

**THE EFFECT OF USING LINE WEBTOON AS A MEDIA IN
READING COMPREHENSION AT ELEVENTH GRADE
OF SENIOR HIGH SCHOOL NUMBER 8 JAMBI CITY**

A THESIS

*Submitted as a Partial Fulfilment of the requirement for the Degree
of Sarjana Pendidikan (S.Pd) in English Education*



By:

Tasha Annisa Putri

1800888203040

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
BATANGHARI UNIVERSITY**

JAMBI

2023

APPROVAL

This thesis entitled "The Effect of Using LINE Webtoon as a Media in Reading Comprehension at Eleventh Grade of Senior High School Number 8 Jambi City" was written by:

Name : Tasha Annisa Putri
Reg. Number : 1800888203040
Study Program : English Education
Faculty : Teacher Training and Educational Sciences

Has been tested and defended in the examination session at Faculty of Teacher Training and Educational Sciences, University of Batanghari Jambi.

Jambi, February 14th, 2023

Approved by:

First Advisor

Dra. Wennyta, M.Pd

Second Advisor

Dr. Yanti Ismiyati, M.Pd

Ratified by:

Dean of Teacher Training and Educational Sciences Faculty

Dr. H. Abdoel Gafar, S.Pd., M.Pd

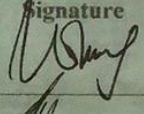
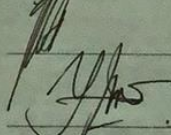
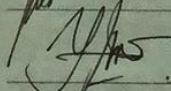
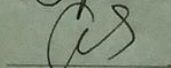
Head of English Language Education Study Program

Ridho Praja Dinata, M.Pd

ADMISSION

This thesis entitled "The Effect of Using LINE Webtoon as a Media in Reading Comprehension at Eleventh Grade of Senior High School Number 8 Jambi City" has been defended before the examiners of English Education Study Program, Faculty of Teacher Training and Educational Sciences, University of Batanghari Jambi, on February 14th, 2023.

BOARD OF EXAMINERS

Name	Functional	Signature
Dra. Wennyta, M.Pd	Chairman	
Dr. Yanti Ismiyati, M.Pd	Secretary	
Dr. Yurni, SS., M.Si	Main Examiner	
Siti Aisyah, M.Pd	Examiner	

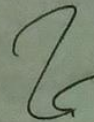
Ratified by:

Dean of Teacher Training and
Educational Sciences Faculty



Dr. H. Abdoel Gafar, S.Pd., M.Pd

Head of English Language
Education Study Program



Ridho Praja Dinata, M.Pd

DECLARATION

I hereby declare that this thesis entitled "The Effect of Using LINE Webtoon as a Media in Reading Comprehension at Eleventh Grade of Senior High School Number 8 Jambi City" is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

Jambi, February 14th, 2023

Researcher,

A handwritten signature in black ink is written over a red METRAL stamp and a portion of a 1000 Rupiah Indonesian banknote. The stamp contains the text "METRAL" and "8CD14AIX358433340".

Tasha Annisa Putri

NIM. 1800888203040

MOTTO

“Carpe diem. Seize the day, boys. Make your lives extraordinary”

- John Keating, “Dead Poets’ Society”

“Do, or do not. There is no “try”

- Yoda, “Star Wars Episode 5: The Empire Strikes Back”



DEDICATION

There are number of people without whom this thesis might not have been written, and to whom I am greatly indebted. I do not get much to give, so I hope you think this is the perfect gift that I could give. To the perfect gift that I ever lived.

First and foremost, I dedicate my thesis work to my family and many friends. A special feeling of gratitude to my loving parents; my father, (Alm.) Kombes Pol (Purn.) Drs. H. Bambang Yulianto and my mother, Hj. Ratna Dewi, whose word of encouragement and push for tenacity ring in my ears. Without their endless love and encouragement, I would never have been able to complete my undergraduate studies. I love them both and I appreciate everything that they have done for me.

At the same time, my biggest thanks also go to my caring siblings, Yuli Marantieka, Dewi Kumala Sari, AKP. Bhayu Vhishesa, S.H., S.I.K. M.H, Dian Puspita Sari, S.H. and IPDA. Yodhani Indra Nugraha, S.Tr.K, whose advice really worked for this thesis and never left my side and are very special. They are having been my best supporters.

I would also like to sincerely thank to my advisors, Dra. Wennyta, M.Pd., and Dr. Yanti Ismiyati, M.Pd., who guided and helped me in this process.

And last but not least, I dedicated this thesis to my friends who have supported me throughout the process. Thank you for your understanding and encouragement in many moments of crisis. Our friendship makes my life a wonderful experience. I cannot list all the name here, but you are always on my mind and hear. I hit the jackpot with you all. Thank you for being my friend.

ABSTRACT

Putri T. A (2022) *The Effect of Using LINE Webtoon as a Media in Reading Comprehension at Eleventh Grade of Senior High School Number 8 Jambi City*. Thesis. English Education Study Program. Faculty of Teacher Training and Educational Sciences. University of Batanghari. First Advisor: Dra. Wennyta, M.Pd, Second Advisor: Dr. Yanti Ismiyati, M.Pd..

This research aims to find out whether there is any effect of using LINE Webtoon as a media in reading comprehension of English students at eleventh grade of Senior High School Number 8 Jambi City. This type of research is a quasi-experimental with a total of population 292 people. Through simple random sampling technique, 37 students of Class XI IPA 2 were selected as the control class and 37 students of Class XI IPA 1 were selected as the experimental class. The technique of collecting data is distributing questions to research respondents. In this research, the data analysis technique was using t test on the Statistical Package for the Social Sciences (SPSS) for Windows version 25 program. The result of this research indicated that (1) students' reading comprehension in English subject in experimental class taught using LINE Webtoon as a media obtained an arithmetic mean of 24.89; (2) students' reading comprehension in English subject in control class taught by using LINE Webtoon as a media obtained an arithmetic mean of 16.65; (3) students' reading comprehension in English subject taught using LINE Webtoon as a media in experimental class are higher than students' reading comprehension in English subject taught by using LINE Webtoon as a media in control class with a value of Sig. 0.000 > 0.05. Furthermore, there is an effect on the use of LINE Webtoon as a media in learning students' reading comprehension as evidenced by the increase in students' learning outcomes.

Keywords: *LINE Webtoon, Reading Comprehension*

ACKNOWLEDGEMENT

In the name of Allah SWT. All praise to the Almighty Allah SWT., the Lord of the universe, who has blessed and given the researcher abundant mercies, helps, and guidance so that this thesis can be finished completely. Peace and blessing be upon the Prophet Muhammad SAW. As the messenger of Allah SWT., who has guided and led us from the darkness into the shining bright path.

The researcher wanted to say thanks sincerely for both of her parents, (Alm.) Kombes Pol. (Purn.) Drs. H. Bambang Yulianto and Hj. Ratna Dewi, who always given motivation, advices, much love, support, and pray that never end so that the researcher can finish her research.

The Researcher would like to express a great appreciation for both of her advisors, Dra. Wennyta, M.Pd as the first advisor and Dr. Yanti Ismiyati, M.Pd as the second advisor, for teaching and guiding the precious knowledge and spirit in guiding the researcher to carry out this research from the beginning to the end.

Next, the researcher does not forget to express acknowledge and deep gratitude to:

1. Prof. Dr. Herri, M.B.A as Rector of University of Batanghari Jambi.
2. Dr. H. Abdoel Gafar, S.Pd., M.Pd as Dean of the faculty of Teacher Training and Educational Sciences at University of Batanghari Jambi.
3. Ridho Praja Dinata, M.Pd. as head of English Education Study Program at University of Batanghari Jambi.

4. All of the lecturers of English Education of the Faculty of Teacher Training and Educational Sciences at University of Batanghari Jambi who have given the knowledge, advices, and inspirations.
5. Suspriyani, S.Pd. as a guide teacher during this research and opportunity given to take her English class at Senior High School Number 8 Jambi City as the sample of the research.
6. My psychologist Nova Rinci Astuti, M.Psi. who always listened to me whenever I needed advices, help and always give me support so I can do my research.
7. All of the classmates of English Education Department 2018, especially Class A2, who always give suggestions, help, and support. May Almighty Allah SWT. Bless all of them.

In general, the researcher does not forget and wanted to say a lot of thanks to all of those who had researcher mentioned their name before one by one who have provided assistance, both morally and materially so that the writing of this thesis can be completely done. Finally, the researcher conveyed that the reader would be pleased to provide constructive suggestions to make this thesis become more valuable and better.

Jambi, February 14th, 2023

Researcher,

Tasha Annisa Putri
NIM. 1800888203040

TABLE OF CONTENTS

APPROVAL	ii
ADMISSION	iii
DECLARATION	iv
MOTTO	v
DEDICATION	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDECIS	xiv
CHAPTER I	1
1.1. Background of the Research	1
1.2. Identification of the Problem	6
1.3. Limitation of the Problem	6
1.4. Formulation of the Research	6
1.5. Objectives of the Research.....	7
1.6. Significance of the Research.....	7
1.7. Definition of Key Terms	8
1.8. Basic Assumptions	9
CHAPTER II	10
2.1. The Definitions of Reading Comprehension.....	10
2.1.1. Kinds of Reading Comprehension	11
2.2. The importance of Reading Comprehension.....	13
2.3. Media and Technology.....	15
2.4. LINE Webtoon	17
2.4.1. How to Operate LINE Webtoon	21
2.5. Previous Studies	23
2.6. Conceptual Framework	25
2.7. Hypothesis of the Research	26
CHAPTER III	28
3.1. Research Design.....	28

3.2. Population and Sample.....	30
3.2.1. Population	30
3.2.2. Sample.....	31
3.3. Research Instrument.....	32
3.4. Technique of Data Collection	32
3.5. Research Variables.....	33
3.6. Trial of Research Instrument.....	34
3.6.1. Instrument Validity	35
3.6.2. Instrument Reliability.....	36
3.7. Technique of Data Analysis	38
3.7.1. t Test.....	39
3.7.2. Normality Test	40
3.7.3. Homogeneity Test	40
3.7.4. Hypothesis Test.....	41
CHAPTER IV FINDINGS AND DISCUSSIONS.....	43
4.1. Findings.....	43
4.1.1. Pre-test Result	43
4.1.2. Post-Test Result	45
4.1.3. Classical Assumption Test.....	47
4.2. Discussions.....	50
4.2.1. The Effect of Using LINE Webtoon in Reading Comprehension of English Students in Class XI IPA 1 and XI IPA 2 of Senior High School Number 8 Jambi City	50
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	53
5.1. Conclusions	53
5.2. Suggestions	53
REFERENCES.....	55
DOCUMENTATION.....	84

LIST OF TABLES

Table 1 Research Design.....	29
Table 2 Population of the Research	30
Table 3 Sample of the Research.....	32
Table 4 Interpretation of Correlation Coefficient	36
Table 5 Reliability Index Classification.....	37
Table 6 Criteria of Score Reading.....	43
Table 7 Pre-Test Result.....	44
Table 8 Post-Test Result	46
Table 9 Experimental Class and Control Class Normality Test	48
Table 10 Homogeneity Test Result.....	49
Table 11 Hypothesis Test Result.....	50



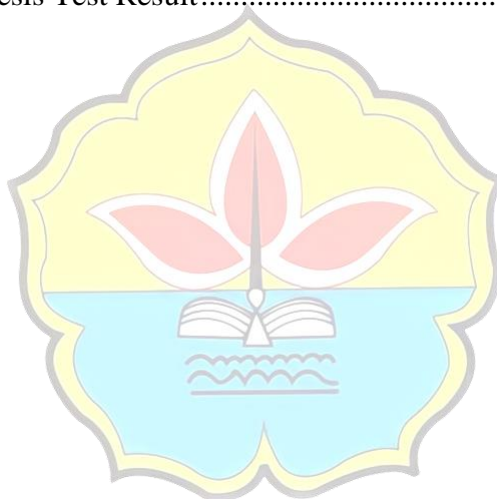
LIST OF FIGURES

Figure 1 Conceptual Framework.....	26
------------------------------------	----



LIST OF APPENDECIS

Appendix 1 Experimental Class Lesson Plan	57
Appendix 2 Control Class Lesson Plan.....	59
Appendix 3 Question Validity	61
Appendix 4 Tabulation of Validity Test	67
Appendix 5 Validity and Reliability Test Result	68
Appendix 6 Research Instrument	70
Appendix 7 Pre-Test Result	75
Appendix 8 Post Test Result.....	76
Appendix 9 Frequency of Experimental Class Pre-Test Result.....	77
Appendix 10 Frequency of Control Class Pre-Test Result	78
Appendix 11 Frequency of Experimental Class Post Test Result.....	79
Appendix 12 Frequency of Control Class Post Test Result.....	80
Appendix 13 Normality Test Result	81
Appendix 14 Homogeneity Test Result	82
Appendix 15 Hyphotesis Test Result.....	83



CHAPTER I

INTRODUCTION

1.1. Background of the Research

The most often used language for communication is presently English. English has evolved into a universal language of intercommunity communication because it is a *Lingua Franca*. Based on Ethnologue data, English become a language that being used by everyone around the world. It is recorded that there are 1.5 billion people who are English speakers by 2022. Held (1998) states that, in the political arena, English has become the centre of communication in the fields of corporate, politics, administrative, scientific, and academic sectors. English is the universal language that allows people of all cultures and ethnic backgrounds to communicate with one another.

The theoretical learning style slowly forms a passive learning atmosphere. Knowledge is only centred on the teacher without any feedback from teacher to student. Students seem to be the recipients of knowledge without the opportunity to practice their English skills intensely. There are teachers who do not apply English learning methods that are suitable for their students. Finally, students experience a burden. Students are afraid of English lessons. English then becomes a scourge that haunts every time they learn English at school. Benson and Lohr (1999) say, success in a foreign language depends on our perspective in learning. The majority of students believe English to be a difficult language to master. One of the influential is the lack of self-confidence. The large number of new vocabulary and sentence structures that are different from Indonesian, makes

many students lazy or tend to be embarrassed to take this lesson. Grammar is a frequent obstacle for English language learners. Listening, speaking, reading, and writing are the four most important parts of English that must be mastered. These four components must be implemented in unison. The majority of formal schooling tends to focus on reading and writing while ignoring listening and speaking.

However, when students are taught to read at school, they are simply taught to read the assigned text. However, they do not comprehend the essential idea and significance of the text they have read. In most cases, students only try to speak proper English in class when they are under the teacher's supervision. In addition, students do not always hear the people around them speaking English properly. As a result, it becomes more difficult to learn proper English. Reading is an activity we engage in to acquire knowledge. This practice requires us to capture ideas rather than simply read aloud. This is why there are reading-related questions following a discourse reading. Gough & Tunmer (1986) as well as Hoover & Gough (1990), posits that reading comprehension is the product of two main clusters of skills: word recognition and language comprehension skills. However, reading comprehension is an activity for developing a knowledge of a text's meaning that can be translated into your native language. Additionally, this comprehension can benefit others. Without reading comprehension, students mimic the words of others without understanding its meaning. Then, reading comprehension assists students in being more than just excellent imitators in the

future. However, kids develop the ability to apply information through their projects.

Reading comprehension is an essential skill for students to acquire. Because we live in a technologically advanced digital era, students can access a wealth of English-language learning resources on the internet fast and for free, thereby enhancing their intelligence. Reading comprehension is not a skill that can be instantaneously acquired. Students must continue to be trained to participate actively in the learning process so that they can subsequently think critically in order to acquire high comprehension abilities. Instead of accepting things without question, rational thought shows that they've done research into what they're getting and changes their perspective. Harris and Hodges (2012) also said that reading comprehension is the construction of meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular communicative context. Note: The assumption here is that meaning resides in the interpreter's intentional problem-solving and thinking processes during such an exchange, that the content of meaning is influenced by that person's prior knowledge and experience, and that the message constructed by the receiver may or may not be congruent with the message sent.

According to Kintsch and van Dijk (2016), reading comprehension is the process of building meaning from text, which has a goal to get an understanding of the text rather than to obtain meaning from individual words or sentences. It indicates that reading abilities continue to play a vital role in broadening students'

perspectives. To determine whether or not students are interested and motivated to acquire reading abilities, and whether or not they can read well. In addition, students should be motivated to acquire reading abilities. Students can also begin their reading skills by devoting some time to reading by selecting their favourite book. This is a new beginning because students are already motivated to learn. Because it influences the academic achievement of students.

Students' sometimes find it difficult to comprehend the written text. They often find themselves confused and dispassionate to looking for the meaning. According to Syatriana (2015) reading process includes three processed, those are: (1) letter and word recognition, (2) comprehension of concepts, and (3) reaction and assimilation of the new knowledge with the readers past experience. That means, the readers must understand how to analyse the text in the reading processes. In fact, it happens in the eleventh-grade students of Senior High School Number Eight Jambi city. Based on the writer experience during practice field (PPL) at Senior High School Number Eight Jambi city, there are many students' have difficulties in comprehend the meaning of the written text although they know how to read it, and they know the vocabulary used in the text.

To alleviate the students' challenges with reading comprehension, the teacher must be able to provide them with guidance and teaching in learning to read. The process of teaching and acquiring reading comprehension can be initiated by employing an engaging technique or medium that keeps students engaged, prevents boredom, and encourages their full participation. LINE Webtoon are one of the media which can be used in teaching reading

comprehension in the classroom. The teachers can access LINE Webtoon by download LINE Webtoon comic application in Google Play Store of App Store which also can be access by the students. LINE Webtoon is one of the applications that provides a collection of comics with various genres and languages. Example: Orange Marmalade, The Secret of an Angel, Troll Trap, The God of High School, The Tower of God, etc. The languages including English, Indonesian and other languages. Liu (2004) said that comic strips can be used effectively to build reading skills. It will help the students understand the text.

LINE Webtoon was released in 2015 in Indonesia. Indonesia is the largest market with the largest number of webtoon readers compared to other countries in the world. Out of a total of 88 titles released locally and internationally, there are 36 webtoon titles from Indonesia. As many as 11 webtoon titles have ended and 15 titles are still on going. Originator of LINE Webtoon, Kim Jun Koo revealed that in 2016, there are 35 million monthly active users worldwide. Indonesia is the highest market with 6 million active users who have downloaded LINE Webtoon. LINE Webtoon exists because comic sales in South Korea have decreased drastically with readers preferring to read comics illegally. This precipitated the decline of the Korean comic industry with many publishers going out of business. In 2004, NAVER released NAVER Webtoon as a place for comic artists to work.

Based on the information above, the researcher is interested in conducting the research about students' perceptions using LINE Webtoon as a media to improve students' reading comprehension. And the research is entitled "The

Effect of Using LINE Webtoon as a Media in Reading Comprehension at Eleventh Grade of State Senior High School Number 8 Jambi City”

1.2. Identification of the Problem

Based on the explanation elaborated above, the researcher attempts to formulate the problems as followed:

1. The students struggle with reading English, especially when it comes to reading comprehension and understanding the main point of a piece of writing.
2. The students commonly skim written text without paying attention. They read it out loud, but they never got the meaning behind it.
3. Several students did not take reading comprehension seriously. Students think that by reading aloud well, they have successfully passed the test.

1.3.Limitation of the Problem

Regarding to the background of the problem, the researcher focuses on the effect of using LINE webtoon as a media in reading comprehension at eleventh grade of State Senior High School 8 Jambi City.

1.4. Formulation of the Research

Based on the research background described above, the formulation of the research as follow, Is there any significant effect of using LINE Webtoon as a media in learning reading comprehension?

1.5. Objectives of the Research

The objective of this research is referring to find whether there is significant effect of using LINE Webtoon as the media in reading comprehension at eleventh grade of Senior High School Number 8 Jambi City.

1.6. Significance of the Research

This research is expected to have two major benefits, they are theoretical and practical benefits.

1. Theoretically

The result of this study is anticipated to contribute to the production of educational resources and to expand the literature review on reading comprehension, thereby offering a better understanding of the reasons why students may struggle to comprehend a given subject to the eleventh grade in State Senior High School Number 8 Jambi City.

2. Practically

- a. For the students, this research will provide students to learn reading comprehension in an interesting way. It will encourage students to study English intensively, particularly reading comprehension.
- b. For the English teachers, this research will provide teachers with knowledge and information on one potential media tool that can be used by teachers.
- c. For the researchers, this research is expected to provide information or references to be developed on further research. Researchers hope other

researchers evaluate, revise, reconstruct, or modify this research and write further research for other levels and purposes.

1.7. Definition of Key Terms

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follows:

1. Reading Comprehension

According to Healy (2002:3) reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text.

2. LINE Webtoon

LINE Webtoon is a digital comic platform launched by Naver Corporation in South Korea and can be accessed in smartphone and can be downloaded on Google Play Store or App Store. According to Hadley (in Liu 2011:228) the visuals may have helped improve comprehension because they provided “additional contextual information”

3. Media

Bakri (2011:3) media is plural form of *medium*, which derives from Latin word *medium* that has meaning “middle”. In Bahasa, *medium* means “between or interval”. The meaning of media aimed at something that delivers information (message) between message sender and receiver.

1.8. Basic Assumptions

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follows:

1. Reading comprehension

In order to read, analyse, and comprehend text, a person needs reading comprehension. Word reading—the capacity to comprehend the written material on the page—and language comprehension are two interrelated skills that are necessary (being able to understand the meaning of the words and sentences).

2. LINE Webtoon

The words "web" and "cartoon" are combined to generate the term "webtoon," which refers to cartoons or comics that can be viewed online in the form of websites. Via the LINE Webtoon service, authorized comic writers regularly publish new webcomics on a set schedule. You may access the most recent, diversified comics daily for free with LINE Webtoon.

3. Media

Every method of sending messages or information from one place to another is included in media. Use media to improve the efficiency and interest of teaching and learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Definitions of Reading Comprehension

Birsch (2016) stated, “reading comprehension as a skill to get meaning from what the reader read.” Means that reading comprehension involves not just reading the material, but also gaining meaning, comprehension, and enjoyment. Reading comprehension is a cognitive process as well. They must reflect on what they read and comprehend the intended meaning of the written text. Therefore, it can improve their reading comprehension.

According to Willis (2008) to be successful in reading comprehension, students need to actively process what they read. Students need a process to read the text written and they should understand the meaning from the written text. Catherine E. (2002) stated that comprehension consist of three elements, they are reader who is understanding, the text that is to be comprehend, and the activity in which comprehension is a part. It means that reading comprehension is a complicated skill to understanding the text.

Reading comprehension refers to reading for meaning, understanding, and entertainment. Linse (2005) stated that there are two main reasons for reading. The first is reading for pleasure. It signifies that the reader reads the book for entertainment purposes, such as reading a novel or comic book. Second, informational reading It implies that the reader reads to obtain knowledge, such as when they read a newspaper or an article. Therefore, reading comprehension can be useful for reader not only in school but also as an entertainment.

2.1.1. Kinds of Reading Comprehension

Reading comprehension has five different levels. Pourkalhor & Kohan (2013), stated that reading comprehension are often distinguished, according to reader's purpose in reading and the type of reading used. The following are commonly referred to:

a) Level One: Literal Comprehension

Literal comprehension is literal understanding refers to direct understanding of the meaning of each English text, such as what vocabulary is used, the setting of the place, the time setting, and the setting of the location in a text. The information is stated clearly in each text. It can be concluded that at the level of literal understanding you only need to read the entire contents of the text to look for existing information. For examples: "Who took Gilang's book?", "What did Gilang do when he realised that his book was missing?"

Literal comprehension requires direct and explicit answers to questions extracted from a text. Literal comprehension is an essential ability because it serves as a building block to the more advanced levels of comprehension. The literal level of comprehension requires some abilities that are necessary for comprehending any text or statement in general, and they include the ability to understand what a sentence is saying without analysing it.

b) Level Two: Inference Comprehension

Inference comprehension is an idea or conclusion drawn from evidence and reason. The benefit of making inferences or conclusions is that the reader can find out about the meaning and purpose of the text. At this level, reader must read

between the lines to understand the texts in the reading material. It involves understanding the facts even if not explicitly stated in the reading material. It explores answers to questions begin with “why and how” because such questions have to get their implied meaning answered or comprehended. For examples: “Why did Gilang want to be ranked as the smartest student on his class?”

The answer of that question highlighted above requires inferences based on assumptions on why Gilang wants to be the smartest student on his class. Such inferences or conclusions may be based on facts or opinions.

c) Level Three: Evaluative Comprehension

Evaluative comprehension requires the reader to move beyond the text to consider what they think and believe in relation to the message in the text. It also requires a deeper understanding of the topic. It involves analysing and weighing an author’s intent, opinion, language, and style of presentation. Also included evaluating the appropriateness of the author’s devices in achieving their aim and then making inferences based on the fact or idea implied in the event or reading material. For example: “How did Gilang feel about global warming?”

Evaluative comprehension involves making extrapolations or conclusions on material or events. The evaluation can be positive, negative, or neutral. Evaluative comprehension also involves understanding the implications of the evaluations of the evaluation.

d) Level Four: Reorganization Comprehension

At this level, apart from using literal understanding, the reader must also be able to find and understand implied information in the text you read. So, at this

level you should be able to add a little more understanding to the essence of the text according to your understanding. Reorganization comprehension is requiring some creativity and curiosity. It also requires an ability to analyse, digest, evaluate and come up with a unique view of a situation or event. For example: “What could have been the consequence if Gilang had been recognised as the smartest student at his class instead of Kevin?”

e) Level Five: Appreciative Comprehension

Appreciative is the ability to understand the main purpose and point of view of the author of that reading based on clues mentioned in the text. For being successful in this level, students should know that answer for appreciative level is in their head not in the text and it is all their opinion.

To get to the appreciative level of reading comprehension means that a reader fully understands the literal meaning of the reading material, has carefully evaluated the situation and can use the ideas gathered and apply them to real-life events or similar conditions. For example: “How would you feel if you were in Gilang’s shoes and had lost the recognition rank to a student at your class?”

The answer of the question will require an appreciative level of comprehension as the answers are not found in the text or event but from the reader or observer.

2.2.The importance of Reading Comprehension

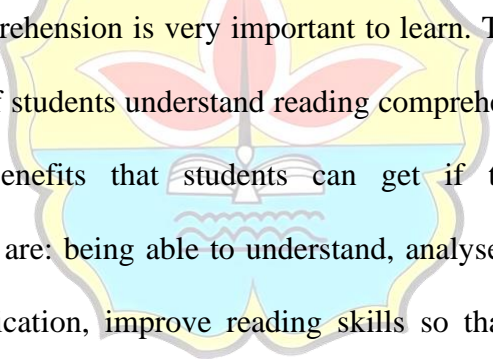
The significance of reading comprehension is to comprehend and evaluate the text we read. According to Kristin (2010), “Reading is an interactive process

that takes place between the text and the readers processing strategies and background knowledge.” It implies that reading is a method for obtaining knowledge from a text, and that by reading, students can also comprehend the writer's intent. Reading comprehension is a communication process in which readers connect and comprehend with the text by activating their prior knowledge. Reading comprehension is dependent on multiple cognitive processes and language acquisition.

Reading comprehension is related with a number of cognitive and metacognitive strategies, such as activating background, summary text, and generating questions to capture the main idea of the passage (Sporer, 2009). It is described how this recognition results from the communication between written words and how these words trigger information outside of the text. Reading comprehension depends on the capacity to quickly and clearly comprehend words. If some words are difficult to comprehend, learners expend a disproportionate amount of processing power on reading particular words, which hinders their capacity to comprehend what is read. Prior to being able to independently memorize and comprehend a book, students must have the ability to analyse it for meaning.

Reading comprehension does look easy, but there are at least two difficulties students usually encounter. First, in an English text, there are a lot of vocabulary that students don't understand, thus hindering comprehension of the text itself. How is it possible, students want to get an idea but do not understand the meaning of the word. The introduction of new vocabulary must be continued

so that they do not stutter when they encounter varied vocabulary. Second, reading comprehension requires a process. This is not an ability that can instantly get. To get good comprehension skills, students must continue to be trained to be able to participate actively in the learning process so that later they can think critically. Critical thinkers present a prior analysis of what they receive and change their mentality instead of just accepting something raw. Without understanding in reading, students are just like parrots imitating someone's language without understanding what it means. Then, reading comprehension helps students to not only become great imitators in the future. But they become someone who is able to take knowledge and apply it using their creations.



Reading comprehension is very important to learn. There are many things that can be obtained if students understand reading comprehension. The following are some of the benefits that students can get if they master reading comprehension, there are: being able to understand, analyse, and respond to text and written communication, improve reading skills so that they are clear and effective, can increase focus on reading for a long time, a good reading comprehension can make students look professional and reading activities can make students feels more enjoyable.

2.3. Media and Technology

In the process of teaching and learning reading comprehension, the teacher should be able to choose appropriate media. So, the purpose of teaching and learning process can be achieved properly. To achieve one's goals, it is crucial to use the appropriate learning medium. Teachers who are creative, technologically

savvy, and able to utilize media will encourage students to be creative and knowledgeable.

In our increasingly technologically advanced society, we cannot pretend that we do not require technology. Included within the realm of education as new literacies, such as digital and technological literacy, grow, it is essential that students be prepared to comprehend and adapt to these literacy demands in order to meet current and future expectations for leisure and employment. With the introduction of the Internet and the emergence of novel ideas, reading is viewed in an ever-changing light. Leu et al (2014), stated that these new literacies include innovative text formats, new reader expectations and new activities. The extend traditional literacy experiences with comprehension of information of the internet.

The Internet has forced educators to tackle difficulties associated to new technology, as technological advancements have never been implemented so swiftly and in so many locations concurrently as the Internet. Warschauer (2006), the internet allows for immediate dissemination of information through the click of a single link, for instance. Moreover, internet access has become common in school. Especially since *Covid-19* pandemic. Because of *Covid-19* pandemic, students are force to do an online school at their home.

The advantages of using a technology such as, comics Webtoon others are modern presentation and easy to access anywhere, computerized, laptop, Android, iOS and tablet. Making it easier for readers to read anywhere and anytime. The advantages of Webtoon are have a variety of visual elements and unique storyline.

The readers can read hundreds of comics with various genres. Readers can choose the story according to their favourite genres and expression visualized in the Webtoon. Webtoon also can make the readers feel emotionally when they read the story and make the readers keep reading to completion. This is what inspires Webtoon that contain educational and learning materials.

Students tend to dislike text books even more when they are not accompanied by engaging pictures and graphics. In contrast, empirical evidence suggests that students favour colourful, realistic and/or cartoon-styled picture books. It is anticipated that teaching reading comprehension through comics will raise students' enthusiasm in reading, thereby improving their learning outcomes.

2.4. LINE Webtoon

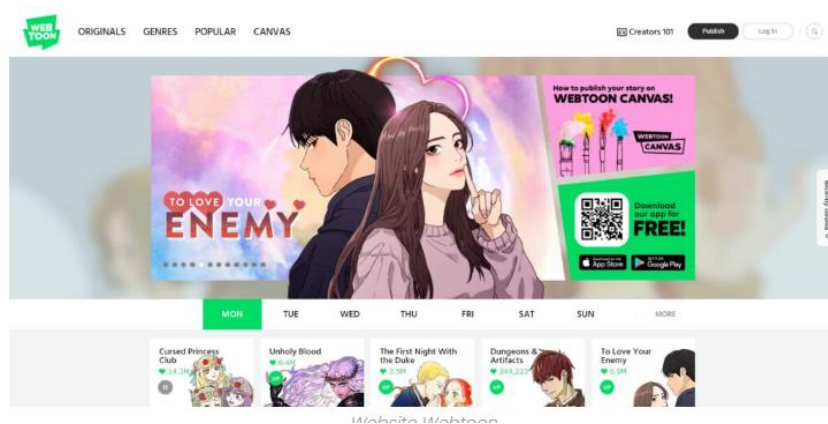
LINE Webtoon is kind of visual entertainment which is increasingly popular among the young generations. Webtoon is presented as a comic strip. Webtoon series is composed of predominantly visual elements interspersed with verbal text. According to Djiwandono (2018), Webtoon could affect the way young generation read and printed ideas.

Webtoon is a combination of web and cartoon. This application can interact students reading comprehension interest and can help students easy to comprehend the text. Because Webtoon are contained a simple word, colourful illustration, having a background sound to support the plot in reading and good picture. So that the students may enjoy learning while reading it. In this comic,

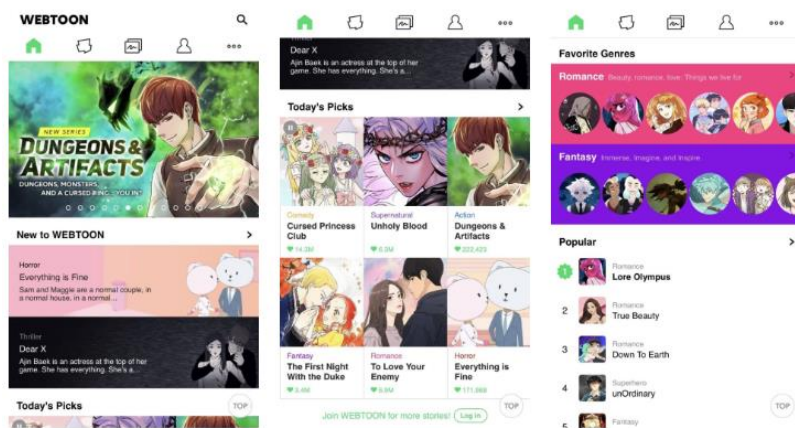
both teachers and students can select from a variety of storylines and genres that correspond to topics with instructional value.

Webtoon is a combination of “web” and “cartoon”, and was coined in South Korea to refer to web comics. Many different terms were used to refer to these digital comics published on website in South Korea. At first it was Webmic (a compound of “web” and comics”), which soon lost out to Webtoon (a compound of “web” and cartoon”, Song Yosep 123). Webtoon was also briefly used to refer flash animation, but that meaning soon disappeared (Park Sohwan 128). Before long Webtoon became the standard term for comics that are created and consumed on the internet in South Korea.

Webtoon service can be accessed through 3 main types of media that carry out its communication strategy, namely websites, applications, and social media. Each of these media has different functions and roles. However, every media provided by Webtoon is of course designed in such a way as to make it easier for its users to access and use it. With the convenience provided, users will be more comfortable to use it.



This Webtoon website can be accessed via the URL <https://www.webtoons.com/> This website is the main route for new readers who are interested in reading webtoon comics but don't have the application yet. In addition, new users can use this media website as a first glance before using the Webtoon application itself.



When you open the webtoon website for the first time, you will be on the first page, Home. On this page, readers can feast their eyes on various variations of comics with very interesting and colourful illustrations. This “Home” page also shows recommendations of comics that have just been published, most readers' choices of the day (today's picks), readers' favourite genres, as well as the most popular comics on the webtoon. The layout and visuals of this “Home” page can show that webtoon companies prioritize convenience for their readers to be able to choose and read comics according to their taste without having trouble finding them.

Accessing webtoon in an application is actually not much different from on a website. However, to enjoy the Webtoon Application, users must download the application through the Play Store or App Store. Using an application is much easier because webtoons use low to medium complexity, where readers are greatly facilitated by a simple and attractive application design.

Apart from the official website and application, Webtoon also has accounts on several social media. The most active social media of the webtoon are Facebook, YouTube, Twitter and Instagram. The content posted on this webtoon social media is campaign photos and videos. Webtoon also provides light content to be more interactive with followers, such as quizzes, bingo, and entertaining humour content. Webtoon's social media accounts have received high enthusiasm from netizens, this is evidenced by the high number of followers and engagement from netizens.

LINE Webtoon in Indonesia is growing rapidly, especially with the ease of accessing comics on the platform. Only by downloading a free application or opening it from the website, readers can enjoy various comics. As of 2016, LINE Webtoon has 88 comics, 36 of which are local works. Of all the local webtoons, 11 titles have ended and 36 are still ongoing. In just one year, LINE Webtoon managed to capture 6 million active users in Indonesia. This achievement made Indonesia the top market for LINE Webtoon in 2016.

The use of Webtoon to teach English, particularly reading comprehension, is engaging for students. By using this program, students will be more engaged in

reading, since the webtoon offers a variety of comic genres written in English, allowing them to learn English joyfully. According to Halliwell (1991) assumed that because of the creative and innovative language skills carried out by students into the classroom, teachers must be able to provide them with a communicative and pleasant atmosphere where students can more freely express themselves and feel happy with the lesson.

Webtoon materials meet the criteria of good extensive reading materials in that they cater for readers interest and content language that fall within the current proficiency level of most readers. Young readers are deprived of the opportunity to comprehend more complex sentences by reading Webtoons, notwithstanding the entertainment value that can be derived from them.

In addition, the generated and utilized comics are suited to the intended purpose and subject matter. The images in the comic narrative are given in the form of cartoons since pupils prefer cartoon images. The only purpose of the image is to serve as an illustration of the offered story that corresponds to the subject matter.

2.4.1. How to Operate LINE Webtoon

1. First, download and install LINE Webtoon on your mobile phone. Open the Play Store or App Store and search the application by typing LINE Webtoon.
2. Before you can read comics, you are required to log into your account using LINE. So, before that, you must have the LINE application installed on your cell phone.

3. At this point the registration process is almost complete, just tap the “Allow” button to approve access to the account by the service.
4. Next, agree to the usage rules by ticking the checkbox and tapping the “Submit” button.
5. Select the resolution of the comic image that will be displayed later. Then tap the “OK” button.
6. Now you are on the main page of the LINE Webtoon service. On this page there are various kinds of comic titles that you can read. If you have good language skills, these titles will appeal to you.
7. Tap the menu button at the top left and there will be several categories that will help in your title search process. For example, just tap the Popular category.
8. The application will also display the most popular titles based on reader ratings. Just try tapping one of the titles, for example Si Juki.
9. The comic Si Juki has several episodes, you can start from any episode and go back to the previous episode easily. Under the title there is an option to read from the first episode.
10. While on an episode, swipe up or down to go to another page. If you tap once, you will see several buttons appear at the top and bottom of the screen. Each button has a different function.
11. At the top there is a three-dot button that contains the Download and Share buttons. This button is used to download comics and share comics with friends or relatives.

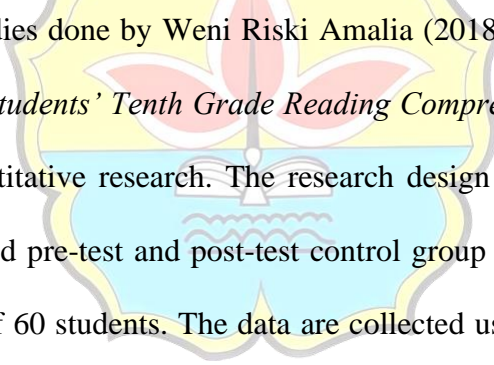
12. The comment button creates a custom panel for messages and reader impressions. You can also leave testimonials or just give appreciation to the maker.
13. Meanwhile, to view reading lists, favourites and downloads, you can access the menu button “My webtoon.”

2.5. Previous Studies

There are studies related to the use of LINE Webtoon in teaching and learning process. The first study is from Puspita (2017), entitled “*The Use of Webtoon to Improve Students Reading Comprehension*”. The objective of this research is to investigate the use of LINE Webtoon on students reading comprehension. The participants of this study were 170 students of Junior High School in academic year 2013/2014 Palembang. Pre-experimental research was employed as the research design of this research. The result showed that using LINE Webtoon in teaching reading can improve students reading comprehension.

The second previous was done by Ika Yanti Ziska (2021), entitled “*Webtoon as an Attractive Media in Teaching Reading Comprehension*”. The study based on students’ issues related to teaching English, especially reading comprehension. This is because teaching activities are implemented in the classroom, where teachers are more active than the students. It is also caused by several factors such as students get difficult to learn English. The students feel difficult to understand the content of the story because they are lazy to read. The purpose of this research is to overcome these problems by providing an interesting learning for students, especially in reading stories to find the elements of the story

that is by using digital comics (English Webtoon). The study applied a pre-experimental design, with pre-test and post-test design. The population in this study was eighth-grader of SMPN 7 Parepare school year 2020/2021. Samples in this study were taken using cluster random sampling taken from the population. The results of data analysis showed that students' reading ability was improved. This is shown by the average of pre-test and post-test score of the students. It also proved that the value of the t-test (22.72) is higher than t-table 1,725 with freedom level (df) = (N1 - 1) 23 for a significance level of 0.05. This result indicates that the reading comprehension of eighth grade at SMPN 7 Parepare improved by the use of webtoon as teaching media.



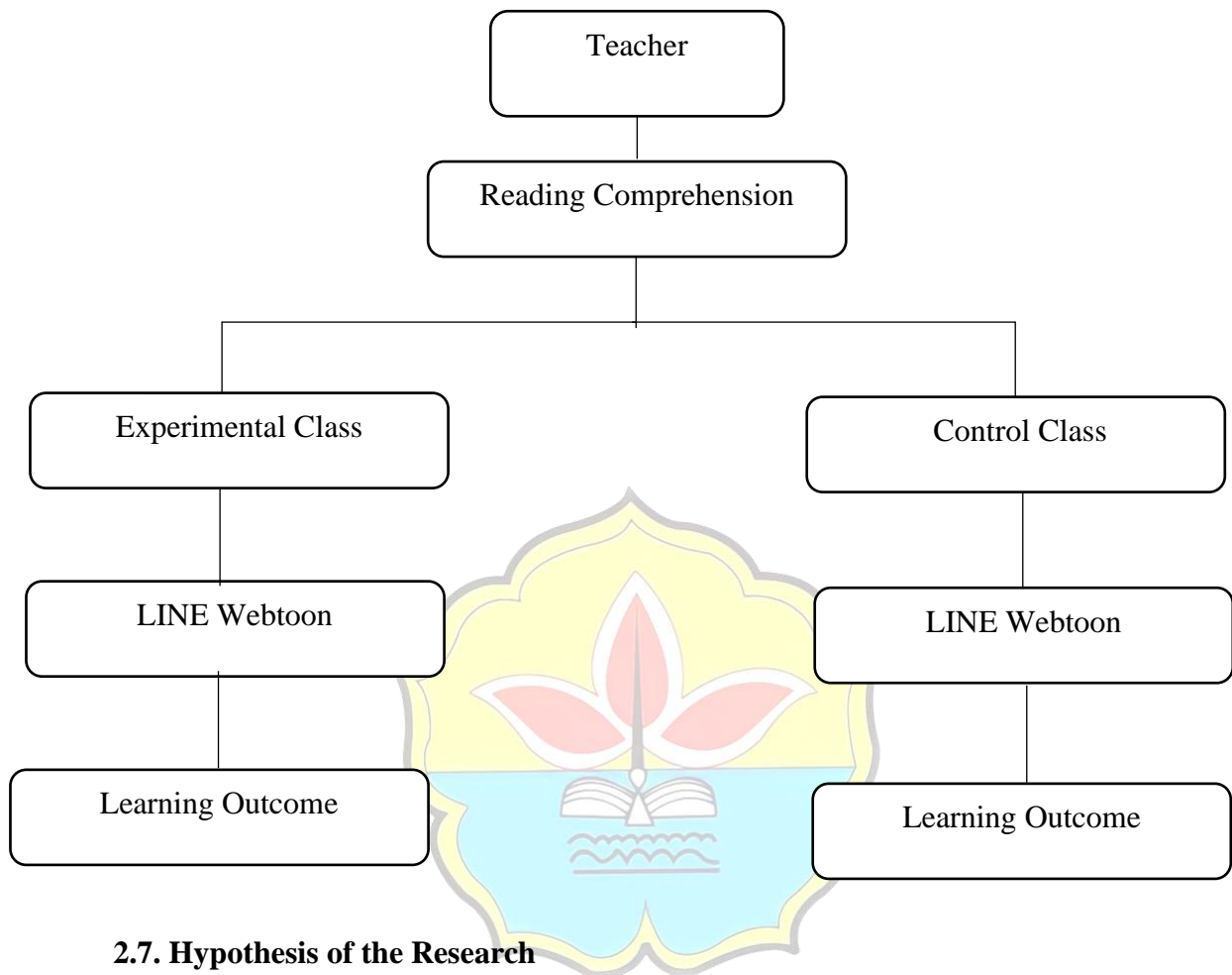
The third studies done by Weni Riski Amalia (2018), entitled “*The Effect of Line Webtoon in Students’ Tenth Grade Reading Comprehension*” The kind of this research is quantitative research. The research design is quasi-experimental design nonrandomized pre-test and post-test control group design. The subject is X grade consisting of 60 students. The data are collected using objective test and the instrument is used multiple choice test. The analyse of data is used SPSS Statistic’s 21. Based on the result of data analysis show that the value of Sig <a is 0,05 so Ho is rejected and Ha is accepted means that the pair data between variable is significant. It proves that LINE Webtoon can improve students’ reading comprehension. The conclusion that can be taken from this research is LINE Webtoon has significant effect for students’ reading comprehension.

2.6. Conceptual Framework

Based on the conceptual framework, researcher focus on the effect of using LINE Webtoon as a media to learning and in this case is learning reading comprehension skill. The first way to observe this research is by giving the students one of the stories in LINE Webtoon and ask them to read it.



Figure 1
Conceptual Framework



2.7. Hypothesis of the Research

According to Creswell (1994), hypothesis is a formal statement that presents the expected relationship between an independent and dependent variable. Thus, the formulation of hypothesis based on the theoretical studies and frameworks that have been done, then the hypothesis requires a research process to test the truth.

In research about the effect of using LINE Webtoon as a media in reading comprehension of English subject at the eleventh grade of Senior High School Number 8 Jambi City, the hypothesis that researcher refers were:

Ha: There is a significant effect of using LINE Webtoon as a media in reading comprehension at the eleventh grade of Senior High School Number 8 Jambi City.

Ho: There is no significant effect of using LINE Webtoon as a media in reading comprehension at the eleventh grade of Senior High School Number 8 Jambi City.



CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The researcher selected quantitative as the research strategy and technique for this study. According to Creswell (2014) quantitative research is an approach for testing objective theories by examining the relationship among variables. In turn, these variables may be monitored, often using tools, so that numerical data can be evaluated with statistical methods. Matthews & Ross (2010) describe how quantitative research techniques are primarily used to the collecting of organized and quantitatively representable data.

The researcher used quasi-experimental research methodology. In accordance with Creswell (2012), quasi experiments include assignment, but not random assignment of participants to groups. Abraham and McDonald (2011) stated that, the manipulation of an independent variable is included in both experimental and quasi-experimental research. It is distinguished from experimental research by the absence of a control group, random selection, random assignment, and/or active manipulation. In quasi-experimental study, the researcher used a pre-test and post-test design. The researcher assigns intact groups the experimental and control treatments, administers a pre-test to both groups, performs experimental treatment activities with the experimental group exclusively, and then administers a post-test to compare the two groups. It indicates that the researcher used a pre-test and post-test design strategy in a quasi-experimental design. To determine the differences between the two groups,

the researcher administered pre-test and post-test to both class groups, but only administered the experimental therapy to the experimental class.

The researcher chose two groups; one was the experimental class and the other was the control class. Different treatment was provided to these two groups. Before adopting LINE Webtoon as the media, students were given a pre-test to determine their reading comprehension. The researcher then administered a treatment to each class: the experimental class was treated with a LINE Webtoon, while the control class was also treated with a LINE Webtoon. Following the intervention, students were given a post-test to see if the use of LINE Webtoon had any effect on their reading comprehension and learning outcomes. The research design can be presented, as follows:

Table 1
Research Design

Pretest	Treatment	Posttest
O1	X1	O3
O2	X2	O4

Notes:

X1: Group that follows the application of LINE Webtoon.

X2: Group that follows the application of LINE Webtoon.

O1: Pre-test score on the application of LINE Webtoon.

O2: Pre-test score on the application of LINE Webtoon.

O3: Post-test score on the application of LINE Webtoon.

O4: Post-test score on the application of LINE Webtoon.

3.2. Population and Sample

3.2.1. Population

A population consists of participants with certain attributes and characteristics selected for study and conclusion by the researcher. According to Creswell (2014) stated that the population is a group of individuals (or group of organizations) with some general characteristics that can be identified and studied by researcher. The population of this research is the eleventh-grade students of State Senior High School Number Eight Jambi City that consist of five social classes and five science classes, which are XI IPA 1, XI IPA 3, XI IPA 4, XI IPA 5, XI IPA 6, XI IPA 7, XI IPA 8. The total number of the population is 292 students, as the table:

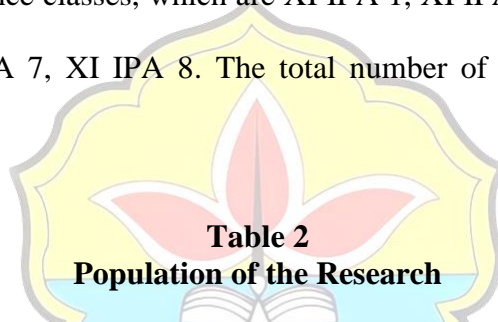


Table 2
Population of the Research

Class	Number of Students
XI IPA 1	36
XI IPA 2	37
XI IPA 3	37
XI IPA 4	37
XI IPA 5	37
XI IPA 6	38
XI IPA 7	35
XI IPA 8	35
Total	292

Source: Administration of SMA N 08 Jambi City

3.2.2. Sample

According to Creswell (2014) a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. For instance, when the population is enormous and research is unlikely to cover every aspect of the population. If there are limited resources, effort, and time, the investigation may use population samples.

Random sampling was conducted by the author based on the number of populations and samples that had been established. According to Creswell (2012) states that in simple random sampling, the researcher picks individuals (or units, such as schools) for the sample such that each individual in the population has an equal chance of being selected. The fundamental advantage of the simple random sample is that all members of the population have an equal probability of being picked for the research. This assures that the sample is representative of the total population and was chosen objectively. Therefore, the statistical conclusions drawn from the sample analysis will be valid.

The characteristics of this study are homogeneous; hence a random sample strategy is appropriate. This method determines the smallest area from the largest area. The lottery method used by researchers to create a simple random sample is precisely what it sounds like. To create the sample, a researcher selects numbers at random, with each number matching to a subject or object. To create a sample this way, the researcher must ensure that the numbers are well mixed before selecting the sample population. So, the sample of this research is at XI IPA grade at State Senior High School Number 8 Jambi city. Thus, researcher took random sample

in this research, so that the object of the study is XI IPA 1 as an experimental class, and class XI IPA 2 as a control class.

Table 3.
Sample of the Research

Class	Classification	Number of Students
XI IPA 2	Control Class	37
XI IPA 1	Experimental Class	36
Total		73

3.3. Research Instrument

The tools or media to obtain research data are contained in the research instrument. Meanwhile, according to Brown (1994), Test in plain words is a method to measure a person's ability or knowledge in a given domain which a numerical score can be assigned. In this research, the instrument that used in collecting the data is a test. The test is in the form of reading text. This test aims to measure the students' reading comprehension. In this case, the students were asked to choose the right answer of multiple-choice questions based on some topics given. Then, each student chose the right answer in each test.

3.4. Technique of Data Collection

The steps taken by the researcher to obtain research data, as follows:

1. Pre-test

Before administering the treatment, the researcher administered a pre-test to determine the pupils' reading comprehension using LINE Webtoon as the

medium. The examination was a reading examination. The researcher requested that the students read the LINE Webtoon narrative.

2. Treatment

When administering the treatment, the researcher utilized LINE Webtoon for the experimental group and LINE Webtoon for the control group.

3. Post-test

After administering the treatment, the researcher administered a post-test to examine the reading comprehension of pupils using LINE Webtoon as the media. After administering the identical test as the pre-test, the researcher had the students read the tale on LINE Webtoon.

3.5. Research Variables

Creswell (2009) suggest that a variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied. Variables often fluctuate between two or more categories or a continuum of scores, and they can be measured or evaluated on a scale. In this study, the variables are as follows:

1. Independent Variable

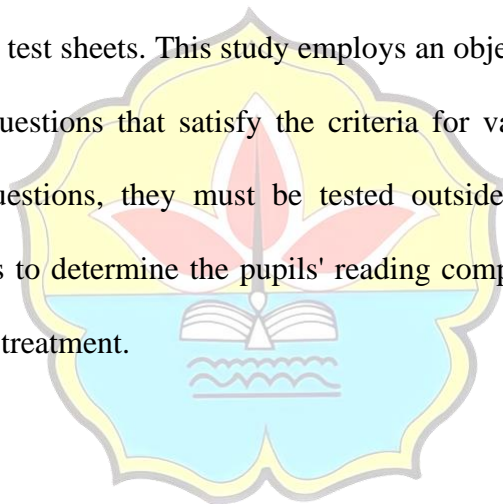
Creswell (2009) states that independent variables are those that (probably) cause, influence, or affect outcomes. They are also known as treatment variables, altered variables, antecedent variables, or predictor variables. The independent variable in this study is the treatment administered to the experimental class and the control class using LINE Webtoon as the medium.

2. Dependent Variable

Creswell (2009) states that dependent variables are those that depend on the independent variables; they are the outcomes or results of the effect of the independent variables. In this study, the dependent variable is students' reading comprehension in English as measured by test scores acquired after the learning procedure has been completed.

3.6. Trial of Research Instrument

A researcher uses an instrument to collect data or information in the form of learning outcomes test sheets. This study employs an objective exam consisting of multiple-choice questions that satisfy the criteria for validity and reliability. Before using the questions, they must be tested outside of the sample. The purpose of the test is to determine the pupils' reading comprehension before and after LINE Webtoon treatment.



3.6.1. Instrument Validity

According to Creswell (2012), “Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use.” In this research, the question validity of the instrument using Pearson Product Moment technique. The formula for the Pearson r is:

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{N}\right] \left[\sum Y^2 - \frac{(\sum Y)^2}{N}\right]}}$$

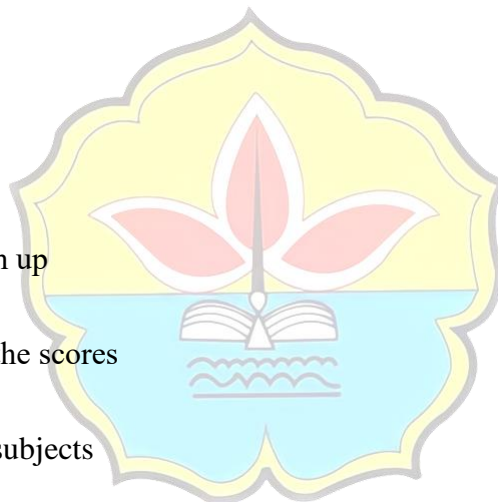
Where:

X = any score

Σ = sum of; add them up

ΣX = the sum of all the scores

N = total number of subjects



(Gay, 1981)

In this research, the test of question validity used SPSS for Windows version 25 program with the following decision-making criteria:

1. If the Corrected Item-Total Correlation value is positive or different from the r_{table} at a significant level ($\alpha = 0.05$), then the item is declared valid.
2. If the Corrected Item-Total Correlation value is negative or smaller than the r_{table} at a significant level ($\alpha = 0.05$), then the item is declared invalid.

To interpret the level of validity, the correlation coefficient is categorized on the following criteria:

Table 4
Interpretation of Correlation Coefficient (r)

Coefficient Interval	Relationship Level
0.01 – 0.09	Trivial or none
0.10 – 0.29	Low to medium
0.30 – 0.49	Medium to essential
0.50 – 0.69	Essential to very strong
0.70 – 0.89	Very strong
0.90 – 0.99	Almost perfect

Source: De Vaus, 2002

Based on the validity test in appendix 5, there are 30 questions that have been tested and it is known that there are no items that invalid.

3.6.2. Instrument Reliability

Reliability test is conducted to see how far the level of similarity of data at different times. Creswell (2012) states that reliability means that scores from an instrument are stable and consistent. When researchers administer the instrument numerous times at different times, the results should be comparable. Additionally, scores must be consistent. When a person responds to certain questions in a particular manner, he or she should consistently respond to closely similar questions in the same manner. The following formula may be applied to question reliability testing.

$$r_{xx} = \frac{K}{K-1} \left(\frac{S_x^2 - \sum pq}{S_x^2} \right)$$

Where:

r_{xx} = reliability of the whole test

K = number of items on the test

S_x^2 = variance of scores on the total test (squared standard deviation)

p = proportion of correct responses on a single item

q = proportion of incorrect responses on the same item

(Ary et al., 2010)

In this research, the reliability test of the questions used the SPSS for Windows version 25 program with the following decision-making criteria:

1. If $r_{count} \geq r_{table}$ at a significant level ($\alpha = 0.05$), then the question is declared reliable.
2. If $r_{count} < r_{table}$ at a significant level ($\alpha = 0.05$), then the question is declared unreliable.

Table 5
Reliability Index Classification

Reliability Index	Indicator
0.90 – 1.00	Very High
0.70 – 0.89	High
0.30 – 0.69	Moderate
0.00 – 0.30	Low

Source: Brymen & Cramer (1999)

3.7. Technique of Data Analysis

After completing data collecting, the researcher will analyse the gathered information. The incoming data originated from examinations administered to study participants. The examination is presented in the form of a LINE Webtoon tale.

Students' test scores are the primary source of information. This test is administered to determine the precise impact of LINE Webtoon as a medium on reading comprehension. Then, LINE Webtoon will be utilized as supporting data and as a starting point for determining the cause of the student's issue. With both of these approaches, researchers can determine if the collected data support or contradict one another.

This test is meant to determine the impact of LINE Webtoon on the reading comprehension of kids. The researcher determines the test by having the student read a LINE Webtoon story. This test's errors will demonstrate the impact of LINE Webtoon on reading comprehension. To obtain the quantitative outcome, the pre- and post-test scores are computed as follows:

$$\text{Score} = \frac{\text{students' answer}}{\text{maximum score}} \times 100$$

(Gay, 1981)

After researcher calculating the score, there are several stages that must be done for data analysis, these stages are:

1. Calculate the average (mean) score with the formula

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

Where:

\bar{X} = the mean, or arithmetic average, of scores

$\sum x$ = the sum of all the scores

N = total number of students

2. Calculate the standard deviation used the formula:

$$SD = \sqrt{\frac{SS}{N}} \text{ where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

Where:

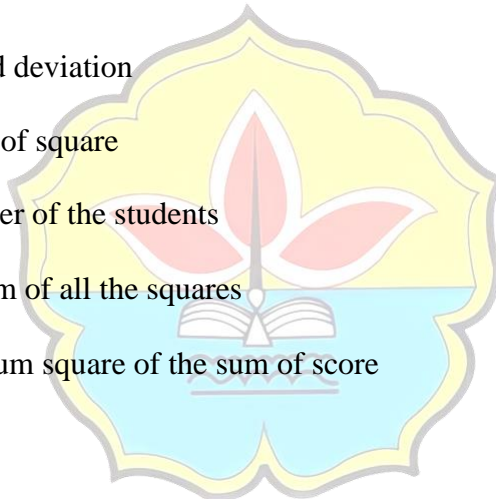
SD = standard deviation

SS = the sum of square

N = the number of the students

$\sum x^2$ = the sum of all the squares

$(\sum x)^2$ = the sum square of the sum of score



3.7.1. t Test

The test is useful to find out whether there is an effect. Partial (self) given free variable (X) to variable bound (Y). This test means proving what is the first hypothesis is the effect of LINE Webtoon in reading comprehension skill.

- 1) If the significance values are less than 0.05 or $t_{hitung} > t_{tabel}$ then there is the effect of variable X on variable Y.
- 2) If the sig value > 0.05 , or $t_{hitung} < t_{tabel}$ then there is no effect of variable X on variable Y.

After obtaining the results of the t_{tabel} count, then see distributed table t_{hitung} .

3.7.2. Normality Test

The normality test is conducted prior to undertaking data analysis. It is performed prior to processing the data based on the planned research models. The purpose of the normality test is to assess whether or not the data are regularly distributed. In this research, the normality test using *Shapiro-Wilk* test. *Shapiro-Wilk* test is a hypothesis test productive test an effective and valid normality test method used for small sample. Shapiro-Wilk testing can be used with the following formula:

$$T_3 = \frac{1}{D} \left[\sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2$$

(Vasquez et al., 2015)

In this research, normality test is carried out using SPSS for Windows version 25 program. The decision-making criteria are:

1. If the value of Sig. Shapiro-Wilk test $>$ ($\alpha = 0.05$), then the data is normally distributed.
2. If the value of Sig. Shapiro-Wilk test $<$ ($\alpha = 0.05$), then the data is not normally distributed.

3.7.3. Homogeneity Test

The homogeneity test is used to demonstrate that two or more groupings of sample data originate from populations with identical variation. A homogeneity test is conducted on the post-test data from the experimental group and the control

group. The F test formula is used to determine the homogeneity of variance of the two data groups:

$$F = \frac{\text{variances between samples}}{\text{variance within samples}}$$

(Kothari, 2004)

In this research, homogeneity test is carried out using SPSS for Windows version 25 program. The decision-making criteria are:

1. If the value of Sig. Based on Mean > (0.05), with a 95% confidence level, the data used is homogeneous.
2. If the value of Sig. Based on Mean < (0.05), with a 95% confidence level, then the data is not homogeneous.

3.7.4. Hypothesis Test

Hypothesis testing seeks to construct a foundation in order to collect evidence in the form of data to determine whether to reject or accept the veracity of claims or assumptions made. The t test formula is used to determine the reading comprehension of pupils utilizing LINE Webtoon as the medium for hypothesis testing.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = test of significance difference

\bar{D} = the mean score of difference ($X_1 - X_2$)

$\sum D$ = the sum of total score difference

D = the square of the sum score of difference

N = the total number

l = number of variables

(Gay, 1981)

In this research, hypothesis test is carried out using SPSS for Windows version 25 program. The decision-making criteria are:

1. If the value of Sig. $< (\alpha = 0.05)$, then the H_a is accepted.
2. If the value of Sig. $\geq (\alpha = 0.05)$, then the H_o is accepted.

CHAPTER IV
FINDINGS AND DISCUSSIONS

4.1. Findings

In this section, the research findings are presented based on the students' performance in experimental and control classes. Statistical Product and Service Solution (SPSS) version 25 is utilized by the researcher to conduct an analysis of the data gathered.

Table 6
Criteria of Score Reading

Score	Criteria of Ability
81-100	Excellent
61-80	Good
41-60	Enough
21-40	Bad
0-20	Very bad

Source: Sudijiono 2009, P. 43

4.1.1. Pre-test Result

Class XI IPA 2 as the control class and Class XI IPA 1 as the experimental class administered a pre-test at the beginning of the learning process, as shown in the table below:

Table 7
Pre-test Results

Experimental Class (Class XI IPA 1)			Control Class (Class XI IPA 2)		
Interval Class	Frequency	Percentage (%)	Class	Frequency	Percentage (%)
9 – 11	1	2.77	12	1	2.7
12 – 14	2	5.55	13	3	8.1
15 – 17	6	16.66	14	8	21.6
18 – 20	10	27.77	15	10	27.0
21 – 23	5	13.88	16	8	21.6
24 – 26	10	27.77	17	6	16.2
27 – 29	2	5.55	18	1	2.7
Total	36	100	Total	37	100
Mean	20.44		Mean	15.16	
Median	20.00		Median	15.00	
Mode	16		Mode	15	
Std. Deviation	4.437		Std. Deviation	1.385	
Variance	19.683		Variance	1.917	

According to the data processing in Appendix 9, the average (mean) score on the pre-test for the experimental class was 20.44. In addition, it is known that the experimental class's pre-test standard deviation was 4,437. This demonstrates that the standard deviation of the experimental class learning outcomes data (pre-test) was 20,44. In addition, the variance of the experimental class pre-test is known to be 19,683. This indicates that the amount of diversity among Class XI IPA 1 students at Senior High School No. 8 in Jambi City was 19,683.

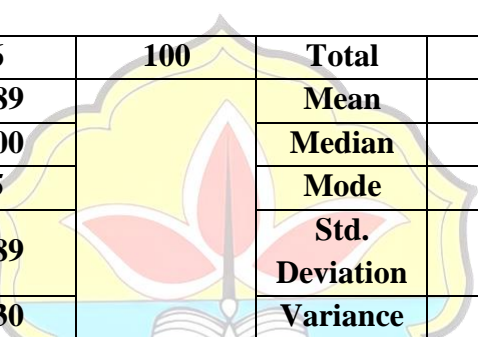
In the meantime, based on the data analysis in Appendix 10, it is known that the pre-test average (mean) for the control group was 15.16. In addition, it is known that the pre-test standard deviation for the control group was 1.38. This demonstrates that the standard deviation of the control class learning outcomes data (pre-test) was 15.16. In addition, the variance of the pre-test for the control group is known to be 1.917%. This indicates that the level of diversity in the data on learning outcomes (pre-test) for Class XI IPA 2 pupils at Senior High School No. 8 in Jambi City was 1,917.

Consequently, it can be concluded that the mean of learning outcomes (pre-test) in the experimental class is greater than in the control class, where the mean of learning outcomes (pre-test) in the experimental class was 20.44 and in the control class it was 15.16.

4.1.2. Post-Test Result

The post-test was administered at the conclusion of the learning process, which was conducted in Class XI IPA 2 as the control class and Class XI IPA 1 as the experimental class, as shown in the table below:

Table 8
Post-Test Results

Experimental Class (Class XI IPA 1)			Control Class (Class XI IPA 2)		
Interval Class	Frequency	Percentage (%)	Interval Class	Frequency	Percentage (%)
22	1	2.8	11 – 12	0	0
23	4	11.1	13 – 14	4	10.81
24	10	27.8	15 – 16	15	40.54
25	11	30.6	17 – 18	10	27.02
26	4	11.1	19 – 20	8	21.62
27	5	13.9	21 – 22	0	0
28	1	2.8			
Total	36	100	Total	37	100
Mean	24.89		Mean	16.65	
Median	25.00		Median	16.00	
Mode	25		Mode	16	
Std. Deviation	1.389		Std. Deviation	1.918	
Variance	1.930		Variance	3.679	

According to the data analysis in Appendix 11, the average (mean) score on the post-test for the experimental class was 24.89. In addition, it is known that the experimental post-standard test's deviation was 1,389. This indicates that the level of variance between the experimental class post-test data and the mean value was 24.89. In addition, the variance of the experimental class post-test is known to be 1.930. This indicates that the amount of variety in the data on learning outcomes (post-test) for Class XI IPA 1 students at Senior High School No. 8 in Jambi City was 1.930.

Meanwhile, based on the data analysis in Appendix 12, it is known that the mean (average) score on the post-test for the control group was 16.65. In addition, it is known that the post-test standard deviation for the control group was 1.918. This indicates that the standard deviation of the learning outcomes data (post-test) for the control class was 16.65. In addition, it is known that the variance of the post-test for the control group was 3,679. This indicates that the level of variability in the learning outcomes data (post-test) for students in class XI IPA 2 at Senior High School No. 8 in Jambi City was 3.679.

4.1.3. Classical Assumption Test

4.1.3.1 Normality Test

Normality test aims to determine whether the data is normally distributed or not. In this research, the normality test used One-Sample Shapiro-Wilk test with a significant level of 0.05 (5%). If the value of Sig. Shapiro-Wilk $> \alpha$ ($\alpha = 0.05$), then the data is normally distributed. Likewise, if the value Sig. Shapiro-Wilk test $< \alpha$ ($\alpha = 0.05$), then the data is not normally distributed. The result of One-Sample Shapiro-Wilk test in this research can be seen in the following table:

Table 9
Experimental Class and Control Class Normality Test
One-Sample Shapiro-Wilk Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-test XI IPA 1	.122	36	.196	.968	36	.377
	Pre-test XI IPA 2	.141	37	.060	.953	37	.117
	Post-test XI IPA 1	.190	36	.002	.942	36	.057
	Post-test XI IPA 2	.146	37	.045	.954	37	.127

a. Lilliefors Significance Correction

Based on the table above, it can be concluded that the value of the experimental class is $0.377 > 0.05$ and $0.057 > 0.05$. The value of the control class is $0.117 > 0.05$ and $0.127 > 0.05$. Thus, it can be concluded that the research data is normally distributed.

4.1.3.2 Homogeneity Test

Homogeneity test is used to show that two of more groups of sample data come from populations that have the same variations. If the value of Sig. Levene Statistics $> \alpha$ ($\alpha = 0.05$), then the data is homogeneous. Likewise, if Sig. Levene Statistics $< \alpha$ ($\alpha = 0.05$), then the data is not homogeneous. The result of Levene Statistics test in this research can be seen in the following table:

Table 10
Homogeneity Test Results

Test of Homogeneity of Variances

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	24.975	3	142	.000
	Based on Median	22.260	3	142	.000
	Based on Median and with adjusted df	22.260	3	71.561	.000
	Based on trimmed mean	25.228	3	142	.000

Based on the table above, it can be concluded that the value of Sig. Levene Statistics is $0.000 < 0.005$. Thus, it can be concluded that the research data is not homogeneous.

4.1.3.3 Hypothesis Result

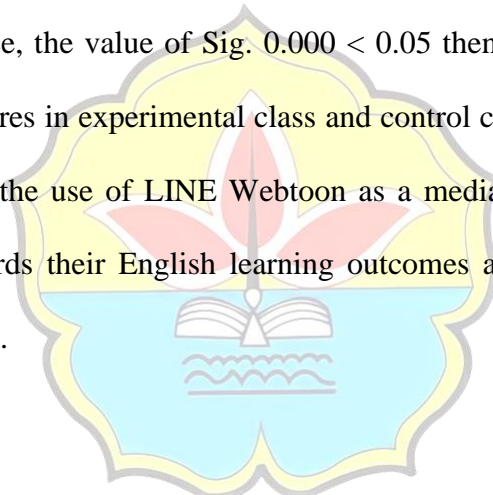
The purpose of the hypothesis test is to assess whether teaching English utilizing LINE Webtoon as a medium has an influence on students' reading comprehension and learning outcomes. Using version 25 of the SPSS for Windows application, the t test was utilized to test hypotheses. The results of this study's t test are presented in the table below:

Table 11
Hypothesis Test Result

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	26.290	1.096		23.996	.000
	Pre-test Experiment	-.069	.052	-.219	-1.308	.200

a. Dependent Variable: Reading Comprehension

Based on table above, it can be concluded that t_{count} is 23.996 and Sig. Value is 0.000. Hence, the value of Sig. $0.000 < 0.05$ then H_0 is rejected. There are differences in scores in experimental class and control class. That is, there is a significant effect on the use of LINE Webtoon as a media on students' reading comprehension towards their English learning outcomes at Senior High School Number 8 Jambi City.



4.2. Discussions

4.2.1. The Effect of Using LINE Webtoon in Reading Comprehension of English Students in Class XI IPA 1 and XI IPA 2 of Senior High School Number 8 Jambi City

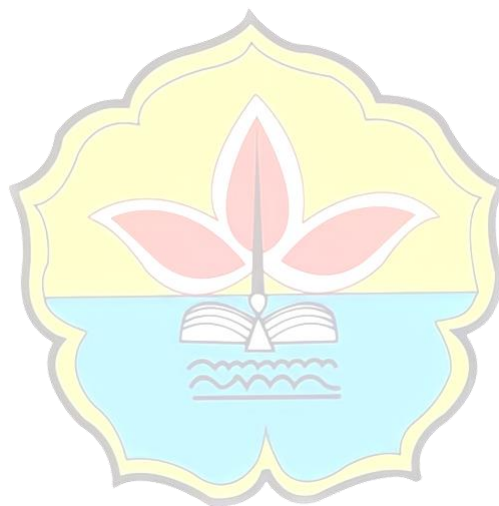
Based on the data analysis in Appendix 9, it is known that students in Class XI IPA 1 of Senior High School Number 8 in Jambi City who were taught using LINE Webtoon as a media had an average (mean) of 20.44 on the pre-test for their reading comprehension in the English subject. Based on the data analysis in Appendix 11, it is known that the average (mean) score on the post-test for

reading comprehension in the English subject for Class XI IPA 1 students who were taught using LINE Webtoon was 24.89. Thus, it can be stated that pupils' reading comprehension has grown from 20.44 to 24.89, representing an improvement of around 4.45%.

According to the data analysis in Appendix 11, the average (mean) score on the post-test for the experimental class taught with LINE Webtoon as the media was 24.89. According to the analysis in Appendix 12, the average (mean) learning outcome (post-test) for the control class taught with LINE Webtoon was 16.65. Thus, it can be inferred that students in the experimental class who were taught English utilizing LINE Webtoon as a media achieved superior learning outcomes than students in the control class.

The findings of this research are supported by Weni Riski Amalia (2018), entitled "*The Effect of Line Webtoon in Students' Tenth Grade Reading Comprehension*" This investigation is quantitative in nature. The research design is a non-randomized quasi-experimental pre-test and post-test control group design. The topic is X grade, which consists of sixty kids. The data are acquired using an objective test and a multiple-choice instrument. SPSS Statistics 21 is utilized to analyse data. According to the results of the data analysis, the value of Sig an is 0.05, so Ho is rejected and Ha is accepted, indicating that the pair of data between variables is statistically significant. It demonstrates that LINE Webtoon can help pupils improve their reading comprehension. This research leads to the conclusion that LINE Webtoon has a substantial impact on pupils' reading comprehension.

Overall, LINE Webtoon as a media could be adopted in the classroom since this learning model can enhance the learning outcomes of students. LINE Webtoon can stimulate students to comprehend the topic in greater depth, allowing them to arrive at the desired solution. In addition, LINE Webtoon gives students with opportunity to think critically and participate actively in the learning process, which will assist them in reaching their learning objectives.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

After the researcher conducted research and analyses data using the selected instrument to the students in class XI IPA 1 as an experimental class, and XI IPA 2 as a control class in Senior High School Number 8 Jambi City with research that focuses on the effect of using LINE Webtoon as a media in reading comprehension, in general, it can be concluded that:

1. Researcher have calculated that data with T test and it shows that the average scores of experimental and control classes have differences. The value of Sig. $0.000 < 0.05$ then H_0 is rejected. The Tcount of this research is 23.996. it concluded that there is a significant effect of using LINE Webtoon as a media in reading comprehension at eleventh grade of Senior High School Number 8 Jambi City.
2. After treatment, the researcher concluded that there was an effect in using LINE Webtoon as a media in reading comprehension at eleventh grade of Senior High School Number 8 Jambi City.

5.2. Suggestions

Based on the conclusions above, the researcher gave the following suggestions, such as:

1. Teachers

The result of this study is a reflection of the students' abilities, in which the teaching teachers should pay more attention to grammatical aspects and ensure

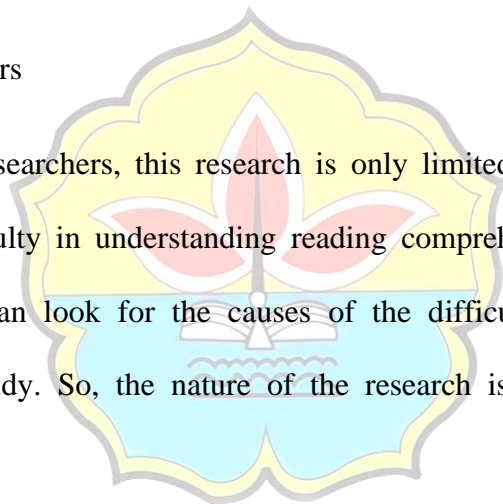
that students understand them with various methods that can be used by teachers. The teacher plays a big role in ensuring students' understanding of a learning topic.

2. Students

For students, the results obtained in this study can be used as a reflection to correct themselves and understand each other's inabilities. The researcher hopes that the students will be able to recognize their respective incompetence and be brave enough to find a way out of the problem.

3. Future Researchers

For future researchers, this research is only limited to finding what the students have difficulty in understanding reading comprehension. Furthermore, future researchers can look for the causes of the difficulties that have been disclosed in this study. So, the nature of the research is to complement this research.



REFERENCES

- Abraham, L. (2008). Computer-mediated glosses in second language reading comprehension and vocabulary learning: A meta-analysis. *Computer Assisted Language Learning*, 21(3), 199-226.
- Bilyalova, A. (2017). ICT in Teaching a Foreign Language in High School. *Procedia - Social and Behavioural Sciences*, 237(June 2016), 175–181. <https://doi.org/10.1016/j.sbspro.2017.02.060>
- Birsch, (2016). A Study of Factors Affecting EFL learners? Reading Comprehension.
- Birsch, J.R (2011). *Multisensory Teaching of Basic Language Skills*, Third Edition. Baltimore, MD: Paul H Brookes Publishing Company.
- Brown, H. D. (2001). *Principles of Language and Teaching* Fifth Edition. New York: Pearson Longman Education Inc.
- Cathy H., "Reading: What the Experts Say", National Reading Panel, Springfield, Virginia: Parent Educational Advocacy Training Centre, (2002): 3.
- Creswell, J. W. (2009). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches (3rd ed)*. California: SAGE Publications.
- Creswell, J.W. (2014). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed)*. California: SAGE Publications Inc.
- Gough, P. 1983. Context, form, and interaction. In K. Rayner (ed.), *Eye movements in reading: Perceptual and language processes* (pp. 203-211). New York: Academic Press.
- Gough, P. and Tunmer, W. 1986. Decoding, reading, and reading disability. *Remedial and Special Education*, 7,6-10.
- Harris, T. L. & Hodges, R. E. (Eds.) (1995). *The literacy dictionary: the vocabulary of reading and writing*. Newark, Delaware: International Reading Association

- Linse, T. C. 2005. "Practical English Language Teaching: Young Learners". New York: McGraw-Hill Companies, Inc.
- Liu, J. (2004). Effects of comic strips on L2 learners' reading comprehension. *TESOL Quarterly*, 38(2), 225-243.
- Omid P. and Nasibeh K., (2013), Teaching Reading Comprehension through Short Stories in Advance Classes, Islamic Azad University, *Asian Journal Sciences and Humanities*, Vol. 2 No.2, p. 3
- Snow, C. 2002. *Reading for understanding: toward a research and development program in reading comprehension*. 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138. 1200 South Hayes Street, Arlington, VA 22202-5050. 201 North Craig Street, Suite 102, Pittsburgh, PA 15213-1516.
- Spörer, N., Brunstein, J. C., & Kieschke, U. (2009). Improving students' reading comprehension skills: Effects of strategy instruction and reciprocal teaching. *Learning and Instruction*, 19(3), 272–286. <https://doi.org/10.1016/j.learninstruc.2008.05.003>
- Van Dijk, T. A., & Kitsch, W. (1983). *Strategies of discourse comprehension*. New York: Academic Press. <http://dx.doi.org/10.1177/1461445606059565>
- Warschauer, M. (2006). *Laptops and literacy: Learning in the wireless classroom*. New York: Teachers College Press.
- Willis, J. 2008. *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension* Virginia: Association for Supervision and Curriculum Development.

Appendix 1
Experimental Class Lesson Plan

LESSON PLAN
EXPERIMENTAL CLASS

School : Senior High School Number 8 Jambi City
Subject : English
Class/Semester : XI IPA 1/Even
Material : Reading Comprehension
Duration : 2 X 45 minutes

Learning Objectives

After following the learning process, students are expected to be able to:

1. Express the functional meaning in form of written or short oral texts using a variety of simple spoken language, accurately, fluently, and useful in related with the environment.

Learning Resources

LINE Webtoon

Learning Steps

A. Preliminary Activities

1. The teacher opens by greeting and praying to start the lesson.
2. Then the teacher checks the attendance of students as a reflection of discipline
3. Checking the cleanliness of the classroom before the learning process begins.

B. Core Activities

1. The teacher gives a question sheet (Pre-test questions) to students, before the material being taught.
2. The teacher explains the material about LINE Webtoon.
3. The teacher provides initial training guidance in the form of example of reading comprehension
4. The teacher checks whether the students have succeeded answer their questions.
5. The teacher gives back the post-test questions to the students.

C. Closing Activities

1. The teacher and students conclude the subject matter.
2. The teacher closes the lesson by re-motivating the students learn.

Learning Outcomes Assessment

A. Assessment Technique

1. Knowledge Assessment (Reading test)

The assessment is carried out before learning activities and after learning take places, including when students are able to answer and solve questions in the learning process.

B. Assessment Form

1. Written Test : multiple choice
2. Reading test
3. Portofolio : Individual assignment collection

Jambi, 09 November 2022

Acknowledged,
Teacher

Researcher,

Suspriyani, S.Pd
NIP.

Tasha Annisa Putri
NIM. 1800888203040

Appendix 2
Control Class Lesson Plan

LESSON PLAN
CONTROL CLASS

School : Senior High School Number 8 Jambi City
Subject : English
Class/Semester : XI IPA 2/Even
Material : Reading Comprehension
Duration : 2 X 45 minutes

Learning Objectives

After following the learning process, students are expected to be able to:

1. Express the functional meaning in form of written or short oral texts using a variety of simple spoken language, accurately, fluently, and useful in related with the environment.

Learning Resources

LINE Webtoon

Learning Steps

A. Preliminary Activities

1. The teacher opens by greeting and praying to start the lesson.
2. Then the teacher checks the attendance of students as a reflection of discipline
3. Checking the cleanliness of the classroom before the learning process begins.

B. Core Activities

1. The teacher gives a question sheet (Pre-test questions) to students, before the material being taught.
2. The teacher explains the material about LINE Webtoon.
3. The teacher provides initial training guidance in the form of example of reading comprehension.
4. The teacher checks whether the students have succeeded answer their questions.
5. The teacher gives back the post-test questions to the students.

C. Closing Activities

1. The teacher and students conclude the subject matter.
2. The teacher closes the lesson by re-motivating the students learn.

Learning Outcomes Assessment

A. Assessment Technique

1. Knowledge Assessment (Reading test)

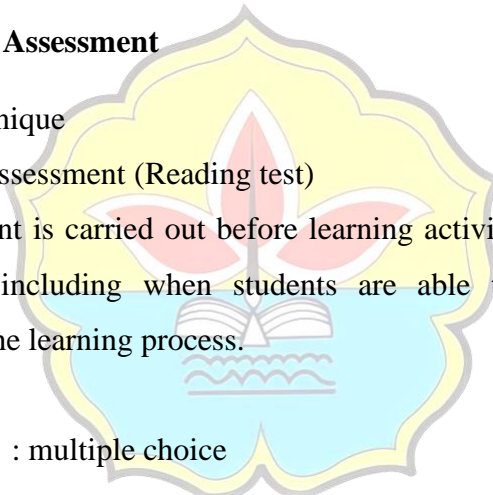
The assessment is carried out before learning activities and after learning take places, including when students are able to answer and solve questions in the learning process.

2. Assessment Form

Written Test : multiple choice

Reading test

Portofolio : Individual assignment collection



Jambi, 09 November 2022

Acknowledged,
Teacher

Researcher,

Suspriyani, S.Pd
NIP.

Tasha Annisa Putri
NIM. 1800888203040

Appendix 3
Question Validity

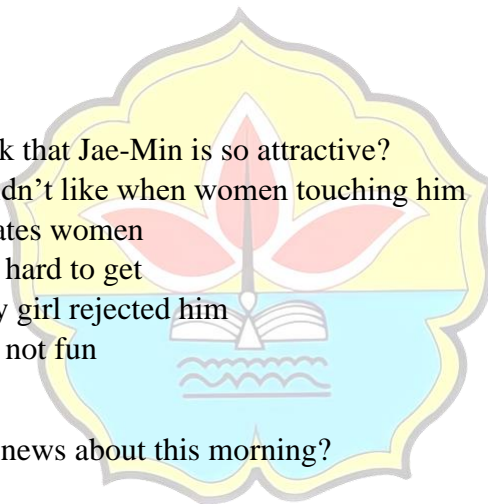
1. What kind of the sport that they are playing in the field?
 - a. Soccer
 - b. Badminton
 - c. Tennis
 - d. Basketball
 - e. Volleyball

2. What's the guy's name that the girls cheering to?
 - a. Kang Jaemin
 - b. Jung Jaemin
 - c. Seo Jaemin
 - d. Lee Jaemin
 - e. Yoo Jaemin

3. Why the girls think that Jae-Min is so attractive?
 - a. Because he didn't like when women touching him
 - b. Because he hates women
 - c. Because he is hard to get
 - d. Because every girl rejected him
 - e. Because he is not fun

4. What were on the news about this morning?
 - a. Vampire
 - b. School
 - c. University
 - d. Politics
 - e. Economics

5. When was the extermination of vampire policy began?
 - a. 200 years ago
 - b. 220 years ago
 - c. 100 years ago
 - d. 50 years ago
 - e. 300 years ago



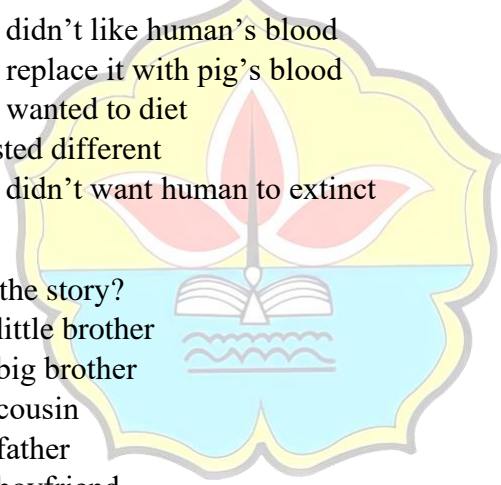
6. Why the extermination of vampire policy happened?
 - a. Because they are evil
 - b. Because they are drinking human's blood
 - c. Because it was an indiscreet attack for them
 - d. Because they are killed
 - e. Because they are extinct

 7. Which the student at the school that called "Ice Princess"?
 - a. Lee Mari
 - b. Baek Mari
 - c. Shin Mari
 - d. Kim Mari
 - e. Seo Mari

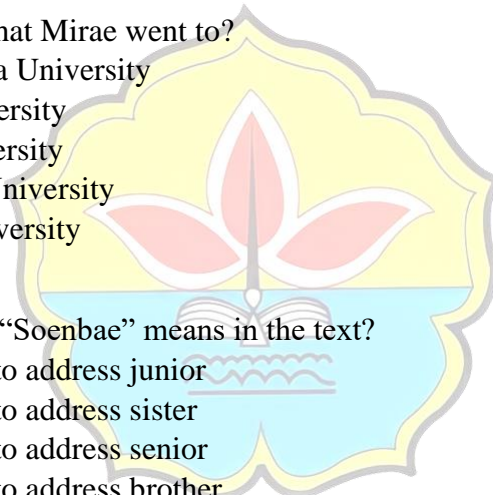
 8. Why vampires didn't drink human's blood?
 - a. Because they didn't like human's blood
 - b. Because they replace it with pig's blood
 - c. Because they wanted to diet
 - d. Because it tasted different
 - e. Because they didn't want human to extinct

 9. Who is Joseph in the story?
 - a. Baek Mari's little brother
 - b. Baek Mari's big brother
 - c. Baek Mari's cousin
 - d. Baek Mari's father
 - e. Baek Mari's boyfriend

 10. Who wanted to be Jung Jaemin's girlfriend?
 - a. Baek Mari
 - b. Jennie
 - c. Cho Ara
 - d. Kang Minha
 - e. Han Sihoo

 11. Why nobody likes Mirae?
 - a. Because she is ugly
 - b. Because she is fat
 - c. Because she is fat and ugly
 - d. Because she didn't like men
- 

- e. Because she had a boyfriend
12. How many times did Mirae confess her feeling to a guy?
- Eight times
 - Nineth times
 - Tenth times
 - Two times
 - Third times
13. Why did Mirae wanted to do a plastic surgery?
- Because she wants to fix her face
 - Because she feels ugly
 - Because she wants to look pretty
 - Because she feels insecure
 - Beacue people always mock her
14. What university that Mirae went to?
- South Korea University
 - Jinrae University
 - Seoul University
 - Gangnam University
 - Yonsei University
15. What is the word “Soenbae” means in the text?
- A term used to address junior
 - A term used to address sister
 - A term used to address senior
 - A term used to address brother
 - A term used to address sibling
16. Why did Mirae choose chemistry major?
- Because she wants to
 - Because she likes chemistry in high school
 - Because it’s matched with her grade in high school
 - Because she wants to be a perfumer
 - Because she wants to make a cosmetics
17. What is “perfumer” word means in the text?
- Someone who made a perfume
 - Someone who didn’t like perfume
 - Someone who collected a perfume
 - Someone who used a perfume



- e. Someone who throw a perfume

18. What is the perfume that Mirae used?

- a. Romeur 2 Rose
- b. Romeur 3 Rose
- c. Chanel Coco
- d. Miss Dior Blooming Bouquet
- e. YSL Black Opium

19. What is Love Shot means in the text?

- a. An intimate way of two people taking a food by intertwining arms
- b. An intimate way of two people taking a snack by intertwining arms
- c. An intimate way of two people taking a coffee by intertwining arms
- d. An intimate way of two people taking a mineral water by intertwining arms
- e. An intimate way of two people taking a drink by intertwining arms

20. What does “I’m not good at reading the room” in the conversation mean?

- a. To understand the emotions or thoughts of a person and to determine what would be appropriate or inappropriate to say or do
- b. To be impolite to a person
- c. To be inappropriate to a person
- d. To understand the emotions of a person
- e. To understand the thoughts of a person

21. What happened to Yung?

- a. She died because of cancer
- b. She died because of heart attack
- c. She died because of a pulmonary embolism
- d. She died because of drowning
- e. She was murdered

22. What did the doctors do to Yung?

- a. They killed Yung
- b. They gave Yung too much anaesthetic
- c. They operated Yung
- d. They made a mistake during the operation
- e. They didn’t do nothing

23. Where did the delivery man deliver the food?

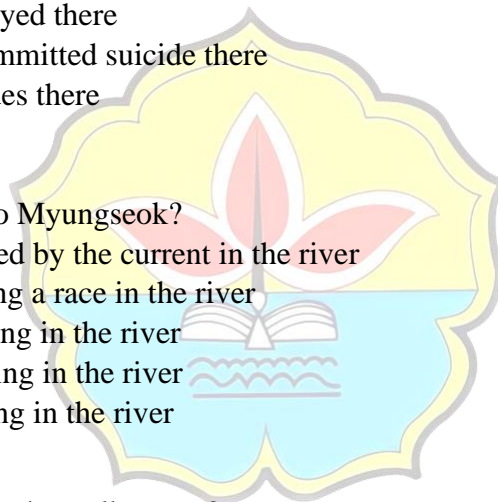
- a. Room 1615

- b. Room 1613
- c. Room 1618
- d. Room 1617
- e. Room 1671

24. Why did the delivery man's friends send him to that apartment?
- a. Because they always sent people for their first delivery there
 - b. Because they just messing around
 - c. Because they want to give that person a test
 - d. Because they want to
 - e. Because they tricked him

25. What happened in apartment Room 1617?
- a. Someone lived there
 - b. Someone played there
 - c. Someone committed suicide there
 - d. Someone hides there
 - e. All true

26. What happened to Myungseok?
- a. He was carried by the current in the river
 - b. He was having a race in the river
 - c. He was playing in the river
 - d. He was chilling in the river
 - e. He was fishing in the river



27. What happened to the stalker guy?
- a. The stalked likes that girl
 - b. The stalker was crazy
 - c. The stalker was killed by that girl
 - d. The stalker care to that girl
 - e. The stalker attacked that girl

28. What does the word "mokbang" mean in the text?
- a. Watching people drinking
 - b. Watching people vlog
 - c. Watching people eating food
 - d. Watching people shopping
 - e. Watching a reality show

29. What is Lofu secret to stay in shape?

- a. She consumed a diet pill from Chinese secret company
- b. She threw up all the food she already ate
- c. She has a good gen
- d. She worked out
- e. All true

30. What actually that diet pill made of?

- a. It made from beef
- b. It made from chicken
- c. It made from vegetables
- d. It made from fruit
- e. It made from human's meat



Appendix 4

Tabulation of Validity Test

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	SUM
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
3	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	26
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
5	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	26
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
9	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	25
10	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	25
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
12	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	27
13	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	24
14	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	24
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
17	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	15
18	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
21	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27
22	1	1	0	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
23	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
25	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	23
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
29	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	26
30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29
32	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	27
33	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
34	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	25
35	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
36	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
37	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
Σ	36	36	32	36	36	32	34	33	34	35	32	33	30	33	35	35	34	36	36	33	33	36	35	36	36	35	32	36	36	36	1032

Appendix 5

Validity and Reliability Test Result

Case Processing Summary

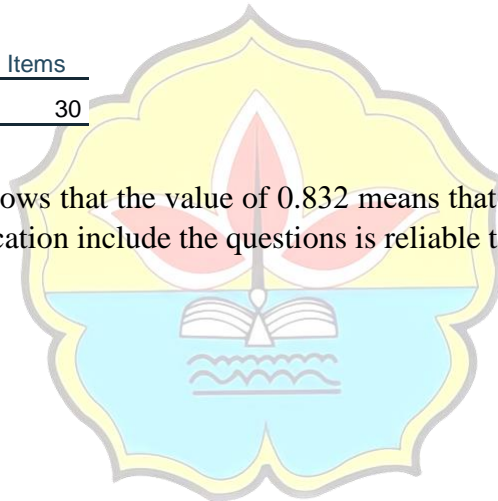
		N	%
Cases	Valid	37	100.0
	Excluded ^a	0	.0
	Total	37	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.832	30

Cronbach's Alpha shows that the value of 0.832 means that the Cronbach's Alpha value is high classification include the questions is reliable to use for the research.



Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Soal1	26.92	9.854	.103	.834
Soal2	26.92	9.910	.049	.835
Soal3	27.03	9.138	.348	.828
Soal4	26.92	9.299	.660	.821
Soal5	26.92	9.910	.049	.835
Soal6	27.03	9.527	.159	.837
Soal7	26.97	9.749	.094	.837
Soal8	27.00	9.444	.230	.833
Soal9	26.97	9.805	.062	.838
Soal10	26.95	9.164	.556	.821
Soal11	27.03	9.305	.266	.832
Soal12	27.00	9.444	.230	.833
Soal13	27.08	8.465	.591	.816
Soal14	27.00	9.778	.056	.840
Soal15	26.95	9.053	.640	.819
Soal16	26.95	9.664	.191	.832
Soal17	26.97	9.638	.159	.834
Soal18	26.92	9.743	.212	.831
Soal19	26.92	9.299	.660	.821
Soal20	27.00	9.611	.142	.836
Soal21	27.00	8.722	.627	.816
Soal22	26.92	9.299	.660	.821
Soal23	26.95	9.386	.391	.826
Soal24	26.92	9.299	.660	.821
Soal25	26.92	9.299	.660	.821
Soal26	26.95	9.275	.473	.824
Soal27	27.03	8.638	.604	.816
Soal28	26.92	9.299	.660	.821
Soal29	26.92	9.299	.660	.821
Soal30	26.92	9.299	.660	.821

Appendix 6
Research Instrument

1. What kind of the sport that they are playing in the field?
 - a. Soccer
 - b. Badminton
 - c. Tennis
 - d. Basketball
 - e. Volleyball

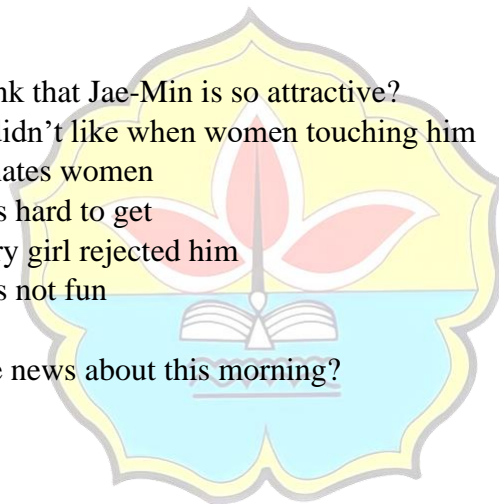
2. What's the guy's name that the girls cheering to?
 - a. Kang Jaemin
 - b. Jung Jaemin
 - c. Seo Jaemin
 - d. Lee Jaemin
 - e. Yoo Jaemin

3. Why the girls think that Jae-Min is so attractive?
 - a. Because he didn't like when women touching him
 - b. Because he hates women
 - c. Because he is hard to get
 - d. Because every girl rejected him
 - e. Because he is not fun

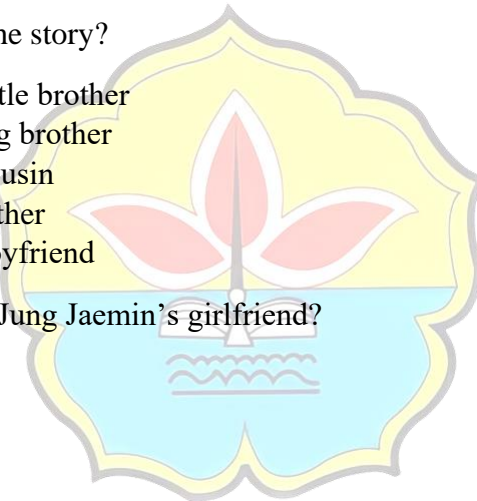
4. What were on the news about this morning?
 - a. Vampire
 - b. School
 - c. University
 - d. Politics
 - e. Economics

5. When was the extermination of vampire policy began?
 - a. 200 years ago
 - b. 220 years ago
 - c. 100 years ago
 - d. 50 years ago
 - e. 300 years ago

6. Why the extermination of vampire policy happened?
 - a. Because they are evil
 - b. Because they are drinking human's blood
 - c. Because it was an indiscreet attack for them
 - d. Because they are killed



- e. Because they are extinct
7. Which the student at the school that called “Ice Princess”?
- Lee Mari
 - Baek Mari
 - Shin Mari
 - Kim Mari
 - Seo Mari
8. Why vampires didn’t drink human’s blood?
- Because they didn’t like human’s blood
 - Because they replace it with pig’s blood
 - Because they wanted to diet
 - Because it tasted different
 - Because they didn’t want human to extinct
9. Who is Joseph in the story?
- Baek Mari’s little brother
 - Baek Mari’s big brother
 - Baek Mari’s cousin
 - Baek Mari’s father
 - Baek Mari’s boyfriend
10. Who wanted to be Jung Jaemin’s girlfriend?
- Baek Mari
 - Jennie
 - Cho Ara
 - Kang Minha
 - Han Sihoo
11. Why nobody likes Mirae?
- Because she is ugly
 - Because she is fat
 - Because she is fat and ugly
 - Because she didn’t like men
 - Because she had a boyfriend
12. How many times did Mirae confess her feeling to a guy?
- Eight times
 - Nineth times
 - Tenth times
 - Two times
 - Third times



13. Why did Mirae wanted to do a plastic surgery?
- Because she wants to fix her face
 - Because she feels ugly
 - Because she wants to look pretty
 - Because she feels insecure
 - Because people always mock her
14. What university that Mirae went to?
- South Korea University
 - Jinrae University
 - Seoul University
 - Gangnam University
 - Yonsei University
15. What is the word “Soenbae” means in the text?
- A term used to address junior
 - A term used to address sister
 - A term used to address senior
 - A term used to address brother
 - A term used to address sibling
16. Why did Mirae choose chemistry major?
- Because she wants to
 - Because she likes chemistry in high school
 - Because it’s matched with her grade in high school
 - Because she wants to be a perfumer
 - Because she wants to make a cosmetics
17. What is “perfumer” word means in the text?
- Someone who made a perfume
 - Someone who didn’t like perfume
 - Someone who collected a perfume
 - Someone who used a perfume
 - Someone who throw a perfume
18. What is the perfume that Mirae used?
- Romeur 2 Rose
 - Romeur 3 Rose
 - Chanel Coco
 - Miss Dior Blooming Bouquet
 - YSL Black Opium

19. What is Love Shot means in the text?
- An intimate way of two people taking a food by intertwining arms
 - An intimate way of two people taking a snack by intertwining arms
 - An intimate way of two people taking a coffee by intertwining arms
 - An intimate way of two people taking a mineral water by intertwining arms
 - An intimate way of two people taking a drink by intertwining arms
20. What does “I’m not good at reading the room” in the conversation mean?
- To understand the emotions or thoughts of a person and to determine what would be appropriate or inappropriate to say or do
 - To be impolite to a person
 - To be inappropriate to a person
 - To understand the emotions of a person
 - To understand the thoughts of a person
21. What happened to Yung?
- She died because of cancer
 - She died because of heart attack
 - She died because of a pulmonary embolism
 - She died because of drowning
 - She was murdered
22. What did the doctors do to Yung?
- They killed Yung
 - They gave Yung too much anaesthetic
 - They operated Yung
 - They made a mistake during the operation
 - They didn’t do nothing
23. Where did the delivery man deliver the food?
- Room 1615
 - Room 1613
 - Room 1618
 - Room 1617
 - Room 1671
24. Why did the delivery man’s friends send him to that apartment?
- Because they always sent people for their first delivery there
 - Because they just messing around
 - Because they want to give that person a test
 - Because they want to
 - Because they tricked him

25. What happened in apartment Room 1617?
- Someone lived there
 - Someone played there
 - Someone committed suicide there
 - Someone hides there
 - All true
26. What happened to Myungseok?
- He was carried by the current in the river
 - He was having a race in the river
 - He was playing in the river
 - He was chilling in the river
 - He was fishing in the river
27. What happened to the stalker guy?
- The stalked likes that girl
 - The stalker was crazy
 - The stalker was killed by that girl
 - The stalker care to that girl
 - The stalker attacked that girl
28. What does the word “mokbang” mean in the text?
- Watching people drinking
 - Watching people vlog
 - Watching people eating food
 - Watching people shopping
 - Watching a reality show
29. What is Lofu secret to stay in shape?
- She consumed a diet pill from Chinese secret company
 - She threw up all the food she already ate
 - She has a good gen
 - She worked out
 - All true
30. What actually that diet pill made of?
- It made from beef
 - It made from chicken
 - It made from vegetables
 - It made from fruit
 - It made from human’s meat

Appendix 7

Pre-Test Result

No.	Pre-test of Experimental Class		No.	Pre-test of Control Class	
	Score	Total		Score	Total
1	28	93	1	17	56
2	23	76	2	14	46
3	16	53	3	16	53
4	19	63	4	17	56
5	26	86	5	15	50
6	20	66	6	16	53
7	25	83	7	14	46
8	27	90	8	17	56
9	20	66	9	14	46
10	17	56	10	16	53
11	25	83	11	15	50
12	25	83	12	18	60
13	19	63	13	16	53
14	20	66	14	13	43
15	10	33	15	16	53
16	24	80	16	15	50
17	21	70	17	14	46
18	16	53	18	13	43
19	25	83	19	15	50
20	13	43	20	14	46
21	18	60	21	15	50
22	24	80	22	16	53
23	12	40	23	12	40
24	19	63	24	15	50
25	22	73	25	17	56
26	16	53	26	15	50
27	24	80	27	14	46
28	24	80	28	17	56
29	23	76	29	16	53
30	26	86	30	13	43
31	18	60	31	15	50
32	20	66	32	14	46
33	19	63	33	16	53
34	15	50	34	15	50
35	21	70	35	17	56
36	16	53	36	14	46
			37	15	50

Appendix 8
Post Test Result

No.	Post Test of Experimental Class		No.	Post Test of Control Class	
	Score	Total		Score	Total
1	22	73	1	17	56
2	23	76	2	19	63
3	23	76	3	16	53
4	23	76	4	20	66
5	23	76	5	16	53
6	24	80	6	15	50
7	24	80	7	17	56
8	24	80	8	18	60
9	24	80	9	19	63
10	24	80	10	17	56
11	24	80	11	18	60
12	24	80	12	19	63
13	24	80	13	18	60
14	24	80	14	16	53
15	24	80	15	13	43
16	25	83	16	15	50
17	25	83	17	16	53
18	25	83	18	15	50
19	25	83	19	14	46
20	25	83	20	17	56
21	25	83	21	19	63
22	25	83	22	16	53
23	25	83	23	15	50
24	25	83	24	20	66
25	25	83	25	16	53
26	25	83	26	15	50
27	26	86	27	18	60
28	26	86	28	15	50
29	26	86	29	14	46
30	26	86	30	13	43
31	27	90	31	16	53
32	27	90	32	20	66
33	27	90	33	17	56
34	27	90	34	15	50
35	27	90	35	16	53
36	28	93	36	19	63
			37	17	56

Appendix 9

Frequency of Experimental Class Pre-Test Result

R : Data max – min

: 28 – 10

: 18

K : $1 + 3,3 \log n$

: $1 + 3,3 \log (36)$

: $1 + 3,3 (1,556)$

: $1 + 5,1348$

: $6,1348 = 7$

P : $\frac{R}{K} = \frac{18}{7} = 2,5 = 3$

Experimental Class (Class XI IPA 1)		
Interval Class	Frequency	Percentage (%)
9 – 11	1	2.77
12 – 14	2	5.55
15 – 17	6	16.66
18 – 20	10	27.77
21 – 23	5	13.88
24 – 26	10	27.77
27 – 29	2	5.55
Total	36	100
Mean	20.44	
Median	20.00	
Mode	16	
Std. Deviation	4.437	
Variance	19.683	

Appendix 10

Frequency of Control Class Pre-Test Result

R : Data max – min

: 18 – 12

: 6

K : $1 + 3,3 \log n$

: $1 + 3,3 \log (37)$

: $1 + 3,3 (1,568)$

∩ : $1 + 5,175$

: $6,175 = 7$

P : $\frac{R}{K} = \frac{6}{6} = 1$

Control Class (Class XI IPA 2)		
Class	Frequency	Percentage (%)
12	1	2.7
13	3	8.1
14	8	21.6
15	10	27.0
16	8	21.6
17	6	16.2
18	1	2.7
Total	37	100
Mean	15.16	
Median	15.00	
Mode	15	
Std. Deviation	1.385	
Variance	1.917	

Appendix 11

Frequency of Experimental Class Post-Test Result

R : Data max – min
 : 28 – 22
 : 6

K : $1 + 3,3 \log n$
 : $1 + 3,3 \log (36)$
 : $1 + 3,3 (1,556)$
 : $1 + 5,1348$
 : $6,1348 = 7$

P : $\frac{R}{K} = \frac{6}{6} = 1$

Experimental Class (Class XI IPA 1)		
Interval Class	Frequency	Percentage (%)
22	1	2.8
23	4	11.1
24	10	27.8
25	11	30.6
26	4	11.1
27	5	13.9
28	1	2.8
Total	36	100
Mean	24.89	
Median	25.00	
Mode	25	
Std. Deviation	1.389	
Variance	1.930	

Appendix 12

Frequency of Control Class Post-Test Result

R : Data max – min

: 20 – 13

: 7

K : $1 + 3,3 \log n$

: $1 + 3,3 \log (37)$

: $1 + 3,3 (1,568)$

: $1 + 5,175$

: $6,175 = 7$

P : $\frac{R}{K} = \frac{7}{6} = 1,1 = 2$

Control Class (Class XI IPA 2)		
Interval Class	Frequency	Percentage (%)
11 – 12	0	0
13 – 14	4	10.81
15 – 16	15	40.54
17 – 18	10	27.02
19 – 20	8	21.62
21 – 22	0	0
Total	37	100
Mean	16.65	
Median	16.00	
Mode	16	
Std. Deviation	1.918	
Variance	3.679	

Appendix 13

Normality Test Result

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-test XI IPA 1	.122	36	.196	.968	36	.377
	Pre-test XI IPA 2	.141	37	.060	.953	37	.117
	Post-test XI IPA 1	.190	36	.002	.942	36	.057
	Post-test XI IPA 2	.146	37	.045	.954	37	.127

a. Lilliefors Significance Correction



Appendix 14
Homogeneity Test Result

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	24.975	3	142	.000
	Based on Median	22.260	3	142	.000
	Based on Median and with adjusted df	22.260	3	71.561	.000
	Based on trimmed mean	25.228	3	142	.000



Appendix 15

Hypothesis Test Result

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Pre-test Experiment ^b	.	Enter

a. Dependent Variable: Post-test Experiment

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.219 ^a	.048	.020	1.375

a. Predictors: (Constant), Pre-test Experiment



ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.237	1	3.237	1.711	.200 ^b
	Residual	64.319	34	1.892		
	Total	67.556	35			

a. Dependent Variable: Post-test Experiment

b. Predictors: (Constant), Pre-test Experiment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.290	1.096		23.996	.000
	Pre-test Experiment	-.069	.052	-.219	-1.308	.200

a. Dependent Variable: Post-test Experiment

DOCUMENTATION



