

Webtoon's Effect on Students' Reading Comprehension at School

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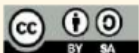
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Abstract

This study investigated the effect that employing the Predicting Strategy with Webtoon would have on MTsS Awaliyah students' reading comprehension during the academic year 2021-2022. This study was conducted using a quantitative methodology and a real experimental pretest-posttest control group design. Eighth-grade enrollment was 60 pupils, who were equally distributed between two classes. The samples were comprised of the whole population and 17 were chosen using a simple random selection technique. There were 30 pupils 28 both the experimental class (VIII-A) and the control class (VIII-B) (VIII-B). The pre-test and post-test each consisted of 20 multiple-choice questions, and they served as the data collection instruments. Using 58 degrees of freedom (df) and a significance threshold of 0.05, a t-test revealed that the value of t_o was 6,515, and that t_{table} was 1,673. This equation indicated that t_o is more than t_{table} ($6,515 > 1,673$). According to the study's findings, the alternative hypothesis (H_a) should be accepted, whereas the null hypothesis (H_o) should be rejected. It suggests that the experimental class scored differently than the control class after the therapy was administered. The Predicting Approach with Webtoons has a major impact on students' reading comprehension.

Keywords: Predicting Strategy; Webtoon; Students; Reading Comprehension.



A. Introduction

A significant number of students have difficulty with their understanding of what they are reading. In MTsS Awaliyah's eighth grade, this was also brought to the teacher's attention. While I was witnessing classes at MTsS Awaliyah, I happened to strike into a discussion with one of the English teachers there. It has been shown that students did not fulfill the criteria for the minimum amount of completeness (KKM) of 75. Only thirty percent of students achieved a passing score on the daily and midterm assessments given by the instructors, while seventy percent did not. The instructor conducted an interview and conducted observations, and both revealed that numerous students struggled with reading comprehension. To begin, students are unable to gather vital information and general information such as the basic idea and supporting thinking, especially in long texts. This is a problem since these types of information are essential for understanding the text. Second, the capability of gleaning certain pieces of information from text is still somewhat restricted. Students are anxious, in the third place, about their ability to grasp words and phrases, especially in more lengthy texts. In order to solve the problem, the researcher suggests using an efficient educational platform, namely the Webtoon application.

The term "webtoon", which is a portmanteau of the words "web" and "cartoon", first used in Korea to refer to webcomics (Cho, 2016). In the context of this article, "web" refers to "network", and "cartoon" refers to any and all types of comic series that are made accessible to consumers over a network known as the "internet" (Yeobyu, 2016; Kiflaini, 2019). Webtoons can be interpreted as a type of electronic comics, online comics, or digital comics that can be downloaded into smartphones, computers, and other electronic devices.

Consequently, the condition may be exacerbated by a number of circumstances. First, students' past knowledge and background information highlight the impending difficulty. As reported by Koda in Gurses and Buovel (2016), when readers incorporate their interpretation and information from the text with their past knowledge, they are able to grasp the text. In



addition, students' motivation remained an issue since reading activities bore them. The remaining media and materials are limited. No appealing media were available to promote students' interest in reading.

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To address this issue, this research focuses on strategies used in the teaching and learning process and media that can help improve students' reading comprehension. Prediction is one of the tactics that might assist students in acquiring previous information. Prediction is one of the most efficient methods for enhancing students' listening comprehension. Predicting, engaging, assessing, and phrasing are essential components in integrating activities for comprehension, growth, and motivating learners to go much farther so that students may easily grasp the concepts of speakers while listening. Students of all learning levels, including beginners, intermediates, and experts, may use these strategies (Mustari, 2020).

Yulian (2018) argues that comics, as a visual medium, promote the acquisition of information and the comprehension of learning, as Felicia and Akintunde (2018) observed. When presenting information, both studies suggested that it has the capacity to spark learners' attention and curiosity. According to Karakas (2012) and Herbst et al. (2011), comics provide a narrative strategy for students who are learning to read or a new language by scaffolding their understanding. It will encourage students to utilize their language skills and knowledge of the world to make educated guesses as they concentrate on evaluating the text's hints to determine whether or not their predictions are accurate.

Previous studies have been conducted on the topic of using webcomics in reading, and the results of those studies have shown that students are more interested in and motivated to improve their reading comprehension skills when they use webcomics. These studies can be found in Oktaviani & Desiarti (2019), Hikmah (2019), Juniarto & Fahri (2019), Gusmeri (2020), Amalia (2018), Ziska (2021), and Frasiska et al. (2021). Additionally, Webtoons as a learning medium that comprises "online comic strips" may enhance and raise the students' reading comprehension (Gusmeri, 2020); (Amalia, 2018); (Juniarto & Fahri, 2019). (Ulandari, 2021). Students who are classified as



having a “hearing impairment” might potentially enhance their reading comprehension via the use of webtoon comic media (Hartati et al., 2021). These findings are connected to webtoons since utilizing it as an “edutainment medium” is an effective strategy for enhancing students’ reading comprehension (Widiyarti et al., 2021), and learning with webtoons is more straightforward and less difficult to get access to (Indah & Wibowo, 2020). Additionally, the use of “comic strips” was shown to be more beneficial than the usage of conventional media in enhancing students' ability to comprehend what they read (Rengur & Sugirin, 2019).

A webtoon, which is an online comic, is one way to capture kids’ attention in this day and age when technology is developing so quickly. Since it is simple to access and does not cost anything, the user may simply open it whenever they want without having to carry around a large quantity of printed books. Therefore, the author has an interest in collecting evidence in order to answer the study's formulation question, “Does the implementation of the predictive strategy with Webtoon have any appreciable impact on the students’ level of reading comprehension at MTSS Awaliyah Tanjung Tiga in the academic year 2021-2022?” This study made the assumption, based on the background information provided, that the predictive strategy utilizing Webtoon on students’ reading comprehension may be implemented at MTsS Awaliyah during the academic year 2021-2022.

B. Method

This research was carried out at MTsS Awaliyah. The school is in Tanjung Tiga, Karang Gading village, Secanggang, Langkat sub-district, North Sumatra, Indonesia, on KH. Ahmad Dahlan street. The research was done between April and June of 2022. This study uses quantitative research methods with an experimental research design. In conducting research, researchers used experimental class groups and control classes.

The population in this study were class VIII students at MTsS Awaliyah for the 2021-2022 academic year. The sample consisted of 30 students, consisting of 15 students in class VIII-A and 15 students in class VIII-B.



Sampling using a simple random sampling technique. To get the desired results, students are given a pre-test and post-test that contain 20 questions in multiple-choice format. They are given one hour (60 minutes) to complete the exam. Then their test scores are evaluated and recorded in a table.

Before starting the action, a pretest was given to measure students' initial understanding; therefore, the pre-test was given before the first meeting. After completing this procedure, various treatments were given to the experimental and control groups. In the experimental class, the authors applied the predictive approach using a webtoon, while in the control class, the researchers taught focused strategies. The author then gave a post-test to both groups to compare the results before and after therapy. Four tests are calculated by means of the normality test, homogeneity test, hypothesis test, and effect size test.

C. Result and Discussion

1. Result

The researcher administered post-tests to both the experimental and control groups. The purpose of this study was to determine if the therapy had an impact on students' reading comprehension in experimental and control classes. Students' pre-test and post-test scores in experimental and controlled classes may be used to derive statistical information. The data are presented in the following table of descriptive statistics.

Table 1. Experimental and control class pretest and posttest

Data	Statistic	Class	
		Experimental	Control
Pretest	Mean	48.47	46.67
	Standard deviation	13.23	12.71
	Variance	175	161.52
	Minimum Score	20	30
	Maximum Score	65	65
Posttest	Mean	82.5	70.83
	Standard deviation	6.37	7.55
	Variance	39.22	57.04
	Minimum Score	75	55
	Maximum Score	90	80



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There are differences in the pre-test and post-test mean scores for experimental and control classes, as seen in the table above. The mean pre-test score for the experimental class is 46.83, and the mean post-test score is 82.5. The control group's pre-test mean is 46.67, whereas its post-test mean is 70.83. The differences are shown in the following diagram:

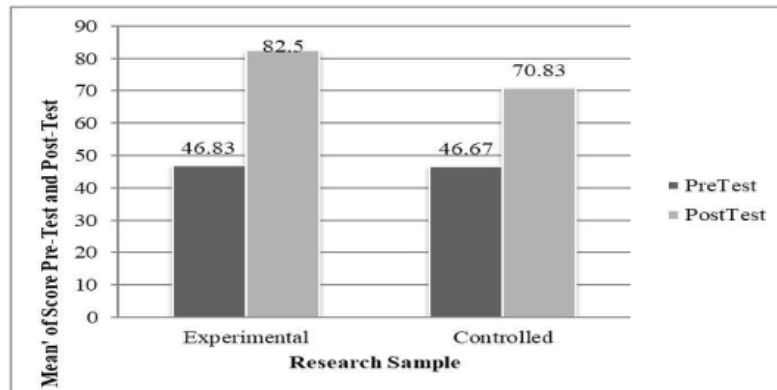


Figure 1. Mean's score of Pre Test and Pot-Test

Using product moment correlation, the validity is examined. The validity criterion will be determined by comparing r_{table} of product moment α by 5% or 0.05 significance level. If r_{xy} is greater than r_{table} , the item is legitimate. From forty questions tested to thirty-six students. Based on the outcome of validity analysis, it can be proven that there 20 question items that were valid and 20 were not valid.

Table 2. Validity test

Criteria	r_{table}	Number of questions	Total
Valid	0.329	2, 7, 9, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 35, and 39	21
Invalid		1, 3, 4, 5, 6, 8, 10, 11, 12, 15, 16, 27, 32, 33, 34, 36, 37, 38, and 40	19

Reliability relates to the measurement's consistency. It may be estimated using Kuder Richardson or K-R 20 to determine the test's reliability. It determines that r_{value} is greater than r_{table} , hence the test may be considered trustworthy. Using a significance level of 5%, it was determined that $r_{value} = 0.767$ and r_{table} for $N = 36-2$ is 0.329.



Table 3. The Degree of challenge

Criteria	Number of questions	Total
Easy	1, 6, 8, 9, 10, 11, 14, 17, 18, 19, 27, 31, 33, 34, 35, 39, and 40	17
Medium	3, 4, 15, 16, 20, 24, 25, 26, 28, 29, 30, 36, and 37	13
Difficult	2, 5, 7, 12, 13, 21, 22, 23, 32, and 38	10

On the basis of an examination of the 20 questions that have been assessed as legitimate, one item can be determined to be excellent, three things can be considered to be bad, five items can be concluded to be sufficient, and 12 items may be concluded to be good.

a. Prerequisites for Data Analysis

The normality test is used to find out the distribution of data distribution for each variable in this study using the Lilliefors formula. The results of the normality test summary are presented below:

Table 4. Normality test

Class	Data	L _{value}	L _{table}	Criteria
Experimental	Pretest	0,161	0.097	Normal
	Posttest		0.135	Normal
Controlled	Pretest		0.155	Normal
	Posttest		0.124	Normal

It is claimed that the data are homogeneous if the score of F_{value} is less than F_{table} at the significance level of = 0.05. Following the application of the Lilliefors technique to the computation, it was discovered that the data distributions, including pre and posttest, could be classified as normal in both of the classes. After that, the Bartlett formula was used to determine the results of the homogeneity test.

Table 5. Homogeneity Test

Class	Data	F _{value}	F _{table}	Criteria
Experimental	Pretest	1.859	1.083	Homogeneous
	Posttest			Homogeneous
Controlled	Pretest		1.453	Homogeneous
	Posttest			Homogeneous



Because F_{value} is greater than F_{table} , it may be concluded that the data obtained from both the pre-test and the post-test of the experimental class are consistent with one another. This indicates that the data can be used in the testing of the hypothesis.

b. Hypothesis Test

The following are the considerations that go into accepting or rejecting a hypothesis: The alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected, if the value of t_o is greater than the value of t_{table} . A t-test on independent samples was used to conduct the analysis on the data.

Table 6. T-Test Table

Variant Source	Class Data		t_o	t_{table}	Criteria
	Experimental	Control			
\bar{x}	82.5	70.83	6.515	1.673	H_0 was refused whereas H_a was approved.
n	30	30			
S^2	39.22	57.04			

Following the completion of the data analysis, the mean score on the post-test for the experimental class was 82.5, whereas the mean score for the control class was 70.83. The experimental class has a standard deviation of 39.22, whereas the control class has a standard deviation of 57.04. At the threshold of significance of $\alpha=0.05$ and at the degree of freedom ($df = n_x + n_y - 2$), the author discovered that t_o (6.515) was greater than t_{table} (1.673). Where n_x represents the total number of people in the experimental group (which is 30), and n_y represents the total number of people in the control group (which is also 30). Therefore, the difference between them is 58. As a result of the fact that $t_o > t_{\text{table}}$ (8.115 > 1.673), one may get the conclusion that the alternative hypothesis (H_a) was accepted whereas the null hypothesis (H_0) was not. A calculation based on Cohen's effect allowed the researcher to determine the magnitude of the impact that the Predicting approach with Webtoon had on the students' level of reading comprehension while they were in class.



The test of the effect magnitude, complete with ⁴⁰ the mean and standard deviation of the test gain score. The calculation revealed that the sum was 1.594. It exerted a powerful influence. Therefore, this provides evidence in support of the hypothesis that the Predicting Strategy with Webtoon activity has an influence on the students' ability to read.

2. Discussion

The findings of the research suggested that regardless ⁵ of whether or not the students received therapy, their scores changed from the pre-test to the post-test. However, the experimental group seemed to have performed much better than the control group. Students in the control group were taught using traditional methods or were not exposed to the Predicting approach with Webtoon. Students in the experimental group, on the other hand, were exposed to the prediction strategy with Webtoon.

The data that was obtained prior to the pre-test revealed an average score of 46.83 for the experimental group and 46.16 for the control group. It revealed that there was only a difference of around 0.67 points between the two classes. The experimental and controlled classes both had the maximum possible score on the pre-test, which was 65. The results of the pretest indicated that the two groups ²¹ were very close to being at the same level of reading comprehension and that there was not a significant difference between the means of the two groups.

In the controlled class, the average score on the pre-test was 46.16, and the researcher did not use any treatment or strategy in the teaching. In contrast to the control class, the controlled class received instruction in the traditional manner and was not given any strategies. Post-test results for the control group showed a score of 24.67. It improved its score compared to the pre-test. The post-test score for the controlled class might go up to a maximum of 80 points.

Reading comprehension was significantly improved for those in the experimental group compared to those in the control group, according to the findings of the posttest administered after the intervention. It was noted that the experimental class, which received therapy, had an increase in



score. It demonstrated an interesting shift in their ability to comprehend what they read. Students who had been in the experimental class had a mean score of 82.5 on the post-test. The rise in score on the post-test, which was 35.67 points, suggested that there had been a considerable shift. In the experimental class, the highest possible score on the post-test was a 90. The experimental group had much higher mean scores on the posttest compared to the control class, which had significantly lower mean scores. It is possible to draw the conclusion that there is a meaningful distinction between the groups.

Before discovering the t-test, it was necessary to conduct normality, homogeneity, and hypothesis testing. Lilliefors got regularly distributed pre- and post-test data from experimental and controlled classes, as determined by a normality test. It displayed the pre- and post-test normalcy test results for the control and experimental groups, as determined by $L_{\text{value}} < L_{\text{table}}$, so that it may be inferred that the experimental and control groups' pre- and post-test data are regularly distributed.

Since the F_{value} (1.083) for the homogeneity test between the experimental and control groups of students' pre-tests was less than the F_{table} (1.859), we may infer that the pre-test samples from the two groups are drawn from the same, or homogenous, population. As the F_{value} (1.453) for the homogeneity test of post-tests taken by students in the control and experimental classes was less than the F_{table} (1.859) for the sample of post-tests taken by students in both classes, it can be concluded that the samples were drawn from the same or homogeneous population.

The t test is used to determine whether two hypotheses have statistical significance when there are equal numbers of samples ($n_1 = n_2$). The following calculation shows that the $t_o = 6.515$, and the t_{table} score at $\alpha = 0.05$ and $db = 58$ is 1.673, both of which are useful for the hypothesis test. H_0 is rejected while H_a is approved due to the fact that t_o (6.515) is bigger than t_{table} (1.673).

To validate the results of the t test, the researcher used Cohen's size effect. The outcome shows a grand total of 1,594. It occurred in full force. Thus, there is a significant difference in reading comprehension ability between students taught using the predictive approach with Webtoon and those not



taught this technique. As a method of instruction, it has a substantial effect on students' reading comprehension. The predicting technique increases students' reading comprehension for a variety of reasons. Initially, it grabbed their interest. As youngsters read, they would imagine the story and use their imagination to predict what would happen next based on the visuals they saw. Second, their past knowledge was expanded. It stimulates past information so that students may achieve greater success. Thirdly, it aroused curiosity. It provides the chance to learn what to anticipate from the story, which may be a positive experience. Then, it improved vocabulary retention. They could use pictures to predict vocabulary and try to understand word meanings. In conclusion, their activities increased. Students are encouraged to explain their guesses for the words and the news story.

In doing this investigation, a number of obstacles were discovered. Then, the constraint of time during the pandemic and the restriction of students who may study in the same class make this study more difficult since the writer must do research for one meeting in two days and an online meeting that is inadequately supported. Some students were not interested in online education.

D. Conclusion

The study investigates the effect of Predicting strategy with Webtoon. From the result of the analysis, students' reading comprehension score increased after giving treatment by using Predicting strategy with Webtoon. The result of the statistical hypothesis test at significance level $\alpha = 0.05$ that showed that $t_o > t_{table}$ ($6.515 > 1.673$), thus the H_0 (Null hypothesis) was rejected and H_a (Alternative hypothesis) was accepted. In addition, the applying of Predicting strategy with Webtoon on students' reading comprehension at MTsS Awaliyah has significant effect. The mean score in experimental from pre-test was 46.83 to 82.5 while mean score in experimental from pre-test was 46.16. to 70.83.

A webtoon, which is an online comic, is one method that may be used to grab the interest of children in this day and age when technology is advancing at such a rapid pace. Webtoon offers novel incentives to millennial students who spend a significant amount of time on their mobile devices while they



are learning. It is possible to activate the background knowledge of readers by stimulating students by asking them to guess the ideas being discussed. This would result in improved learning outcomes for students. Students have the option of coming up with original expressions and actions to utilize whenever there is a blank panel in the story's dialogue. Curiosity will inspire readers to use their imaginations and will provide them with the chance to learn what aspects of the story they might expect. Students are required to submit their opinions and reasons about the manner in which the comic book characters express themselves via this assignment.

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