

USING WEBTOON APPLICATION TO DEVELOP STUDENTS' ACHIEVEMENT IN READING

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Abstract

This research aimed to find out the improvement of students' reading achievement by using webtoon application to develop students' achievement in literal comprehension. The subject of this research was 20 students at the eighth-grade students of SMP Negeri 3 Bontomarannu. The method that used was quantitative research with pre-experimental research that consist of pre-test, treatment, and post-test. The researcher used essay test and pair words as a research instrumental. The research findings indicated that using webtoon application was significant to improve the students' achievement in literal reading in terms of main idea with the mean of pre-test was 60,75 and of post-test was 71,25, supporting details with mean of pre-test was 44,75 and of post-test was 51,25, and meaning words with mean of pre-test was 42,50 and post-test was 64,50. It was proved by students with the t-test value is $6.488 > 1.72913$. It indicated that the result of t-test value in all of variable and indicator was higher than t-table value. It shows the improvement of students' achievement in literal reading comprehension after being taught through webtoon application. As a result, the statistical hypothesis of H1 has been supported, whereas the statistical hypothesis of H0 has been rejected.

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INTRODUCTION

Reading, writing, listening, and speaking are the four language abilities that must be covered in language instruction, with reading being the most important. Reading in English takes a set of cognitive abilities that are developed through the use of the English language both orally and in writing. Teaching second-language learners and other limited English competent students to read in Standard English includes assisting them in acquiring the literacy habits, or methods of thinking about text, that native English speakers use (Mikulecky,

2008). As a result, teachers cannot assume that students who are proficient readers in their mother language would be able to apply the same competence to reading in English. Students struggle to make sense of literature because comprehension is a complicated process that necessitates a lot from the readers. The major issue in teaching reading was still students' reading comprehension. Because the majority of the kids were aware of the issue, the instructor needed to know how to address it. Consideration of tactics and media was a first step in assisting students with this challenge.

Students' reading passion and understanding will be boosted by good media. Media may have a good influence in the classroom. A tool that can help a teacher express a lesson and make it easier for students to understand is media. Aside from that, it may help the teacher become more creative in the classroom. According to Arsyad (2007) "media is a mediator to transport data from sender to receiver, such as photo, radio, image, TV, and magazine". According to this concept, media could be used in the classroom to benefit both the instructor and the students.

Another form of visual entertainment that is gaining popularity among the younger population is webtoons. Webtoon series are mostly visual components intermingled with verbal text and presented as a comic strip. Webtoon is a South Korean digital comic site with a large number of good comics by a variety of authors. The importance of comics is an appropriate alternative media for learning since it makes students enjoy studying. Webtoon also provides numerous language possibilities, including English. The average Indonesian student already enjoys comic books, as seen by the growth in traffic to comic-related google play Store.

According to pre-observation by teacher interviewed at SMPN 3 Bontomarannu, the reason why the researcher chose the school because the method which used by the teacher was bored especially in teaching reading, and many students struggled to understand English, particularly in determining the main idea and meaning of English text. Many of the students received low score and below of the standard curriculum or KKM, many of them answered questions with random answers because they did not comprehend how to identify the main idea and meaning of the text, according to the results of their assignments. From the explanation the researcher used a new media to teaching English, so that researcher conducting a research entitle "Using Webtoon Application to Develop Students' Achievement

in Reading”, with the research questions guided the development of this study's specifications; “Does the use of Webtoon application develop students’ achievement in literal reading?”.

LITERATURE REVIEW

Juniarto (2019) The goal of this study is to explain the application of the utilization of webtoon comics in learning narrative text, students' reading comprehension, and students' responses to the media based on the data. Most students can understand text, according to their assignments, and their comments indicate that they are interested in learning to read text utilizing digital comic medium.

Roslidah (2017) the study came to the conclusion that English comics have their own unique manner of influencing students' English. English comics have the ability to entice the subject, allowing him to simply become attracted to the comics without having to read them. Furthermore, he found English comics to be extremely motivational and encouraging in his efforts to learn the language. The student's English subject achievement at school was also influenced by English comics. The findings revealed reading English comics had a significant impact on various components of English proficiency.

Puspitasari (2017) the finding showed that using Webtoon in teaching reading comprehension can catch interest students in reading and can improve students reading comprehension. The researcher say, based on students habit are always brought phone in everywhere they go, so using digital comic is very helpful to improve students reading comprehension.

The similarities between the previously and this research are using webtoon application as media in teaching English reading. The difference between the previous research and this research is the object of the research except the first previous research, The second previous research focus on students influence and motivate in learn English, the last research focus on increase students’ interest in reading. While in this research focus how the student’s achievement in determining the main idea and knowing the meaning of text in narrative text.

METHODS

This research implemented a pre-experimental design. The researcher analyzed the data using the students' pre- and post-test scores: The researcher scored the students' reading comprehension utilizing categorization abilities. Differences attribute to application of the experimental treatment evaluated by comparing the pretest and post-test score. The design is present as follows:

$$O1 \quad X \quad O2$$

Where:

O1= Pre-test

X = Treatment

O2 = Post-test

(Sugiyono, 2013)

Instrument

In this research used reading test, consist of two kinds of test, first is essay test that consist of ten questions on narrative text as the instrument for the study to know students achievement in finding main idea and supporting details, and the second test is pair words this test to know students achievement in vocabulary (meaning word). The test was given twice, namely the pretest at the beginning of the meeting and the posttest after doing the treatment using the webtoon application, the questions were given during the pretest and posttest are the same questions. The purpose of this study is to determine whether using a webtoon application develops student' achievement in reading.

Data Analysis

The data was analyzed using the students' pre- and post-test scores: The researcher scored the students' reading comprehension using categorizing abilities.

RESULT AND DISCUSSION

The data were collected by administrating the test, the test was done twice namely Pre-Test and Post-Test, the Pre-Test was given before the treatment and the Post-Test was given after treatment.

1. The Improvement of The Students' Literal Reading Comprehension

The researcher found that using webtoon application is effective in improving the students' literal reading comprehension those are identifies main idea, supporting details, and meaning words. It can be seen from the table below:

Table 1 the Improvement Students' Literal Reading Comprehension

Indicator	Pre-Test	Post -Test	Improvement
Main idea	60,75	71,25	14,74 %
Supporting details	44,75	51,25	12,69%
meaning words	42,50	64,50	34,10%
$\sum X$ (jumlah)	148	193,5	61,53 %
Literal reading comprehension	49,33	62,33	20, 51 %

Based on the table above, it shows the mean score of the indicator of each variable in students' literal reading comprehension. it indicated that using webtoon application in teaching and learning reading comprehension is effective because there is improvement in students' achievement from Pre-Test to Post-Test. the mean score of Pre-Test and Post-Test was improved. The students' mean score of main idea in Pre-Test was 60,75 improved to 71,25 in Post-Test and the improvement from Pre-Test to Post-Test was 14,74%, the students' mean score of supporting details in Pre-Test is 44,75 improved to 51,25 in Post-Test and the improvement from Pre-Test to Post-Test was 12,69 %, while the students' mean score of Meaning words in Pre-Test was 42,50 improved to 64,50 in Post-Test and the improvement from Pre-Test to Post-Test was 34,10 %. Therefore, from the extract general information, the mean score of students' literal reading in Pre-Test was 49, 33, and mean score of Post-Test was 62, 33, and the improvement of Pre-Test and Post-Test was 20, 51 %. Based on the result it

concluded that the using of webtoon application was able to give good contribution to develop students' achievement in reading especially in literal reading comprehension.

2. The Classification and Percentage of The Students' Literal Reading Comprehension

a. Frequency and Rate Percentage of The Students Literal Reading Comprehension in Main Idea

Table 2 Students' Literal Reading Comprehension in the Main Idea: Frequency and Rate Percentage

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	-	-	2	10%
2	Very good	86-96	1	5%	1	5%
3	Good	66-85	6	30%	8	40%
4	fairy	56-65	6	30%	5	25%
5	Poor	36-55	5	25%	4	20%
6	Very poor	0-35	2	10%	-	-
Total			20	100%	20	100%

Based on the percentages in table 4.2, no students received an excellent classification in the Pre-Test, were 1 (5%) student got very good classification, students got good classification 6 (30%), students got fairly 6 (30%), and poor classification 2 (10%). Then, the percentages of students in Post-Test it is found that, were 2 (10%) students got Excellent classification, 1 (5%) students got very good classification, 8 (40%) students got good classification, 5 (25%) students got fairly classification, and 4 (20%) students got poor classification.

b. Frequency and Rate Percentage of The Students Literal Reading Comprehension in Supporting Details

Table 3 Frequency and Rate Percentage of the Students Literal Reading Comprehension in Supporting Details

No	Classification	Score	pre-test		post-test	
			Frequency	percentage	frequency	Percentage
1	Excellent	96-100	-	-	2	10%
2	Very good	86-96	-	-	-	-

3	Good	66-85	4	20%	1	5%
4	fairly	56-65	-	-	4	20%
5	Poor	36-55	8	40%	9	45%
6	Very poor	0-35	8	40%	4	20%
Total			20	100%	20	100%

Based on rate percentage on table 4.3 It was noticed that no students received excellent, very good, or fairly classification in the pre-test, were 4 (20%) students got good classification, 8 (40%) students got poor classification, and 8 (40%) students got very poor classification. Then, the percentages of students in Post-Test it is found that there is no students got very good classification, 2 (10%) students got excellent classification, 1 (5%) students got good classification, 4 (20%) students got fairly classification, 9 (40%) students got poor classification, and 4 (20%) students got very poor classification.

c. Frequency and Rate Percentage of The Students Literal Reading Comprehension in Meaning Words

Table 4 Frequency and Rate Percentage of the Students Literal Reading Comprehension in Meaning Words

No	Classification	Score	pre-test		post-test	
			Frequency	percentage	frequency	Percentage
1	Excellent	96-100	-	-	2	10%
2	Very good	86-96	-	-	-	-
3	Good	66-85	2	10%	7	35%
4	fairly	56-65	2	10%	6	30%
5	Poor	36-55	9	45%	5	25%
6	Very poor	0-35	7	35%	-	-
Total			20	100%	20	100%

Based on the percentages in table 4.4, no students received excellent or very good classification in the Pre-Test, were 2 (10%) students got good classification, 2 (10%) got fairly classification, 9 (45%) students got poor classification, and 7 (35%) students got very poor

classification. Then, the percentages of students in Post-Test it is found that there is no students got very good and very poor classification, 2 (10%) students got excellent classification, 7 (35%) students got good classification, 6 (30%) students got fairly classification and 5 (25%) students got poor classification.

d. Frequency and Rate Percentage of The Students Literal Reading Comprehension

Table 5 Literal Reading Comprehension Frequency and Rate Percentage of Students

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	-	-	-	-
2	Very Good	86-96	-	-	-	-
3	Good	66-85	3	15%	6	30%
4	Fairy	56-65	1	5%	7	35%
5	Poor	36-55	15	75%	7	35%
6	Very Poor	0-35	1	5%	-	-
Total			20	100%	20	100%

Based on the percentages in table 4.5, no students received excellent or very good classification in the Pre-Test, were 3 (15%) students got good classification, students' got fairy classification 1 (5%), students got good 1 (5%), and the highest percentage of students in poor classification 15 (75%). Then it was reported that no students received excellent, very good, or very poor classification in the Post-Test, 6 (30%) students got good classification, 7 (35%) students got fairly classification, and 7 (35%) students got poor classification.

CONCLUSION

Based on the findings, it was found that utilizing the webtoon application helped to improve students' reading achievement, particularly in literal reading comprehension. It show from the result, the use of webtoon can develop students' achievement of literal reading comprehension, it is proven from the extract general information, the mean score of students' literal reading in Pre-Test was 49,33, and mean score of Post-Test was 62,33, and the improvement of Pre-Test and Post-Test was 20,51 %.

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