

**THE EFFECTIVENESS OF WEBTOON COMIC ON THE NINTH GRADE  
STUDENTS' ENGLISH READING COMPREHENSION AT SMPN 4 KEDIRI IN  
ACADEMIC YEAR 2025/2026**

**SKRIPSI**

Presented as Thesis Writing as the Requirement to Obtain the Sarjana Degree of  
Education in English Language Education Department  
Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri



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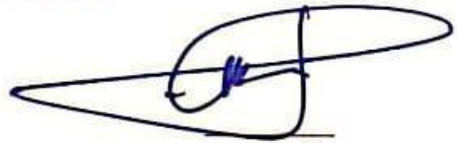
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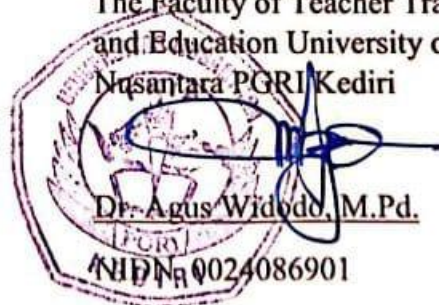
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## MOTTO

"Anggaplah sebagai suatu kebahagiaan, apabila kamu jatuh ke dalam berbagai-bagai pencobaan, sebab kamu tahu, bahwa ujian terhadap imanmu itu menghasilkan ketekunan." (Yakobus 1:2-4)

"I have learned from the sea to not fear the storm, for even the biggest waves will always return to calm on the shore. I have learned from the mountain to stand tall, for the higher it rises, the stronger the winds that strike it. I have learned from nature that no season lasts forever, after the rain there will be sunshine, after the darkness there will be dawn. So let life strike me with all of its trials. I will keep sailing, keep climbing, and keep growing. Because I believe, a soul forged by storms will not break. It will only grow stronger, deeper, and more ready to reach the peak that God has destined for me."

(just\_someone)

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Praise be to Allah SWT, the Almighty, for His blessings, mercy, and guidance so that the researcher can complete this thesis entitled “The Effectiveness of Webtoon Comic on the Ninth Grade Students’ English Reading Comprehension at SMPN 4 Kediri in the Academic Year 2025/2026”.

This thesis is submitted as one of the requirements for obtaining the Sarjana Pendidikan (S.Pd.) degree in the English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri.

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thesis. Finally, the researcher hopes that this thesis will be beneficial for readers and future researchers.

Kediri, July 24<sup>th</sup> 2026

The Researcher

A handwritten signature in black ink, appearing to read 'Vita Lefia', written over the text 'The Researcher'.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter is about the background 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.

#### **A. Background of The Problem**

English is one of the most important international languages used in communication, education, science, and technology. In the era of globalization, English proficiency has become essential because it enables individuals to access broader information and communicate effectively in international contexts. In Indonesia, English is taught as a foreign language and has become one of the compulsory subjects in junior high school. Students are expected to master four language skills, namely listening, speaking, reading, and writing. According to Harmer (2007), these four skills are interconnected and play significant roles in helping learners achieve communicative competence.

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, Adnan (2010) 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.

Reading comprehension is what happens when we read something and try to make sense of it at the time (Laličić & Dubravac, 2021). 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.

Several factors may contribute to these problems. One of the major factors is the limited use of engaging learning media in the classroom. Conventional teaching methods often rely heavily on textbooks and teacher-centered instruction, making reading activities less interactive and less motivating. As a result, students may perceive reading as monotonous and difficult, which can reduce their engagement and comprehension during learning activities.

To overcome these problems, teachers need innovative learning media that can attract students' attention and improve comprehension. One instructional medium that has potential to support reading instruction is Webtoon comic. Webtoon is a digital comic platform that presents stories through visual illustrations and dialogue-based narratives in a vertical scrolling format. The combination of text and visual elements can provide contextual support that helps students understand story content more effectively.

The use of Webtoon in language learning has attracted increasing attention because it combines visual literacy and textual comprehension. A study entitled *Students' Perception Towards the Use of Webtoon to Improve Reading Comprehension Skill* (Erya & Pustika, 2021) found that students perceived Webtoon positively because it increased reading interest and made reading activities more enjoyable. Another study, *An Analysis of Reading Literacy Through Webtoon as Interactive Learning* (2021), reported that Webtoon functioned as an interactive learning medium that improved students' reading literacy and engagement.

Further evidence was provided by a study entitled *The Effectiveness of Using Webtoon Applications in Teaching Reading Comprehension* (Ghulam et al., 2023), which showed that students' average score improved from 60.46 to 73.86 after learning through Webtoon. In addition, a recent study entitled *Digital Comic Media to Improve Learning Outcomes in Understanding Narrative Texts* (Lusiana & Nuryanto, 2025) also found that digital comic media significantly improved students' learning outcomes in understanding narrative texts. These findings indicate that digital comic-based media can positively influence students' reading performance.

Although previous studies have shown positive findings regarding the use of comics and Webtoon in education, several research gaps remain. First, many previous studies focused on students' perception, motivation, or reading literacy rather than specifically measuring reading comprehension through statistical testing. Second, limited studies have investigated the effectiveness of Webtoon comic among ninth-grade students in junior high school settings. Third, research specifically conducted in the context of SMP Negeri 4 Kediri remains unavailable. Therefore, this study attempts to fill these gaps by examining the effectiveness of Webtoon comic on students' English reading comprehension.

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 text

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