



**IMPROVING THE STUDENTS' READING
COMPREHENSION THROUGH WEBTOON APPLICATION
AT MTS AZ-ZUHRI TANJUNG MORAWA IN ACADEMIC
YEAR 2020/2021**

A SKRIPSI

**Submitted to faculty of Tarbiyah Science and Teacher Training
State Islamic University of North Sumatera Medan as a Partial
Fulfillment of the Requirements for the Degree of S-1 Program**

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MEDAN**

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**Submitted to the Faculty of Tarbiyah and Teaching Training State Islamic
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Requirement for the Degree of Sarjana Pendidikan**

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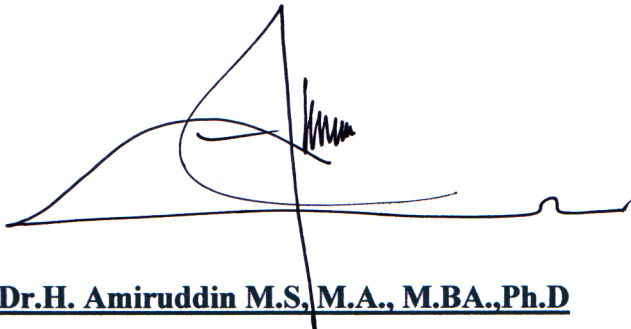
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Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk di munaqasyahkan dalam sidang munaqasyah skripsi Fakultas Tarbiyah UIN-SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

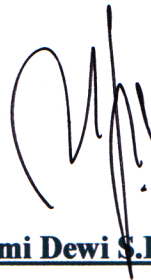
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar benar merupakan hasil karya sendiri, kecuali kutipan kutipan dari ringkasan – ringkasan yang semuanya telah dijelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

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Yang membuat pernyataan


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ABSTRACT

ALFA KHAIRANI. 2020. Improving Students' Reading Comprehension Through Webtoon Application at MTs Az-zuhri Tanjung Morawa.

***Keywords:* authentic material, reading comprehension, students skill**

The research was intended to find the authentic materials that improving to increase the reading comprehension. The subject of this research was the class VII-A of MTs Az-zuhri. There were 36 students as the samples used in this thesis. The research method used was Classroom Action that done in two cycles. The data were analyzed qualitatively and quantitatively. In qualitative data was got through interview, and observation. For the quantitative data was got through pre-test and pos-test. Based on the qualitative data that found, the using of Webtoon Application can improve student's responses in reading comprehension. It can be seen in the result of test. In the first cycle, it consist of two meetings. In the first meeting, the student's result percentage was 32,5 % (enough) and for second meeting, the student's result percentage was 63,8 % (good). In the second cycle the student's score was 83,3% (Very good). This score showed that the student's average score was improving in every test. The student's average score in pre-test was 13 of 36 students (32,5 %). The percentage of the student's who got the score 70 and more in the posttest I was 23 of 36 students (63,1 %). The percentage of the student's who got the score 70 and more in the post-test II was 30 of 36 students (83,3 %). The improvement of the competent student's percentage from the pre-test to the post-test I was increase, it is about 50,6 %, from post-test I to post-test II was 20,2 %, pre-test to post-test II was 50,8%. From the data, it showed that the improving of the student's reading skill was significant. The results of the research show that using Webtoon Application can improve to the student's reading comprehension.

ACKNOWLEDGEMENT

Alhamdulillah Rabbil alamin, Praise and gratitude be to Allah Swt. who has given the writer health, strength and chance to finished this skripsi on time. Peace and blessing to our prophet Muhammad Saw. Who has brought us from the darkness to the lightness by islamic religion.

This skripsi is finished to fulfill one of the requirements to obtain Sarjana Pendidikan Degree (S1) at English Education Department , Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

In addition, in the process of completing this skripsi the writer has encountered many problems like collecting the references, finding the data and also analyzing the data. But the writer has achieved many supports, helps and contribution from many people, until writer can finish this skripsi effectively. Therefore, the writer would like to express her thanks and appreciation to :

1. A profound gratitude is directed specially to my beloved parents my father Alm OK. Adjrinsyah M.s and my mother Syamsidar, S.Ag for their uncounted prayers, the unstopable supports (both financially and mentally), advices and suggestion that can made me finished my study in Sarjana Pendidikan UINSU as soon as possible.
2. Dr. H. Amiruddin MS, MA, MBA., Ph.D as my advisor I, who has given me suggestion, kindness, supports and encouragement in process of finishing this Skripsi.
3. Utami Dewi, M.Hum as my advisor II, who has given me her suggestion, motivation, correction, dedication, and kindness when finishing this skripsi.
4. Prof. Dr. KH. Saidurrahman, M.Ag as a Rektor of State Islamic University of North Sumatera.
5. Dr. Amiruddin Siahahan, M.Pd as a decan of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.
6. Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum as the head of English Education Department.
7. All of the lectures in english education department who has given me unforgettable precious knowledge and also the wonderful study experience.
8. My beloved family who always given me encouragement, advices and never forget ask question related of the time I can graduated from the university. It was reason that make me motivated better finished my skripsi as soon as possible.
9. Az-zuhri M.Pd as the headmaster of MTsN 1 Deli Serdang for allowing her to carry out the research at seventh grade students. And also all of

the teacher in MTsN 1 Deli Serdang, especially M. Aldi S.Pd as the collaborator of the research.

10. Special thanks to my beloved classmate PBI 2 UINSU 2016, especially to my best friends. **Shafrina, indah chairani, Anita Hirah, Siti Maisyarah, Mentari Rizki Fathihah** a who always remind me to graduated as soon as possible then help me to answer question that related to complete this skripsi and do the research well.
11. Special thanks to my beloved truely best friends **Nurul Hidayati Rizki, Widia M.pulungan, Dewi siswanti, Feny Triana, M.Agus Pratama** who always support me and gave me advice, encouragement and kindness from the beginning I do my proposal until finishing skripsi.
12. And those are people who had helped the writer to finish this skripsi but the name can't be mentioned here.

The writer realized that the only word for saying appreciation is not enough to their contribution for me completing this skripsi. Hopefully Allah Swt. give the great blessing, protect them and gave them happiness through their daily life activities.

Finally, the writer of this skripsi hopes that this skripsi can give the little bit contribution to help people who want to search the resource or reference of the study and especially can contributed in language education department.

Medan, 29 August 2020

The researcher

PREFACE

Assalamu'alaikum, Wr.Wb.

Alhamdulillahirobbil'alamin, We thank God for the presence of Allah that no counters are able to cover the number of favors of His gifts. No wisdom, no matter how deep, is able to delve into His essence, and the blessing of the Prophet sings with an unforgettable greeting to the Prophet Muhammad, who has provided the light of life for us, especially Muslims. I would also like to thank all those who have helped in completing this proposal, as well as supporting and encouraging or in other matters, especially to Dr. H. Amiruddin MS, MA., MBA., Ph.D and mam Utami Dewi M. Hum as the lecturer who guided in making this proposal.

I realize that this paper still has many shortcomings. Therefore, constructive criticism and suggestions from all my readers, I really need for better results. I hope that this proposal can add knowledge and experience for the readers.

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CHAPTER I

INTRODUCTION

1. Background of Study

Reading is one of the most important skills in English, and one of the skills in English must be mastered students because reading is an important factor that influences an activity even in learning activities to achieve what will get and when communication. In this case reading allows very inclined towards students to get information, to get pleasure, and do many things that are part of life in learning such as reading books in order to gain knowledge and there are modern things, such as, reading newspapers, magazines, comics, novels and maps, etc. According to Grabe and Stoller in his book Reading is a complex activity and dynamic process consider, understand, weigh, compare, find out, translate, weigh, analyze, send messages, and find out about knowledge and news in a book, story and text.¹

In addition, reading is also currently available and published in the school-based curriculum vocational high school because there are English language targets and learning is to make it easier for students to gain reading skills, specifically in learning English, make students read books or even other texts in English.² Related to reading is included in English language skills which must be possessed by each student to better understand the content. The ability to

¹ Grabe, W. (2009). *Reading in a Second Language : Moving From Theory to Practice*. New York, USA : Cambridge University Press. P.9

²Grabe, W. (2009). *Reading in a Second Language : Moving From Theory to Practice*. New York, USA : Cambridge University Press. P.11

communicate well in spoken or written English. Everyday language, such as lonely conversations that are often read and read, books, or comics, also manuals that will be read the contents of what has been read, and if often read will be more useful and will be easier to read in English. In other words, students are expected to approve English texts to get new knowledge, ideas and concepts, and to get information and knowledge and other useful.

Based on the considerations of writers in seventh grade, most students who are bored and lack interest in reading, most read English. They do not know how to read and read a part, read when reading a very interesting text and are not interested in wanting to know what makes students curious about the contents of the reading, so students want to try reading and reading the contents of the reading. Difficulties caused by students in the reading process are caused by many factors, namely lack of knowledge, less vocabulary, less grammar, and less motivation to read and do not know how to read correctly in English. They are not confident when reading using English. Sometimes, they do not know which words or sentences in the words of a book or text.

Related to students' difficulties in reading, the teacher chooses various techniques, media or requests in making students interested in reading specifically in English. to solve their problems. Media is a tool for teaching in the learning process. Media is a communication media in teaching and learning process in hardware and software to achieve effective and efficient learning processes and results and learning objectives that can be done easily.

The media can also support the teaching and learning process. There are many types of media such as images, applications, diagrams, charts, maps, flash cards, and others. One of them is always to use the application as a medium in the text of the procedure provided. the application must be often used as a special medium in the learning media, in order to help the teaching and learning process and help students not get bored in learning.

One way that can be applied to overcome student problems is the application and use of media that is using applications by reading comics, especially using webtoon applications where comics that contain pictures with an interesting story as a medium for teaching and learning. This is used to show an increase in students' ability to read and make students more active in learning. as well as increasing students' interest in learning especially in reading and fostering students' curiosity so students want to read and finally understand what they have read.

The students are very interested in reading if things that have never been used or done are introduced to students and make them curious and do not feel bored while studying. then the students understand the contents of the comic and finally understand what is told in the comic. members collected in performance, gender and bond assessments.

The teacher gives lessons and then explains and introduces the media that will be used when reading English, so students know and know what a webtoon application is. after that the teacher gives a title that students will read but only a few chapters which have been changed into English for initial experiments and then students read by translating earlier into Indonesian so that it can more easily

understand the contents of the comic. The main idea of this webtoon application is motivate students to encourage and help each other master what is given by the teacher. The students try together after the teacher's explanation. Therefore, the authors hope to use webtoon application media in learning that can help students improve reading skills.

In this case, I entered to see improvements in using the webtoon application as a media of real things to promote students how to read in learning English in school and use to develop their reading skills, so there is no lack of reading comprehension. I also want to know how to convey to students certain ideas, basic knowledge, and information in the shortest possible time and in accordance with the principles of learning. So that's why I want to do research under the title

"IMPROVING THE STUDENTS' READING COMPREHENSION TROUGH WEBTOON APPLICATION AT MTS AZ-ZUHRI TANJUNG MORAWA"

2. Formulation of the Study

Based on the background of study , then the researcher can make the formulation of study , namely :

1. How do the way of webtoon application improve the students' reading comprehension ?
2. How is the improvement of the students' reading comprehension trough webtoon application ?

3. Objectives of the Study

Based on the formulations of study , the objects of this study are :

1. To describe the way of webtoon application improve the students' reading comprehension.
2. To describe the improvement of the students' reading comprehension through webtoon application.

4. Significances of the Study

The result of this study is hoped to be useful for :

- 1) The principle of MTs Az-zuhri Tanjung Morawa , the result will be used as the basic information to increase the students' Reading comprehension.
- 2) The English teacher of MTs Az-zuhri Tanjung Morawa, the findings are expected to assist the teachers in improving. Reading comprehension that can enhance student's interest and motivation to learn actively and independently in particular by through webtoon application . Beside that as a suggestion for the teacher to do learning process which effective in school .
- 3) The students of MTs Az-zuhri Tanjung Morawa, the findings are expected to improve the student's learning outcomes , increase interest and ability to study and to provide opportunities for students to be active , creative , and self-contained so it's easy to understand the subjects matter and the students will be more attracted in learning English especially Reading without under pressure feeling .
- 4) English Language Education Department, the result of this research study can encourage other students of the English Language Education to conduct similar research.

- 5) The other researchers, the result of this research study can be a reference for conducting other research related to this research study.

5. Scope of the Study

This study focuses on the Reading comprehension texts by trough webtoon application to improve students' Reading comprehension in the classroom and the teacher's teaching styles in reading section.

6. Definition of Key Terms

a. Students' Reading Comprehension

Reading is an interactive process when a matter in which the reader will build a text representation that helps use an effective reading strategy. An effective reading strategy considered as an important skill has received a special focus on students' reading skills and comprehension while reading a book or text. reading is a skill that is very important, especially in the learning process, especially in the teaching and learning process to get additional knowledge and insight that is very useful.³

Additionally, Reading is one of the language skills that is quite fun for some students. However, there are some students assume that reading is a language skill that is boring. Especially if the text is long, they will be lazy to read. Most students prefer to read text that interests them, like reading the text that in which are images, short text, or certain texts that are indeed trendy or interesting to read.

³Miller, H. W. (1990). *Identifying and correcting reading difficulties in children*. New York: The Centre for Applied Research in Education. p3

To read subjects, students must get and have an interest in first about what they should choose a theme and then start reading and understanding but if the text or book is translated in English to make it easier to understand or find words that are right or easy to be clue about the reading. Many students still have difficulty reading because it is complicated and difficult to understand and lazy to read.

1. Comprehension

According to Snow, C. in his book *Comprehension is the essence or an important part of reading. Comprehension is very important as well as linking prior knowledge to increase knowledge after reading, knowledge of the structure of the text, and active search for information. This is the meaning of reading which means reading and reading are interactive, read vocabulary and read sentences and read that contains knowledge about idioms with the text being studied to improve every thing recently read by the reader.*⁴

Understanding the reading is comprehension as the process of making the core and meaning of the text. The aim is to get and understand about the text or book about getting the meaning of individual words or sentences. The results of reading translated translate to better understanding the meaning of the text that has been read with prior reader knowledge.

⁴Snow, C. (2014). *Reading for Understanding toward an R&D program in reading comprehension*.[http](http://).

2. Webtoon

Webtoon is a combination of web and cartoon (comic) application. The webtoon was made in Korea to be released on a web comic launched by Naver in 2014. This comic can be translated as a cartoon to renew characters and load stories related to images. Preference for comics is very high because it can invite readers. That comics need to be used as learning media. The comic can also be read in several languages such as Indonesian and English.⁵

b. Organization of the Thesis

The organization of the present study is divided into three chapters.

Chapter I Introduction, the first part of this chapter is background of the study, the second is research question, the third is objective of the study, the fourth is significance of the study, and the last is definition of key terms.

Chapter II Review of Literature which presents theories of the research variables and also provides the previous studies.

Chapter III Research Methodology explain the research design, participants and research site of the study, data collection, and data analysis.

⁵Arlin.M.&Roth.G.(1978). *Pupils' Use of Time While Reading Comics and Book*. American Educational research Journal, 15 (2).

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research , theories are needed to explain some data applied in the research concerned . The writer present some theories related to this study in order to focus it one the area. In the following part , theoretical elaboration of students by using Webtoon Application is review of writing . Writing process in writing procedure text will be presented .

B. Reading Comprehension

1. Definition of Reading

Reading is an activity in which the reader must use text in a book or story in a novel, and comics and other things that are nearby that must be learned from junior high school to university level, in order to improve education now and by reading is very helpful for the process learn how to teach. Like inviting an expert, Miller said that "reading is a process of communicating ideas from one person to another through media that is accessed or purchased consisting of reading found in books, texts or other readings to look for ideas and add and seek knowledge and other knowledge behind the words ".⁶ Successful reading is the process of questioning the meaning of the text for readers to gain and add knowledge and find new information from what they have read, and increase knowledge from things they did not know before.

⁶ Miller, H. W. (1990). *Identifying and correcting reading difficulties in children*. New York: The Centre for Applied Research in Education. p3

Reading is an active process of interacting with print and monitoring comprehension to establish meaning. While decoding the printed text, the students are also activating their prior knowledge to establish meaning of the text. A reader has certain purpose in reading the text. According to Grabe and Stoller, there are seven purposes for reading, as follows: reading to search information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique text and reading for general comprehension. The most basic purpose for reading for general comprehension.⁷

Reading is one of the four language skills taught to English learners. This reading cannot be learned quickly and easily. Therefore, understanding teaching reading is needed for students to improve their ability to approve the writer's ideas. and reading has many benefits to add and seek knowledge through reading. As one of the skills, it is important for students to master reading comprehension. Read more, then more also gets more understanding and while reading more about reading ideas, ideas, conclusions, details and understanding of words to reach the graduation level for reading comprehension. The purpose of reading is to develop abilities and add insight and increase knowledge about anything specifically about student knowledge to be effective and efficient in learning.

According to Jeremy he wrote that Reading is a receptive namely a skill. Receptive skills are the way people extract meaning and understand from discourse that they see or read in a text or reading book.⁸ In this aspect, cognitive the process

⁷Grabe, W and Stoller. 2002. *Teaching and Researching Reading*. New York: Great Britain, p.98

⁸Harmer, Jeremy, 2002, *The Practice of English Language Teaching*, Harlow Longman. p.2

involved in reading because it is similar to listen. In fact, in between, students are involved in decoding messages by reading to understand a particular text or reading. Instead of encoding, reading is not transferred only the information you want to get. This is a communicative act discourse from the text. So it is not surprising to see because it reads the resolutions of experts reading is an active thought process. That is the thought process uniting two people in joint action - a writer and reader. Hennings also believes that reading means developing relationships between definitions, to Read is to develop relationship among ideas.⁹ And They also explain definition is meant when getting a reading in the form of text or want to find information by defining them and them too explain what you brought to the reading to understand about what the author has posted to read. Even the purpose of reading, Will bring understanding of words, then the ability to find out your meaning and attitude towards reading.

Reading is an active process where people try to extract and understand and know an idea, The concept, or picture of the pattern words specified on the specified page or reading. From this resolution, reading can be considered as something complex the process, get information from the page to be read, then it will receive ideas and impressions from the author through the pages that have been read. It can be said that reading means waiting for a sign, letter, or symbol by taking meaning. That In other words, reading is a graphic symbol that is needed when you want to understand and know the reading idea as well interaction between researchers and readers through text.

⁹ Hennings, Dorothy Grant, 1990, *Reading with Meaning Strategies for College Reading*. New Jersey: prentice-Hall. p.4

Reading is the interacting between the reader and the writer through the printed text which requires the readers to bring their own knowledge of a language to recognize the print of the words, sentences and paragraph, and to interpret the author's message. Al – Qur'an also states the importance of reading in some of its verses. One of them is surah Al – alaq 1- 5 :

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ لَهُ الْكَلِمَ ۖ أَذْكَرٌ ﴿٣﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٤﴾ أَلَمْ يَكُنْ لَهُ الْكَلِمَ ۖ أَذْكَرٌ ﴿٥﴾

Meaning : Read : *In the name of the Lord Who create. Create the man from a clot.*
 Read : *And the Lord is the Most Bounteous, Who teach by the pen. Teach the man that which he knew not. (Al – Alaq : 1-5).*¹⁰

The first word of these verses is iqro! that means Read. This is already big that means to us before God's creation. After we know this surah and we read its meaning and know the interpretations and meanings in this letter, we understand it will be ordered to read because we are human beings who come to this world can not read everything at all, but with our ability to be a permission from God finally we can read everything we want.

Besides that, Allah also promised that Allah would lift up the ladder of the martial arts. It is according to Allah's word in QS Al-Mujadalah verses 11:

¹⁰The Qur'an on English Translation Meaning of the Qur'an.

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ

وَإِذَا قِيلَ ائْشُرُوا فَاَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: “O you who believe! When you are told to make room in the assemblies, (spread out and) make room. Allah will give you (ample) room (from His Mercy). And when you are told to rise up for prayers, Jihad (holy fighting in Allah’s Cause), or for any other good deed], rise up. Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is Well-Acquainted with what you do.”¹¹

It means that Allah will rise up to (suitable) ranks (and degrees). That of you who believe and who have been granted (mystic) knowledge and Allah is well acquainted with and of you. In addition there is a hadith of the Prophet who tells us that the learning process is a challenge to get success. Much of what we can do in the process of studying one of them is by reading a lot. Reading is one of the ways we can get knowledge. By acquiring useful knowledge we will know which one is wrong, which is good and bad, which is wrong and right so that we learn about ourselves, can improve ourselves and maintain our faith so that God will give heaven easily , which he gave us.

¹¹ M. Taqiuddin Al-Hilali and M. Muhsin Khan, (1996), The Noble Qur’an in the English Language, Madinah: King Fahd Complex for the Printing of Holy Qur’an, p, 747.

Based on verses about, it can be concluded that Allah loved a man of learning very much. Therefore Allah promised to elevate the degree of man who learns in Allah's ways. One way that promoted learning is reading and then understanding what have read then applied it in the real life.¹²

Meanwhile, reading can also be interpreted as a construction of new meanings through the manipulation of concepts that have been made by the reader with the resulting meaning and can be used after the reader reads the text or book you want to read, reads by trying to get the meaning word for word and starts and then reads it. and understood and if you read English if there is a difficult word to translate Indonesian first to make it easier to understand the meaning of the context that brings the results of what has been read. Michigan in his book translates that "reading is a building process that has meaning through dynamic interaction between several aspects, namely: (1) existing reader knowledge, (2) getting information that is asked by texts that have been read, and (3) the context or existence (purpose) of the reading situation ". This means that when reading must have meaning is an active process of reconstructing the meaning of the written language that has been read.¹³ They will know the used of reading comprehension because they have real experience in having ability of comprehending some information in reading book.

According to Martin H manse in oxford learner's pocket dictionary states that comprehension is ability to understand.¹² The students ability to understand is

¹²Mahmud Rasyid. 1990. The Qur'anon English Translation Meaning of the Qur'an. Libanon: DarulChoura, p.257

¹³Michigan. (2009). *Definition of reading*. Retrieved November 30th, michigan.p.12

the students power to get score based on the result of the test. Rosulullah said that as follow:

عن أبي هريرة رضي الله عنه قال : قال رسول الله صلى الله عليه وسلم : مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ (رواه مسلم)

It means : "Abu Hurairah r.a reported Allah Messenger (May peace be upon him) as saying: He who treads the path in search of knowledge, Allah would make that path easy, leading to paradise for him. (HR. Muslim).¹⁴

Based on the difinition above, the writer concluded that reading comprehension is a complex cognitive process of interacting between reader and text which monitoring interpretation or understanding to establish meaning from a text.

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ : قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : كُلُّ مَوْلُودٍ يُوَلَّدُ عَلَى الْفِطْرَةِ فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ (رَوَاهُ الْبُخَارِيُّ وَمُسْلِمٌ)

Meaning : From Abu Hurairah R.A, he said: Rasulullah SAW said: "Every child was born in a sacred state, his father and mother make Jews, Christians, or Magi."

(H.R Bukhori and Muslim).

¹⁴ Suja'i Sarifandi.(2014,January). "Ilmu Pengetahuan dalam Prespektif Hadis Nabi. Jurnal Ushuluddin". Vol. XXI,(No 1).P.67. Available online at ([http:// download.portalgaruda.org](http://download.portalgaruda.org)). Accessed on 28th april 2018

Rasulullah SAW says :

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ (رَوَاهُ
(البخاري ومسلم)

Meaning : Whoever wants good in the world then with knowledge. Whoever wants good in the hereafter then with knowledge. Whoever wants both of them then with knowledge " (HR, Bukhori and Muslim)

Demanding that knowledge is obligatory for every Moslem, wether male or female, wether children, teenager and adult. Thus, if the law requires that knowledge is mandatory that people who do not do will get sin. Meanwhile, people will seek knowledge will let such people who fight in Allah's way, and when he died on demand of science, then he will die as martyr. The students ability to understand is the students power to get score based on the result of the test.

2. Types of Reading

The Variety of performance is derived more from the multiple of types than from the variety of over types of performance.

According Brown, types of reading are.¹⁵

¹⁵Brown, Douglas, *Language Assesment principle and Classrom Practice*. (United State of America Longman 2004). p.189

a) Perceptive

Perceptive reading task involve attending to the components of larger stretches of discourse : letters, words, punctuation and other grapheme symbols bottom-up processing is implied.

b) Selective

In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical task are used : picture cued task, matching, true/false, multiple choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs Brief reponses are intended as well. A combination of bottom-up and top-down processing may be used.

c) Interactive

Include among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpt from longer texts, questionnaires, memos, announcements, directions, recipes and the like. The focus of in interactive task is to identify relevant features (lexical, symbolic, grammatical and discourse) within texts of moderatelt short length with the objective of reattaining the information that processed. Top down processing is typical of such task, although some instances of bottom-up performance may be necessary.

d) Extensive

Extensive reading, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

3. The purpose for Reading

Rivers and Temperly suggest that there are seven main purposes for reading :

- a. To obtain information for some purposes or because we are curious about some topic.
- b. To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works)
- c. To keep in touch with friends by correspondence or to understand.
- d. To know when or where something will take place or what is available.
- e. To know what is happening or has happened (as reported in newspapers, magazines, reports).
- f. For enjoyment or excitement.¹⁶

4. Definition of Comprehension

Based on Dauglass, Jerry and Edward, comprehension is the label for a myriad of skills that involves getting meaning from a printed page. Comprehending the text means making sense of the text by using some activities that are helpful. Reading comprehension is composed of two equally important components. Decoding, or the ability to translate text into speech, is only part of the process of reading comprehension. Another part is language comprehension, or the ability to

¹⁶David Nunan. *Second Language Teaching and Learning*. (USA : Heinle Publisher 1996) p.251

understand speak language. All struggling readers have difficulty with either language comprehension or decoding or both.¹⁷

Comprehension is an important one of reading skills. Read when we read because it discusses the core of the reading process. Snow said in his journal that reading is a process of extracting and also constructing meaning simultaneously, directly through interaction and using written language in the text and book readings and several things consisting of three elements: Reader, text, and activity or purpose when reading.¹⁸

In another surah of holy Qur'an, Allah Swt explained about comprehension in Surah Maryam verse 42-48:

إِذْ قَالَ لِأَبِيهِ يَا أَبَتِ لِمَ تَعْبُدُ مَا لَا يَسْمَعُ وَلَا يُبْصِرُ وَلَا يُغْنِي عَنْكَ شَيْئًا ﴿٤٢﴾ يَا أَبَتِ

إِنِّي قَدْ جَاءَنِي مِنَ الْعِلْمِ مَا لَمْ يَأْتِكَ فَاتَّبِعْنِي أَهْدِكَ صِرَاطًا سَوِيًّا ﴿٤٣﴾ يَا أَبَتِ لَا

تَعْبُدِ الشَّيْطَانَ إِنَّ الشَّيْطَانَ كَانَ لِلرَّحْمَنِ عَصِيًّا ﴿٤٤﴾ يَا أَبَتِ إِنِّي أَخَافُ أَنْ يَمَسَّكَ

عَذَابٌ مِّنَ الرَّحْمَنِ فَتَكُونَ لِلشَّيْطَانِ وَلِيًّا ﴿٤٥﴾ قَالَ أَرَأَيْتَ أَنْتَ عَنِ الْهَيْتِ

يَتَابِرَاهِمُ لَئِن لَّمْ تَنْتَهَ لِأَرْحَمْنَاكَ وَأَهْجُرْنِي مَلِيًّا ﴿٤٦﴾ قَالَ سَلِمْتُ عَلَيْكَ سَأَسْتَغْفِرُ

¹⁷Brown, H, Doughlas. 2000. *Principle of language Learning and Teaching*. New York: Pearson Education, p.60

¹⁸ Snow, C. (2014). *Reading for Understanding toward an R&D program in reading comprehension*. Retrieved October 30th, 2014. p.121

لَكَ رَبِّيَ إِنَّهُ كَانَ بِي حَفِيًّا ﴿٤٧﴾ وَأَعْتَرْتُكُمْ وَمَا تَدْعُونَ مِنْ دُونِ اللَّهِ وَأَدْعُوا

رَبِّيَ عَسَىٰ أَن يَكُونَ بَدْعَاءِ رَبِّيَ شَقِيًّا ﴿٤٨﴾

Meaning: (42). When he said to his father; O my father! why do you worship what neither hears nor sees, nor does it avail you in the least: (43). O my father! truly the knowledge has come to me which has not come to you, therefore follow me, I will guide you on a right path: (44). O my father! serve not the Shaitan, surely the Shaitan is disobedient to the Beneficent Allah: (45). O my father! surely I fear that a punishment from the Beneficent Allah should afflict you so that you should be a friend of the Shaitan.(46). He said: Do you dislike my gods, O Ibrahim? If you do not desist I will certainly revile you, and leave me for a time. (47). He said: Peace be on you, I will pray to my Lord to forgive you; surely He is ever Affectionate to me: (48). And I will withdraw from you and what you call on besides Allah, and I will call upon my Lord; may be I shall not remain unblessed in calling upon my Lord. From the verse above, it talks about how the father and his son to the lord. We are as human can take the lesson that we have to obey with our parents because every parents never support their son in the bad things. Beside that, we are as human being, we have to obey with our lord Allah Swt. And we have to do all the instructions from Allah. ¹⁹

From read the story of the verse above, we can comprehend and take the lesson from that verse. It relates with the comprehension in reading

¹⁹The Qur'an on English Translation Meaning of the Qur'an.

In conclusion, comprehension is an important core of reading. An understanding of prior knowledge, and by reading we need understanding to understand what we have read before and read to understand knowledge about the structure of the text, and active search for information. This is the purpose of reading comprehension is the search for meaning, which actively uses vocabulary knowledge and a sentence that is understood so that the reader can understand and knowledge of collocations and idioms with the text being studied to help every thing just read is read after reading.comprehension in reading is also very important in reading, because when we or the reader reads a text or sentence in a book or story and comics must understand what has been read after reading the text.

5. Definition Reading Comprehension

According to Grabe and Stoller write that Reading Comprehension is the ability to understand information in the form of text stories, comics, and reading books such as textbooks and address them exactly what is the essence and meaning of the readings that have been read. Reading Understanding of the decisions obtained at the time of reading with the understanding that will be obtained after reading a text. Definition written text means extracting or giving information from it as efficiently as a comprehensible text. Usually, reading a work book can create understanding, questions including reading remembering what he has read without further assistance to text that has been read. reading also determines as a process or some of the information referred to from a sheet of text or a book and comic that has been read.²⁰

²⁰ Grabe, William and Fredericka L. Stoller, 2002, *Teaching and Researching Reading*, Harlow: Pearson Education Limited. p17

From some of the definitions above, it can be read that Reading Comprehension is very related to understanding and thinking processes to get message and the essence and meaning of reading material that has been read. In other words, the reader is understand all or most of the thoughts that have been intended by the author that has been conveyed. Thus, reading comprehension involves other such skills remember the meaning of words or one sentence for keywords to be easily remembered to make it easier when understanding the reading that is read, find answers to questions answered clearly or in paraphrase, draw conclusions from context, and reach ideas in readable content. According to experts the opinion that reading, there are several possible factors affect reading comprehension. Reading comprehension is the most it is likely to occur when students read what they want to read or read and at least what they see is a good reason to read and broaden their knowledge.²¹

Reading comprehension is remarkably complex, involving many processing skills that are coordinate in very afficient combination.²² Reading comprehension is in its most obvious sense, the ability to understand information in a text and interpret it appropriately. Because we also read for different purposes, there sre many ways to read a text, further complicating any definition. Seen in this light, the ability to read is a remarkable type of expertise that most humans develop, it is not generally well understood, nor is its development widely recognized for the significant cognitive achievement that it is. We hope that readers of this volume

²¹Simanjuntak, 1988, *Developing Reading Skill for English Foreign Language Students*, Jakarta: Depdikbud.p.6

²² Michael J. Wallace. 1980. *Study Skills in English*. New York. Cambridge University, p.4

develop a greater respect for the expertise required with any effort at reading comprehension.

Reading comprehension is very complex activity.²³with comprehension means understanding what has been read. It is active thinking process that depends not only on comprehension skill but also on students' experienced and prior knowledge. Comprehension involves understanding the vocabulary, seeing the relationship among words and concept, the main idea, recognizing the author purpose, making judgement, and evaluating.

In reading a person must have an interest first to more easily understand a reading. for example a student when learning, especially learning English, a student must have an interest in reading and curiosity and curiosity so that students are easy to understand to understand what the story or text has read. so a student must have an interest first then begin to study one word for word or sentence and understand.

Reading comprehension also means to know what the writer intention is. To know it, many strategies and proses are used in reading it self such as making prediction, activating the background knowledge and using graphic organizer. Jhonston states that reading comprehension as a complex behavior which involve conscious and unconscious use of many strategy, including problem solving strategy to build a model of the meaning wich the writer is assumed to have intended.²⁴

²³Larry Lewin. 2003. *Paving the Way in Reading and Writing*. USA: JOSSEY-BASS. P.2

²⁴Johnston, PH. 1983. *Reading Comprehension Assessment*. Newark: International Reading Association, P.77

6. Level of Comprehension

Based on Burn, devided comprehension into four levels, namely literal comprehension, inferential, critical comprehension and creative comprehension.

a. Literal Comprehension

Literal comprehension refers to the ability to understand what is stated by the writer or to take the idea and the fact that are directly stated in the printed page. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what is actually stated.

b. Infrential comprehension

Inferential comprehension refers to ability to go beyond what is stated directly, to understand what the writers means by looking for the inside meaning. Skill for inferential include inferring unstated main ideas, cause-effect relationship, references of pronouns and adverbs, admitted word, identifying word, author purpose, predicting, ending and drawing conclusion.

c. Critical Comprehension

Critical comprehension refers to the ability to make analysis, evaluation, judgments and personal reacing about ideas of informations that writers offer in a passage.

d. Creative Comprehension

Creative comprehension refers to the ability of reader to use his/her imagination when reading the passage. Skill for creative reading comprehension

include understanding cause effect relationship on a story, problem solving and producing creations.²⁵

7. Basic Skills Development of Reading

Daved as quated in Smith and Jhonson sorted out and nine skills judged by the reading authorities he consulted to the basic to reading comprehension.

They are the following :

- a. Knowledge of word meaning
- b. Ability to select the appropriate meaning for a word or pharase in the light of its contextual teaching. It means that readers must be able to give the right meaning for the word based on the context.
- c. Ability to follow the organization of a passage and to identify antecedents and references in it.
- d. Ability to identify the main thought of the passage.
- e. Ability to answer the question that are specifically answered in the passage.
- f. Ability to answer question that answer in s passage but not in the words in wich the question is asked.
- g. Ability to draw inferences from the page about its content. It means that the readers must be able to make conclusion from the text.

²⁵Burns, Roy and Rose. 1984. *Teaching Reading and Today's Elementary Schools*. Boston: Houghton Mifflin Company, P.131

- h. Ability to recognize the literacy devices used in passage and to determine its tone and mood.²⁶

8. Factor Affecting Reading Comprehension

According to Smith and Johnson reading depends on many factors, namely :

- a. The reader's ability to comprehend the printed ideas. It means that readers must have good techniques in reading. They must also have a large number of vocabularies.
- b. The reader's background knowledge which new information must be added. Before reading a text, readers should have previous knowledge about the topic of the text so he or she can relate it to the new information of the text.
- c. The equality or lucidity of the writing itself. Good writing will enable readers to get the main point easily.
- d. The reader's purpose or goal in reading the material. Reader's purpose in reading depends on their motivation whether it is intrinsic or extrinsic. Intrinsic motivation is more powerful in determining the success of reading than extrinsic motivation.

9. The Measurement of Reading Comprehension

Based on Carnine, Silbert and Kamenue the illustrations involve three intermediate level comprehension skills, making inferences based on relationship,

²⁶Johnson, NE.2001. *An Introduction to Foreign Language Learning and Teaching*. New York: Pearson Edition, P.77

comprehending sentences with complicated syntactic structures, and critically reading passage.²⁷

C. Scientific Text.

Based on Barton and Jordan scientific text is a distortion or simplification of information and ideas that have been developed through the process of science. In orderword, scientific text is text that contains the factual information that has been proved and reliable.²⁸

In learning scientific text, two things have been considered in order to make a sense of scientific text. They are vocabulary and text style. As in scientific text it self, so many terminologies applied that readers are difficult in understanding the text. Those vocabularies are unfamiliar to the students, therefore scientific text are difficult to be understood. Basic vocabulary, text style should be considered. The one part of the text style related to the success full of students in reading comprehending the text is organizational pattern. According to personal participation in activity lifestyle. According to longman ability is the state of being able to do something or something or someone's level of skill at people.²⁹

Based on explanation above we can conclude that ability is the quality of being able to do something sepecially the phsica, mental or legal power to accomplish something.

²⁷Carnine, D, Silbert, J and Kameenui. 1990. *Direct Instruction Reading*. London: Merrill Publishing Company, P.56

²⁸Barton, S and Jordan. 2001. *Teaching Reading in scientific*. Mid Continent Research for Education: Aurora, p.88

²⁹Roy J Sephard. 1982. *Physical Activity and Growth*. London : Yearbooks Medical Publishing, p.39

D. Webtoon Application

1. Definition Webtoon Application

Webtoon is the combination of web and cartoon (comic). It was coined in Korea to refer to web comics launched 2014. Comic can be defined as the form of cartoon to express the characters and apply story that have a related with the picture. The preference for comics are so high because it can entertain the reader. It is the reason for making comics as media learning. Webtoon is one of the solutions as teachers to make the class to be more interesting. In this case, Webtoon is the free application to be read. The way to use it is so easy. First, the learner has to download it either on the Apple App Store, Google Play Store or read it on the site version (automatically switches to the mobile 2019 Proceeding of 1st Conference of English Language and Literature (CELL) Innovative Teaching of Language and Literature in Digital Era site). Then, the learners sign or login with their account email or gmail to make the account in Webtoon. After that, the learners choose the theme or title that they want to read. They can download the story in Webtoon or just read it by online.

According to Cho Webtoon is a form of “website” and “cartoon”. It firstly appeared in Korea before becoming so popular among the world. At first, many difference terms to call these digital comics which was published only on websites. One example is webmic (a compound of “web” and “comics”), which soon lost out to webtoon (a compound of “web” and “cartoon”). In 2000, one of Korean web portal had created a new site for internet comics named “Webtoon”. Then webtoon

became the standard term for comics that are created and consumed only through the internet in South Korea.³⁰

Webtoon is a term used to describe South Korean web comics or manhwa that are published online. The Korean web portal Daum created a webtoon service in 2003, as did Naver in 2004. These services regularly release webtoon that is available for free. As digital comics have emerged as a popular medium, the print publication of manhwa has decreased. The amount of material published in webtoon form has now reached an equal amount as that published offline. Webtoon or comics online is a media that is fun for all people, especially children, the children are very fond of reading that has images and colors that are interesting to read. Webtoon is also categorized as one of media of teaching in the classroom. In addition, comic are often regarded as interesting and motivating media.

According to Arlin&Roth comic are 12 interesting, and children will attend to that which they find interesting more than to that which they find uninteresting. Webtoon has various stories, it may tell about humor, action, mystery, thriller, adventure, romance, and so forth.³¹ Childrens while conceiving the story. So that, webtoon is a fun media for students and also developing their imagination. One of the main problems that leads to the low interest in reading, is the lack of media. Therefore, the student needs media to stimulate and activate their ideas in order to produce reading more easily. Thus, media are expected to create a more interesting reading class.

³⁰Cho, H. (2016). *The Webtoon: A New Form for Graphic Narrative*. Dipetik May 5, 2018, dari The Comics Journal: www.tcj.com/the-webtoon-a-new-form-for-graphicnarrative/.p.1

³¹Arlin.M.&Roth.G.(1978).*Pupils' Use of Time While Reading Comics and Books*. American Educational research Journal,15(2).p.202

Picture 1.1

Figure of webtoon by mobile phone



My Series



Acception

Originals

✓ Subscribed



Mans BestFriend

Canvas

+ Subscribe



I Love Yoo

Originals

+ Subscr









	Episode 8 ♥ 41,402 Jan 25, 2019	#8
	Episode 7 ♥ 39,938 Jan 22, 2019	#7
	Episode 6 ♥ 39,411 Jan 18, 2019	#6
	Episode 5 ♥ 41,993 Jan 15, 2019	#5
	Episode 4 ♥ 39,734 Jan 15, 2019	#4
	Episode 3 ♥ 38,986 Jan 15, 2019	#3
	Episode 2 ♥ 39,814 Jan 15, 2019	#2
	Episode 1 ♥ 44,577 Jan 15, 2019	#1



Figure 2.1 : Acception from webtoon by mobile phone

2. Principle of Webtoon Application

Webtoon applications are inspired by a study that uses webtoon applications as a learning media considered "an read, read, and read. According to Wright & Sherman's theory, teachers must use comics in language arts classes for three reasons. First, there is great interest of students in the genre. That means comics are one of them the most loved genre. Comics tell about relaxed and many situations with funny or interesting stories and illustrations, which make students interested in reading. Second, it is not expensive to obtain. In this technological era students can obtain or download reading resources through technology. Therefore, the

teacher must be able to consider comics to make materials that fit that the teachers used when reading teaching. Third, most comics have a low level level of readability, with a lack of words and sentences ideal for elementary and middle school readers, and this webtoon can be used as a medium in learning that is not too difficult.³²

3. Design of Webtoon Application

Webtoon is short for web site and cartoon. Webtoon contains a collection of picture telling stories (comics) which is translated online. Webtoon is considered a subgenre from manhwa (Korean comics). However Webtoon and Manhwa differ in publication media used. Manhwa is approved physically consists of books / magazines, whereas Webtoon discusses through the media Internet. and this webtoon-based application that contains various kinds of stories or comics, there are romantic or friendship dramas as well as stories of life, action, comedy and horror. Webtoon can be used as an application-based learning media that can be used as a medium for reading. because with a webtoon can increase students' interest in reading because of the attraction and so that makes students curious and want to know and finally read. Webtoon can also be read in various languages for example Indonesian and English, can change it in the language settings.

4. Procedure of Webtoon Application

Media that can help teachers to achieve learning goals. It can improve students' understanding of material in class. The advantages of media are: attracting

³²Raulan. 2018. Teaching Writing Narrative Text By Using "Webtoon Digital Comic" To Senior High School Students. *Journal Of English Language Teaching*, Vol. 7, No.4, Tahun 2018. Universitas Negeri Padang.

attention in the learning process, increasing motivation, and encouraging the learning process to be more interesting.

in this research I use a webtoon application to improve students' reading comprehension and ability. by using it, download the webtoon application on a smartphone or laptop, then open it and choose what comics you want to read afterwards, choose English, and give students to read and read the contents of the conversation, then use the student webtoon application or not, and students like to read more in English.³³

5. Strength of using webtoon in the classroom

Based Marrison, Bryan, and Chilcoat there are some reasons why comics have more strength rather than other teaching materials as follows :

- 1) It is evident that comic is familiar to and popular with middle and high school students'.
- 2) The comics is a form of literature that students enjoy.
- 3) Students engage in greater literacy exploration than the students otherwise would, due to comics' popular and easily accessible format.
- 4) Through comics students investigate the use of dialogue, succinct and dramatic vocabulary, and nonverbal communications.

³³Raulan. 2018. Teaching Writing Narrative Text By Using "Webtoon Digital Comic" To Senior High School Students. *Journal Of English Language Teaching*, Vol. 7, No.4, Tahun 2018. Universitas Negeri Padang.

5) Such methodology helps enliven a classroom that can prevent historical content from being boring and meaningless, as it often is in typical classroom.³⁴

6. Webtoon Application through Improve Students' Reading Comprehension.

Most of the students are lazy to read because they regard it as a complex and difficult English language skill, sometimes a lot of students can't read sentences as well, almost 20 % of children have a reading problem that impacts their ability to learn to read through traditional teaching. Therefore, the teacher can use webtoon to help them develop their ability in reading fluency from pictorial story.

In the classroom, the teacher can apply it to teach reading fluency. After explaining about webtoon, the students can distribute the comic to each student, and then ask them to read the story in webtoon. This method is very easy to be conducted by the teacher in the classroom, and it will make the students feel fun in reading. Hence, teaching reading comprehension by using webtoon is an appropriate and recommended media for the teachers to apply in the classroom in the teaching-learning activity.

E. Related Study

This research is related literature from the other research. The first research has been conducted by Ayu Apriliyani Putri (2018) from State Institute for Islamic Studies (IAIAN) Salatiga. The title THE USE OF WEBTOON AND KWL (KNOW-WANT-LEARN) STRATEGY TO IMPROVE STUDENTS' READING FLUENCY (A

³⁴Morrison.G.T.,Brayan,G andChilcoat, W.G. (2002). *Using Student Generated Comic Book in The Classroom*.International Literacy Association and Wiley.p.759

Classroom Action Research in the tenth Grade of SMK Muhammadiyah Rembang in the Academic Year 2017/2018). Objective of this study was To find out whether To find out the implementation of webtoon and KWL to improve students' reading fluency at the tenth grade of SMK Muhhamadiyah Rembang in the academic year 2018/2019? And what is extent the students' reading fluency after using webtoon and KWL of the eleven grade students of SMK Muhammadiyah Rembang in academic year 2018/2019. The researcher is conducted through Classroom Action Research (CAR) and take students in SMK Muhammadiyah Rembang as subject of the research, it consist of 36students. In this research KWL strategy assists the students to understand the comic. As the result, they can answer the questions in their assignment easily in which the questions are related with looking for the main idea, explicit and implicit information, and making prediction. Webtoon as media to interest the students for studying reading material, especially how to pronounce the sentence well, it can be seen from the detail information the result of cycle 1 and cycle 2.

The second was conducted by Nova Ratnasari and friends with the title *The Effectiveness Of Webtoon To Develop Students' Writing Skill In Narrative Text Of Tenth Grader In SMK PGRI Surabaya (2018)* ". In this study, the authors collected data from researchers using an experimental design with the aim of finding out whether the webtoon was effectively used and could make students more interested in learning to write narratives Text in SMK PGRI 13 Surabaya Participants in this study were students in the Office Administration class (APK) at SMK PGRI 13 Surabaya which is X APK 2 (23 students) as the experimental class and X APK 3 (23 students) as a control class. This research was conducted

through four steps, namely pre test, post test, lesson plan and finally in the form of questionnaire. In this study, during the experiment, the researcher member fish pre-test and st-test for the experimental class and the control class but for the experimental class, the researcher also took care before giving a post-test. After the two classes pre-test and post-test, the researcher conducted an assessment using the writing grading rubric by Brown and Bailey. This is an analysis of student score and interest data.

Based on the previous studies above, the writer has find some different between this research. The first research use webtoon and KWL Strategy to Improve Students' Reading Fluency and the result of the research shows that the use of KWL strategy and webtoon to improve students reading fluency. The implementation of KWL strategy is reasonable because it can give students become good readers by getting them to do many things that that good readers do. KWL strategy gets the students to read silently, and webtoon as media also improve students' interest and confidents in reading fluency.

The second research use Webtoon to Develop Students' Writing skill in Narrative Text, and the results that have been discussed, webtoon is undeniably effective for improving students' writing skills in narrative text, because Wright states that the actual comic strip or webtoon is a sequence of images related to the text. Wright also states that the media has a series of images like a comic strip or webtoon can be used as a tool to make many interesting activities such as writing. This could be the reason why students find things interesting and can increase their motivation in learning English, especially in writing narrative texts.

CHAPTER III RESEARCH METHODOLOGY

In this chapter, how the research conducted will be explained in detail, this chapter is divided into five parts, they are: research design, procedure of research, research setting and participant, data collection, and technique of analysis data. Each of them will be presented in the following discussion.

A. Research Design

The design of this research was action research. According to Burns, action research has main aim to solve problems occurring in the teaching and learning process by carrying out an action. It is implemented to bring changes and improvement in the teaching and learning process. Nunan explains that action research is carried out by practitioners, is collaborative, and aim to change things.

To do the action research, the researcher needed to follow several steps. Kemmis and McTaggart in Burns state that action research involves four phases. Those are planning, action, observation, and reflection which were considered as a cycle of research. The first cycle was a continuing which recurs until the researcher is satisfied with the result of the research. In other words, the researcher terminated the cycle if there were change and improvement in the teaching and learning process.

Kusumah and Dwitagama said that Classroom Action Research is research that is done by teachers in their class with any steps: planning, implementation and reflecting the action collaboratively and participative with an aim to repair work as a teacher.³⁵

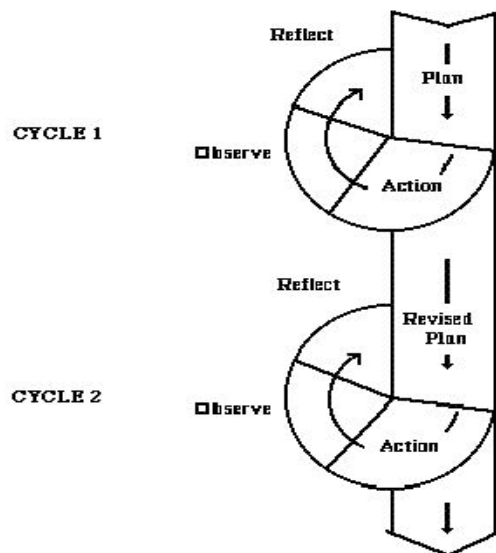


Figure 3.1: Cyclical AR Model Based on Kemmis and McTaggart in Burns (2010)

a. Planning Phase

Planning usually starts with something like a general idea. For one reason or another, it seems desirable to achieve certain goals. General planning is intended to regulate all aspects called Classroom Action Research. On the other hand, special planning will be formed into a learning plan based on the syllabus used today. At this stage, the researcher needs to prepare instruments that support the learning process, namely: determining learning material, after which the learning plan is

³⁵Kusumah, Wijaya dan Dedi Dwitagama, 2010, *Mengenal Penelitian Tindakan Kelas*, Jakarta: PT INDEKS, p. 9

made then arranging the action strategy in the classroom, and preparing the observation sheet. then provide pre-test and post-test in measuring how students are reading.

b. Acting Phase

According to Arikunto, the acting phase must be carried out at least two cycles continuously; and the time period for each cycle depends on the material requirements that exist in the semester or the annual program designed by the teacher. The teacher uses the strategies determined when he teaches while the writer observes the class conditions during the teaching and learning activities.

In this action, the researcher will implement action research and take several actions, namely: the initial step the researcher gives the pre test to the student, then the researcher teaches about reading material using paired methods, then gives the opportunity for students to ask the difficulties in the learning process, after that the researcher gave a post test.

c. Observation Phase

Observation is one of the instruments in collecting data. As a scientific method, observation can be used systematically to observe and record the phenomena investigated such as students who fall, think, and something they do in the learning process. So, the researcher observes students by looking at and recording the results found in the field and then the researcher corrects the results of the students' pre-test and post-test to find out whether or not the understanding of reading students has improved.

d. Reflection Phase

Based on the results of observations, researchers provide evaluations to students during the teaching and learning process. this is an important action if the researcher finds a problem with students in the first cycle. then the researcher will do better when doing the next cycle.

B. Research Setting and Participant

The research will conducted at Madrasah Tsannawiyah Az-zuhri Tanjung Morawa (MTs Az-zuhri Tanjung Morawa) . This school is located at Jl. Medan sinembakkec. Tanjung Morawa , Kabupaten Deli Serdang . The place selection was based on the consideration that the researcher had done a mini research before in this school and the institution has never conducted research about Reading Comprehension Trough Webtoon Application. The research was done at the first semester in the academic year of 2020/2021 and was conducted on August 2020 .

The participant of the research are seventh grade students of MTs Az-zuhri Tanjung Morawa . This study involved the researcher, the English teacher, and the students because it is a classroom action research. So the researcher collaborated with the English teacher to do an action research to improve students' reading skill.

Participant of Research

Class	Students		Total
	Male	Female	
VII-1	18	18	36

The research will be conducted in the second semester of the academic year of 2020/2021. The research will be conducted based on the school schedule particularly the schedule of English Subject in second grade (VII-1) class.

a. Population

Population is the respondents of the research subject. The population of this research is the Seventh grade students of MTs Az-zuhri Tanjung Morawa in the academic year of 2020/2021.

b. Sample

Sample is part of the representative population that is observed. The researcher takes VII-1 class as the sample of this research. It consists of 36 students. In this research the writer used random sampling in order to get the same chance to be a sample for students.

C. Research Method

The method to be used in making this research is Classroom Action Research. It is part of a broad movement that has been going on in education generally for some time.³⁶ Action research is about the systematic study of attempts to improve educational practice by a group of participants by means of their own practical action and by means of their own reflection upon the effect of those actions. Action research is an effort to try out the ideas into practice to improve or change something in order to get the real impact of the situation". An action research is applied research, in this case, the characteristics are a researcher's active role in the principal

³⁶Anne Burn. 2010. *Doing Action Research in English Language Teaching*. New York and London: Routledge Taylor and Francis Group.

activities ,researchers are agents of changes and subject or the object study to get benefit from the results obtained in a planned action.

According to Kemmis & Mc Taggart, the action research typically involves four broad phases in a cycle of research.

1. Planning

In this phase, the researcher identifies a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. Thus is forward-looking phase where the researcher considers about what kind of investigation is possible within realities and constrains of the teaching situation and what potential improvement that are possible.

2. Action

The action is a carefully considered one which involves some deliberate intervention in to the teaching situation which are put into action over and agreed period time. The intervention are ‘critical informed’ as the researcher question his assumptions about the current situations and plan new alternatives was of doing things.

3. Observation

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where the researcher uses ‘open eyed’ and ‘open minded tools to collect information about what is happening.

4. Reflection

At this point, the researcher reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the

issue that the researcher has explored more clearly. The researcher may decide to do further cycles of action research to improve the situation even more.

Classroom action research are coming from three words. They are research, action and class.³⁷ It can be described as follows:

1. Research is an activity to find out accurately some object using methodology to get data or information which benefits to improve something which is interesting and important for the researcher.
2. Action is some activities deliberately done by having several aims, in the research in the form of activity cycles.
3. Class is a group of students in the same time and have the same lesson from the teacher.

From the definition above, the writer concludes that classroom action research is research which is done by the teacher in the teaching learning process to understand the situation and to improve the ability of the students in the learning process. The classroom action research conducted in MTs Az-zuhri Tanjung Morawa which aims to improve the students' Reading Comprehension Through Webtoon Application.

Four activities in each cycle can be described as follows :

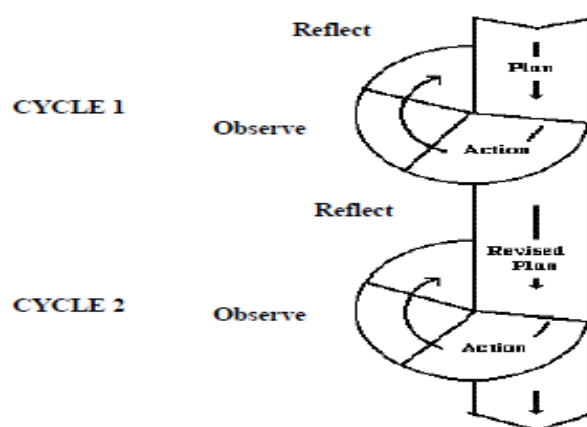


figure 1 : Cyclical Action Research model based on kemmis and McTaggart(1988) as quoted by Burn

as to
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the technique of collecting quantitative data. Test is a series of question or exercise or other device used to measure the skills, knowledge intelligence, ability or talent possessed by individuals groups.³⁸

In this research the researcher used Pretest and Post-test. Firstly is Pre-test, it was done before the teacher doesnot trough Webtoon Application. Secondly is Post test,it was done after the teacher usingpersonal photograph as media of language teaching in order to know the result of this study before and after using Webtoon Application.

To collect the qualitative data, the researcher used some technique, they are, observation and document.The explanation of those tehniqe are as follows:

1. Observation

Observatio used to monitor the students' activity during English teaching and learning process.The researcher observes the situation and monitored all the activities in the learning time. It is included to respond the students when they get some explanations andsome assignments. In conducting this classroom action research the researcher decided to use observation sheet. The observation appraised the activities during the teaching and learning process.

In this study, an observation checklist is used to observe the subject of the study in some aspects. The aspects that will be observed are students' attention and cooperative attitude during the lesson, the active students in asking and answering the questions, and in doing assignments from the teacher.

2. Interview

³⁸Ibid, p.138

Interviews given to some students and English teachers. And in this study there are two interview sessions that conducted in this study. The first interview conducted in the first cycle or before the application using the webtoon application and while students do the pre-test and the second conducted at the end of the second cycle or after the application uses the weboon application. The object of the interview is the English teacher and students. In the first interview session, students interviewed about their problems in reading and in the second interview session, students interviewed about their responses or comments about reading after using the webtoon application. And the English teacher only interviewed once in the first cycle about students' interest in learning English especially in reading.

3. Diary Note

Diary notes published by researchers at each meeting during the research process and approved in class. Diary notes are used to discuss the writer's thoughts and feelings, opinions, and about the course of teaching and learning. Researchers write everything that happened in the class during the teaching and learning process including evaluation and application of the webtoon application media in learning to improve students' reading skills.

4. Document

In documentation, the researcher recorded the teaching learning process in the class and record students' performance in the class by using camera to collect the data need Documentation is an activity to look for variable like notes, transcribes,

books, newspapers, magazines, comic etc. In this method, researcher holds a checklist to look for the variable that had been decided.³⁹

Data collection techniques are techniques or methods that can be using by researchers to collect data in research. Data collection can be interpreted as research activities to collect a number of field data needed to answer research or test hypotheses⁴⁰.In this research it useded pre-test, treatment, and post test.

A. Pre- Test

Pre-tests was given before treatment. The same pre-test was given to the Text about Reading Comprehension and then in the text there a task. The student answer the question from the text about reading comprehension to know student understand about Reading Comprehension in text.

B. Treatment

The treatment was done after the pre-test in the experiment students taught by applying and know about webtoon application, the students taught using webtoon application. After that we will know student interesting for reading comprehension with webtoon application.

C. Post- Test

Post-test was given after treatment be complete. It aims to get the average score of the the student after answer the question from the text about reading

³⁹Ibid, p.128

⁴⁰Hendryadi, Metode Pengumpulan Data, 2016, <http://tepenr06.wordpress.com>, acced on March, 05, 2020

comprehension to know student understand about Reading Comprehension in text.

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E. Technique of Analyzing Data

The researcher conduct the action research of teaching Reading Comprehension by using Webtoon Application as a media of language teaching at the seven grade students of MTs Az-zuhri Tanjung Morawa .

In analyzing the data, the researcher uses mixed research. Its involves the mixing of quantitative and qualitative research.⁴² Qualitative research relies primarily on the collection of qualitative data While quantitaive research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method.⁴³This technique is used to To find the students“ score of Reading skill in each cycle. The formula that researcher use :

1. Mean

$$M = \frac{\sum X}{N}$$

Where,

M : Mean of students' score

$\sum X$: The sum score of students' writing test

N : The total number of students

⁴¹ Johnson, R. (Robert) Burke , Christensen, Larry B. 2007. *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. London: Sage Publication

⁴² Johnson, R. (Robert) Burke , Christensen, Larry B. 2007. *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. London: Sage Publication

⁴³ Muij, Daniel. 2004. *Doing Quantitative Action Research in Education*. London: Sage Publication.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consisted of two section, there were research finding and discussion. The research finding presented the description of the data collected through observation diary note, interview and documentation. And then the discussion consisted of the result of the research. Here are the explanation about research finding and discussion.

A. Research Finding

The data of this study was quantitative and qualitative data. The quantitative data were taken from the tests (pre-test and post-test) with the main of the students' score in each test. Quantitative data was taken from the mean of students' score in some test (pre-test and post test). While The qualitative data was taken from observation, diary note, interview and document. This research was held at MTs Az-zuhri Tanjung Morawa and the subject of the research at the seventh grade of the school that consisted of 36 students. It was conducted on 28th of August , 2020. The data of the research were qualitative data and quantitative data.

This research accomplished in two cycles. The first cycle where include pre-test was conducted in two meeting in the classroom. Then the second cycle where include post test was conducted in four meeting in the classroom. The implementation of the research was described in this chapter from the beginning cycle till the end of cycle. The implementations are Planning, Action, Observing

and Reflecting. In this study the researcher would like to describe the Preliminary Study, Cycle I and Cycle II. Here are below the explanation:

1. Data Analysis

There were two kinds of data analysis in this research. Because this research was classroom action research where combination of qualitative data and quantitative data.

a. Quantitative Data

The researcher has gave the test in the end of each cycle. And the result of students' mean scores were improving from Pre-test until Post test. Here are the data in the following table that can be seen below.

4.1 The students score in Pre-Test

	Initial of Students	Pre-Test	
No		Score	Successful Criteria Over 70
1.	AML	65	Unsuccessful
2.	AAA	45	Unsuccessful
3.	APN	65	Unsuccessful
4.	AK	55	Unsuccessful
5.	AS	60	Unsuccessful
6.	AAA	40	Unsuccessful
7.	AN	30	Unsuccessful
8.	AKA	50	Unsuccessful
9.	AAF	55	Unsuccessful
10.	CN	60	Unsuccessful
11.	CDY	70	Successful
12.	DAA	65	Unsuccessful
13.	DAS	75	Successful
14.	DA	75	Successful
15.	DF	51	Unsuccessful
16.	HAR	55	Unsuccessful
17.	JA	80	Successful
18.	KNS	70	Successful
19.	KSY	70	Successful
20.	MA	75	Successful

21.	MAM	35	Unsuccessful
22.	AMR	60	Unsuccessful
23.	MNZ	65	Unsuccessful
24.	MR	80	Successful
25.	MRS	75	Successful
26.	PR	75	Successful
27.	QFL	55	Unsuccessful
28.	RA	60	Unsuccessful
29.	RHA	75	Successful
30.	RJ	85	Successful
31.	RAR	60	Unsuccessful
32.	S	65	Unsuccessful
33.	SAP	65	Unsuccessful
34.	SSB	80	Successful
35.	TL	60	Unsuccessful
36.	WAP	55	Unsuccessful
Total ΣX		2261	
The Mean Score		56,5	

The data From the result of pre-test that can be seen above, show that there were more than 20 students who get unsuccessful in pre-test. And only 10 person who get successful in pre-test. In addition the total score of students in pretest was 2.261. Then the number of students who

took the test was 36 students. And the mean of students are in the following formula.

$$\bar{X} = \frac{\sum X}{N}$$

$$X = \frac{2261}{36} = 56,5$$

From the result of analysis show that students Reading comprehension still low. The mean of students score was 56,5. And the percentage of students speaking skill who took test was calculated by following formula:

P1 = students who get successful in pre-test

P2 = students who get unsuccessful in pre-test

The total students was 36 students

And the total percentage should be 100 %. To complete the data.

$$P = \frac{R \times 100\%}{T}$$

$$P1 = \frac{13 \times 100\%}{36} = 32,5\%$$

$$P2 = \frac{27}{40} \times 100\% = 67,5\%$$

36

The result of mean of students Reading comprehension was 56,5. The result of percentage of students score show that students who get successful in test or >70 was 13 students with the percentage 32,5%. And the students who get unsuccessful in test or <70 was 27 students with the percentage 67,5%. It can concluded that students speaking skill still low and should be improve. Its why the researcher should do post test 1 in first cycle.

4.2 The students' score in post test 1 (fist cycle)

No	Initial of Students	Post-Tes 1	
		Score	Successful Criteria Over 70
1.	AML	70	Unsuccessful
2.	AAA	75	Successful
3.	APN	80	Successful
4.	AK	65	Unsuccessful
5.	AS	70	Successful
6.	AAA	60	Unsuccessful
7.	AN	65	Unsuccessful
8.	AKA	75	Successful
9.	AAF	55	Unsuccessful
10.	CN	80	Successful

11.	CDY	90	Successful
12.	DAA	65	Unsuccessful
13.	DAS	90	Successful
14.	DA	95	Successful
15.	DF	51	Unsuccessful
16.	HAR	55	Unsuccessful
17.	JA	90	Successful
18.	KNS	80	Successful
19.	KSY	80	Successful
20.	MA	80	Successful
21.	MAM	50	Unsuccessful
22.	AMR	65	Unsuccessful
23.	MNZ	65	Unsuccessful
24.	MR	80	Successful
25.	MRS	80	Successful
26.	PR	85	Successful
27.	QFL	60	Unsuccessful
28.	RA	65	Unsuccessful
29.	RHA	80	Successful
30.	RJ	95	Successful
31.	RAR	70	Successful
32.	S	75	Successful
33.	SAP	75	Successful

34.	SSB	95	Successful
35.	TL	80	Successful
36.	WAP	75	Successful
Total ΣX		2.666	
The Mean Score		74,05	

From the result in the table above, we can see that in post test 1 there were 23 students who get successful or >70 . and there were 13 students who get unsuccessful or <70 . From the total number who took the test was 36 students. And here are the mean of students:

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{2.666}{36} = 74,05$$

From the formula above we can see that in post test 1 the data was improved but still low, that can be seen from data were the total score of students Reading Comprehension was 2.666. And the total mean score of students in Reading Comprehension was 74,05. But here the researcher want students get higher score than post test 1. So, the researcher want to do post test 2. Before doing post test 2, researcher wants to calculated students percentage who get successful and unsuccessful in Reading Comprehension by using this formula:

P1 = students who get successful in post test 1

P2 = students who get unsuccessful in post test 1

The total students was 36 students

And the total percentage should be 100 %. To complete the data.

$$P = \frac{R}{T} \times 100 \%$$

T

$$P1 = \frac{23}{36} \times 100 \%$$

36

$$= 63,8 \%$$

$$P2 = \frac{13}{36} \times 100 \%$$

36

$$= 36,1 \%$$

The result of mean of students Reading Comprehension was 74,5. The result of percentage of students score show that students who get successful in test or >70 was 23 students with the percentage 63, 8%. And the students who get unsuccessful in test or <70 was 13 students with the percentage 36,1 %. It can concluded that students speaking skill was improved but researcher was unsatisfied. Its why the researcher should do post test 2 in cycle two.

4.3 The students score in Post Test 2

	Initial of Students	Post-Test 2	
No		Score	Successful Criteria Over 70
1.	AML	90	Successful
2.	AAA	95	Successful
3.	APN	100	Successful
4.	AK	70	Successful
5.	AS	85	Successful
6.	AAA	70	Successful
7.	AN	80	Successful
8.	AKA	90	Successful
9.	AAF	85	Successful
10.	CN	85	Successful
11.	CDY	95	Successful
12.	DAA	70	Successful
13.	DAS	95	Successful
14.	DA	95	Successful
15.	DF	65	Unsuccessful
16.	HAR	60	Unsuccessful
17.	JA	100	Successful
18.	KNS	90	Successful
19.	KSY	95	Successful

20.	MA	85	Successful
21.	MAM	60	Unsuccessful
22.	AMR	80	Successful
23.	MNZ	75	Successful
24.	MR	90	Successful
25.	MRS	85	Successful
26.	PR	85	Successful
27.	QFL	70	Successful
28.	RA	85	Successful
29.	RHA	90	Successful
30.	RJ	95	Successful
31.	RAR	65	Unsuccessful
32.	S	60	Unsuccessful
33.	SAP	80	Successful
34.	SSB	65	Unsuccessful
35.	TL	90	Successful
36.	WAP	100	Successful
Total ΣX		2.975	
The Mean Score		82,6	

From the result in the table above, we can see that in post test 1 there were 30 students who get successful or >70 . and there were 6 students who get unsuccessful or <70 . From the total number who took the test was 3 students. And here are the mean of students:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2.975}{36} = 82,6$$

From the formula above we can see that in post test 2 the data was improved but still low, that can be seen from data were the total score of students in Reading Comprehension was 2.975. And the total mean score of students in Reading Comprehension was 82,6. But here the researcher want students get higher score than post test 1. So, the researcher want to do post test 2. Before doing post test 2, researcher wants to calculated students presentage who get successful and unsuccessful in speaking skill by using this formula:

P1 = students who get successful in post test 2

P2 = students who get unsuccessful in post test 2

The total students was 36 students

And the total presentage should be 100 %. To complete the data.

$$P = \frac{R}{T} \times 100 \%$$

T

$$P1 = \frac{30}{36} \times 100 \%$$

$$= 83,3 \%$$

$$= 83,3 \%$$

$$P2 = \frac{6}{36} \times 100 \%$$

$$= 16 \%$$

$$= 16 \%$$

The result of mean of students Reading Comprehension was 82,6. The result of percentage of students score show that students who get successful in test or >70 was 30 students with the percentage 83,3 %. And the students who get unsuccessful in test or <70 was 6 students with the percentage 16 %. It can concluded that students Reading Comprehension in cycle 2 was categorized success and improved. So the researcher stop the research.

From the data, the conclusion from the table above there were the improvement of students Reading Comprehensio through Webtoon Application. It can be seen from the total mean score of students in Reading test : In pre-test, the total mean was 56,5. In Post test 1, the total mean was 74,05. And in Post test 2, the total mean was 82,6. The percentage of students score in pre-test who got point up to 70 was 13 students and the improvement was about 32,5 %. The percentage of students score in post test 1 in cycle 1 who got point up to 70 was 23 students and the improvement was about 63,8 %. The percentage of

students score in post test 2 in cycle 2 who got point up to 70 was 30 students and the improvement was about 83,3 %.

b. Qualitative Data

The qualitative data was analyzed from observation sheet, interview session, and diary notes. The researcher was conducted the research in two cycle. Every cycle consisted of two meetings.

1) Cycle I

There are some steps that researcher has done in cycle 1. There were planning, action, observation and reflection. It was done by researcher on Thursday 27th of August 2020 and Friday 28th of August 2020. The researcher would like to mention the activities that have done in every steps in cycle 1:

a) Planning

In this phase, the researcher made a planning for the action based on the students' problems in Reading Comprehension. In this phase the researcher decided the appropriate material and topic with the media trough Webtoon Application and also followed the school curriculum and in this case the researcher chosen things in the class topic in cycle I, the researcher also arranged a lesson plan based on the teaching material and topic, the researcher also prepared the observation sheet for the teacher and the students for cycle I or post-test I, and also prepared the post test I to collect the

data to know was there some students' improvement scores from pre-test to post test I.

b) Action

In this steps the researcher conducted the research activities according schedule that has been created in planning section. As acting, researcher implemented Webtoon Application. The action of cycle 1 has done on Thursday, 3rd of September 2020 and Thursday 10th of September 2020. In the first meeting the researcher acted as a teacher done the teaching and learning process based on the lesson plan that researcher made before in planning. The first, the researcher started the class with greeting. The second, the researcher introduced and explained the material and tell the purpose material about Things in the class, following the instruction in lesson plan. The third, the researcher asked the students about things in the class. The fourth, the researcher gave the example of things in the class. In this meeting the researcher give the example of Things in the class. Then in the end of the meeting, the researcher give exercise write name things in the class in the execise book.

In the second meeting, the First, the researcher started the class with greeting. The second, the researcher introduced and Before explained teaching and learning material, researcher tell about the purpose material things in the class. And next researcher ask students about the Things in the class, and the students mention one by one about things in the class. If students answer researcher

question by wrong the answer, researcher will tell the right the answer. Researcher implemented Webtoon Application in teaching and learning process. Then in the end time in teaching and learning process researcher motivated students, give feedback and closed the meeting.

c) Observation

In this steps, observation sheet was needed to measure level of students during teaching and learning process. the observer can notice all of the activities in theclasthat include how teacher performance, in the class situation,and also students response. Beside gave the observation sheet, researcher also motivated students to be brave in expressing their idea orally. At this stage researcher made observations with students and teachers, first researcher made observations with the teacher, such as interviewing and asking and seeing problems in learning English, such as reading, after made observations to the teacher researcher found problems with students, namely in reading especially me reading in English, then make observations to students such as conducting interviews and seeing and asking their problems with learning English, namely researcher find the problem is they do not like reading in English because it is boring and difficult to understand so that it makes them not like reading in English form especially in learning English. In the end time of teaching and learning process, researcher gave the students post test 1 of the first

cycle to measure how far their Reading Comprehension was improved through Webtoon Application.

d) Reflection

In this steps, the researcher evaluated teaching and learning process in the end of meeting. Researcher asked the students how their felt learning Reading english with using webtoon Aplication, their difficulties and also their problems while learning Reading english through Webtoon Application. The question that teacher asked was in the end of meeting. Through the reflection, researcher has known their problems and their result of post test that students did.

The results of the interviews researcher conducted with teachers and students were that researcher found problems in learning English. Then the results of my observations found that there was an inaccurate teacher method not have media that made students bored or less attractive to use in the material being taught, especially in learning English. After that, the improvement of the pre test and post test, namely the increase in ability, especially the improvement of students' reading, and many were successful from the pre test to the post test.

The conclusion from the observations made was that researcher was able to find problems in learning that were found in students at the school, then my results after conducting an interview researcher found problems in the learning process such as the way

the teacher taught, and student difficulties in learning English. Conducted interviews with teachers and students, like researcher asked what problems occurred while learning was taking place or there were some skills that were difficult for them to understand and conducted interviews with students asking what was difficult in learning English. after that researcher discovered that the problem was reading comprehension.

From the students' response and students' score, researcher can continued the cycle 2. Researcher hope that in cycle 2, Students' score will improved better which can be seen from their improvement from their score in Reading Comprehension.

2) Cycle II

a) Planning

After got the students result from the Reading Comprehension test in cycle I, and the test result showed that the students' Reading Comprehension still low, After doing cycle 1 I did cycle 2, but before doing cycle two, researcher checked the results of cycle 1 but the results of the students were not successful and had not improved too much, so researcher continued to cycle 2 to create and see their grade level. before doing that, researcher did another treatment, namely the application of the webtoon, then researcher gave a clue or an overview of the material that would be applied in Cycle 2. After that I immediately did Cycle 2.

The researcher prepared the appropriate material/topic for cycle II according to school curriculum and in this case the researcher chosen Things in the house and Animal topic in cycle II, the researcher also arranged a lesson plan based on the teaching material and topic, the researcher also prepared the observation sheet for the teacher and the students for cycle II or post-test II, the researcher also prepared the post test II to collect the data to know was there some students' improvement scores from the post-test I to post test II.

b) Action

In this steps the researcher conducted the research activities according schedule that has been created in planning section. As acting, researcher implemented webtoon application better than before. The action of cycle 2 has done on Thursday, 17th of September 2020 and Thursday 24th of September 2020. For the second cycle researcher do applied Webtoon Application as the previous meeting in cycle 1. Before explained teaching and learning material, researcher ask question to students. And next researcher ask students about the expression of making and accepting apologize. Researcher also ask about the function of Things in the house and animal. Then researcher sent video that related to teaching and learning material. If students answer researcher question by wrong the answer, researcher will tell the right sentense. Researcher implemented webtoon in teaching and learning process. Then in the

end time of teaching and learning process researcher motivated students, give feedback and closed the meeting.

c) Observation

In this phase, the researcher observed the students' participation and students' activities in the classroom during the teaching and learning process by filling observation sheet and found out the students' problems and difficulties in performing the activity. Based on the result of observation sheet for the teacher, the teacher did the same criteria with the observation sheet in cycle I, the teacher did all of the criteria in observation sheet. And based on the result of the observation sheet for the students was found the students were more active, serious, and participated than the cycle I. Most of the students were enthusiastic to follow the instruction from the researcher and the researcher also saw most of the students did the test without any problems.

In this phase, the researcher observed the students' participation and students' activities in the classroom during the teaching and learning process by filling observation sheet and found out the students' problems and difficulties in performing the activity. Based on the result of observation sheet for the teacher, the teacher did the same criteria with the observation sheet in cycle I, the teacher did all of the criteria in observation sheet. And based on the result of the observation sheet for the students was found the students were more active, serious, and participated than the cycle I. Most of the students were enthusiastic to

follow the instruction from the researcher and the researcher also saw most of the students did the test without any problems.

d) Reflection

In this section, teacher gave the feedback of the teaching and learning process. Never forget, before teaching, teacher will give the motivation to students. In this section, the students were felt more interested and enthusiastic. The result of test and observation sheet were showed that the students has the improvement in their reading comprehension each meeting.

The results of observations in this cycle I found that the improvement has been described based on the following scores, students have improved and their scores are much better than before. The application that researcher did, namely using the webtoon application to improve students' reading skills was successful because the results of my observations had increased in students' reading ability in learning English.

The result students score had improved that can be seen on the percentages of the students score where at pre-test was 32,5 %, Post test 1 was 63,8 % and Post test 2 was 83,3 %.

B. Discussion

This research was conducted to find out the development of students Reading Comprehension Through Webtoon Application at seventh grade students of MTS Az-zuhri Tanjung Morawa. The research that has been done

by the researcher indicated that Webtoon Application could develop students Reading Comprehension. It can be seen from the results of pre-test and post test. Researcher has written it in appendix 10.

The interpretation of the data result from Pre-test, Post test 1 and Post test 2. The mean score of students in pre-test was 2.261 with the class percentage is 32,5 %. The total number of students who passed test and got score up to 70 was 13 students. And the mean score of students in post test 1 was 2.666 with the class percentage is 63,8 %. The total number of students who passed test and got score up to 70 was 23 students. The mean score of students in post test 2 was 2.975 with the class percentage was 83,3 %. The total number of students who passed test and got score up to 70 was 30 students.

Furthermore, the mean score in the post test 74,05 showed that there were improvement of students Reading Comprehension than the previous test (Pre-test) that was 56,5. Meanwhile, from the result of test there were improvement of students Reading Comprehension. For more detail can be seen on appendix 10. In post test 1 the total number of students was 23 students but it still need to improve because it was under the target. The target of success in classroom action research was 63,5 % from the class percentage. It was a reason why researcher continue to the second cycle.

Then next, the total mean score of the students in post test 2 is 83,6. From post test 2. The total class percentage was 2.975 where it showed that there were 30 students who got successful or got score up to 70. From the total number of students was 36 students. And there were 10 students who got unsuccessful or got score

under 70. Then finally, classroom action research was succeeded and the cycle also stopped. Through Webtoon Application can improve students Reading Comprehension at the seventh grade students of MTs Az-zuhri Tanjung Morawa.

In this study, researcher used the webtoon application as a fun medium and to improve students' understanding and reading skills. with, download the webtoon application on a smartphone or laptop, then open it and select what comic you want to read afterward, choose English, and give students to read to read the contents of the conversation, after using the webtoon application students or students like to read more in English. So using a webtoon can improve students' reading skills, because the webtoon makes students interested and curious about the webtoon which has various kinds of stories as is the case with theory, namely according to Arlin & Roth, webtoon comics can attract attention and can make students interested in reading, and children Children will pay attention to what they think is more attractive which they consider unattractive because Webtoon has various stories, which can be humor, action, mystery, thriller, adventure, romance, and others. Children are imagining stories, so that the webtoon becomes a fun medium for students and at the same time develops their imagination, one of the main connections that causes reading interest is lack of reading interest, so this webtoon can improve students' reading skills.

The result of this study with the tittle IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH WEBTOON APPLICATION AT MTS AZ-ZUHRI TANJUNG MORAWA in Classroom action research was succeeded because Through Webtoon Application can improve students Reading Comprehension at the seventh grade students of MTs Az-zuhri Tanjung Morawa,

the same as the result of the related study was : The first related study the research has been conducted by Ayu Apriliyani Putri (2018) from State Institute for Islamic Studies (IAIAN) Salatiga. The title THE USE OF WEBTOON AND KWL (KNOW-WANT-LEARN) STRATEGY TO IMPROVE STUDENTS' READING FLUENCY (A Classroom Action Research in the tenth Grade of SMK MuhammadiyahRembang in the Academic Year 2017/2018). The result is Webtoon as media to interest the students for studying reading material, and can improve student reading fluency especially how to pronounce the sentence well.

The second was conducted by Nova Ratnasari and friends with the title The Effectiveness Of Webtoon To Develop Students' Writing Skill In Narrative Text Of Tenth Grader In SMK PGRI Surabaya (2018). The results that have been discussed, webtoon is undeniably effective for improving students' writing skills in narrative text, because Wright states that the actual comic strip or webtoon is a sequence of images related to the text Wright also states that the media has a series of images like a comic strip or webtoon can be used as a tool to make many interesting activities.

CHAPTER V

CLOSING

In this chapter there were consisted of two section inside. First is conclusion of the research and last is suggestion of the research.

A. Conclusion

After classroom action research was applied to the students of junior high school. we can took 2 points that the use of webtoon application can improve students' Reading Comprehension of MTs Az-zuhri Tanjung Morawa at the seventh grade in academic year 2020/2021. It can be seen from the result of students post test at seventh grade students of MTs Az-zuhri Tanjung Morawa. The students Reading Comprehension was increased better.

The way of the webtoon application can improve students' reading skills, researcher finished the research with using 2 cycle, namely in cycle 1 there are several stages such as planning with doing pre-test and post test and continue with action, observation, and reflection. The result of cycle 1 have not improved and have not been to good, so the researcher continued with cycle 2, namely with the same planning, stages but only with post test 2 to get the final result to findout that can improved or not. Then continue with action, observation and reflection.

How do the way of webtoon application improvethe students' reading comprehension, is first by introducing what is the webtoon application that this application is used by having to be downloaded and can be used on cellphones and

laptops, it can also be opened from the website, namely [www. Webtoon.com](http://www.Webtoon.com) then the teacher shows what form the webtoon application looks like, but in this application it uses the application. After introducing the Webtoon application to students, then showing the Webtoon application to the student and choosing 1 title, namely acceptance, so to read the comic from the webtoon using English, before reading it, change it to English. Then the students read the title text of the webtoon comic application by printing the comic or conversation which contains pictures with English dialogue or conversation. The printed paper was divided to the students one by one to read, the students were enthusiastic about reading the comic, the last application was then read in pairs to the front.

How to improve students' reading comprehension through the webtoon application, Improved reading comprehension of students through the webtoon, namely question texts such as pre test, post test I and post test II, The increase is assessed from the results of the following text such as pre test is a practice question before knowing the webtoon application then after the pre test, namely the application of the webtoon application continuing the post test I, the results are still not successful, try the post test II again, then after that the results state success and success or increase the student's score after using the webtoon application with an increasing score, namely Reading Comprehension. The total mean of students was: in pre-test (56,5) in post test 1 (74,05) and post test 2 (82,6). Improving students' reading comprehension through the webtoon application is successful, so the webtoon application can improve students' reading skills at MTS Az-zuhri Tanjung Morawa.

In analyzing the data of the students Reading Comprehension using webtoon application, the researcher calculated students pre-test and post test. There were improvement on students' Reading Comprehension. The total mean of students was : in pre-test (56,5) in post test 1 (74,05) and post test 2 (82,6). In other words the students Reading Comprehension was improved from first meeting until the last meeting of the research. It means that Webtoon Applicatio is suitable to used in teaching Reading Comprehension at the seventh grade students. Because it will can increase interest in reading.

Conclusion of all chapter in this skripsi, can be improve that students' Reading Comprehension Throught Webtoon Application, especially for the seventh grade students of MTs Az-zuhri Tanjung Morawa.

B. Suggestion

After conducting the research, several suggestions was given by the researcher for head and master of MTs Az-zuhri, english teacher, researcher and other researcher.

1. For head and master to encourage the teacher applied Webtoon Application in teaching and learning english process.
2. For teacher it is useful to teacher to use webtoon application as another media english for students especially teaching Reading Comprehension.
3. Researcher should develop students' Reading Comprehension through Webtoon Application. It can be seen from students improvement in Reading Comprehension after applying this Application.

4. For other researcher can make it useful as an additional and become reference when conducting the research that related to this research

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APPENDIX 1**LESSON PLAN I***(Cycle I)***School : MtsN 1 Deli serdang****Subject : English****Class/Semester : VII/2****Material : Name of things, animal, public places****Skill : Reading Comprehension****Allocated of Time : 2 x 40 Minutes (2 Meetings)****A. Standard Competence**

Understanding the meaning in oral text, functional, and short conversation, and to understand objects, animals and place names that exist with the nearest environment, and can communicate well.

B. Basic Competence

Responding to the meaning contained in a brief and simple conversation with descriptive form and discussing again about the material discussed can also interact and communicate with the immediate environment.

C. Indicators

- Students can identify social functions, text structures and linguistic elements of oral and written transactional interaction texts that involve

the act of giving and asking for information related to the names of objects that are close to the daily lives of students in the classroom according to the context of their use.

- Students can identify social functions, text structures and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the names of animal that are close to the daily lives of students in the house in the zoo.
- Students can identify social functions, text structures and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the names of public places that are close to the daily lives of students in the classroom according to the context of their use.

D. The Purpose of Learning

At the end of teaching learning process, the students can:

- Students can identify the names of objects at school and at home in a sentence.
- Students can identify the names of animal at home and at zoo in a sentence.
- Students can identify the names of public places.

E. Learning Material

- Name of things, animal, and public places

F. Learning Method and Strategy

- Strategi Ekspositori metode ceramah

G. Teaching Learning Procedure

- **First Meeting**
- **Media** :Internet (Group WhatsApp), Picture

Activities	Description of Activities	Time
Opening	<p>a) The teacher enters the class and immediately greets using English so that the English Environment can be directly created at the first meeting. teacher says greeting in group whatsAps ” <i>Good morning students</i>”.</p> <p>b) Make sure students respond and reply by answering again “ <i>Good morning, mis</i>”.</p> <p>c) If students have not responded, do not continue the lesson.</p> <p>d) If possible, the teacher can ask how many children individually to ensure that students can respond to the teacher's words.</p>	5 Minutes
Main Activities	<i>Observing</i>	30 minutes

	<ul style="list-style-type: none"> ▪ The teacher provides learning material and tell purpose about to learn objects in the classroom. ▪ The teacher asks whether the students know in English the object in the classroom. ▪ Students mention one by one the objects in a different class with their friend. <p><i>Questioning</i></p> <ul style="list-style-type: none"> ▪ The teacher gives a reading text about the material learned today to be read and understood by students about the contents of the material. ▪ Teachers can give questions related to the discourse, such as: <ol style="list-style-type: none"> 1. <i>Have you read in this text?</i> 2. <i>What things in the text?</i> ▪ Learners answer the questions given ▪ The teacher asks the students if there are any questions that are not understood ▪ If there are students who ask about a question, the teacher will explain 	
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	<p>again so that students understand the question and answer correctly</p> <p><i>Associating</i></p> <ul style="list-style-type: none"> ▪ Discuss Words or language that are difficult to apply in the text. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> ▪ Students read the text given by the teacher, then answer questions from the text that the teacher has given. ▪ Each student describes these objects and mentions the name and number of items in the class in their respective books. ▪ Teachers supervise and guide students <p><i>Communicating</i></p> <ul style="list-style-type: none"> ▪ Students present their work verbally (not read) individually. ▪ Teachers discuss the results of student presentations. 	
Closing	<ul style="list-style-type: none"> ▪ After participating in learning activities at this meeting, students are asked about the names and number of items in the class. 	5 Minutes

	<ul style="list-style-type: none"> ▪ The teacher gives a worksheet in the form of questions to find out whether students already understand the topic. ▪ Students are asked to draw conclusions of learning at this meeting. 	
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H. Learning Source

- When English Rings bell SMP/MTs kls VII/ Edisi Revisi 2014
- Internet

I. Evaluation & Assessment

- Kinds of instrument : Oral test
- Technique of test : Performance

Known By:

Principal of Mts N 1 Deli serdang

English Teacher

(Khairani Wirdaningsih Sinaga, S.Pd.)

(Sri Wahyuni, S.Pd)

NIP:

Researcher

(Alfa Khairani)

NIM: 0304162134

APPENDIX 2**LESSON PLAN I***(Cycle II)***School : MtsN 1 Deli serdang****Subject : English****Class/Semester : VII/2****Material : Name of things, animal, public places****Skill : Reading Comprehension****Allocated of Time : 4 x 40 Minutes (2 Meetings)****A. Standard Competence**

Understanding the meaning in oral text, functional, and short conversation, and to understand objects, animals and place names that exist with the nearest environment, and can communicate well.

B. Basic Competence

Responding to the meaning contained in a brief and simple conversation with descriptive form and discussing again about the material discussed can also interact and communicate with the immediate environment.

C. Indicators

- Students can identify social functions, text structures and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the names of objects that are close to the daily lives of students in the classroom according to the context of their use.
- Students can identify social functions, text structures and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the names of animal that are close to the daily lives of students in the house in the zoo.
- Students can identify social functions, text structures and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the names of public places that are close to the daily lives of students in the classroom according to the context of their use.

D. The Purpose of Learning

At the end of teaching learning process, the students can:

- Students can identify the names of objects at school and at home in a sentence.
- Students can identify the names of animal at home and at zoo in a sentence.
- Students can identify the names of pulic places.

E. Leaning Material

- Name of things, animal, and public places

F. Learning Method and Strategy

- Strategi Ekspositori metode ceramah

G. Teaching Learning Procedure

- **Second Meeting**

Activities	Description of Activities	Time
Opening	<p>a. The teacher enters the class and immediately greets using English so that the English Environment can be directly created at the first meeting. Guru dapat menggunakan kalimat” <i>Good morning students</i>”.</p> <p>b. Make sure students respond by answering again “ <i>Good morning, Teacher/ Sir/ Ma'am</i>”.</p> <p>c. If students have not responded, do not continue the lesson.</p> <p>d. If possible, the teacher can ask how many children individually to ensure that students can respond to the teacher's words</p> <p>e. The teacher discusses the learning objectives</p>	5 Minutes

<p>Main Activities</p>	<p><i>Observing</i></p> <ul style="list-style-type: none"> ▪ Teachers can give examples of how to pronounce and read words / sentences properly and correctly. To understand the discourse given to translate the discourse. ▪ Students repeat words / sentences read by the teacher. <p><i>Questioning</i></p> <ul style="list-style-type: none"> ▪ The teacher gives a reading text about the material learned today to be read and understood by students about the contents of the material. ▪ Teachers can give questions related to the discourse, such as: <p>6 <i>Have you read in this text?</i></p> <p>7 <i>What things in the text?</i></p> <ul style="list-style-type: none"> ▪ Learners answer the questions given ▪ The teacher can repeat the question. ▪ even randomize the question so that students really understand the meaning of the questions expressed by the teacher <p><i>Associating</i></p>	<p>30 minutes</p>
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	<ul style="list-style-type: none"> ▪ Discuss the element of languageSpeech, word emphasis, intonation, spelling, punctuation, and handwriting are clear and neat. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> ▪ Learners in groups discuss the names and the number of objects in the reading text that has been given by the teacher. ▪ Each student describes these objects and mentions the name and number of items in the class in their respective books. ▪ Teachers supervise and guide students <p><i>Communicating</i></p> <ul style="list-style-type: none"> ▪ Students present their work verbally (not read) individually. ▪ Teachers discuss the results of student presentations. 	
Closing	<ul style="list-style-type: none"> ▪ After participating in learning activities at this meeting, students are asked about the names and number of items in the class. ▪ The teacher gives a worksheet in the form of questions to find out whether students already understand the topic. 	5 minutes

	<ul style="list-style-type: none"> ▪ Students are asked to draw conclusions of learning at this meeting. 	
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f. Media

- Paper, Laptop, infokus

g. Learning Source

- When English Rings bell SMP/MTs kls VII/ Edisi Revisi 2014
- Internet

h. Evaluation & Assessment

- Kinds of instrument : Oral test
- Technique of test : Performanc

Tanjung morawa,

2020

Known By:

Principal of Mts N 1 Deli serdang

English Teacher

(Khairani Wirdaningsih Sinaga, S.Pd.)

(Sri Wahyuni, S.Pd)

NIP:

Researcher

(Alfa Khairani)

NIM: 0304162134

APPENDIX 3

INSTRUMENT OF PRE-TEST

The test in this pre-test is oral test. The students reading the text from me, after read the text the tell about object from this story one by one.

Read this teks to answer number 1-10 !

My holiday

Hi my name is ali, I wanted tell you about my holiday sunny morning on a weekend. Today is sunday my first holiday where I'm waiting. On a Sunday morning I wake up immediately clean my bed, after that I clean my house using a broom and other cleaning tools. After that I take a shower and don't forget to brush my teeth using toothbrush green.

After I showered, I was told by my mother to hang the pillows and roll in front of my house. Then she called me to help her cook. I was happy to help my mother, she cooked a cake and I turned on the stove so that it was hot.

When I finished helping my mother and I wash the plates, spoons, cup, glass, bowl, forks and other cooking utensils in the kitchen, I glad so happy can helped my mother. After that I played with my friend in the garden in near my house because there are chairs and tables for relaxing while playing. I glad so happy can helped my mother.

Exercise

Name :

Class :

Choose the correct answer with crossing (x) a, b, c, or d!

1. What Ali said in the text?
 - a. Holiday
 - b. Weekend
 - c. Go to Bali
 - d. Play in the home
2. What day is the weekend?
 - a. Sunday
 - b. Monday
 - c. Wednesday
 - d. Friday
3. When Ali tell about the weekend?
 - a. Cooking
 - b. Sleeping
 - c. Holiday

- d. Go to mall
4. Is Ali play with his friends?
- a. No, she isn't
 - b. Yes, she is
 - c. No, he isn't
 - d. Yes, he is
5. What the first Ali did after waked up?
- a. Cleaned the bad
 - b. Go to the kitchen
 - c. Help his mother
 - d. Take a shower
6. What object do Ali use when brushing his teeth?
- a. Shower
 - b. Toothbrush
 - c. Pillow
 - d. Scoop
7. What the colour his toothbrush?
- a. Red
 - b. Brown
 - c. Black
 - d. Green
8. What object Ali wash after helping his mother?
- a. Plate, bowl, cup
 - b. Glass, spoon, stove

- c. Fork, stove, bowl
 - d. Glass, cup, pan
9. How many object are there in the kitchen?
- a. 7
 - b. 8
 - c. 6
 - d. 5
10. What object are there in the garden?
- a. Bowl and chair
 - b. Chairs and tables
 - c. Cup and tables
 - d. Pan and chairs

Read this teks to answer number 10-20 !

My Classroom

Haii, I am andika pratama , now I seventh grade students of MTsN 1 Deli Serdang in the academic year of 2019/2020. In my class there are about 30 tables and chairs neatly arranged. In front of the line of tables and chairs there were 2 large blackboards. On the whiteboard are a pair of photographs of the president of the Republic of Indonesia and the symbol of the Pancasila. In addition to photos of the president, in my class there are also many photos of heroes attached to the classroom walls. In the corner of the classroom there is a cupboard that is used to store cleaning tools such as brooms, feather duster and others. Right next to the

cupboard, there is a teacher's table covered with blue tablecloths. On the teacher's desk there is a beautiful flower vase and neatly arranged piles of books.

My class is a clean and comfortable classroom as a place to study. In fact, my class always wins the qualification competition and the class that is held at my school every year. My class's cleanliness is always maintained because we always have picket schedules. Every morning, my class is always cleaned before class starts. Therefore, my class has always been a favorite class for teachers. They really like being in my class because the atmosphere is very comfortable.

11. Where Andika Pratama school?

- a. MTsN 2 Deli serdang
- b. MTsN 3 Deli serdang
- c. MTsN 1 Deli serdang
- d. MTsN 4 Deli serdang

12. what grade is andika?

- a. seventh grade
- b. eighth grade
- c. second grade
- d. first grade

13. What did Andika told in the text?

- a. Her classroom
- b. His classroom
- c. She classroom
- d. He classroom

14. How many whiteboard are there in Andika's Class?

- a. 5 whiteboards
 - b. 4 whiteboards
 - c. 3 whiteboards
 - d. 2 whiteboards
15. How many tables and chair are there in andika's class?
- a. 30 tables
 - b. 35 tables
 - c. 40 tables
 - d. 20 tables
16. what objects are on the whiteboard?
- a. Photographs of the president of the Republic of Indonesia and the symbol of the Pancasila.
 - b. Photographs of the president of the Republic of Indonesia
 - c. Symbol of the Pancasila.
 - d. Photographs of the president of the Republic of Indonesia and symbol
17. Are there a photo of the president of the Republic of Indonesia and the symbol of the Pancasila in the Andika's class?
- a. Yes, there is
 - b. Yes, there are
 - c. Yes, there isn't
 - d. Yes, there aren't
18. what is in the cupboard?
- a. Symbol of pancasila
 - b. Photographs of the president of the Republic of Indonesia

- c. Some draw about things
- d. Store cleaning tools such as brooms

19. Where is a beautiful flower vase?

- a. On the cupboard
- b. On the blackboard
- c. On the teacher's desk
- d. On the tables

20. Are Andika comfortable studying in her class?

- a. Yes, he is
- b. Yes, she is
- c. No, he isn't
- d. Yes she isn't

APPENDIX 4

INSTRUMENT OF POST-TEST I

The test in this post-test is oral test. The students reading the text from me, after read the text, the student will answer the question.

Read this teks to answer number 1-10 !

Bandung zoo

Bandung Zoo is one of the natural attractions in Bandung, West Java, Indonesia. Located on Jalan Tamansari. Open from 8 am to 6 pm. Visitors must pay a ticket of 20,000 to be approved by the zoo. The zoo is planned for 13.5 hectares.

The zoo has a collection of animals. There are many species. They are Indonesian animals and important animals, for example, elephant, monkey, lion, leopard, tiger, orangutan, bear, elephant, various species of birds, snakes, crocodiles, and many more. I visited this zoo, I can count there are 5 leopards, and 7 elephants, there are also 4 tigers but yesterday died 1 because of illness. after that

I saw a lot of cendrawasi birds, there were 6 big ones and 2 small ones, not all I counted because there were too many animals.

At the zoo, visitors can not only see the collection of animals. They can help directly with several types of animals. They can also ride, horses or elephants accompanied by officers. The zoo also provides several facilities. There is a flying fox, a playground for children with various games that can be used.

1. Where is Bandung Zoo? Bandung Zoo is located at ...
 - a. Tamansari Street
 - b. Kebun Binatang
 - c. Dago
 - d. East Java
2. The zoo opens for ... hours.
 - a. 10
 - b. 8
 - c. 9
 - d. 10
3. "They can also interact directly with some types of animals" (paragraph 3 line 1) The word "they" refers to
 - a. animals
 - b. visitors
 - c. officers
 - d. species
4. According to the text, some wild animals are ...
 - a. Lion and bird

- b. Monkey and cendrawasi bird
 - c. Tiger and lion
 - d. Snake and bird
5. According to the text, some imported animals are ...
- a. Elephant and leopards
 - b. chicken and horses
 - c. cow and birds
 - d. horse and cow
6. At the zoo, visitors can also ... directly with some animals.
- a. interact
 - b. catch
 - c. kill
 - d. fight
7. Are there camel animals in Bandung zoo?
- a. No, there isn't
 - b. Yes, there are
 - c. No, there aren't
 - d. Yes, there are
8. How many tigers are there in Bandung zoo ?
- a. 5
 - b. 4
 - c. 3
 - d. 2
9. There are elephants in Bandung zoo.

- a. 7
- b. 4
- c. 5
- d. 8

10. The zoo also provides several facilities, there is

- a. Reading book
- b. Playing football
- c. Swimming
- d. Flying fox

Read this teks to answer number 11-14 !

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

11. "My classroom is very big". The underlined word ..

- a. Large
- b. Great
- c. Fat
- d. Clean

12. Where does the teacher sit ?

- a. In front of the classroom

- b. Behind the whiteboard.
- c. Behind the table
- d. Under the map

13. Where is the whiteboard ?

- a. behind the table
- b. Beside the teacher
- c. Behind the wall
- d. Behind the teacher
- e. In front of the window

14. Does the writer like his class very much ?

- a. No, it is not
- b. yes, it is
- c. yes, I am
- d. yes, he is

Read the following text and answer question 15-20 !

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

15. What kind of text is the text above?

- a. Recount
 - b. Descriptive
 - c. Narrative
 - d. Report
16. The generic structure of the text is
- a. description – identification
 - b. Identification – description
 - c. Orientation – events – Reorientation
 - d. Reorientation – events – Orientation
17. “She has long and thick fur”. The antonym of the underlined word is...
- a. Heavy
 - b. Length
 - c. Short
 - d. Fragnant
18. How many dogs does the writer have?
- a. 1
 - b. 2
 - c. 3
 - d. 4
19. What does Casper look like?
- a. Short with long body and strong legs
 - b. Brown, with long and thick fur
 - c. Slim body, long legs
 - d. Thin fur and dots

20. Why does the writer call the collie, Brownie? The writer calls the collie,

Brownie because

- a. She like brownies
- b. She has brown ear
- c. She has brown fur
- d. She has black fur

APPENDIX 5

INSTRUMENT OF POST-TEST II

The test in this pre-test is oral test. The students reading this text from teacher, and then they understand about the contents of these readings and can answer questions from this text.

Read this teks to answer number 1-10 !

My holiday

Hi my name is ali, I wanted tell you about my holiday sunny morning on a weekend. Today is sunday my first holiday where I'm waiting. On a Sunday morning I wake up immediately clean my bed, after that I clean my house using a broom and other cleaning tools. After that I take a shower and don't forget to brush my teeth using toothbrush green.

After I showered, I was told by my mother to hang the pillows and roll in front of my house. Then she called me to help her cook. I was happy to help my mother, she cooked a cake and I turned on the stove so that it was hot.

When I finished helping my mother and I wash the plates, spoons, cup, glass, bowl, forks and other cooking utensils in the kitchen, I glad so happy can helped my mother. After that I played with my friend in the garden in near my house because there are chairs and tables for relaxing while playing. I glad so happy can helped my mother.

Exercise

Name :

Class :

Choose the correct answer with crossing (x) a, b, c, or d!

1. What Ali said in the text?
 - a. Holiday
 - b. Weekend
 - c. Go to Bali
 - d. Play in the home
2. What day is the weekend?
 - a. Sunday
 - b. Monday
 - c. Wednesday
 - d. Friday

3. When Ali tell about the weekend?
 - a. Cooking
 - b. Sleeping
 - c. Holiday
 - d. Go to mall
4. Is Ali play with his friends?
 - a. No, she isn't
 - b. Yes, she is
 - c. No, he isn't
 - d. Yes, he is
5. What the first Ali did after waked up?
 - a. Cleaned the bad
 - b. Go to the kitchen
 - c. Help his mother
 - d. Take a shower
6. What object do Ali use when brushing his teeth?
 - a. Shower
 - b. Toothbrush
 - c. Pillow
 - d. Scoop
7. What the colour his toothbrush?
 - a. Red
 - b. Brown
 - c. Black

- d. Green
8. What object Ali wash after helping his mother?
- a. Plate, bowl, cup
 - b. Glass, spoon, stove
 - c. Fork, stove, bowl
 - d. Glass, cup, pan
9. How many object are there in the kitchen?
- a. 7
 - b. 8
 - c. 6
 - d. 5
10. What object are there in the garden?
- a. Bowl and chair
 - b. Chairs and tables
 - c. Cup and tables
 - d. Pan and chairs

Read this teks to answer number 10-20 !

My Classroom

Haii, I am andika pratama , now I seventh grade students of MTsN 1 Deli Serdang in the academic year of 2019/2020. In my class there are about 30 tables and chairs neatly arranged. In front of the line of tables and chairs there were 2 large blackboards. On the whiteboard are a pair of photographs of the president of the

Republic of Indonesia and the symbol of the Pancasila. In addition to photos of the president, in my class there are also many photos of heroes attached to the classroom walls. In the corner of the classroom there is a cupboard that is used to store cleaning tools such as brooms, feather duster and others. Right next to the cupboard, there is a teacher's table covered with blue tablecloths. On the teacher's desk there is a beautiful flower vase and neatly arranged piles of books.

My class is a clean and comfortable classroom as a place to study. In fact, my class always wins the qualification competition and the class that is held at my school every year. My class's cleanliness is always maintained because we always have picket schedules. Every morning, my class is always cleaned before class starts. Therefore, my class has always been a favorite class for teachers. They really like being in my class because the atmosphere is very comfortable.

11. Where Andika Pratama school?

- a. MTsN 2 Deli serdang
- b. MTsN 3 Deli serdang
- c. MTsN 1 Deli serdang
- d. MTsN 4 Deli serdang

12. what grade is andika?

- a. seventh grade
- b. eighth grade
- c. second grade
- d. first grade

13. What did Andika told in the text?

- a. Her classroom

- b. His classroom
 - c. She classroom
 - d. He classroom
14. How many whiteboard are there in Andika's Class?
- a. 5 whiteboards
 - b. 4 whiteboards
 - c. 3 whiteboards
 - d. 2 whiteboards
15. How many tables and chair are there in andika's class?
- a. 30 tables
 - b. 35 tables
 - c. 40 tables
 - d. 20 tables
16. what objects are on the whiteboard?
- a. Photographs of the president of the Republic of Indonesia and the symbol of the Pancasila.
 - b. Photographs of the president of the Republic of Indonesia
 - c. Symbol of the Pancasila.
 - d. Photographs of the president of the Republic of Indonesia and symbol
17. Are there a photo of the president of the Republic of Indonesia and the symbol of the Pancasila in the Andika's class?
- a. Yes, there is
 - b. Yes, there are
 - c. Yes, there isn't

- d. Yes, there aren't
18. what is in the cupboard?
- a. Symbol of pancasila
 - b. Photographs of the president of the Republic of Indonesia
 - c. Some draw about things
 - d. Store cleaning tools such as brooms
19. Where is a beautiful flower vase?
- a. On the cupboard
 - b. On the blackboard
 - c. On the teacher's desk
 - d. On the tables
20. Are Andika comfortable studying in her class?
- a. Yes, he is
 - b. Yes, she is
 - c. No, he isn't
 - d. Yes she isn't

APPENDIX**KEY ANSWER OF PRE- TEST**

1. A
2. A
3. C
4. D
5. A
6. B
7. D
8. A
9. C
10. B
11. C

12. A

13. A

14. D

15. A

16. A

17. A

18. B

19. C

20. A

APPENDIX

KEY ANSWER OF POST- TEST

CYCLE 1

1. A

2. B

3. B

4. C

5. A

6. A

7. C

8. B

9. A

10. D

11. A

12. B

13. B

14. C

15. A

16. A

17. C

18. B

19. A

20. D

- | | |
|---------|-------|
| | 4. E |
| | 5. B |
| | 6. B |
| | 7. C |
| CYLE II | 8. D |
| | 9. A |
| 1. B | 10. C |
| 2. C | |
| 3. D | |

APPENDIX 6

INTERVIEW QUESTIONS WITH TEACHER AND STUDENTS

A. Interview with the English Teacher

1. Apakah Siswa di kelas ibu suka belajar bahasa inggris?
2. Media apa yang ibu gunakan saat mengajarkan reading di dalam kelas?
3. Apa kesulitan ibu saat mengajarkan bahasa inggris terutama dalam skill reading ?
4. Apakah ibu menggabungkan keempat skill bahasa inggris dalam satu kali pembelajaran?
5. Menurut ibu apa yang membuat siswa terkadang malas dan tidak suka membaca terutama membaca text bahasa inggris ?

B. Interview with the Students

- **Before Improve thought Webtoon Application**

1. Apakah adik suka belajar bahasa inggris?
2. Apakah adik suka membaca text atau buku dalam bentuk bahasa inggris ?
3. Apa yang membuat sulit adik saat membaca text atau bacaan dalam bahasa inggis ?
4. Apakah guru sering mengajarkan Reading di dalam kelas?
5. Media apakah yang sering digunakan guru saat mengajar reading dalam pembelejaran bahasa inggris ?

- **After Improve throught Webtoon Application**

1. Apakah adik suka belajar bahasa Inggris terutama membaca (Reading) dalam bahasa inggris setelah menggunakan aplikasi webtoon sebagai media pembelajaran?
2. Bagaimana menurut adik pemahaman membaca (Reading) adik setelah belajar Reading dengan menggunakan aplikasi webtoon ?

APPENDIX 7**OBSERVATION SHEETS**

Give a sign checklist on the table, if the researcher as the teacher does the criteria and if the students do the criteria checklist "YES" and if the teacher and students don not do the criteria checklist "NO".

FOCUS	NO	CRITERIA	YES	NO
The Researcher as the Teacher	1	The teacher greets the students.	√	
	2	The teacher asks the students condition.	√	
	3	The teacher checks the attendance of the students.	√	
	4	The teacher gives motivation to the students	√	

	5	The teacher asks the students about webtoon application.	√	
	6	The teacher Introduces and explains about webtoon application taught to the students.	√	
	7	The teacher asks the students about what they have known about the topic.	√	
	8	The teacher gives the examples reading by using webtoon application.	√	
	9	The teacher asks the students what the thing are there in the text.	√	
	10	The teacher asks the students to prepare their favorite object in the class.	√	
	11	The teacher gives the students a paper about webtoon application.	√	
	12	The teacher give time for student to read a paper.	√	

13	The teacher asks about object from the text.	√	
14	The teacher call student one by one to mention object from the text.	√	
15	The teacher asks the students about what they do not understand about the text.	√	
16	The teacher answers about the topic things in the class that they does not understand and about their performance in front of the class.	√	
17	The teacher gives appreciation to the students that perform in front of the class.	√	
18	The teacher asks about the students difficulties reading in English.	√	
19	The teacher and students make a conclusion about the material or topic that has been taught.	√	
20	The teacher gives feedback of the process and the result of learning.	√	

FOCUS	NO	CRITERIA	YES	NO
Students	1	The students know name object in English in the class and in the home.	√	
	2	The students prepare their favorite objects such as personal they remember from home to be shown in front of the class.	√	
	3	The students perform and mention name object use English.	√	
	4	The students Read the text from teacher and understand about the text.	√	
	5	The students can mention one by one object in the text.	√	

Tanjung Morawa,

2020

The Observer

(Sri wahyuni, S.Pd)

APPENDIX 3

INSTRUMENT OF PRE-TEST

The test in this pre-test is oral test. The students reading the text from me, after read the text the tell about object from this story one by one.

Name : Siti Sabrina Bilqis

Class : VII Abu Bakar

Read this text to answer number 1-10!

My holiday

Hi my name is Ali, I wanted tell you about my holiday sunny morning on a weekend. Today is Sunday my first holiday where I'm waiting. On a Sunday morning I wake up immediately clean my bed, after that I clean my house using a broom and other cleaning tools. After that I take a shower and don't forget to brush my teeth using toothbrush green.

After I showered, I was told by my mother to hang the pillows and roll in front of my house. Then she called me to help her cook. I was happy to help my mother, she cooked a cake and I turned on the stove so that it was hot.

When I finished helping my mother and I wash the plates, spoons, cup, glass, bowl, forks and other cooking utensils in the kitchen, I glad so happy can helped my mother. After that I played with my friend in the garden in near my house because there are chairs and tables for relaxing while playing. I glad so happy can helped my mother.

Exercise!

APPENDIX 3

INSTRUMENT OF PRE-TEST

The test in this pre-test is oral test. The students reading the text from me, after read the text the tell about object from this story one by one.

Name : Raihan Arrian

Class : VII abu - baktar as - Siring

Read this text to answer number 1-10!

My holiday

Hi my name is Ali, I wanted tell you about my holiday sunny morning on a weekend. Today is Sunday my first holiday where I'm waiting. On a Sunday morning I wake up immediately clean my bed, after that I clean my house using a broom and other cleaning tools. After that I take a shower and don't forget to brush my teeth using toothbrush green.

After I showered, I was told by my mother to hang the pillows and roll in front of my house. Then she called me to help her cook. I was happy to help my mother, she cooked a cake and I turned on the stove so that it was hot.

When I finished helping my mother and I wash the plates, spoons, cup, glass, bowl, forks and other cooking utensils in the kitchen, I glad so happy can helped my mother. After that I played with my friend in the garden in near my house because there are chairs and tables for relaxing while playing. I glad so happy can helped my mother.

APPENDIX 4

INSTRUMENT OF POST-TEST I

The test in this post-test is oral test. The students reading the text from me, after read the text, the student will answer the question.

Name : ASSIFATUN NOZWA

Class : VII abu bakar AS-SIDDIQ

Read this text to answer number 1-10!

Bandung Zoo

Bandung Zoo is one of the natural attractions in Bandung, West Java, Indonesia. Located on Jalan Tamansari. Open from 8 am to 6 pm. Visitors must pay a ticket of 20,000 to be approved by the zoo. The zoo is planned for 13.5 hectares.

The zoo has a collection of animals. There are many species. They are Indonesian animals and important animals, for example, elephant, monkey, lion, leopard, tiger, orangutan, bear, elephant, various species of birds, snakes, crocodiles, and many more. I visited this zoo, I can count there are 5 leopards, and 7 elephants, there are also 4 tigers but yesterday died 1 because of illness. after that I saw a lot of cendrawasi birds, there were 6 big ones and 2 small ones, not all I counted because there were too many animals.

At the zoo, visitors can not only see the collection of animals. They can help directly with several types of animals. They can also ride, horses or elephants

APPENDIX 4**INSTRUMENT OF POST-TEST I**

The test in this post-test is oral test. The students reading the text from me, after read the text, the student will answer the question.

Name : *Dilla azhari Siregar*

Class : *VII Abu Bakar*

Read this text to answer number 1-10!

Bandung Zoo

Bandung Zoo is one of the natural attractions in Bandung, West Java, Indonesia. Located on Jalan Tamansari. Open from 8 am to 6 pm. Visitors must pay a ticket of 20,000 to be approved by the zoo. The zoo is planned for 13.5 hectares.

The zoo has a collection of animals. There are many species. They are Indonesian animals and important animals, for example, elephant, monkey, lion, leopard, tiger, orangutan, bear, elephant, various species of birds, snakes, crocodiles, and many more. I visited this zoo, I can count there are 5 leopards, and 7 elephants, there are also 4 tigers but yesterday died 1 because of illness. after that I saw a lot of cendrawasi birds, there were 6 big ones and 2 small ones, not all I counted because there were too many animals.

At the zoo, visitors can not only see the collection of animals. They can help directly with several types of animals. They can also ride, horses or elephants accompanied by officers. The zoo also provides several facilities. There is a flying

Documentation

APPENDIX 5**INSTRUMENT OF POST-TEST II**

The test in this pre-test is oral test. The students reading this text from teacher, and then they understand about the contents of these readings and can answer questions from this text.

Name : Julia azkia

Class : VII - ABu Bakar As-Siddiq

Read this teks to answer number 1-5 !

My name is Tania. I live in a small house. It has six rooms. There are three bedrooms, a bathroom, and a kitchen. Indeed, it is a small house, but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room, there is a night table lamp next to the bed, a television, a radio and a computer. When being bored of reading, I usually play online games, chat with my friends via facebook,

Next to my bedroom is my mother's room. In the right side of the living room is a kitchen. In the kitchen. I have everything I need when I get hungry. It is very pleasure when my mother cooks

APPENDIX 5

INSTRUMENT OF POST-TEST II

The test in this pre-test is oral test. The students reading this text from teacher, and then they understand about the contents of these readings and can answer questions from this text.

Name : M. afgan

Class : VII abu-bakar as-siddiq.

Read this teks to answer number 1-5 !

My name is Tania. I live in a small house. It has six rooms. There are three bedrooms, a bathroom, and a kitchen. Indeed, it is a small house, but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room, there is a night table lamp next to the bed, a television, a radio and a computer. When being bored of reading, I usually play online games, chat with my friends via facebook,

Next to my bedroom is my mother's room. In the right side of the living room is a kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleasure when my mother cooks. The smell fills my whole house. I love my house very much.

Exercise

Documentation









YAYASAN PERGURUAN
AZ-ZUHRI
 MEDAN SENEMBAH-TANJUNG MORAWA
 SUMATERA UTARA – INDONESIA



مدرسة التربية الزهري
 تتجوتج مو راوى _ ديلي سردنج
 سومطرة الشمالية _ اندونيسيا

Jln. Simpang Kayu Besar Pasar XV Dusun VIII Gg. MushollaDesa Medan Senembah Kode Pos 20362

SURAT KETERANGAN

Nomor : Ka.MTS ~~7~~/VII/1441-2020

Berdasarkan surat dari pimpinan Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Nomor : B-10161/ITK/ITK.V.3/PP.00.9/08/2020 Tertanggal 28 Agustus 2020 tentang permohonan izin riset sekolah, maka dengan ini Kepala MTs Swasta Az-Zuhri Tanjung Morawa menerangkan bahwa saudara:

Nama	: Alfa Khairani
Tempat/Tgl Lahir	: Dalu Sepuluh, 01 Juli 1998
NIM	: 0304162134
Program Studi	: Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	:

Improving the students' reading comprehension through webtoon application at MTS AZ-ZUHRI Tanjung Morawa.

Benar telah melakukan Riset di Madrasah Tsanawiyah Swasta Az-Zuhri dari Bulan September 2020 sampai Bulan Oktober 2020.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.



Tanjung Morawa, Oktober 2020