

2214050084_Vita Lefia.pdf

by Turnitin Arise

Submission date: 05-Jul-2026 07:25PM (UTC-0700)
Submission ID: 2988216974
File name: 2214050084_Vita_Lefia.pdf (268.31K)
Word count: 6284
Character count: 36721

CHAPTER I

INTRODUCTION

This chapter is about the ¹⁵background of the problem. It also includes the identification of the problem and the limitation of the problem. The formulation of the problem is in this chapter too. We will talk about the purpose of the problem and the significance of the problem. The problem is the focus of this chapter. We want to understand the problem and learn more, about the problem. The chapter will help us to know the problem better and what makes the problem important.

¹**A. BACKGROUND OF THE PROBLEM**

English is an important language that people use to talk to each other learn new things and share ideas about science and technology. Nowadays it is very important to be good at English because it helps people get information and communicate with others from different countries. In Indonesia kids ⁴⁰learn English as a language in junior high school. They need to be good, at four things: listening to English speaking English reading English and writing English. A man named Harmer said that these four things are all connected and help people become better at using English to communicate with others. English is used everywhere. People need to be good at it to succeed.

Reading is essential for developing English language proficiency, as it allows individuals to obtain extensive information while broadening their vocabulary, improving their grasp of grammar, and enhancing their text comprehension skills. Harmer (2007) notes that reading has a beneficial impact on language learning by aiding students in acquiring vocabulary, grammar, punctuation, and how to construct sentences. Furthermore, Nunan (2003) describes reading as a process where readers draw on their existing knowledge in conjunction with the text they are engaging with to derive meaning. Thus, reading involves more than simply identifying words; it also requires interpreting the intended message and understanding the concepts the writer wishes to communicate.

Reading is not about looking at words. Reading comprehension is a part of being a good reader. It is about understanding what the words mean. Students who are good at reading comprehension can find the idea of a story. They can also find information that

they need. They can even figure out what the writer is really trying to say even if it is not directly stated. They know what the words mean when they are used in a sentence.. They can make conclusions about what they have read.

According to Snow, who wrote about this in 2002 reading comprehension is what happens when we read something and try to make sense of it at the time. This means that reading comprehension is not about reading words it is, about really thinking about what they mean. We have to be engaged when we read, not just letting our eyes scan the page. We have to think about the reading comprehension and what it means to us. Reading comprehension is a part of reading and it is what makes reading worthwhile.

Numerous learners find it challenging to comprehend English written materials. According to feedback from the instructor at SMPN 4 Kediri, various issues were noted when students participate in reading tasks. A significant number of students struggle to grasp the meaning of English texts, face challenges in pinpointing the key concepts, and possess an inadequate vocabulary to understand specific terms. Furthermore, students frequently depend excessively on the teacher's guidance and demonstrate minimal effort to independently derive meaning from the readings. The English instructor at SMPN 4 Kediri validated that these obstacles are often encountered by students during their reading experiences.

Additionally, the initial evaluations of reading skills showed that some students did not reach the required proficiency level. The foundational benchmark for English at SMP Negeri 4 Kediri is fixed at 75, and the first testing outcomes indicated that 8 out of 34 students, which accounts for 23.5%, did not meet this threshold. This suggests that a considerable group of students remains challenged with reading comprehension. The least score obtained in the pretest was 70, and a number of students only marginally fulfilled the basic criteria. In conclusion, these results underscore the necessity for improvement in the reading comprehension abilities of the students.

There are things that can cause these problems. The classroom is one place where this happens. One big reason is that teachers do not use things to help students learn. They usually just use textbooks. Talk to the students all the time. This makes reading really boring. Students do not like to read because it's not fun. They think reading is hard and boring. This means students are not interested in reading and they do not understand what

they are reading. The reading activities are not interactive. This is why students do not like to read. Reading is not fun, for students.

Educators encounter multiple obstacles during the teaching and learning journey, necessitating the application of captivating and creative instructional methods. One effective approach involves incorporating Webtoon comics, which can engage learners and enhance their grasp of educational materials. Webtoon serves as a digital medium that conveys narratives through a mix of illustrations and dialogues in a format that can be scrolled through. The unique aspect of Webtoon is its blend of visual and written components, which facilitates a deeper understanding of the story's subject matter for students. Consequently, Webtoon comics can be employed as a valuable resource for teaching reading, as they offer visual context that supports students in comprehending the storyline while also acting as a useful teaching aid for educators.

The application of Webtoon for language acquisition has attracted notable interest because of its integration of visual and textual components that facilitate the educational experience. Research titled *Students' Views on Utilizing Webtoon to Enhance Reading Comprehension Ability* (2021) indicated that learners reacted favorably to Webtoon, mentioning that it rendered reading more interesting and captivating. In the same vein, a different study, *An Examination of Reading Literacy Using Webtoon as an Interactive Educational Tool* (2021), showed that Webtoon not only advanced students' reading proficiency but also fostered an enjoyable and immersive learning atmosphere that heightened student participation. Additionally, learners regarded Webtoon as a valuable and pleasurable educational resource, suggesting its capability to boost reading comprehension while rendering the learning journey more engaging.

Previous research has shown that utilizing Webtoon and digital comic formats can significantly enhance students' abilities in reading comprehension. For instance, a study titled *The Effectiveness of Using Webtoon Applications in Teaching Reading Comprehension* (2023) indicated that participants who engaged with Webtoon experienced a notable rise in their performance, with their mean scores moving from 60.46 to 73.86. In a similar vein, another investigation, *Digital Comic Media to Improve Learning Outcomes in Understanding Narrative Texts* (2025), found that incorporating comic mediums greatly improved learners' capacity to grasp narrative texts. These results suggest that Webtoon,

along with other varieties of digital comics, can function as valuable teaching resources for reading, positively influencing students' comprehension and their overall understanding of written content.

The incorporation of comics and Webtoon into educational settings has yielded encouraging findings in earlier research; nevertheless, the exploration of Webtoon comics warrants additional examination. The majority of current research has concentrated on how students perceive or feel motivated to engage with Webtoon comics, rather than assessing their real reading understanding. Moreover, there is a shortage of studies specifically focused on the impact of Webtoon comics on ninth graders in junior high schools, especially at SMP Negeri 4 Kediri. Consequently, this research intends to investigate how Webtoon comics affect students' reading comprehension, with the goal of assessing whether this format can enhance students' grasp of English materials.

The statistical findings of this research further support the potential effectiveness of Webtoon comic. The mean difference between pre test and post test scores was 12 points, and paired sample t-test analysis showed a significance value of 0.000 ($p < 0.005$) indicating a statistically significant improvement after treatment. These findings strengthen the assumption that Webtoon comic can positively contribute to improving students' reading comprehension.

Based on the explanation above, the research is interested in conducting a study entitled "The Effectiveness of Webtoon Comic on the Ninth Grade Students' English Reading Comprehension at SMPN 4 Kediri in Academic Year 2025/2026."

B. FORMULATION OF THE PROBLEM

Based on the context of the study, the research questions are developed as follows:

1. What is the reading understanding of ninth-grade pupils at Junior High School 4 Kediri during the 2025/2026 academic year prior to receiving instruction through Webtoon comics?
2. What is the reading understanding of ninth-grade pupils at Junior High School 4 Kediri during the 2025/2026 academic year after they have been instructed using Webtoon comics?

3. Is the use of Webtoon comics an effective educational tool for enhancing reading comprehension among ninth-grade pupils at Junior High School 4 Kediri during the 2025/2026 academic year?

C. PURPOSE OF THE PROBLEM

The purposes of this study are:

1. to identify the reading understanding capabilities of ninth-grade students at Junior High School 4 Kediri for the academic year 2025/2026 before they engage with Webtoon comics.
2. to assess the reading understanding abilities of ninth-grade learners at Junior High School 4 Kediri during the academic year 2025/2026 after they have been taught using Webtoon comics.
3. to evaluate how effective Webtoon comics are in improving reading comprehension among ninth-grade students at Junior High School 4 Kediri for the academic year 2025/2026..

D. SIGNIFICANCE OF THE PROBLEM

It is hoped that the following research provides contributions and benefits. This research can be utilized by teachers, students and research.

1. Teacher

This study could present a different approach to teaching reading, particularly concerning narrative texts, by incorporating digital comics like webtoon. Insights gained from this research may aid teachers in understanding how visual storytelling alongside digital media can enhance students' comprehension of reading and their motivation. It can illustrate effectively how technology can be integrated into educational practices.

2. Students

This research has the potential to aid in the creation of creative learning resources and digital media intended for teaching the English language. Educational institutions might think about integrating and adapting to the digital literacy patterns of their students.

3. Researcher

The outcomes of this research may act as a resource for subsequent investigations within the domain of English language education and digital media. Future researchers could utilize this study as a basis for undertaking comparable studies across various grade

levels, educational facilities, or different types of reading materials, such as descriptive or recount texts.

REVIEW OF RELATED LITERATURE

This chapter consists of a theoretical framework, definition of reading skill. Teaching reading, narrative text, teaching reading using narrative text, webtoon comic, the advantages of using webtoon comic in English learning, and previous study, rationale, hypothesis.

A. Theories and Previous Studies of Variable 1 (Webtoon Comic)**1. Definition of Webtoon Comic**

Webtoon is a digital comic platform designed to be accessed through electronic devices such as smartphones, tablets, and computers. Unlike conventional printed comics, Webtoon presents stories in a vertical scrolling format, allowing readers to read continuously by scrolling the screen. The term “Webtoon” originates from the combination of the words web and cartoon, referring to comics specifically created for online consumption.

Webtoon combines visual illustrations, textual dialogues, colors, and sequential storytelling in a digital format. This combination enables readers to receive information not only through written text but also through visual context. In language learning, such visual support can assist students in understanding vocabulary, predicting story development, and interpreting contextual meaning.

As a learning medium, Webtoon has become increasingly popular in modern education because it integrates technology with visual literacy. Digital comic media can provide more interactive and engaging learning experiences compared to conventional printed materials. Students who are familiar with smartphones and digital platforms may feel more motivated when learning through media that align with their daily technological habits.

In English language teaching, Webtoon can function as an instructional medium to support reading activities. The integration of images and dialogues helps learners understand the content of a text more effectively. Through contextual visual cues, students can infer meaning, identify important information, and follow story progression more easily. Therefore, Webtoon comic is considered a potential medium for improving students' reading comprehension.

2. Characteristics of Webtoon Comic

Webtoon comic has several characteristics that distinguish it from traditional comics.

First, Webtoon uses a vertical scrolling format. Instead of turning pages, readers scroll downward to continue reading the story. This format makes reading more flexible and suitable for mobile devices.

Second, Webtoon emphasizes visual storytelling. Images, facial expressions, colors, and scene transitions play important roles in delivering meaning and emotions. Visual representation helps readers understand the storyline even when they encounter unfamiliar vocabulary.

Third, Webtoon usually contains dialogue-based narration. The text in Webtoon is often presented in short dialogues or captions, making it easier for students to process linguistic input gradually.

Fourth, Webtoon is highly accessible and practical. Students can access Webtoon anytime and anywhere through internet-connected devices, allowing learning to occur beyond the classroom environment.

These characteristics make Webtoon suitable for educational contexts, especially in language learning where visual support can facilitate comprehension.

3. Advantages and Disadvantages of Webtoon Comic

a. Advantages of Webtoon Comic

The use of ²⁵ Webtoon comic in teaching and learning offers several advantages.

First, Webtoon can increase student's motivation and interest in reading. Attractive visuals and engaging storylines can make reading activities more enjoyable and reduce boredom during classroom learning.

Second, Webtoon supports reading comprehension through visual context. Images and dialogues help students understand textual meaning, infer implicit information, and interpret unfamiliar vocabulary.

Third, Webtoon creates interactive and student-centered learning. Students become more active participants because they interact directly with digital content instead of passively receiving information from the teacher.

Fourth, Webtoon promotes digital literacy. Since modern students are closely connected with technology, using Webtoon in learning helps them develop both language skills and technological competence.

b. Disadvantages of Webtoon Comic

Despite its advantages, Webtoon comic also has several limitations.

First, the use of Webtoon requires digital devices and internet access, which may not always be available for all students.

Second, students may become distracted by entertainment features on their devices, such as social media or games.

Third, not all Webtoon content is appropriate for educational purposes. Teachers must carefully select suitable materials based on students' age, learning objectives, and language level.

Fourth, excessive dependence on visual support may reduce students' ability to analyze purely textual information without illustrations.

B. Theories of Variable 2 (Reading Comprehension)

1. Definition of Reading

Reading is one the essential language skill in English learning. It plays an important role in helping students obtain information, expand vocabulary, improve grammatical understanding, and comprehend written texts. Through reading, students are exposed to various forms of language input that contribute to their overall language development.

According to Harmer (2007), reading is useful for language acquisition because it provides students with opportunities to absorb vocabulary, grammar, punctuation, and sentence construction. This indicates that reading contributes significantly to language learning by allowing learners to encounter language in meaningful contexts.

Similarly, Nunan (2003) suggests that the act of reading involves seamlessly combining information from a written work with the reader's existing knowledge in order to foster comprehension. This means that reading is not merely about decoding text; it involves an active interaction between the written material and the individual.

4

Based on the definition given, it can be concluded that reading is an interactive cognitive process in which people interact with written words to extract meaning and acquire knowledge.

2. Purpose of Reading

People read texts for different purposes depending on their needs and goals. In educational settings, students read to gain information, understand ideas, acquire knowledge, and improve language skills.

Generally, the purposes of reading include:

1. To obtain specific information from a text
2. To understand the writer's ideas and messages
3. To increase knowledge and broaden insight
4. To improve vocabulary and language mastery
5. To gain pleasure or entertainment from reading materials

Therefore, reading serves not only academic purposes but also personal and communicative purposes.

3. Definition of Reading Comprehension

Reading comprehension pertains to the capability to understand, interpret, and derive significance from written material. It encompasses mental processes that allow individuals to link concepts, recognize essential details, and decipher both clear and hidden meanings.

3

As noted by Snow (2002), reading comprehension is the act of simultaneously deriving and building meaning through interaction and engagement with written language. This definition highlights that understanding necessitates that readers actively participate with the text instead of merely reading the words without thought.

Reading comprehension is essential in English language learning because students need to understand textual content in order to answer questions, summarize ideas, and interpret information correctly. Students with good reading comprehension can process written information effectively and critically.

1

Based on the explanation above, reading comprehension can be defined as the ability to understand written texts by identifying ideas, interpreting meaning, and constructing understanding through active interaction with the text.

4. Indicators of Reading Comprehension

Indicators of reading comprehension are used to measure students' ability to understand written texts. In this study, the indicators of reading comprehension include the following:

- a. Identifying Main Idea
Students can identify the main idea or essential message in a paragraph or written work.
- b. Finding Specific Information
Students are able to locate explicit information or details stated in the text.
- c. Understanding Vocabulary
Students are able to determine the meaning of unfamiliar words based on contextual clues.
- d. Making Inference
Students are able to draw logical conclusions from implicit information in the text.
- e. Drawing Conclusion
Students are able to summarize and conclude the overall meaning of the text.

These indicators are important because they represent the essential components needed to evaluate students' reading comprehension achievement.

5. Factors Affecting Reading Comprehension

Students' reading comprehension can be influenced by various factors. Several important factors include:

- a. Vocabulary Mastery
Limited vocabulary make it difficult for students to understand the meaning of sentences and paragraphs.
- b. Background Knowledge
Students who possess prior knowledge about a topic generally understand texts more easily.
- c. Reading Motivation
Motivation influences students' willingness to engage in reading activities and persist when facing difficult texts.

d. Reading Strategy

The use of effective reading strategies such as skimming, scanning, predicting, and questioning can improve comprehension.

e. Learning Media

Instructional media can influence how easily students understand reading materials. Interesting and interactive media can increase engagement and support comprehension.

Based on these factors, teachers need to provide appropriate strategies and instructional media to help students improve their reading comprehension.

C. Previous Studies

Many previous investigations have examined the function of Webtoon comics and digital media focused on comics in learning English, particularly in improving students' reading comprehension skills.

The first research, conducted in 2020 and named "Online Comic Strips and Students' Reading Comprehension," investigated the effectiveness of online comic strips in enhancing students' reading comprehension through a quasi-experimental design. Findings indicated that students exposed to online comic strips achieved higher scores in reading comprehension tests relative to those who received instruction through conventional techniques. The study concluded that the use of comics in education offered considerable contextual support, thereby enhancing students' understanding of the content.

A second study, called "Comic Strips Toward Students' Reading Comprehension Achievement" from 2020, looked at how using comic strips affected students' performance in reading English. The results showed that comic strips helped students read better, especially when it came to understanding the main points and finding specific details. The pictures in comics helped students understand the text better and made reading more interesting for them.

The third study took place in 2021 and was called "Student Perceptions Toward the Use of Webtoon to Improve Reading Comprehension Skills." This study looked at how students feel about using Webtoon in their reading activities. The study showed that students had good feelings about using Webtoon as a way to learn. Using Webtoon helped students feel more motivated, involved, and interested in reading English texts. Besides

that, the pictures in Webtoon made it easier for students to understand the stories. This study mainly looked at what students thought, but it didn't specifically check how much they learned using statistical analysis.

The fourth study was conducted in 2021 entitled "An Analysis of Reading Literacy Through Webtoon as Interactive Learning". This study examined the use of Webtoon as an interactive learning medium to improve reading literacy. The results showed that Webtoon encouraged active participation and supported students in understanding written texts through visual and contextual clues. The study concluded that Webtoon effectively promoted interactive learning. Nevertheless, the study focused more on reading literacy rather than specifically measuring reading comprehension achievement.

In 2023, there was a fifth study called "The Effectiveness of Using Webtoon Applications in Teaching Reading Comprehension." This study looked at how well Webtoon helps with teaching reading comprehension using numbers and data. The results showed that students' reading scores improved a lot after the treatment. The average score went up from 60.46 in the pretest to 73.86 in the posttest. These results showed that using the Webtoon app helped students understand what they read better.

In 2025, there was a sixth study called "Digital Comic Media to Improve Learning Outcomes in Understanding Narrative Texts." This study looked at how using digital comics can help students better understand narrative texts. The results showed that using digital comic media helped students learn better and become more involved in class. Students were more eager to learn and took part more in class activities when digital comic media was used.

Based on the previous studies above, it can be seen that Webtoon comic and comic-based digital media generally have positive impacts on students' reading-related abilities. Most previous studies reported improvements in motivation, engagement, reading literacy, and reading achievement after the implementation of comic-based learning media.

However, several research gaps remain. Most previous studies focused on students' perceptions, reading literacy, or general reading achievement. Limited studies specifically examined the effectiveness of Webtoon comic on ninth-grade students' English reading comprehension using quantitative statistical analysis in junior high school settings. Moreover, no previous study has specifically investigated this topic at SMPN 4 Kediri.

Therefore, this study attempts to fill these gaps by providing empirical evidence regarding the effectiveness of Webtoon comic in improving students' reading comprehension.

D. Conceptual Framework

Reading comprehension is an important skill in learning English because it helps students understand, explain, and get meaning from written words. Many students still have trouble understanding English texts because they don't have enough vocabulary, aren't motivated to read, lack background knowledge, and are not exposed to interesting teaching materials.

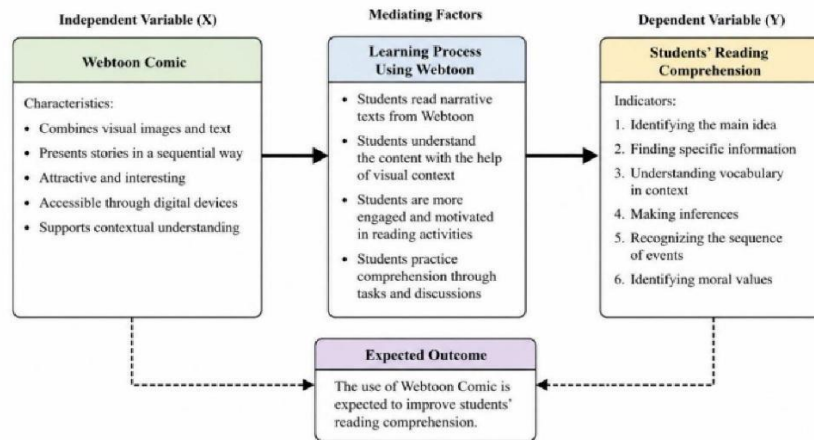
Traditional ways of teaching reading usually depend on books and lessons led by teachers, which can make students feel uninterested and not as eager to learn. Because of this, students might struggle with figuring out the main points of a text, locating particular details, understanding new words, guessing what the text means based on context, and coming up with their own conclusions from what they read.

To overcome these problems, teachers need to use innovative and interactive learning media that can attract students' attention and support comprehension. One of the instructional media that can be used is Webtoon comic. Webtoon provides visual illustrations, dialogue-based narration, and digital accessibility that can help students understand textual meaning more easily.

The visual and contextual support provided by Webtoon enables students to connect written information with images, making comprehension more effective. Through engaging storylines and interactive digital formats, students are expected to become more motivated and actively involved in reading activities.

Therefore, it is assumed that the use of Webtoon comic can improve students' reading comprehension. The relationship between the independent variable and dependent

variable can be described as follows:



1 E. HYPOTHESIS

Based on the theoretical and conceptual frameworks above, the hypotheses of this study are formulated as follows:

(Ha): There is a big difference in how well students understand English narrative texts before and after they learn using Webtoon Comic media.

22
(H0): There is no significant difference in student' English reading comprehension of narrative texts before and after being taught using Webtoon Comic media

RESEARCH METHOD

This chapter consists of research variables, research method, research design, research procedure, place and time, the subject of the study, research instrument, data analysis.

A. Research Design

This study used a quantitative method with a pre-experimental design, specifically the One-Group Pretest-Posttest Design. Quantitative research was used to check how well a treatment works by looking at numbers and using statistical methods to analyze the data.

In this design, one group of participants took a test before the treatment and another test after the treatment. The pretest was done to find out how well students understood reading before the lesson, and the posttest was used to check how much they improved in reading comprehension after using Webtoon comics as a teaching tool.

The design of this study was illustrated as follows:

$$O_1 — X — O_2$$

Where:

O_1 = Pretest

X = Treatment using Webtoon comic media

O_2 = Posttest

The effectiveness of Webtoon comic was determined by comparing students' pretest and posttest score. If the posttest score was significantly higher than the pretest score, the treatment was considered effective in improving students' reading comprehension.

B. Operational Definition

To avoid misunderstanding and ambiguity, the researcher provided the operational definitions of the variables used in this study.

1. Webtoon Comic

Webtoon comic referred to digital comic media used as instructional learning media in teaching English reading comprehension. In this study, Webtoon comic was used during the treatment sessions to help students understand narrative texts through visual illustrations, dialogues, and contextual storytelling.

2. Reading Comprehension

Reading comprehension is about how well students can understand, explain, and get the meaning from stories or narrative texts. In this study, reading comprehension was tested using multiple-choice exams that looked at different skills, such as figuring out the main idea, finding specific details, understanding new words, making guesses based on the text, and coming to final decisions.

C. Research Instrument

Research instruments were tools that researchers used to gather the data needed for the study. In this study, the tool used was a reading comprehension test.

The test was given two times: once before the treatment (pretest) and once after the treatment (posttest). Both tests were made to check how well students understand stories and other types of written material.

The instrument had 25 multiple-choice questions about narrative texts. Each question came with four possible answers, and students were told to pick the one that was correct according to the text given.

The test questions were created based on the reading comprehension indicator, which includes:

1. Identifying main ideas
2. Finding specific information
3. Understanding vocabulary
4. Making inference
5. Drawing conclusion

To make sure the instrument was good quality, the researcher did tests to check its validity and reliability before using it in the study. The validity test checked if each question was measuring what it was supposed to, and the reliability test made sure the tool gave consistent results every time.

D. The Setting of the Study

The research was conducted at SMP Negeri 4 Kediri, located at Jl. Penanggungan No. 6, Bandar lor, Mojoroto District, Kediri City, East Java. The study was carried out in the academic year 2025/2026.

E. Population and Sample

1. Population

The study included all ninth-grade students from SMP Negeri 4 Kediri during the 2025/2026 school year, with a total of 369 students spread across nine classes.

2. Sample

The study used a sample of one ninth-grade class, specifically class IX-C, which had 34 students.

3. Sampling Technique

This study used purposive sampling. The sample was chosen because of certain factors like how easy it was to get, how available it was, and how well it fit with the goals of the research..

F. Research Procedure

The study had four steps in its process:

1. Pre-test

Students were given a reading comprehension test before the treatment. The pre-test was done to find out how well students understood what they read before the lessons started.

2. Treatment

The treatment took place over three teaching sessions using Webtoon Comic as the medium.

a) First Treatment

The researcher introduced Webtoon Comic and guided students in accessing and using the application. Students read a selected narrative story and participated in vocabulary exploration and prediction activities.

b) Second Treatment

Students engaged in guided reading activities. They identified narrative elements such as orientation, complication, and resolution while answering comprehension questions.

c) Third Treatment

Students participated in post-reading discussions. They discussed characters, plot, and moral values and completed practice exercises related to reading comprehension.

2. Post-test

After the treatment, students took a post-test to check how well they understood the reading material. The test had the same content and level of difficulty as the pre-test.

3. Data Processing

The scores from the pre-test and post-test were gathered, organized into a table, and examined to find out how effective the Webtoon Comic media was in helping students understand reading better.

G. Data Analysis Technique

The collected data are analyzed using statistical techniques with the assistance of SPSS software

2. Descriptive Statistics

Descriptive Statistics were used to describe students' achievement, including mean score, highest score, lowest score, and standard deviation.

3. Normality Test

A normality test was conducted to determine whether data were normally distributed before performing hypothesis testing.

4. Paired Sample t-Test

The paired sample t-test was used to determine whether there was a significant difference between students' pre-test and post-test scores.

The hypotheses were formulated as follows: