

**THE EFFECT OF USING HORROR THEME WEBTOON ON READING
COMPREHENSION OF TENTH GRADE AT SMAN 4 KOTA KEDIRI**

SKRIPSI

Presented as Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



BY:

AGHSYA AURELLIAN GRANDIS

NPM. 2214050012

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2026

APPROVAL PAGE

Skripsi by:

AGHSYA AURELLIAN GRANDIS
NPM: 2214050012

Entitled:

**THE EFFECT OF USING HORROR THEME WEBTOON ON
READING COMPREHENSION OF TENTH GRADE AT SMAN 4
KOTA KEDIRI**

Approved by the Advisor to be Proposed to Examination Committee
of English Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

At the Date of:
Kediri, July 16th 2026

Advisor I



Dr. Yunik Susanti, S.Pd., M.Pd.

NIDN. 0718017801

Advisor II



Dr. Rika Riwayatningsih, M.Pd

NIDN. 0721107201

APPROVAL SHEET

Skripsi by:

AGHSYA AURELLIAN GRANDIS
NPM: 2214050012

Entitled:

**THE EFFECT OF USING HORROR THEME WEBTOON ON
READING COMPREHENSION OF TENTH GRADE AT SMAN 4
KOTA KEDIRI**

Has been maintained in front of the Examination Committee
of English Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

At the Date of:
Kediri, July 16th 2026

Committee examiner:

Chairman : Dr. Yunik Susanti, S.Pd., M.Pd.

First Examiner : Dr. Dewi Kencanawati, S.Pd., M.Pd.

Second Examine : Dr. Rika Riwayatiningasih, M.Pd.



The Dean of Faculty of Teacher
Training and Education



Dr. Agus Wulodo, M.Pd.
NIDN. 0024086901

STATEMENT OF WRITING ORIGINALITY

The undersigned bellow, I:

Name : Aghsya Aurellian Grandis
Gender : Female
Place/Date of Birth : Kediri, July 30th 2003
NPM : 2214050012
Faculty/Department : FKIP/SI English Education Department

States in fact, that in this skripsi no work has ever been submitted for bachelor degree in a college, and to the best of my knowledge no written work opinion has ever been published by any other person, except that which is intentionally and written referred to in this manuscript and mentioned in the bibliography.

Kediri, July 16th 2026
The Writer



AGHSYA AURELLIAN G.
NPM. 2214050012

MOTTO AND DEDICATION

MOTTO:

"I will overcome every obstacle... just let me finish my matcha first."

DEDICATION:

This thesis is dedicated to:

1. First and foremost, I dedicate this thesis to Allah SWT, whose endless mercy, guidance, and blessings have given me the strength to complete this journey.
2. To my beloved parents, thank you for your endless prayers, love, support, and even the constant questions about my thesis progress. Although they sometimes made me feel overwhelmed, I know they always came from your love and hope for my future.
3. To my dear friends, thank you for standing by my side, encouraging me, and reminding me not to give up when I felt like I couldn't continue.
4. Lastly, I would like to express my sincere gratitude to my beloved best friend, Osan, who has helped me with every situation and support that accompanied me during countless struggling in my life.
5. This thesis is also dedicated to myself for believing, persevering, and never giving up until the very end.

ABSTRACT

Reading comprehension is an essential skill in learning English; however, many students still face difficulties in understanding reading texts. Therefore, engaging instructional media are needed to improve students' reading comprehension. This study aimed to investigate the effect of using Horror Theme Webtoon on the reading comprehension of the tenth-grade students at SMAN 4 Kota Kediri. This study employed a quantitative approach using a pre-experimental one-group pre-test and post-test design. The sample consisted of 32 students selected through cluster sampling. The data were collected through a reading comprehension test and analyzed using descriptive statistics, the Shapiro–Wilk test, and the Paired Sample t-Test. The findings revealed that the use of Horror Theme Webtoon significantly improved the students' reading comprehension achievement. The statistical analysis indicated a significant difference between the students' reading comprehension achievement before and after the treatment, showing that Horror Theme Webtoon had a significant positive effect on students' reading comprehension. It can be concluded that Horror Theme Webtoon is an effective instructional medium for improving students' reading comprehension. Therefore, English teachers are encouraged to use Horror Theme Webtoon as an alternative medium in teaching reading comprehension.

Keywords: Horror Webtoon, Reading Comprehension, Digital Learning Media, Quantitative Research.

ACKNOWLEDGE

The author expresses his gratitude to Allah SWT for abundant blessings, which have continued to be felt to this day so that this thesis proposal entitled “THE EFFECT OF USING HORROR THEME WEBTOON ON READING COMPREHENSION OF TENTH GRADE AT SMAN 4 KOTA KEDIRI” can be completed. Furthermore, the writer would like to thank to all parties who have contributed to the success of writing and preparing the proposal of this research, including:

1. Dr. Zainal Afandi M.Pd. as the Rector of University of Nusantara PGRI Kediri who always motivates his students.
2. Dr. Agus Widodo, M.Pd. as the Dean of the Faculty of Teacher Training and Education who always encourage his students to learn hard
3. Dr. Khoiriyah, M.Pd. as the Head of English Language Education Study Program who always advise and guide the students during the writing of this thesis proposal
4. Dr. Yunik Susanti, S.Pd. M.Pd. as the first advisor who always gives advice and guidance from the beginning till the end of writing this proposal
5. Dr. Rika Riwayatiningsih , M.Pd as the second advisor who has much valuable times to give guidance and corrections.
6. All lecturers and staff of English Language Education Department who facilitate students to experience pleasant atmosphere
7. Other parties who cannot be mentioned one by one who have given prayers and support during the process of writing this proposal

May the assistance provided be a charity that will always receive blessings from Allah SWT and be rewarded manifold. Therefore, I hope this Research Proposal will be beneficial in the future. Amen.

Kediri, July 2026

The Writer

TABLE OF CONTENTS

COVER.....	i
APPROVAL PAGE.....	Error! Bookmark not defined.
APPROVAL SHEET.....	Error! Bookmark not defined.
MOTTO AND DEDICATION	v
ABSTRACT.....	vi
ACKNOWLEDGE	vii
CHAPTER I	1
A. Background of the Problem	1
B. Formulation of the Problem	6
C. Purpose of the Problem	6
D. Significance of the Research.....	7
1. Theoretical Significance:	7
2. Practical Significance:.....	7
CHAPTER II.....	Error! Bookmark not defined.
A. Theoretical Review and Previous Study.....	Error! Bookmark not defined.
1. Description of Theories	Error! Bookmark not defined.
2. Webtoon as Learning Media.....	Error! Bookmark not defined.
B. Review of Related Research.....	Error! Bookmark not defined.
C. Conceptual Framework.....	Error! Bookmark not defined.
D. Research Hypothesis.....	Error! Bookmark not defined.
CHAPTER III.....	Error! Bookmark not defined.
A. Research Design	Error! Bookmark not defined.
B. Research Variables	Error! Bookmark not defined.
1. Horror Themed Webtoon (X): Independent Variable	Error! Bookmark not defined.
2. Reading Comprehension (Y): Dependent Variable..	Error! Bookmark not defined.
C. Research Instruments.....	Error! Bookmark not defined.
D. Population and Sample	Error! Bookmark not defined.
1. Population.....	Error! Bookmark not defined.
2. Sample	Error! Bookmark not defined.
3. Sampling Technique	Error! Bookmark not defined.

E.	Research Procedures	Error! Bookmark not defined.
1.	Preparation	Error! Bookmark not defined.
2.	Pre-Test	Error! Bookmark not defined.
3.	Treatment	Error! Bookmark not defined.
4.	Post-Test	Error! Bookmark not defined.
F.	Place and Time of Research	Error! Bookmark not defined.
1.	Place of Research	Error! Bookmark not defined.
2.	Time of Research	Error! Bookmark not defined.
G.	Data Analysis Techniques	Error! Bookmark not defined.
1.	Scoring Rubric of Reading Comprehension Test	Error! Bookmark not defined.
2.	Descriptive Statistics	Error! Bookmark not defined.
3.	Normality Test	Error! Bookmark not defined.
4.	Hypothesis Testing	Error! Bookmark not defined.
CHAPTER IV		Error! Bookmark not defined.
A.	Research Findings	Error! Bookmark not defined.
1.	The Description of Students' Reading Comprehension Before Being Taught Using Horror Webtoon	Error! Bookmark not defined.
2.	Treatment Process	Error! Bookmark not defined.
3.	The Description of Students' Reading Comprehension After Being Taught Using Horror Webtoon	Error! Bookmark not defined.
B.	The Data Analysis	Error! Bookmark not defined.
1.	Testing of Hypothesis	Error! Bookmark not defined.
2.	Discussion	Error! Bookmark not defined.
CHAPTER V		Error! Bookmark not defined.
A.	Conclusion	Error! Bookmark not defined.
B.	Implication	Error! Bookmark not defined.
C.	Suggestion	Error! Bookmark not defined.
BIBLIOGRAPHY		8
APPENDIXES		Error! Bookmark not defined.

LIST OF TABLES

Table 2.1 Conceptual Framework	Error! Bookmark not defined.
Table 3.1 Research Design	Error! Bookmark not defined.
Table 3.2 Reading Comprehension Test	Error! Bookmark not defined.
Table 3.3 Reading Comprehension Indicators	Error! Bookmark not defined.
Table 3.4 Classification of Reading Comprehension	Error! Bookmark not defined.
Table 3. 5 Research Schedule.....	Error! Bookmark not defined.
Table 3. 6 Scoring Criteria	Error! Bookmark not defined.
Table 4.1 Students' Pre-Test Scores	Error! Bookmark not defined.
Table 4.2 Students' Post-Test Scores.....	Error! Bookmark not defined.
Table 4.3 Comparison of Pre-Test and Post-Test Scores	Error! Bookmark not defined.
Table 4.4 Descriptive Statistics of Pre-Test and Post-Test Scores.....	Error! Bookmark not defined.
Table 4. 5 Normality Test.....	Error! Bookmark not defined.
Table 4. 6 Paired Samples Correlations	Error! Bookmark not defined.
Table 4.7 Paired Samples Correlations	Error! Bookmark not defined.
Table 4.8 Samples Effect Sizes	Error! Bookmark not defined.

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains some points related to the title of this paper. It consists of: a) background of the problem, b) formulation of the problem, c) purpose of the problem, d) significance of the problem

A. Background of the Problem

Among the various competencies targeted in English language instruction, reading comprehension stands out as particularly significant, as it allows learners to grasp, analyze, and critically assess written material (Sari & Agustina, 2020). Engaging in reading practice not only broadens students' lexical repertoire but also strengthens their command of grammatical structures and fosters analytical thinking, all of which contribute to overall linguistic competence (Sari & Agustina, 2020). In addition, the ability to comprehend written texts serves as a key mechanism through which learners access information and build knowledge from diverse sources, underscoring its centrality within English language pedagogy (Kispal, 2016).

Within EFL settings specifically, comprehension skills allow students to process texts composed in the target language while simultaneously introducing them to varied cultural viewpoints and genuine instances of language use (Nunan, 2015). Moreover, well-developed reading abilities support progress in the other core language domains (writing, listening, and speaking) since meaningful exposure to written texts provides learners with valuable linguistic input (Sung et al., 2016). Given these interconnected benefits, enhancing students' reading comprehension has emerged as a central goal within English language teaching practice.

To achieve effective reading instruction, teachers need to provide learning materials that are interesting, engaging, and relevant to students' interests. Research has shown that students tend to demonstrate higher levels of motivation and participation when learning materials are meaningful and enjoyable (Kim, 2017). In addition, engaging reading materials can encourage students to read more

frequently, which ultimately contributes to better reading comprehension and language acquisition (Zajda, 2018). Therefore, selecting appropriate learning media is an important consideration in improving students' reading achievement.

In recent years, the integration of digital media into language learning has increased significantly due to rapid technological development and students' growing familiarity with digital platforms (Sung et al., 2016). One digital medium that has gained considerable popularity among young people is Webtoon. Webtoon refers to digital comics that are specifically designed for online reading through websites and mobile applications, offering a wide range of genres and visually attractive storytelling formats (Lynn, 2016). Its accessibility and appealing presentation have made Webtoon a popular reading platform among adolescents worldwide.

The increasing appeal of Webtoon among students has drawn scholarly and pedagogical interest, given its apparent capacity to foster reading skills. Research indicates that digital comic formats, including Webtoon, can heighten learners' motivation to read by offering visual scaffolding and contextually rich narratives that ease comprehension processes (Lee, 2018). In a related study, Putri and Nurkamto (2021) reported that incorporating digital comics into instruction had a beneficial effect on students' reading comprehension outcomes. Taken together, these findings indicate that Webtoon holds promise not merely as a recreational medium but also as a viable pedagogical tool capable of enhancing EFL learners' reading comprehension development.

Webtoon is not only a form of entertainment but also has the potential to function as an effective educational tool in English language learning. Because Webtoon combines visual elements with textual information, students can receive contextual support while reading, which may facilitate comprehension (Huang, 2017). The integration of images and written texts also allows learners to process information through multiple modes, making reading activities more engaging and accessible (Kress, 2018). As a result, Webtoon has increasingly been considered a valuable resource for EFL classrooms.

Previous studies have demonstrated the positive impact of Webtoon on students' language learning outcomes. Park (2020) found that the use of Webtoon

in EFL classrooms contributed to improvements in students' reading skills and overall engagement in reading activities. Similarly, Putri and Nurkamto (2021) reported that students who used digital comics as supplementary reading materials achieved better reading comprehension performance compared to those who relied solely on conventional learning materials. These findings indicate that Webtoon can provide meaningful learning experiences that support reading development.

In addition to improving reading comprehension, Webtoon can also contribute to the development of students' digital literacy skills. Digital literacy has become an essential competency in the twenty-first century because students are increasingly required to access, evaluate, and interpret information through digital platforms (Zajda, 2018). Research by Chung and Park (2019) revealed that students who regularly engaged with digital comics demonstrated stronger critical literacy and analytical skills than those who primarily relied on traditional reading materials. Therefore, integrating Webtoon into English language learning may simultaneously support language development and digital literacy enhancement.

Another important advantage of Webtoon is its ability to increase students' motivation and interest in reading. Motivation plays a significant role in language learning because motivated students tend to engage more actively in learning activities and invest greater effort in understanding reading materials (Kim, 2017). The attractive visual design, interactive format, and diverse story genres available in Webtoon can encourage students to read more frequently and develop positive attitudes toward reading (Lee, 2018). Consequently, Webtoon may help teachers create a more engaging learning environment that supports students' reading achievement.

Despite its potential benefits, the use of Webtoon in language learning also presents several challenges. One challenge is the selection of appropriate content that aligns with students' language proficiency levels and learning objectives. Since Webtoon offers a wide range of genres and themes, educators must carefully choose materials that are suitable for educational purposes while maintaining students' interest in reading (Park, 2020). Therefore, investigating specific Webtoon genres that can effectively support reading comprehension remains an important area for further research.

In recent years, Webtoon has attracted considerable attention in educational settings because of its ability to combine textual and visual information in a single digital platform. Among the various genres available, horror-themed Webtoons have become particularly popular among adolescents due to their suspenseful plots, emotional intensity, and engaging visual presentation (Park & Kim, 2018). The popularity of horror content among young readers suggests that this genre may have the potential to increase students' engagement and motivation during reading activities.

Genre-based reading materials have been widely recognized as an effective approach to enhancing students' reading participation because learners tend to be more interested in texts that match their personal preferences and interests (Kim, 2017). In a case study conducted by Lee (2020), horror-themed Webtoons were found to increase students' engagement and active participation in reading activities. The study indicated that students demonstrated greater enthusiasm and willingness to read when exposed to reading materials that contained suspenseful and emotionally engaging narratives. These findings suggest that horror-themed Webtoons may provide a meaningful context for improving reading comprehension among adolescent learners.

Furthermore, the visual and narrative characteristics of horror-themed Webtoons may support reading comprehension by helping students construct meaning from texts more effectively. Visual illustrations can provide contextual clues that assist students in understanding unfamiliar vocabulary, identifying story events, and making inferences while reading (Huang, 2017). Since reading comprehension involves the ability to interpret, analyze, and understand information presented in a text, the combination of visual and textual elements found in Webtoons may facilitate this process and enhance students' comprehension performance (Kispal, 2016).

Several previous studies have investigated the effectiveness of digital comics and Webtoons in improving students' reading comprehension. Putri and Nurkamto (2021) reported that digital comics positively influenced students' reading comprehension achievement. Similarly, Park (2020) found that Webtoon could improve students' reading skills and engagement in EFL learning. These

findings indicate that Webtoon has considerable potential as an instructional medium for supporting English language learning.

Among the various genres available in Webtoon, the horror genre is considered one of the most popular among teenagers and young adults. Horror-themed Webtoons typically present suspenseful storylines, unexpected events, and emotionally engaging narratives that stimulate readers' curiosity and encourage them to continue reading (Lee, 2020). When students are interested in reading materials, they tend to become more actively involved in the reading process and devote greater effort to understanding the content of the text. Such engagement is important because active participation in reading activities contributes positively to reading comprehension development (Kim, 2017).

Furthermore, the use of Horror Theme Webtoon can be explained through Comprehensible Input Theory, which emphasizes that language acquisition occurs more effectively when learners are exposed to meaningful and understandable language input. Horror-themed Webtoons provide contextualized English texts accompanied by visual illustrations that help students understand language more easily (Park, 2020). The combination of textual and visual elements enables students to construct meaning from the text while maintaining their interest in the reading activity. Consequently, students are expected to comprehend texts more effectively and develop better reading comprehension skills.

However, despite the growing number of studies on digital comics and Webtoons, most previous research has focused on Webtoons in general or on commonly used genres without specifically investigating the educational potential of horror-themed Webtoons. As a result, limited attention has been given to understanding how the distinctive characteristics of the horror genre may influence students' reading comprehension. In addition, studies examining the implementation of Horror Theme Webtoon in Indonesian secondary school contexts remain relatively scarce. Although Webtoon has become increasingly popular among Indonesian adolescents, empirical evidence regarding the effectiveness of Horror Theme Webtoon in improving reading comprehension among tenth-grade students is still limited.

In light of this gap, the present study seeks to examine the impact of Horror Theme Webtoon on reading comprehension among tenth-grade students at SMAN 4 Kota Kediri. Whereas prior research has largely centered on Webtoons in a general sense or on genres other than horror, this study offers a more specific investigation into the pedagogical value of horror-themed Webtoon as a medium for teaching reading in English. It is anticipated that the outcomes of this research will enrich the existing body of literature on technology-integrated language instruction, while also offering practical guidance for English teachers seeking to incorporate genre-specific digital reading materials to foster both reading comprehension and learning motivation among students.

B. Formulation of the Problem

1. How is the students' reading comprehension ability before being taught using a horror-themed webtoon?
2. How is the students' reading comprehension ability after being taught using a horror-themed webtoon?
3. Is there any significant effect of using horror-themed webtoon on the reading comprehension of tenth-grade students at SMAN 4 Kota Kediri?

C. Purpose of the Problem

1. To identify the students' reading comprehension ability before being taught using Horror Theme Webtoon.
2. To identify the students' reading comprehension ability after being taught using Horror Theme Webtoon.
3. To investigate whether there is a significant effect of using Horror Theme Webtoon on the reading comprehension of tenth-grade students at SMAN 4 Kota Kediri.

D. Significance of the Research

1. Theoretical Significance:

This research is anticipated to add to the existing scholarship on the application of digital media, particularly horror-themed webtoons, within English language instruction, with specific emphasis on the domain of reading comprehension.

2. Practical Significance:

a) For English Teachers:

The findings can serve as a reference or alternative method for teaching reading comprehension using engaging and relevant digital media to increase students' motivation and understanding.

b) For The Writer:

This study is expected to broaden the writer's knowledge and understanding of the implementation of digital learning media, particularly Horror Theme Webtoon, in English language teaching. Furthermore, it provides valuable experience in conducting educational research and contributes to the writer's professional development as a prospective English teacher.

c) For Future Researchers:

This study may serve as a foundation for further research in developing and evaluating digital media or genre-based learning media to improve students' English language skills.

BIBLIOGRAPHY

- Chung, S. & Park, J. (2019). Dalam *The Role of Digital Comics in the Development of Critical Literacy Skills* 21(1) (page. 75-89). Journal of Educational Technology.
- Kim, Y. (2017). *The Motivational Effects of Digital Storytelling in Language Learning* 10(4) (page. 23-36). International Journal of Instruction.
- Krashen, S. (2004). *The Power of Reading: Insights from the Research*. Libraries Unlimited.
- Lee, J. (2018). *The Impact of Digital Comics on Adolescent Reading Habits* 12(3) (page. 45-58). Journal of Digital Literacy.
- Moeller, A. J. & Reitzes, T. (2011). *Integrating Digital Media in the Language Classroom* 95(4) (page. 803-821). Modern Language Journal.
- Park, H. (2020). *Webtoons as an Educational Tool: Enhancing Reading Skills in EFL Learners* 14(2) (page. 123-135). Language Learning Journal.
- Smith, R. & Duke, N. (2013). *Planning for Technology Integration in the Classroom* 16(2) (page. 123-134). Journal of Educational Research.
- Lynn, H. G. (2016). *Korean webtoons: Explaining growth*.
- Hosseini, E., Khodaei, F. B., Sarfallah, S., & Dolatabadi, H. R. (2012). Exploring the relationship between critical thinking, reading comprehension and reading strategies of English university students. *World Applied Sciences Journal*, 17(10), 1356-1364.
- Chun, S. Y. (2019). *Exploring the educational potential of Webtoon in EFL reading classes*. Journal of Language and Literature, 10(1), 45–52.
- Huang, Q. (2017). Visual literacy and reading comprehension: The role of visual texts in the EFL classroom. *International Journal of Education and Literacy Studies*, 5(3), 21–28.
- Kispal, D. (2016). *Effective teaching of inference skills for reading: Literature review*. National Foundation for Educational Research.
- Lee, H. J. (2020). Enhancing student engagement through genre-based reading: A case study with horror webtoons. *Asian EFL Journal*, 24(2), 85–102.

- Park, J., & Kim, M. (2018). The popularity of horror webtoons and their psychological impact on teenagers. *Korean Journal of Media Studies*, 12(3), 33–47.
- Putri, A. M., & Nurkamto, J. (2021). The use of digital comics to improve students' reading comprehension skill. *International Journal of Language Teaching and Education*, 5(2), 112–120.
- Sari, N. P., & Agustina, V. (2020). Students' difficulties in reading comprehension. *ELT-Lectura: Studies and Perspectives in English Language Teaching*, 7(1), 45–51.
- Sung, Y.-T., Chang, K.-E., & Liu, T.-C. (2016). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers & Education*, 94, 252–275.
- Carrell, P. L., & Eisterhold, J. C. (1983). Schema theory and ESL reading pedagogy. *TESOL quarterly*, 17(4), 553-573.
- Dörnyei, Z. (2014). Motivation in second language learning. *Teaching English as a second or foreign language*, 4, 518-531.
- Endraswara, S. (2009). *Metodologi penelitian folklor*. Media Pressindo.
- Jenkins, H. (2008). *Convergence Culture: Where Old and New Media Collide*. 2006. New York: New York UP.
- Zajda, J. (2018). Globalisation and education reforms: Paradigms and ideologies. In *Globalisation and education reforms: Paradigms and ideologies* (pp. 1-14). Dordrecht: Springer Netherlands.
- Kress, G. (2009). *Multimodality: A social semiotic approach to contemporary communication*. routledge.
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
- Riry, J. G. I., & Binnendyk, S. (2025). Analyzing reading comprehension questions in English textbooks using Barrett's taxonomy. *MATAI: International Journal of Language Education*, 5(2), 144-154.