THE EFFECTIVENESS OF USING WEBTOON IN TEACHING READING AT THE TENTH GRADE OF SMK N 1 SAPURAN IN THE ACADEMIC YEAR OF 2022/2023

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Abstract

The focus of this study is on the effectiveness of using Webtoon in teaching reading. The research objectives are to describe whether Webtoon is effective or not in teaching reading. The primary objective of reading is to comprehend various texts. However, students face difficulty in comprehending what they read. As a results, students often have poor reading and comprehension habits. The researcher uses a quasi-experimental design with an experimental class using Webtoon and a control class without using Webtoon. Data are collected through pre-tests and post-tests. IBM SPSS was used to compute the data. The results of the computation of the test are Sig. (2-tailed) was 0,026The researcher utilized a significance level of 0.05. The computation indicates that the Sig. (2-tailed) value was less than the significance level (0.026<0.05). Therefore, It is evident that a significant difference exists between the data of the experiment and control groups. This means the use of webtoon is effective in teaching reading at the tenth grade of SMK N 1 Sapuran in the academic year of 2022/2023.

Keywords: Effectiveness, Webtoon, Teaching, Reading

1 INTRODUCTION

English is spoken by a large number of people worldwide. This is largely due to English's status as an international language. Since English is a language of communication and is spoken in most countries, it is important to learn the language to communicate on a global scale. Reading skills are important for acquiring knowledge. Developing reading skills has received a lot of attention because it is the main requirement for mastering knowledge. Without reading other language skills it will be difficult to develop. Reading helps students improve language skills, broaden perspectives, and change opinions. Moreover, reading is often referred to as a window to the world because people value reading as valuable entertainment.

Reading is a complex and dynamic activity in the process of thinking, understanding, comparing, studying, considering, analyzing, translating, conveying messages, and studying information and news in a book, narrative, or text [1]. Reading is the process of interpreting written ideas to make sense of them[2]. In line to previous theory explains that reading entails more than simply processing letters and sounds [3]. Furthermore, When someone reads, they exchange information with the writer and understand their intended meaning. [4]. In situations like this, reading is very much directed at students' needs for information, fun, and various activities that are important for learning, such as reading books to increase knowledge, as well as more recent activities such as reading comic books, newspapers, magazines, and novels.

Therefore, reading is needed in daily activities for everyone, especially for students who want to achieve success in academics or school. Also reading is a lifelong skill for academic learning and success in school [5]. In line with the statement, reading activities allow students to continue to refresh and add to their knowledge, which can help them develop into lifelong learners [6]. Students can learn a lot by reading, including knowledge, fun, and even problem-solving skills. Therefore, reading comprehension and reading fluency are very necessary for the learning and growth of students' knowledge. Conversely, reading is not easy to do because it involves both our eyes to read and our

brains to convey new information.The main goal of the reading assignment means understanding the meaning of various texts. However, students have difficulty reading because they have difficulty understanding what they read. It is common for students to develop inadequate reading skills and difficulties with comprehension. These problems arise due to several factors within the students: low motivation to read because of a lack of interest in reading the text, the teacher's teaching style being boring, the text being too difficult, their belief that they must understand every word in the text when they understand it, they lack reading techniques and strategies Reading aloud can slow down individuals and may even affect their comprehension.[7]. Lack of vocabulary is another problem faced by students in learning languages, especially students who learn English.

To overcome difficulties in reading, appropriate and interactive media are needed, there are several media that teachers can use as learning support, especially for reading skills such as novels, ebooks, online comics (Webtoon), or other online reading applications. One way that can be applied to overcome student difficulties is the application and use of media, namely using applications by reading comics, especially using webtoon applications. Webtoon itself is an online application for reading comics developed by Naver LINE from Korea in 2014, where these comics contain pictures with interesting stories as teaching and learning media and are available in English and various other languages. However, webtoons and printed comics have general differences. Webtoon is a platform where new and old media converge to create and disseminate a variety of stories and genres [8]. In line with this webtoon is a new platform that can help improve reading skills with images used and interesting words [9]. Otherwise, Webtoons are a unique combination of comics and digital media, resulting in a complex system that involves interrelated changes in form and aesthetics. [10]. This is done to show improvement in students' reading skills and to get them more involved in their education. Students will be very interested in reading things that have never been used or introduced to students and making them curious and not feel bored while studying.

Using Webtoons is an innovative way to improve students' reading skills. In the context of reading, webtoons have the advantage of increasing reading interest [11]. Therefore, the researcher took the initiative to use Webtoons as a means of learning to read English. By using English comics, the reseacher hopes students have the ability to actively participate in learning and have more opportunities to convey their ideas, feelings, and emotions. Webtoons also provide a lot of information and knowledge that students need, such as new vocabulary, English slang words, and so on [12]. Additionally, using Webtoon can increase students' engagement and interest in learning. They will also receive something new and different from what they often receive from their school.

2   METHODOLOGY

This study employed experimental research to gather data and draw conclusions. Experimental research methods are utilized to examine the effects of particular treatments on others within a controlled environment. [13]. The researcher utilized a quasi-experimental design to evaluate the effectiveness of Webtoon for teaching reading. The researcher administered pre-tests and post-tests to two classes; the experimental and control groups. A pretest is conducted to establish the baseline scores of the experimental and control groups before treatment, while a post-test is conducted to measure the scores after treatment. The effectiveness of Webtoon media was measured by comparing the results before and after the treatment [13]. The independent variable of this study is Webtoon, while the dependent variable is students' reading skills.

For this research, the sampling technique used was purposive sampling, which was chosen due to time constraints and cost limitations. The population in this study were 349 students who were divided into 10 classes. The researcher collected data from 34 students in class X TO 3 and 35 students in class X AK 1 by conducting pre-test and post-test.

During the first meeting, the researcher conducted a pre-test to evaluate the reading skills of the students. The treatment was then given for four meetings, with each session lasting 30 minutes. The experimental class received the treatment through Webtoon media, while the control class did not use Webtoon media. Finally, the researcher conducted a post-test to assess the improvement in the students' reading skills. The researcher scored the test using the following criteria:
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Table.1 Scoring Student's Reading Skills

Number of question	Score each number	Total score
25	1	$\dfrac{correct\ answere}{1} x4$

3 FINDING AND DISCUSSION

3.1 Data Description

The data of the research were carried from 3rd until 17th May 2023. This research was conducted at SMK N 1 Sapuran in the tenth-grade students in the academic year 2022/2023. In this study, the researcher has chosen two classes as the sample. The classes that are chosen to be sampled are X TO 3 and X AK 1 of SMK N 1 Sapuran. Each class contains 34 and 35 Students. The total numbers of students are 69. The researcher collected data from the pre-test and post-test.

3.2 Descriptive Analysis

The use of Webtoon in teaching reading is analyzed descriptively. Descriptive statistics include the measurement of central symptoms (mean, median, and mode) tendency and measurement of variation group: (range, variance, and standard deviation) [14]. The result is as follows:

Table 2. *Results of Descriptive Analysis*

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Median	Mode
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Statistic
Pre-test Exp	34	32	48	80	2088	61,41	1,371	7,993	63,886	60,00	52
Post-test Exp	34	28	60	88	2448	72,00	1,393	8,120	65,939	72,00	68
Pre-test Con	35	28	48	76	2124	60,69	1,357	8,029	64,457	60,69	60
post-test Con	35	32	52	84	2360	67,43	1,440	8,521	72,605	68,00	60
Valid N (listwise)	34										

Based on Table 2 The pre-test mean score for the Experimental Group was 61.41. After the test, the mean score increased to 72. The median for both pre and post-test scores were 60 and 72, respectively. The mode for the pre-test was 52, and for the post-test, it was 68. The standard deviation of the pre-test was 7.993 and that of the post-test was 8.120. The variance for the pre-test was 63.886 and for the post-test, it was 65.939. Moreover, the range of the pre-test was 32, while that of the post-test was 28. For the Control Group, the mean pre-test score was 60.69, which increased to 67.43 after the test. The median for both pre and post-test scores were 60 and 68, respectively. The mode for both pre and post-test scores was 60. The standard deviation of the pre-test was 8.029, while that of the post-test was 8.521. The variance for the pre-test was 64.457, and for the post-test, it was 72.605. Moreover, the range of the pre-test was 28, while that of the post-test was 32. In order to determine whether the data follows a normal distribution or not, we need to perform a normality test, the researcher utilized the Normality Test and Kolmogorov Smirnov Statistics in IBM SPSS 25. The IBM SPSS 25 software was utilized to conduct normality testing, as presented in Table 3:

Table 3. *Test of Normality Kolmogorov-Smirnov Using SPPS 25*

Tests of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre-test Exp	0,133	34	0,133	0,950	34	0,123
	Post-test Exp	0,130	34	0,156	0,948	34	0,105
	Pre-test Con	0,134	35	0,114	0,942	35	0,065
	Post-test Con	0,123	35	.200[*]	0,963	35	0,290

Data can be considered normal if the significance value is higher than the significance level (>0.05) [14]. Conversely, data can be abnormal if the significance value is lower than the significance level (<0.05). The results of the Kolmogorov-Smirnov test showed that the significance value for both the pre-test and post-test of the experimental group were 0.133 and 0.156, respectively. For the control group, the pre-test and post-test significance values were 0.114 and 0.200, respectively. The significance values for both groups were found to be higher than 0.05, which indicates that the data distribution of both the pre-test and post-test experimental and control groups was normal. After determining the data distribution, the researcher proceeded to conduct a test of homogeneity using IBM SPSS 25 by applying the F-test. The results of the F-test are as follows:

Table 3. *Test of Homogeneity Variance*

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	0,108	3	134	0,955
	Based on Median	0,121	3	134	0,948
	Based on Median and with adjusted df	0,121	3	133,688	0,948
	Based on trimmed mean	0,112	3	134	0,953

The researcher analyzed data from table 3 and found that the test for homogeneity based on the mean produced a result of 0.0861. Before conducting the experiment, the significance level of 5% (0.05) had been decided. The result of the first computation was 0.953, which was combined with the T-table value with the numerator of one and the dominator degrees of freedom of 67. The T-value was compared against the significant level of 0.05, according to the T-table. It was determined that the T-value was higher than the T-table (0.955>0.05), indicating that the variance of the two scores is homogeneous.

A hypothesis test was conducted in this study aimed to determine the effectiveness of using webtoon in teaching reading at the tenth grade of SMK N 1 Sapuran in the academic year of 2022/2023. If the data is normally distributed, the researcher relies on SPSS Independent-Samples T-Test computation. The formula for calculating the independent samples test is used to determine which hypothesis will be accepted or rejected. The result is presented in the following table:

Table 4. *Result of Independent Samples Test*

Independent Samples Test										
		Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	the Difference Lower	Upper
Score	Equal variances assumed	0,175	0,677	2,280	67	0,026	4,571	2,005	0,570	8,573
	Equal variances not assumed			2,282	66,977	0,026	4,571	2,003	0,572	8,570

From the SPSS computation, the result of SPSS shows the Sig. (2- tailed) is 0.026 < 0.05. According to [14], if the Sig. (2-tailed) is less than 0.05, the data is significantly different (Field, 2017: 575 It can be inferred that there is a significant difference between the data collected from the experiment group and control group. It means that the hypothesis null (HO) is rejected, and the hypothesis alternative (Ha) is accepted. Therefore, the researcher concluded that using Webtoon is effective to teach reading at the tenth grades students in the academic year of 2022/2023.

3.3 DISCUSSIONS

According to the statistical calculations carried out by the researcher, the use of Webtoons was effective in teaching reading at the tenth grade of SMK N 1 Sapuran. The research was carried out with four meetings and involved pre-test and post-test assessments. The results have successfully answered the research questions, confirming that Webtoon is effective in teaching reading at the tenth grade of SMKN 1 Sapuran in the academic year of 2022/2023.

The data presented in Table 4 shows that the computation of the Sig. (2-tailed) was 0.017, while the significance level used was 0.05. The Sig. (2-tailed) value was lower than the significance level (0.026<0.05), indicating that the data is significantly different. According to [13], if the Sig. (2-tailed) is less than 0.05, the data shows significant differences. It can be concluded that there is a significant difference from a statistical standpoint between the data of the experiment group and the control group. This means that the null hypothesis (HO) is rejected, and the alternative hypothesis (Ha) is accepted. It is evident from the calculations explained above that the use of Webtoons is effective in teaching reading at the tenth grade of SMKN 1 Sapuran in the academic year of 2022/2023. Various related studies have supported the effectiveness of using Webtoons in teaching reading. While there may be some differences between these studies and the current research, they all indicate that Webtoons are a useful tool for improving reading skills. For instance, pre-experimental study with class VIII students of SMPN 7 Parepare during the academic year 2020/2021. The study employed a pretest and posttest format to measure the impact of using Webtoons on reading comprehension, and the results showed a significant improvement in students' reading skills [15]. In line with that a descriptive qualitative study with 50 students from the English Language Education study program at Technocrat University of Indonesia. The study aimed to explore students' perspectives on using Webtoons to improve their reading comprehension skills, and the results indicated that students found Webtoons to be a motivating and engaging way to enhance their reading comprehension skills [9]. Based on the findings of these and other studies, it can be concluded that Webtoons are an effective teaching tool for improving reading skills.

4 CONCLUSIONS

After reviewing the discussion's findings and after four meeting sessions, it was observed that the students' English reading skills had significantly improved., despite most of them having a poor level of English reading skills. This indicates that the use of Webtoon is effective in teaching reading, which is also supported by the results of the pre-test and post-test conducted to evaluate the students' English reading skills. The paired test calculation produce a two-tailed significance value of 0.026, which is lower than the 5% significance level (0.05). Therefore, the alternative hypothesis (Ha) is accepted. This means that the use of Webtoon is effective to teaching reading at the tenth grade SMK N 1 Sapuran in the academic years 2022/2023.

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