give good contribution in teaching and learning Reading especially to improve students' achievement in interpretative comprehension.

1. Hypothesis Testing (t-test of Significant)

Table 9. T-test Calculation/Value

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	preliteral - postliteral	-18.621	2.957	.549	-19.745	-17.496	-33.911	28	.000
Pair 2	preinter - postinter	-18.966	2.796	.519	-20.029	-17.902	-36.522	28	.000

Note: Preliteral = Pre-test of Literal comprehension
Postliteral   = Post-test of Literal comprehension
Preinter = Pre-test of Interpretative comprehension
Postinter = Post-test of Interpretative comprehension

Discussion

According to Zur in Eka (2019) Korean artist originally created a webtoon, quickly spread on among the young generation because easy to access, so much of genres, quick publication, optimization for hand-held gedgets, and its can make the readers' curiosity. It is good for learners to get what is the main thing in the webtoon story and also multitasking tool.

According to Mayor (in Firmansyah, 2015:236) redaing comprehension is understanding the text that is read, or the process of "Constructing meaning" from a text. Comprehension is a "Construction process" because it involves all elements of the reading process that work together as the text is read to create a representation of the text in the reader's mind.

Literal comprehension (the mainidea and supporting details) is the most obvious understanding at this level involving surface meanings. At this level the teacher can ask students to look for information and ideas that are explicitly stated in the text. Then, interpretive reading (conclusion and predictive oucome) involves reading between the lines or making interference. It is the process of getting an idea implied rather than directly stated.

CONCLUSION

1. The use of webtoon illustration media can develop learning outcomes for literal understanding of class X SMA Negeri 3 Jeneponto. This is evidenced by the increase in the average score of students from pre-test to post test. The students' pre-test mean score in literal comprehension was 56.90. Meanwhile, the posttest score was higher than the pre-test average score, while the posttest literal comprehension was 75.52. It can be concluded that the use of webtoon media illustration can improve students' reading achievement in literal comprehension.

2. The use of webtoon illustration media can improve the interpretive reading learning achievement of class X SMA Negeri 3 Jeneponto This is evidenced by the increased by the increase in the average score of students from pre-test to post test. The students' mean score on the pretest in interpretive understanding was 60.34. While the posttest score was higher than the mean pre-test score, the pos-test score for interpretive understanding was 79.31. It can be concluded that the use of webtoon media illustrations can improve students' reading achievement in interpretive understanding.

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