THE EFFECTIVENESS OF USING WEBTOON TOWARDS STUDENTS' READING COMPREHENSION AT THE TENTH GRADE STUDENTS IN SENIOR HIGHSCHOOL 02 MUARO JAMBI

A THESIS

Submitted as a Partial Fulfillment of Requirements for Degree of Sarjana Pendidikan in English Education

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APPROVAL

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2

LETTER OF RATIFICATION

This research entitled "The Effectiveness Of Using Webtoon Towards Students' Reading Comprehension At The Tenth Grade Students In Senior Highschool 02 Muaro Jambi" has been accepted and approved by the board of examiners English Education Study Program, Faculty of Teacher Training and Education, University of Batanghari Jambi, on August 2024.

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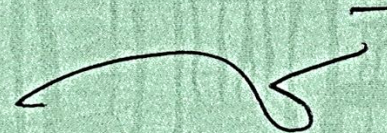
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DECLARATION

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1. The thesis that I wrote with the title "The Effectiveness Of Using Webtoon Towards Students' Reading Comprehension At The Tenth Grade Students In Senior Highschool 02 Muaro Jambi", is a thesis that was redeveloped from another thesis that used my own thoughts and has never been submitted for an academic degree either at Batanghari University or in other universities.

2. This thesis is purely my own ideas, and formulations, without the help of other unauthorized parties, except for the direction of the supervisory team.

3. In this thesis there are no works or opinions that have been published except in writing clearly listed as references with the author's name mentioned and included in the bibliography.

4. I make this statement truly, if in the future there are deviations and untruths in this statement. I am willing to accept academic sanctions in the form of revocation of the degree I obtained because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, August 29th 2024

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(Dwi Arto)

4

MOTTO

"It's not who I am underneath, but what I do that defines me."

Batman/Bruce Wayne

"Life is simple, you make choices and you don't look back."

Han Lue

"Like usually,, a heroes always come late."

Ultraman Zero

"I choose to run toward my problems and not away from them, because that's
what heroes do."

Thor Odinson

DEDICATION

I dedicated this thesis to my beloved parents, whose boundless love, unwavering support, and selfless sacrifices have been my foundation and inspiration. Your guidance and encouragement have been invaluable throughout my journey. I am forever grateful for everything you have done for me.

I would also like to express my heartfelt thanks to Batman and Ultraman Cosmos for being my childhood heroes and sources of inspiration. Your stories have taught me about courage, justice, and the power of never giving up.

ABSTRACT

Arto, Dwi. 2024. The Effectiveness Of Using Webtoon Towards Students' Reading Comprehension At The Tenth Grade Students In Senior High School 02 Muaro Jambi. A Thesis. English Language Education. Faculty of Teacher Training and Educational Sciences.University of Batanghari. The First Advisor: Dr. Yanti Ismiyanti, S.Pd,. M,Pd. The Second Advisor: Siti Aisyah M.Pd.

**Keywords** :Webtoon, Reading, Studdents' Reading Comprehension

The primary objective of this study was to investigate the impact of Webtoon on students' reading comprehension among tenth-grade students at Senior Highschool 02 Muaro Jambi. The research employed a quantitative approach with a quasi-experimental design, dividing participants into experimental and control groups. The study population consisted of all tenth-grade students at SMAN 2 Muaro Jambi, with samples selected using cluster sampling. The experimental group comprised 36 students, mirrored by 36 students in the control group. Data collection involved pre-tests, treatment (utilizing Webtoon), and post-tests, and statistical analysis was conducted using a t-test.

Results indicated that the mean pre-test score for the experimental group was 60.44, increasing significantly to 83.11 in the post-test. In contrast, the control group exhibited a mean pre-test score of 56.36, which saw a modest rise to 64.94 in the post-test. The t-test analysis showed that the observed t-value (11.6) exceeded the critical t-value (1.66), leading to the acceptance of the alternative hypothesis (H1) and rejection of the null hypothesis (H0). Therefore, the findings confirm a significant positive effect of using *Webtoon* on students' reading comprehension at tenth-grade students at Senior Highschool 02 Muaro Jambi.

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First and foremost, I would like to express my deepest gratitude to the Almighty God for the guidance and blessings that have enabled me to complete this thesis titled "The Effectiveness of Webtoon Towards Students' Reading Comprehension at the Tenth Grade Students in Senior Highschool 02 Muaro Jambi". The writer would like to thank profusely to :

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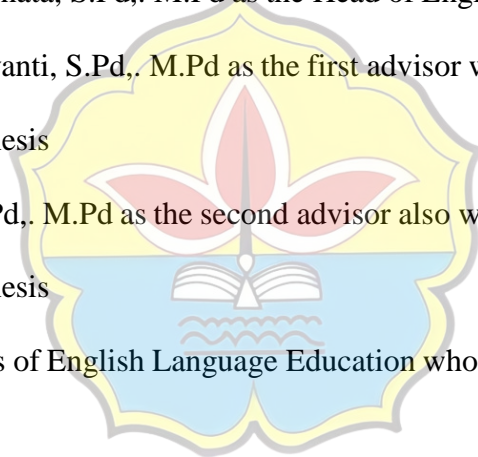
The researcher deeply grateful to everyone who has played a role, big or small, in the completion of this thesis titled "The Effectiveness of Webtoon Towards Students' Reading Comprehension at the Tenth Grade Students in Senior Highschool 02 Muaro Jambi." Your support, guidance, and encouragement have been invaluable throughout this journey.

Jambi, July 2024

Dwi Arto

Table of Contents

List of Table

List Of Appendix

CHAPTER I

INTRODUCTION

1.1 Background of the Research

One of the most crucial components of communication is language, which is employed as a media of exchange between peoples throughout. Being an international language, English is highly significant and has numerous connections to different facets of human existence. The four language abilities that students should acquire while studying English are listening, speaking, reading, and reading Ilma(2019). According to students should acquire English so they can read books that are relevant to their studies or careers. According toErya (2021), Students in this day and age, particularly those in Indonesia, are unable to be without their smartphones and the pupils are drawn to something distinctive, digital, and online. Thus, the study's main focus is on using *Webtoon* to learn reading. A recent coined term, "*webtoon*," combines the words "website" and "cartoon," which refers to comic books.

In Indonesia, many people are now familiar with webtoons, which are online comics. The *Webtoon* platform boasts 60 million users worldwide and over 2 million active users in Indonesia as it enters its fifth year of operation Khasanah (2021). Based on the experience of researchers through PFP (practice field experience) in high school number 02 muaro jambi, the researchers found that some students had difficulty reading hand books exactly in tenth grade on English lesson, they could only read without knowing the meaning or purpose of the book and not a few students whose English pronunciation was less correct, besides lack of interest in reading because the book had no pictures. According to Khasanah (

2021) A picture story, like a comic, is not only written but also illustrated with a variety of images, which results in readings with an innate appeal.

The lack of reading skills for the students and the great interest of *webtoon* comic book readers in Indonesia made researchers interested in doing research in high school number 02 muaro jambi. With the presence of *webtoons* as student attraction to improve student reading skills, the researchers hope this study can improve reading skill for his special students in 10th grade students of upper secondary school number 02 muaro Jambi.

Based on the teaching experience of the researcher in the context of the student teaching program at senior high school 2 Muaro Jambi for 2 months, the researcher found that many students, especially 10th-grade students, have difficulty in reading texts, especially English texts. The researcher also found that, on average, students enjoy reading comics based on applications, namely *webtoons*, which, according to the researcher's opinion, greatly helps students in their ability to read English texts. Furthermore, the *webtoon* application includes English language features, which can help students deepen their ability to read English texts through something they enjoy.

1.2 The Identification of Research Problems

Based on the explanation above, the Researcher wants to identify the problem as follows:

1. Students find difficulties to learn English, especially in understanding a word, as well as the low ability of students in reading comprehension.

1.3 The Limitation of Research

Clearly define the problem's boundaries to ensure that the discussion is focused and the research stays on topic. The researcher refined the research questions as follows in light of the aforementioned research identification:

1. The use of english comic through *webtoon* for reading comprehension at tenth grade.

2. The effect of students' reading comprehension of english comic through *webtoon* in learning English on student learning outcomes.

1.4 The Formulation of the Research

The researcher formulates a research question based on the title "Is There a Significant effect of Webtoon towards students' reading comprehension at the tenth grade students in senior highschool number 02 muaro jambi?"

1.5 Purpose of the Research

The purpose of this study was to determine the significant effect of students reading comprehension of english comic using the webtoon at the eleventh grade students in senior highschool number 02muarojambi.

1.6 Significance of the Research

1. The Students

   To enhance their proficiency and encourage them to advance in their reading skills.

2. The Teacher

   To improve their proficiency in using Webtoons to teach reading skills.

3. The other researcher

To become proficient in reading skills and to keep up with current information and knowledge.

1.7 Definition of the Key Terms

Some of the terms used in this research require the following definitions:

1. Webtoon

The researcher uses webtoon, an online comic, to teach students how to read English comics. Because webtoon is very popular among students and in addition to the easy access where students only need to download the webtoon application through the apps store on the smartphone, with the presence of webtton is expected to improve reading ability in students.

2. Reading Comprehension

Reading comprehension is the application of a skill developed for other purposes (Reading Comprehension). Kirby (2007)

3. Significant Effect

Significant effect refers to a notable and statistically meaningful impact that the use of Webtoon has on improving students' reading comprehension. It implies that the observed improvements in reading comprehension are unlikely to have occurred by chance and are attributable to the Webtoon intervention.
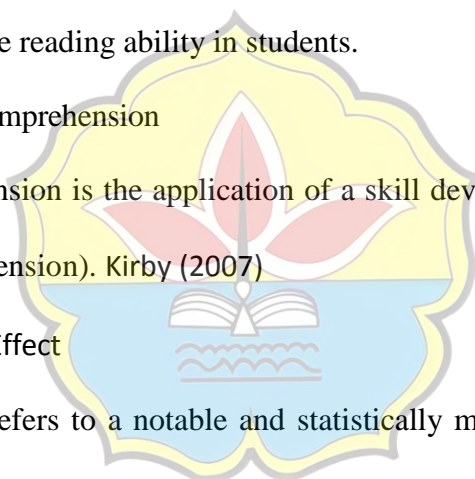
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Definitions of Reading Comprehension

Reading comprehension is the cognitive process through which the researcher grasp and interpret the content of the texts that researcher read. It serves as the fundamental objective of reading, forming the basis for why it is taught and why it holds significance. Additionally, reading comprehension is a crucial prerequisite for deriving meaningful knowledge and understanding from written material. As explored in this discussion, the act of reading is intricate and multifaceted, and our comprehension of it is still incomplete, Yet we have learned a lot Collins (1980) Reading comprehension is a fundamental skill that is crucial not only in academic settings but also in everyday life. It is developed through regular practice, exposure to a variety of texts and the use of different strategies to improve comprehension.

The ability to comprehend what one reads is closely tied to success in academic pursuits, and effective communication hinges on a strong foundation of reading comprehension Khalilova (2023). There is two primary motivations for reading. The first involves reading for enjoyment, where individuals engage with books, novels, or comic books for entertainment purposes. The second reason is informational reading, where individuals seek to acquire knowledge by reading newspapers, articles, or other informative materials. linse emphasizes that reading comprehension is valuable not only for academic purposes but also for personal entertainment. In essence, understanding what is read is beneficial for readers in various contexts, serving both educational and leisurely interests Cornwell (2007).

Determining the level of reading comprehension involves various methods and approaches tailored to specific objectives. Commonly used methods include standardized and custom reading comprehension tests, which assess understanding through multiple-choice questions, short answers, or essays. Cloze tests, which involve filling in missing words from a passage, evaluate contextual understanding and vocabulary. Retelling and summarizing exercises ask readers to recount or briefly summarize texts, demonstrating their grasp of key ideas and details. Comprehension questions, ranging from literal to inferential and evaluative, further probe understanding. Think-aloud protocols provide insight into readers' thought processes, while reading diaries or logs capture their reflections and interpretations. Observational assessments in classrooms offer real-time insights into student comprehension, and interactive digital tools provide adaptive assessments with immediate feedback. Diagnostic assessments also help identify specific strengths and weaknesses for personalized instruction. Combining these methods offers a comprehensive evaluation of reading comprehension levels and areas for improvement.

According to the definitions, the researcher concludes that reading comprehension involves understanding the meaning of a text, processing and capturing its content, and interpreting it correctly. Difficulties in reading comprehension occur when students fail to understand the text's meaning or encounter barriers that obstruct comprehension, especially if they lack detailed information about the text.

2.2 Kinds Of Reading Comprehension

There exist five distinct levels of reading comprehension. Reading comprehension can be categorized based on the reader's goal and the kind of reading that is being done. The terms listed below are frequently used:

2.2.1 Level one: Literal Reading

The literal understanding is Precise comprehension of the meaning of every English text, including the vocabulary employed, the place and time settings, and the location settings, is referred to as literal understanding. Every text makes the information very apparent. Conclusion: To find information that already exists, all the researcher have to do to reach the literal understanding level of the text is read it cover to cover. Examples include: "What was Muhammad's response upon realizing his book was missing?" and "Who stole Muhammad's book?"

Direct and clear responses to queries taken directly out of a text are necessary for literal comprehension. Because it is a foundational skill for more complex comprehension, literal comprehension is critically important. The ability to understand a sentence without breaking it down is one of the skills needed for the literal level of comprehension. Other skills needed are those required for understanding any text or statement in general.

2.2.2 Level Two: Inference Comprehension

Understanding an inference is being able to derive a concept or conclusion from logic and evidence. Drawing conclusions or drawing inferences allows the reader to understand the meaning and intent of the text. To understand the texts in the reading material at this level, the reader must read between the lines. It entails

comprehending the information, even if it isn't stated clearly in the reading material. It investigates responses to queries that start with "why and how," as these types of queries require an explanation or understanding of their implied meaning. For instance, "Why did Gilang want to be the class smartest student?"

In order to respond to the question raised above, deductions based on presumptions about Gilang's motivations for wanting to be the smartest student on.

2.2.3 Level Three: Evaluative Comprehension

Evaluative comprehension refers to the ability to understand and critically assess information by analyzing its strengths, weaknesses, and implications. This cognitive skill involves more than just grasping the surface meaning of a text; it requires the reader to engage in a thoughtful and reflective process, considering various perspectives and forming judgments about the content.

In evaluative comprehension, readers not only identify the main ideas and key details but also assess the credibility of the information, recognize potential biases, and draw conclusions based on evidence presented in the text. This skill is crucial for developing a nuanced and informed understanding of complex topics, as it encourages readers to question and analyze information rather than passively accepting it.

For example, when reading an article about a controversial social issue, evaluative comprehension would involve assessing the author's tone, the sources of information, and the evidence provided. Readers might consider the author's potential biases, the reliability of the data presented, and how well the arguments

are supported. By engaging in evaluative comprehension, individuals can form well-informed opinions and contribute to meaningful discussions on the topic.

2.2.4 Level Four: Reorganization comprehension

Reorganization comprehension is a cognitive skill that involves restructuring and rearranging information to enhance understanding. This skill goes beyond grasping the explicit content of a text and requires the reader to mentally reorganize the information, identify relationships between ideas, and create a more coherent mental representation. Reorganization comprehension is particularly valuable when dealing with complex or multifaceted information, as it enables individuals to make connections, discern patterns, and create a more integrated understanding of the subject matter.

In practical terms, reorganization comprehension may involve categorizing information, creating concept maps, summarizing content in a different order, or identifying cause-and-effect relationships. This skill is crucial for synthesizing information from various sources and for problem-solving in diverse contexts. Readers who excel in reorganization comprehension are adept at mentally restructuring information to extract its essence and gain a deeper insight into the underlying structure of the content.

For example, when studying a historical timeline, reorganization comprehension would entail rearranging events chronologically, identifying cause-and-effect relationships, and recognizing patterns or trends over time. By mentally reorganizing the information, a reader can develop a clearer understanding of the historical context, the progression of events, and the factors influencing outcomes. This skill is not only applicable to history but can be

employed across various disciplines where information needs to be synthesized and understood in a more cohesive manner.

2.3 The Importance Of Reading Comprehension

Mastering the skill of reading comprehension plays a central role in the development of an individual's communication and critical thinking skills. Firstly, reading comprehension is crucial for expanding knowledge and insights. Through reading, individuals can access extensive and in-depth information on various topics, enriching their understanding of the world. Strong comprehension also enhances analytical and evaluative thinking, helping readers connect new information with existing knowledge.

Furthermore, reading comprehension plays a vital role in educational success. At all levels of education, from elementary school to college, reading assignments serve as the primary means to acquire information and grasp taught concepts. Strong comprehension aids students in better following lessons, improving test results, and laying a solid foundation for further learning.

Moreover, reading comprehension supports the development of critical thinking skills. By reading carefully, individuals can recognize arguments, formulate opinions, and critically evaluate information. This is essential in shaping active and informed citizens capable of making sound decisions and engaging in profound discussions on contemporary issues.

Lastly, reading comprehension also offers significant benefits in a professional context. In an ever-changing work environment, the ability to understand texts quickly and efficiently is a highly valued skill. Whether reading business documents, research reports, or technical guides, reading comprehension skills can enhance an individual's productivity and performance in the workplace.

Thus, reading comprehension is not only a fundamental skill for academic success but also a key to continuous personal and professional development.

2.4 Definition Of Webtoon

According to Yulandari (2019)A South Korean company launched Webtoon, a platform that offers readers a wide range of comic genres at no cost. Initially developed as a website, the platform later evolved into a flatform application that can be downloaded via a smartphone Webtoon, a portmanteau of "web" and "cartoon," refers to a digital comic strip or comic book that is published and available online. Unlike traditional print comics, webtoons are specifically designed for online consumption, often adopting a vertical scroll format that allows readers to easily navigate through the story using their electronic devices. One of the distinguishing features of webtoons is their accessibility; readers can enjoy them on various platforms and devices without the need for physical copies. This digital format has contributed to the global popularity of webtoons, as readers from different parts of the world can access and enjoy a diverse range of content, transcending language and geographical barriers.

Webtoons cover a wide spectrum of genres, including romance, fantasy, drama, and action, catering to diverse preferences and demographics. Creators often leverage the digital platform to experiment with unique storytelling techniques, incorporating multimedia elements such as sound, animation, and interactive features. Additionally, webtoons have become a breeding ground for new and emerging artists to showcase their talents, as online platforms provide a more accessible avenue for creators to publish their work and connect with a global audience. In essence, webtoons represent a dynamic and innovative form of

storytelling that has reshaped the comic industry by embracing the possibilities offered by the digital age.

2.5 History Of Webtoon

According to Wikipedia, In 2004, Kim Jun-koo established Webtoon in South Korea under the moniker "Webtoon," having seen firsthand the decline of the Manhwa industry in the late 1910s and early 1900s. Kim, who discovered that there weren't many new comics published, sought for ways to get new comics published. Kim grew up reading Korean superhero comics and Japanese manga. Kim hypothesizes that because users are accustomed to scrolling through web pages, tall, scrollable comics might perform well on Waring Wera Wanua.

2.6 Previous Study

The researcher cites three studies that are pertinent to her work as the prior study in order to bolster the novelty of this investigation. These three studies explore the use of comics as instructional tools when learning reading comprehension.

The first one by Gusmeri (2020)The UsingWebtoons on Students' Reading Comprehension. The results of the study showed that the experimental group had a higher reading comprehension score than the control group. The average score of the experimental group was 75, while the average score for the control group was 65.The difference in scores between the two groups was statistically significant, with t = 3.71 and p < 0.05. This research uses quantitative methods with a quasi-experimental design. The design consists of two groups, namely the experimental group and the control group. The experimental groups are taught

using webtoon, whereas the control groups have learned using traditional textbooks.

The data is collected using a read-understanding test. The test consists of 20 double-choice questions that measure the student's understanding of the narrative text. Based on the results of this research, it can be concluded that webtoons can improve student reading skills.

The second one by Ghulam(2023) The Effectiveness of Using Webtoon Applications in Teaching Reading Comprehension at The Eighth Grade of SMP Negeri 11 Mataram. The results of the study showed that the experimental group had a higher reading comprehension score than the control group. The average score of the experimental group was 73.86, while the average score for the control group was 60.46.The difference in scores between the two groups was statistically significant, with $t = 11.67$ and $p < 0.05$. This research uses quantitative methods with a quasi-experimental design. The design consists of two groups, namely the experimental group and the control group. The experimental groups are taught using webtoon, whereas the control groups have learned using traditional textbooks.

The data is collected using a read-understanding test. The test consists of 20 double-choice questions that measure the student's understanding of the narrative text. Based on the results of this research, it can be concluded that webtoons can improve student reading skills.

The third one by Taslim (2022) The Effectiveness of Using Webtoon Platform on Students' Reading Comprehension to First Grade at State High School 1 Halmahera Central. The results of the study showed that the

experimental group had a higher reading comprehension score than the control group. The average score of the experimental group was 71, while the average score for the control group was 65. The difference in scores between the two groups was statistically significant, with t = 3.71 and p < 0.05. The sample of this research is 50 students of Tenth Grade High School 02 Muaro Jambi. The students were selected using a stratified random sampling technique.

The instrument of this research is a reading test of understanding. The test consists of 20 double-choice questions that measure the student's understanding of the narrative text. This research uses quantitative methods with a quasi-experimental design. The design consists of two groups, namely the experimental group and the control group. The experimental group was given learning using webtoon, while the control group was provided learning using traditional textbooks. The data from the read-understanding test was analyzed using the t-test to determine the difference between the reading-understandings score between the experimental group and the control group.

The results of the study showed that the experimental group had a higher reading comprehension score than the control group. The average score of the experiments group was 71, while the average score for the control groups was 65. The difference in scores between the two groups was statistically significant, with t = 3.71 and p < 0.05.

The three studies used quantitative methods with a quasi-experimental design. This design involves two groups, namely experimental groups and control groups. Experimental groups are given learning using webtoon, while control groups are provided learning using traditional text books. The three studies also used pre-test

and post-test to measure students' ability to read and understand before and after learning. Pre-testing and post testing typically consist of a double-choice question that measures students' understanding of narrative texts.

The three studies have differences in terms of data analysis, namely: Gusmeri(2020) and Ghulam(2023): Using t-test to compare pre-test and post-test scores of both groups. T-test is used to determine whether the differences in observed scores are statistically significant, meaning it is unlikely to be caused by coincidence. Taslim (2022): No explicit mention of the statistical tests used. However, they used a diagramatic representation (possibly a bar graph) to visually compare the pre-test and post-test averages of both groups. The three studies have the same conclusion, that webtoon can improve student reading and understanding skills. However, data analysis differences suggest that there is still room for further research, such as using more complex data analysis to identify other factors that affect the effectiveness of webtoon in improving student reading skills.

2.7 The hypothesis of research

The hypothesis in the research about the effectiveness of Webtoon towards students' reading comprehension at the tenth grade students in Senior Highschool No 02 Muaro Jambi is as follows:

Ha: There is a significant effectiveness of Webtoon towards students' reading comprehension at the tenth grade students in Senior Highschool No 02 Muaro Jambi.

Ho: There is no significant effectiveness of Webtoon towards students' reading comprehension at the tenth grade students in Senior Highschool No 02 Muaro Jambi.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher selected quantitative as the research strategy and technique for this study. According to Stadtländer (2009) The quantitative method is a research strategy that employs numerical data and statistical analysis to evaluate hypotheses. In this study, the researcher used a quasi-experimental design with a pre-test and post-test control group design to investigate the effectiveness of using Webtoon in teaching narrative reading comprehension text. The data were collected using a multiple-choice test, and the analysis was conducted using SPSS Statistics 21. The results showed that the use of Webtoon in teaching narrative reading comprehension text had a significant effect on students' reading skills in narrative text, supporting the alternative hypothesis.

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 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 Webtoon, while the control class was also treated with a Webtoon. Following the intervention, students were given a post-test to see if the use of 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 Webtoon.

X2: Group that follows the application of Webtoon.

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

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

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

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

3.2 Population And Sample

The primary purpose of research is to gain a better understanding of a specific topic or issue. This understanding is achieved through the development of scientific theories, concepts, and ideas, as well as the advancement of knowledge. Research can be conducted to address a certain problem, which requires in-depth analysis and the collection of first-hand and accurate data. Additionally, research aims to enhance society by contributing to the development of new theories, ideas, and products that shape our everyday lives. The choice between studying the entire population or using a sample depends on various factors, and researchers can decide to use either the population as a source of information or to take samples to obtain the necessary information. The primary purpose of research is to study based on collected and analyzed data, and it can occur across many disciplines, serving different types of purposes such as treatment, prevention,

diagnostic, supportive care, screening, health services research, basic science, and others. Adnyana (2021)

The population in this research is students of class X at Senior High School 2 Muaro Jambi for the academic year 2023/2024. Where the total number of students are:

Table 2 Population Of The Research

Class	Number of student
Xe4	36
Xe5	36
Xe6	36
Xe7	36
Xe3	36

Source : administration of SMAN 02 Muaro Jambi

The sample for this research consists of all students in the X Accounting 1 class as the experimental group and the X Accounting 2 class as the control group at Vocational High School 1 Jambi city. The total number of students in the sample is not explicitly provided in the available information. However, it can be inferred that the sample includes students from these two specific classes at the mentioned school.

Table 3 Sample of The Research

class	Classification	Number Of Student
Xe4	Controll class	36
Xe6	Experimental class	36
	Total	72

3.3 Research Instrument

In the thesis titled "The Effectiveness of Using Webtoon Towards Students' Reading Comprehension at the Tenth Grade Students in Senior High School 02 Muaro Jambi," the quantitative research instruments will include

standardized pre- and post-intervention reading comprehension tests. These tests will be specifically designed to assess students' understanding and interpretation of texts before and after using Webtoon as an instructional tool. The tests will feature a range of question types, including multiple-choice, short answer, and passage-based questions, to evaluate different aspects of reading comprehension such as main ideas, details, and inferences. Additionally, statistical analyses will be conducted to compare pre- and post-test scores, providing empirical evidence on the effectiveness of Webtoon in improving students' reading comprehension.

To further assess the effectiveness of Webtoon on reading comprehension, the research will utilize a series of quantitative assessments including benchmark tests administered before and after the intervention period. These assessments will be crafted to measure specific comprehension skills such as identifying key concepts, understanding context, and making inferences. Students' performance on these tests will be analyzed using statistical methods to determine any significant differences in comprehension levels attributable to the Webtoon intervention. Additionally, pre- and post-intervention scores will be compared to assess improvements and to ensure that any observed gains in reading comprehension are statistically significant, thereby providing a clear evaluation of Webtoon's impact.

3.4 Technique Of Data Collecting

The researcher in "the effectiveness of webtoon towards students' reading comprehension at the tenth grade students in senior high school no 02 muaro jambi" obtained research data through the following steps:

Pre-test: The researcher administered a pre-test to measure the students' reading comprehension using Webtoon as the media. The test was in the form of a reading examination, and the students were asked to read a Webtoon narrative and answer multiple-choice questions.

Treatment: The researcher used Webtoon as a teaching media for the experimental group, while the control group did not receive this treatment.

Post-test: After the treatment, the researcher administered a post-test to measure the students' reading comprehension using Webtoon as the media. The test was identical to the pre-test, and the students were asked to read a Webtoon narrative and answer multiple-choice questions.

These steps allowed the researcher to evaluate the effectiveness of using Webtoon in improving students' reading comprehension at the tenth grade level in Senior Highschool No 02 Muaro Jambi. The available search results provide various resources for reading comprehension tests, including multiple-choice questions, short answer questions, or essay questions.
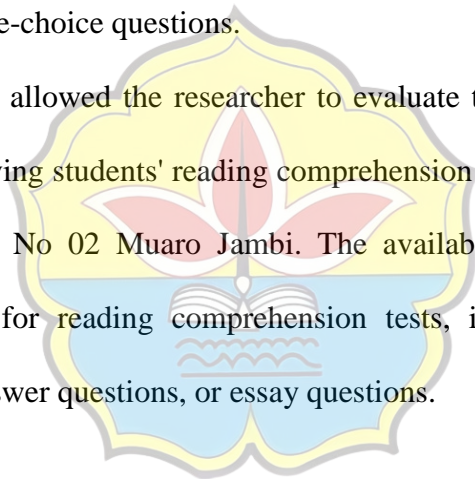
3.5 Techmique Of Data Analysis

After collecting the data, the researcher analyzed the technique based on Anas Sudijono (2007):

$$t_o = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right]\left[\frac{N_x + N_y}{N_x.N_y}\right]}}$$

$$df = N_x + N_y - 2$$

Notes:

M_x = The mean score of experiment class

M_y = The mean score of control class

$\sum x$ = Total score of experiment class

$\sum y$ = Total score of control class

N_x = Total students of experiment class

N_y = Total students of control class

df = Degree of Freedom

Table 4 Qualification of Score

Qualifications	score
Exelent	90-100
Good	80-89
Fair	70-79
Poor	60-69
Very Poor	0-59

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

To gather data, the researchers employed a *webtoon app*. Both the experimental and control groups completed a writing test focusing on narrative text. The test had two parts: a pre-test on the topic of "dice" and a post-test on the topic of "lookism." Before administering the test, the researchers ensured its validity and reliability In qualitative research, testing validity and reliability play a crucial role in ensuring the quality of the findings. This is done by evaluating the measurement tools used in the data collection process. Standard criteria have been established to assess the validity and reliability of the findings in qualitative research Pre and Post-test Score. For validity, they checked its content and structure to align with the national curriculum standards (SKKD). To ensure reliability, they used an analytical scoring scale that evaluated students' writing based on content, organization, vocabulary, language use, and mechanics.

In qualitative research, testing validity and reliability play a crucial role in ensuring the quality of the findings. This is done by evaluating the measurement tools used in the data collection process. Standard criteria have been established to assess the validity and reliability of the findings in qualitative research Pre and Post-test Score.

4.1.1 Pre and Post-test Score in Control Class

A control group of 36 students participated in the study. They received traditional writing instruction, without the intervention of using webtoons. To assess their reading comprehension, the researcher administered both a pre-test and a post-tests.

4.1.2 Pre and post-test Score in Experiment Class

A group of 36 students participated in the experiment to assess the impact of Webtoon on reading comprehension. This group, known as the experimental class, took both a pre-test and a post-test to measure their progress. The researcher then analyzed the data collected from these tests.

A experiment class scored an average of 60,44 on a pre-test, with the lowest score being 52 and the highest being 72. After participating in four sessions, the experiment class took a post-test, which showed an average score of 83,11, with the lowest score at 72 and the highest at 96.

A control class scored an average of 56,36 on a pre-test, with the lowest score being 52 and the highest being 68. After participating in four sessions, the control class took a post-test, which showed an average score of 64,94, with the lowest score at 52 and the highest at 76.

4..1.3 Data Analysis of the Students Score of Control Class and Experiment Class

In order to understand the difference in reading comprehension between the experiment and control groups, the researcher analyzed data using statistical calculation. According to the data above the result of both classes further in each class was calculated by using T-test There were some steps as follow :

$$\sum x^2 = \sum X^2 - \frac{\sum X^2}{N} \qquad\qquad \sum y^2 = \sum Y^2 - \frac{\sum Y^2}{N}$$

$$\sum x^2 = 18720 - \frac{(816)^2}{36} \qquad\qquad \sum y^2 = 1872 - \frac{(252)^2}{36}$$
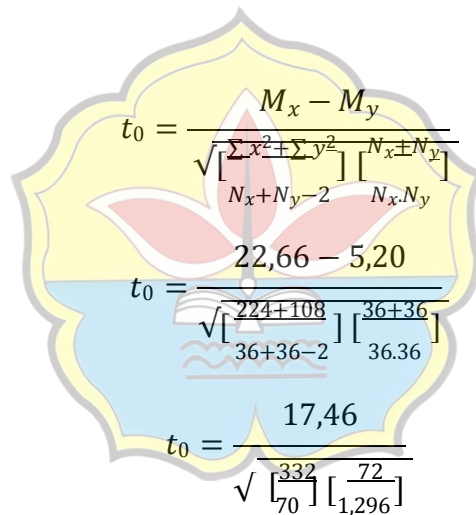
$$\sum x^2 = \frac{673.920 - 665.856}{36} \qquad\qquad \sum y^2 = \frac{67.392 - 63.504}{36}$$

$$\sum x^2 = \frac{8064}{36} \qquad\qquad\qquad \sum y^2 = \frac{3,888}{36}$$

$$\sum x^2 = 224 \qquad\qquad\qquad\qquad \sum y^2 = 108$$

$$t_0 = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum X^2 + \sum y^2}{N_x + N_y - 2}\right]\left[\frac{N_x \pm N_y}{N_x . N_y}\right]}}$$

$$t_0 = \frac{22,66 - 5,20}{\sqrt{\left[\frac{224 + 108}{36 + 36 - 2}\right]\left[\frac{36 + 36}{36.36}\right]}}$$

$$t_0 = \frac{17,46}{\sqrt{\left[\frac{332}{70}\right]\left[\frac{72}{1,296}\right]}}$$

$$t_0 = \frac{17,46}{\sqrt{[4,61][0,05]}}$$

$$t_0 = \frac{17,46}{\sqrt{2,15}}$$

$$t_0 = \frac{17,46}{1,5}$$

$$t_0 = 11,6$$

$$df = (N_x + N_y - 2)$$

$$df = (36 + 36 - 2)$$

$$df = 70$$

t-test11,6>t-table1,66

There is a 0.05 degree of confidence, or 5%. The test result was 11,6. Considering that t-table is 1,66, it indicates that t-test > t-table.

4.1.4 Hypothesis Testing

Following the T-test to acquire the value, the following hypotheses can be tested:

- If the T-test value was smaller than the T-table value, the null hypothesis (Ho) was rejected.

- If "The value of T-test was higher than the value of T-table," the alternative hypothesis (Ha) was accepted.

    Using the T-test to calculate the data revealed that:

        1. To was valued at 11,6.

        2. The df was 70.

Given that To>Tt, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. The results of the experiment class differed significantly from those of the control class, or there was a favorable impact on the usage of Webtoon to teach reading comprehension.

4.2 Discussion

The results of the t-test conducted in this study revealed a significant difference in reading comprehension between the experimental group that utilized webtoons and the control group. The calculated t-value of 11.6 far exceeded the critical t-value of 1.66 at the 0.05 level of significance. This substantial disparity strongly indicates that the integration of webtoons into the English language learning process has a positive and measurable impact on students' reading comprehension abilities.

These findings align with the cognitive theory of multimedia learning, which posits that individuals learn more effectively when information is presented in both visual and verbal formats. Webtoons, as a multimodal medium, provide learners with rich visual cues that complement the written text. The visual elements in webtoons can help students to construct mental models of the content, enhancing their comprehension and retention. Additionally, the narrative structure of webtoons can make learning more engaging and enjoyable, thereby increasing students' motivation to read.

The results of this study have significant implications for English language teaching. Educators can leverage the popularity of webtoons among students to create more engaging and effective learning experiences. By incorporating webtoons into their lessons, teachers can not only improve students' reading comprehension but also foster a love of reading. Moreover, the findings suggest that schools and educational institutions should consider investing in digital resources and providing teachers with the necessary training to effectively integrate technology into their teaching practices.

Based on the analytical results, it was discovered that the T-test (To) was 11,6. This signifies that To was higher than T-table (Tt). Then, the df was 70. It signifies that the research findings revealed that the experiment class achieved some development in reading comprehension.

After conducting the research and receiving the results, the researcher believes that using Webtoons is useful in improving reading comprehension and can pique students' enthusiasm in learning English. This study focused on teaching reading comprehension. Based on the explanation above, the researcher concluded that the use of Webtoon towards reading comprehension is effective to increase the students reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After getting sample, collecting and analyzing the data, this research got result. The result of this research is Webtoon has good effect in teaching reading comprehension at the tenth grade students in senior high school 02 muaro jambi. From this research it can be conclude that :

1. The researcher had computed the data by T-test and it showed that themean score of experiment and control class has a difference. $T_O = 6,39$ was higher than $T_t = 1,66$.It can be conclude that the effect of using Webtoon for tenth grade students in senior high school 02 muaro jambi was accepted.

2. After did treatment, the researcher concluded that using comic online like Webtoon can make students to be interesting and enjoy and also the teacher will be able to motivate students to keep their attention.

5.2 Suggestion

Based on the aforementioned finding, the researcher would like to give the following suggestions for teaching writing narrative text using Webtoon:

1. For students.

Students should be confident enough to express their opinions during the learning process. The researcher may also advise all students to be brave enough to ask their teachers questions when they are unsure about something relevant to their studies.

2. For English Teachers.

   particularly English teachers, should use internet comics such as Webtoons or other forms of media as learning tools. It can encourage kids to be creative and interested in learning. Because being a brilliant teacher is not enough; teachers must also be able to make their students happy and comfortable.

3. For other researchers.

   For other researchers, there are numerous learning resources that we could use, particularly when teaching English. The researcher thinks that this finding will be useful or serve as a starting point for further research.
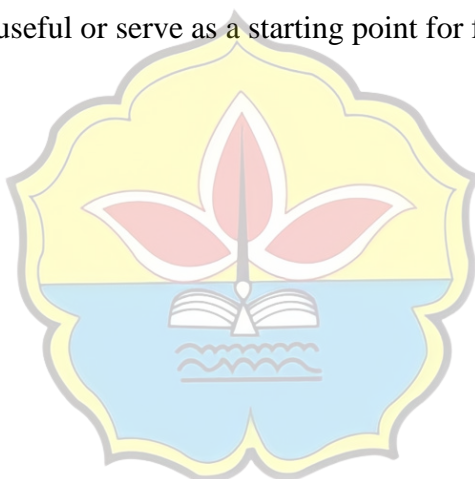
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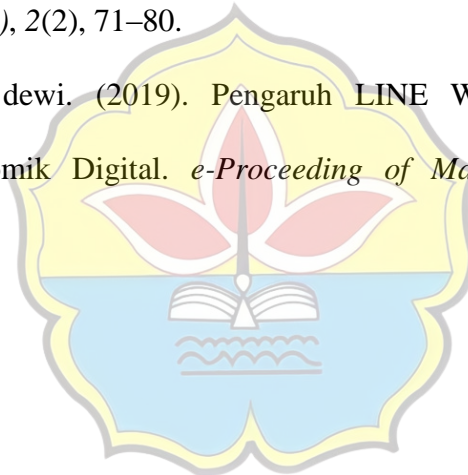
APPENDIX

Appendix 1 Practice Questions

Name   :

Class   :

Subject   :

Time   : 70 Minutes

Read the following picture to answer question
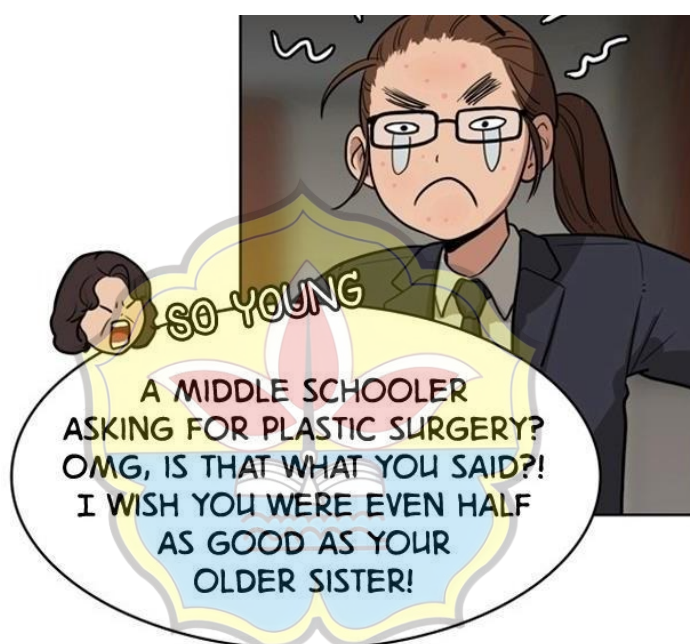
1. What is the main character asking for ?
   a. New Smartphone
   b. New Skincare
   c. Plastic Surgery
   d. Gaming Console

   Answer: C

UPLOAD

POST

CANCEL DRAFT

ANONYMOUS FORUM

I'M FEELING DEPRESSED TODAY...

THIS IS THE ONLY PLACE I HAVE LEFT
TO TURN TO, GUYS...
THERE'S THIS GUY I HAVE A CRUSH ON...
I THOUGHT WE HAD A LOT IN COMMON.
THAT'S WHY I THOUGHT THINGS MIGHT
GO WELL... BUT I WAS TOTALLY WRONG...
HE LIKES THIS REALLY PRETTY GIRL...
BEING UGLY IS SO DEPRESSING...

2. What does the main characters feel on social media?
    a. Happy
    b. Angry
    c. Excited
    d. Depressed

    Answer: D

SORRY, BUT HONESTLY, A PERSON'S FACE IS PRETTY IMPORTANT.

DON'T YOU KNOW HOW TO USE MAKEUP? I LOOK TOTALLY DIFFERENT BEFORE AND AFTER MAKEUP HAHA. I'M SUPER UGLY BUT WITH MAKEUP, I GET REALLY CONFIDENT. CHECK OUT THIS LINK.

3. what does the social media friends to help the main character?

a. Giving suggestion to using a makeup
b. Giving motivation to be grateful
c Giving a bad comment
d. Giving some money

Answer: A

JUGYEONG LIM
AT A CAFE WITH SUA :D

I DEFINITELY DON'T LOOK THIS GOOD IN PERSON... LOL

UPLOADED FROM CELLPHONE

LIKE · COMMENT · 4 HOURS AGO ON A MOBILE DEVICE

THAT'S JUGYEONG LIM FROM CLASS TWO. SHE'S INSANELY PRETTY.

DAMN, MAN. CAN YOU INTRODUCE ME TO HER?
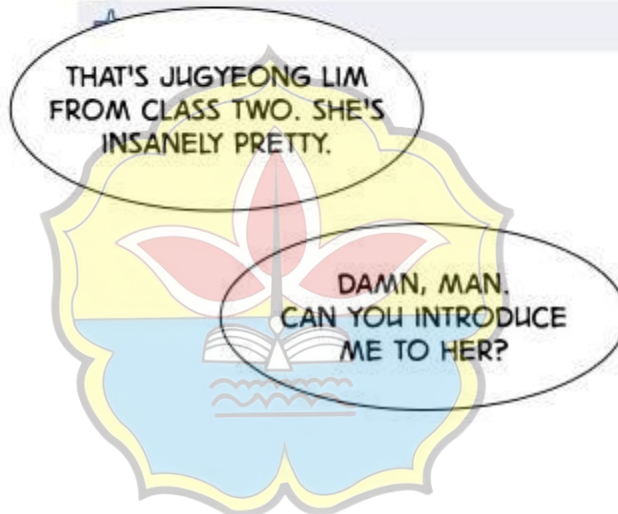
4. What is the name of the character that talking about in the dialog?

a. Park Jihyo
b. Jungyeong Lim
c. Kim Jisoo
d. Lee Jong Suk

Answer: B

5. What are they talking about?
   a. Book
   b. Make Up
   c. Bag
   d. Smartphone

Answer: C

WHISPER
WHISPER

WAS THAT THE NEW TRANSFER STUDENT JUST NOW?

YEAH, THE CUTE ONE EVERYONE'S GOING NUTS OVER. I THINK HIS NAME IS SUHO LEE OR SOMETHING.

6. Who is Suho Lee?
   a.New teacher
   b. New transfer student
   c. New security
   d. New canteen keeper

   Answer: B

WHY DO YOU LOOK SO DOWN? THE LIP GLOSS I USE IS ON SALE TODAY! WANNA COME?

OH, I TOTALLY FORGOT ABOUT THAT! YEAH, LET'S GO!!

7. Where are they going to?
    a. To buy a lip gloss
    b. To buy smartphone case
    c. To buy a jacket
    d. To buy a shoes

    Answer: A

8. What kind of comics arerecomended in the dialogue?
   a. Comedy
   b. Thrillers
   c. Romance
   d. Drama

   Answer: B
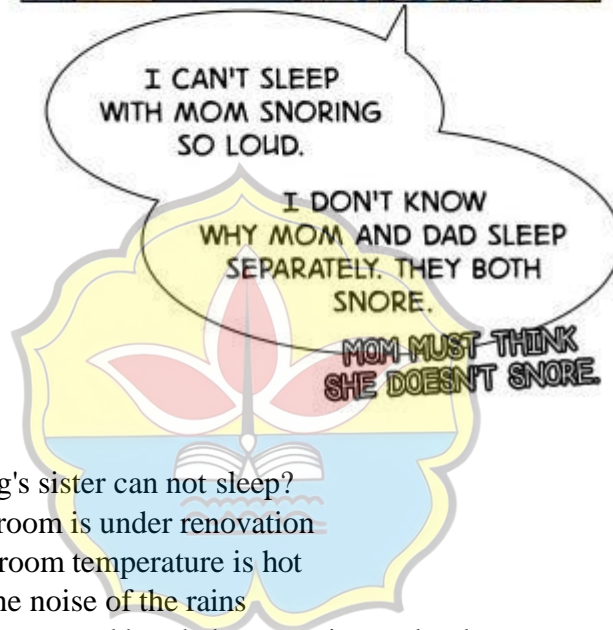
9. Why Jungyeong's sister can not sleep?
   a. Because the room is under renovation
   b. Because the room temperature is hot
   c. Because of the noise of the rains
   d. Because her mom and her dad are snoring so loud

Answer: D
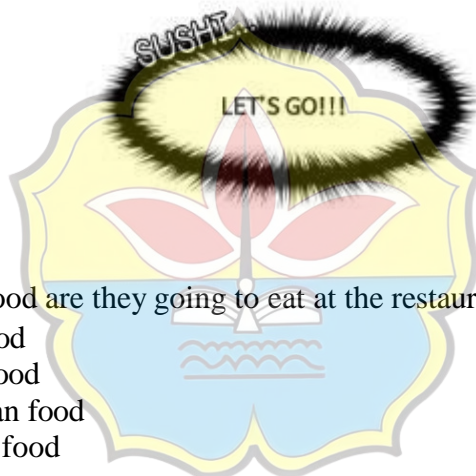
10. What kind of food are they going to eat at the restaurant?
    a. Italian food
    b. Korean food
    c. Indonesian food
    d. Japanese food

Answer: D

11. Where Sujin and Jugyeong are going to?
    a. Cafe downtown
    b. School
    c. Hospital
    d. Movie theater

Answer: A

12. What food do they order at the restaurant?
    a. Kimchi and fried chicken
    b. Meat ball and fried rice
    c. Pasta and margherita pizza
    d. Burger and mashed potato

Answer: C

13. When will they meet?
    a. Saturday night
    b. Friday night
    c. Sunday Night
    d. Wednesday night

Answer: B
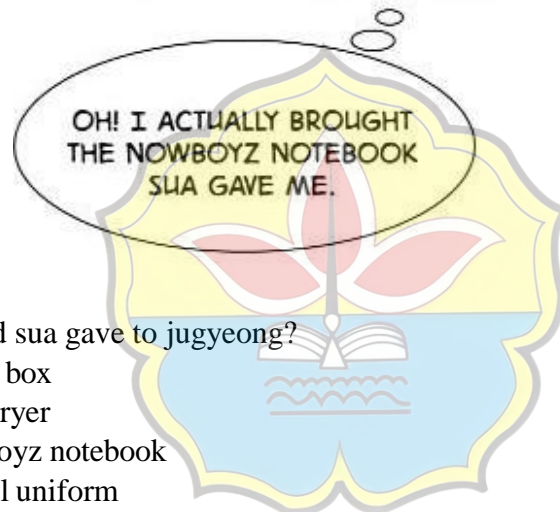
14. What did sua gave to jugyeong?
    a. Pencil box
    b. Hair dryer
    c. Nowboyz notebook
    d. School uniform

Answer: C

15. What is the topic being discussed between jugyeong and his friends?
    a. Make up and skincare
    b. New cafe
    c. School exam
    d. Boyband Program

Answer: D

16. What is the topic of the dialogue?
    a. Hairstyle
    b. Outfit
    c. Make up
    d. Skin

Answer:D

WOW, YOU?
LEARNING SOMETHING?
REALLY?

OH, RIGHT.
I HEARD THEY'RE GONNA HAVE
A MAKEUP SHOWCASE AT INNISFREE
IN OUR NEIGHBORHOOD TOMORROW.
YOU SHOULD DROP BY.

THAT SELENA OR SALAD
OR WHATEVER IS GONNA
BE THERE TOO. YOU KNOW,
THAT BLOGGER YOU WATCH
ALL THE TIME?

17. Who is the guest who comes to the make up showcase?
    a. Jacob
    b. Taylor
    c. Selena
    d. Dean

Answer: C

YEAH!
AFTER THAT DAY,
I GREW CONFIDENCE THAT
I CAN WEAR MAKEUP. BUT I CAN'T
ASK FOR YOUR HELP EVERY TIME I WANNA
PUT ON MAKEUP OR WHENEVER
I HAVE A MUSICAL TO
PERFORM IN.

SO I WANTED
TO LEARN HOW TO
DO IT MYSELF!
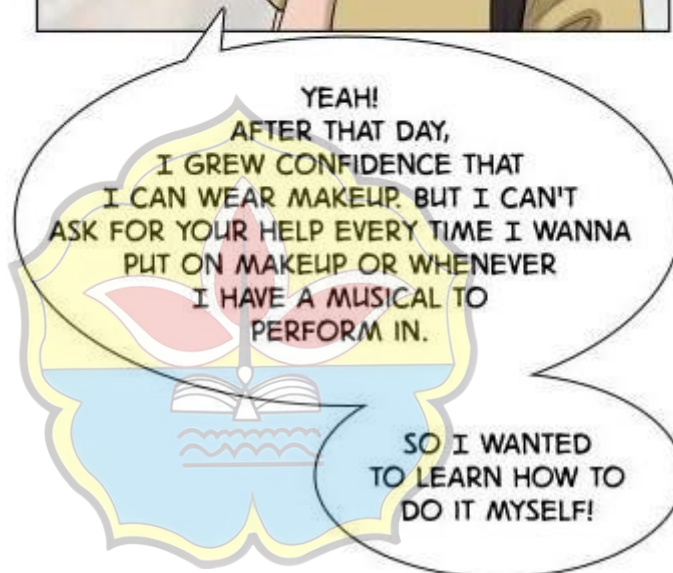
18. What is the topic of the dialogue?
    a. Learn how to sing
    b. Learn some make up
    c. Learn how to dancing
    d. Learn some musical instrument

Answer: C
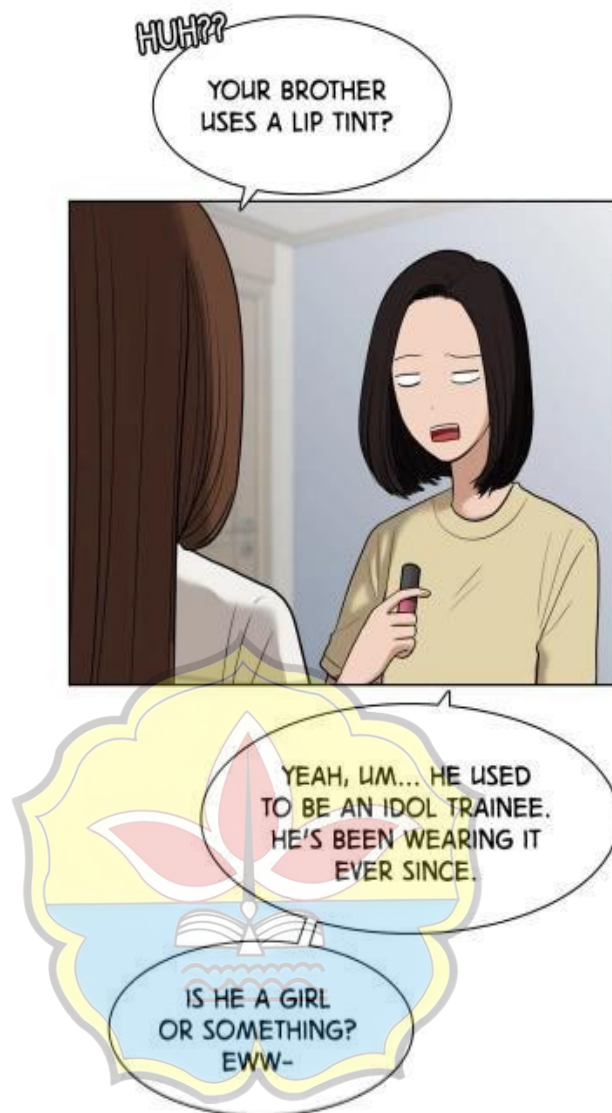
19. What kind of stuff did his brother use to be an idol trainee?
    A. Lip tint
    B. Lip balm
    C. Lip Stick
    D. Lip gloss

Answer : A

20. Where is jugyeong working part time?
    A. Coffe Shop
    B. Make up Store
    C. Convenience store
    D. Pet shop

Answer : C

21. What stuff will suho give to jugyeong?
    A. Notes
    B. Lunch box
    C. Pencil
    D. Jacket

Answer : A

22. Pilsoo's girlfriend opened what showroom?
   A. Florist
   B. Clothes Showroom
   C. Bakery
   D. Beauty salon

Answer : B

SHE HELPED ME
PICK THE FRAGRANCE.
I HOPE YOU LIKE IT.

REALLY-?
THANK YOU, JUGYEONG-
IT'S LIKE YOU READ MY MIND.
THIS BERGAMOT IS
MY FAVORITE.

23. What is the name of the perfume jugyeong chose for a gift?
    A. Verasce
    B. Dior sauvage
    C. Bergamot
    D. Hermes

Answer : C
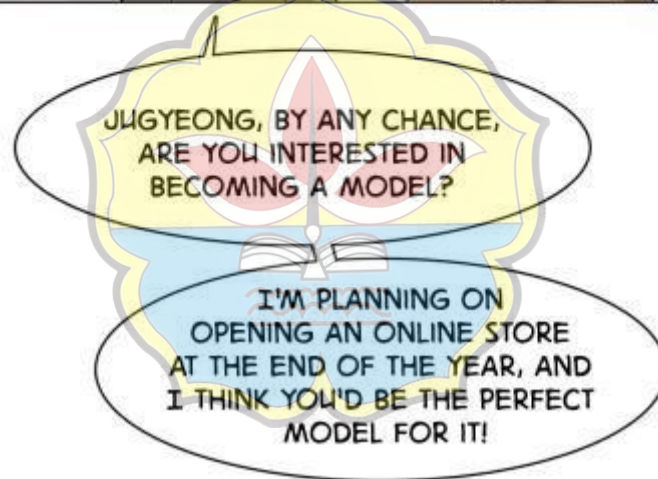
24. Jugyeong's friend asked jugyeong to become what?
    A. Singer
    B. Dancer
    C. Model
    D. Actress
    Answer : C

OH MY GOD, SHE'S STUNNING!!!

HELLO, MA'AM! I'M A FRIEND OF GOWOON... MY NAME'S JUGYEONG LIM!

MOM! SHE'S THE ONE I WAS TELLING YOU ABOUT, THE ONE WHO HELPED ME WITH MY MAKEUP AT OUR FESTIVAL! YOU KNOW, THE ONE WITH THE GIFTED HANDS?!
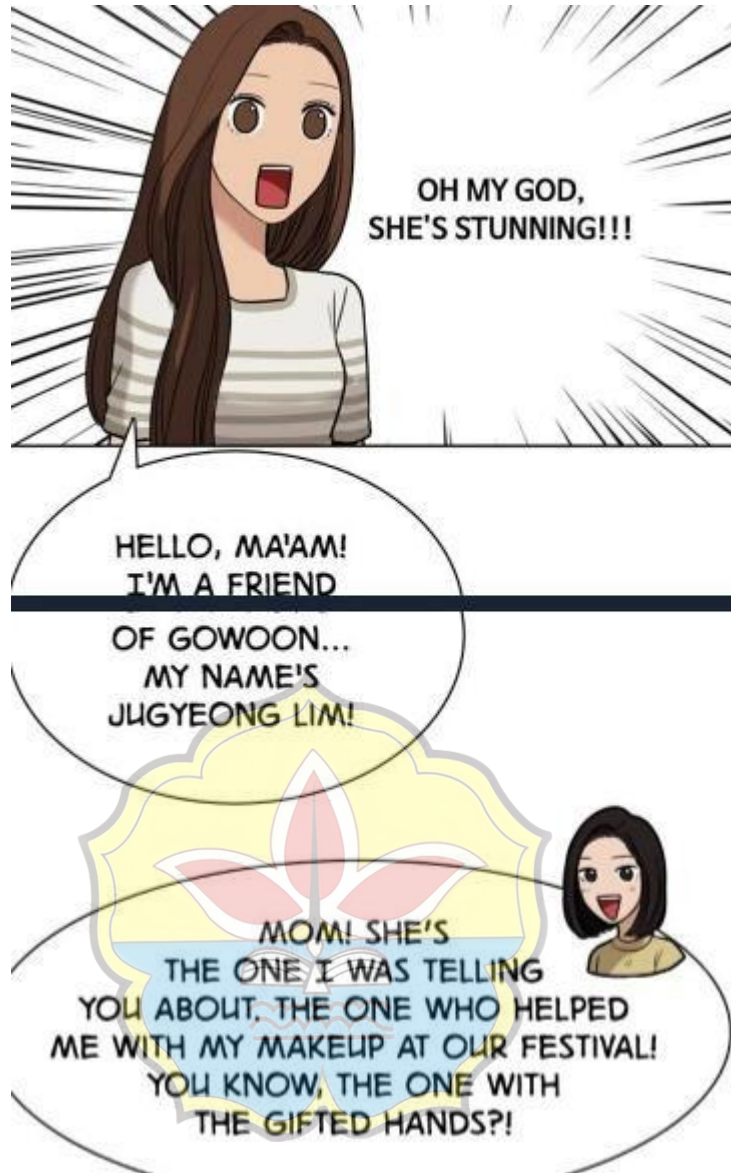
25. What is the nickname did Gowoon give to jugyeong?
    a. the gifted hands
    b. the gifted faces
    c. the gifted voices
    d. the gifted body's
    Answer : A

Appendix 2 Practice Questions

Name   :

Class   :

Subject:

Time   : 70 Minutes

1. Which sentence is correct?
    A. She goes to school by bus.
    B. She go to school by bus.
    C. She go to school by a bus.
    D. She goes to school by a buses.

Answer: A. She goes to school by bus.

2. Choose the correct question form:
    A. What your name is?
    B. Your name what is?
    C. What is your name?
    D. Your name is what?

Answer: C. What is your name?

3. They ____to the movies last night.
    A. goes
    B. going
    C. goed
    D. went

Answer: D. went

4. My brother ____his homework every day.
    A. do
    B. does
    C. did
    D. doing

Answer: B. does

5. She ____English for five years.
    A. studies
    B. study
    C. studying
    D. studied
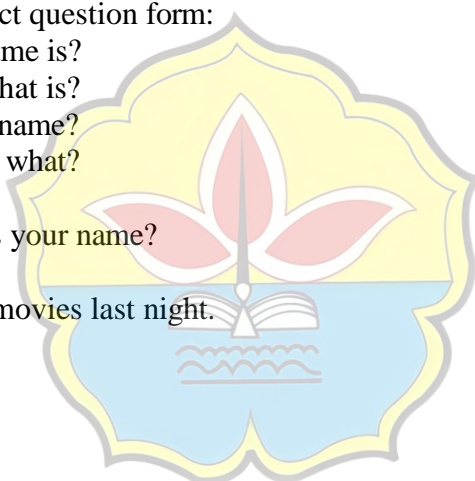
Answer: A. studies

6. What ____you doing yesterday at 5 PM?
   A. was
   B. is
   C. were
   D. are

Answer: C. were

7. He ____his keys in the car yesterday.
   A. forget
   B. forgets
   C. forgot
   D. forgetting

Answer: C. forgot

8. We ____to the beach last weekend.
   A. go
   B. goes
   C. went
   D. going

Answer: C. went

9. I ____a book when you called me.
   A. read
   B. reads
   C. reading
   D. was reading

Answer: D. was reading

10. The teacher asked me ____the answer.
    A. what is
    B. what was
    C. what were
    D. what

Answer: D. what

11. She ____very tired because she ____all day.
    A. is / works
    B. are / worked
    C. was / work
    D. were / working

Answer: A. is / works

12. ___ she coming to the party tonight?
   A. Is
   B. Do
   C. Does
   D. Did

Answer: A. Is

13. He ___ his lunch when the phone rang.
   A. eats
   B. eat
   C. ate
   D. eating

Answer: C. ate

14. They ___ to the museum last Saturday.
   A. go
   B. goes
   C. went
   D. going

Answer: C. went

15. She ___ her exam last week.
   A. passed
   B. passing
   C. pass
   D. passes

Answer: A. passed

16. The cat ___ on the table right now.
   A. is sit
   B. is sitting
   C. sit
   D. sits

Answer: B. is sitting

17. He ___ to New York next month.
   A. goes
   B. go

C. going
D. is going

Answer: D. is going

18. She ____ a shower when you called her.
 A. is taking
 B. takes
 C. took
 D. taking

Answer: A. is taking

19. They ____ in the park when it started raining.
 A. walks
 B. walk
 C. walking
 D. walked

Answer: B. walk

20. I ____ to bed late last night.
 A. go
 B. goes
 C. going
 D. went

Answer: D. went

21. ____ you ever ____ to London?
 A. Have / been
 B. Did / went
 C. Have / go
 D. Did / go

Answer: A. Have / been

22. She ____ since she was a child.
 A. likes swimming
 B. like swimming
 C. liking swimming
 D. liked swimming

Answer: A. likes swimming

23. I ____ dinner when the phone rang.
 A. cooked
 B. was cooking
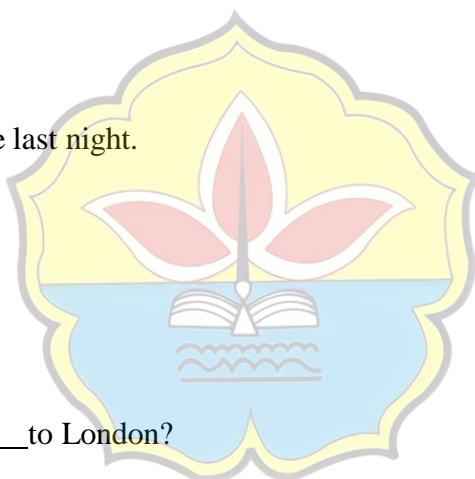
C. cooking
D. cook

Answer: B. was cooking

24. He ____ his homework now.
   A. does
   B. do
   C. doing
   D. did

Answer: A. does

25. We ____ to the party tomorrow if we are invited.
   A. go
   B. goes
   C. will go
   D. going

Answer : C. will go

Appendix 3 Score Of Pre-Test And Post-Test Experiment Class

No.	Name	Score		GainedScore (X1)
		Pre-test	Post-test	
1.	Student 1	56	76	20
2.	Student	60	80	20
3.	Student	52	72	20
4.	Student	64	88	24
5.	Student	68	88	20
6.	Student	52	76	24
7.	Student	60	84	24
8.	Student	68	88	20
9.	Student	56	80	24
10.	Student	72	92	20
11.	Student	52	76	24
12.	Student	68	92	24
13.	Student	64	84	20
14.	Student	56	80	24
15.	Student	68	88	20
16.	Student	72	96	24
17.	Student	64	88	24
18.	Student	52	80	28
19.	Student	60	84	24
20.	Student	64	84	20
21.	Student	56	84	28
22.	Student	52	72	20
23.	Student	64	88	24
24.	Student	52	80	28
25.	Student	56	76	20

No.		Pre-test	Post-test	Gain
26.	Student	56	80	24
27.	Student	60	84	24
28.	Student	64	88	24
29.	Student	56	80	24
30.	Student	64	88	24
31.	Student	68	92	24
32.	Student	56	76	20
33.	Student	64	84	20
34.	Student	68	88	20
35.	Student	52	76	24
36.	Student	60	80	20
	Total	2176	2992	816
	Mean	**60,44**	**83,11**	**22,66**

Qualifications	Score	Pre-test		Post-test	
		Total Score	**Frequency**	**Total Score**	**Frequency**
Excellent	90-100	0	0	372	4
Good	80-89	0	0	2020	24
Fair	70-79	144	2	600	8
Poor	60-69	1220	19	0	0
VeryPoor	0-59	812	15	0	0
Mean		60,44		83,11	

Appendix 4 Score Of Pre-Test And Post-Test Control Class

No.	Name	Score		GainedScore (X2)
		Pre-test	Post-test	
1.	Student	68	72	8
2.	Student	52	60	8
3.	Student	60	64	4
4.	Student	56	64	8
5.	Student	56	60	4
6.	Student	60	68	8
7.	Student	60	68	8
8.	Student	52	60	8
9.	Student	56	64	8
10.	Student	52	60	8
11.	Student	60	68	8
12.	Student	52	56	4
13.	Student	60	68	8
14.	Student	56	64	8
15.	Student	52	60	8
16.	Student	56	64	8
17.	Student	60	68	8
18.	Student	52	60	8
19.	Student	68	76	8
20.	Student	60	68	8
21.	Student	68	72	4

22.	Student	52	60	8
23.	Student	60	68	8
24.	Student	64	72	8
25.	Student	68	72	4
26.	Student	52	56	4
27.	Student	60	68	8
28.	Student	52	60	8
29.	Student	56	64	8
30.	Student	60	68	8
31.	Student	56	64	8
32.	Student	52	60	8
33.	Student	52	56	4
34.	Student	64	68	4
35.	Student	68	76	8
36.	Student	60	64	4
	Total	**2029**	**2338**	**252**
	Mean	**56,36**	**64,94**	**7**

Qualifications	Score	Pre-test		Post-test	
		Total Score	**Frequency**	**Total Score**	**Frequency**

Excellent	90-100	0	0	0	0
Good	80-89	0	0	0	0
Fair	70-79	0	0	440	6
Poor	60-69	1128	18	2352	27
VeryPoor	0-59	964	18	168	3
Mean		56,36		64,94	

Appendix 5 Statistical Calculation of Experiment and Control class

NO.	(X1)	(X2)	(X1)2	(X2)2
1.	20	8	400	64
2.	20	8	400	64
3.	20	4	400	16
4.	24	8	576	64
5.	20	4	400	16
6.	24	8	576	64
7.	24	8	576	64
8.	20	8	400	64
9.	24	8	576	64
10.	20	8	400	64
11.	24	8	576	64
12.	24	4	576	16
13.	20	8	400	64
14.	24	8	576	64
15.	20	8	400	64
16.	24	8	576	64
17.	24	8	576	64
18.	28	8	784	64
19.	24	8	576	64
20.	20	8	400	64
21.	28	4	784	16
22.	20	8	400	64

23.	24	8	576	64
24.	28	8	784	64
25.	20	4	400	16
26.	24	4	576	16
27.	24	8	576	64
28.	24	8	576	64
29.	24	8	576	64
30.	24	8	576	64
31.	24	8	576	64
32.	20	8	400	64
33.	20	4	400	16
34.	20	4	400	16
35.	24	8	576	64
36.	20	4	400	16
Total	816	252	18720	1872
Mean	22,66	7	520	52

Appendix 6 Lesson Plan

Sekolah: SMA N 02 MUARO JAMBI

Mata Pelajaran: BahasaInggris

Kelas/Semester: X/1

Tema: MenyusundanMenganalisisTeksNaratif

Waktu: 2 x 45 menit

Media Pembelajaran: Webtoon, Laptop/Komputer, Proyektor

I. TujuanPembelajaran

1. **Pengetahuan**:

   o Siswa dapat memahami istruktur teks naratif yang terdapat dalam webtoon.

   o Siswa dapat mengidentifikasi elemen-elemen cerita dalam webtoon.

2. **Keterampilan**:

   o Siswa dapat Menyusun teks naratif berdasarkan analisis elemen-elemen cerita dalam webtoon.

   o Siswa dapat membuat webtoon sederhana dengan menggunakan aplikasi desain grafis.

3. **Sikap**:

   o Siswa menunjukkan sikap kreatif dan kritis dalam membuat dan menganalisis teksnaratif.

   o Siswa dapat bekerja sama dalam kelompok untuk menyelesaikan tugas.

II. MateriPembelajaran

1. **PengertianTeksNaratif**:

   o Strukturteksnaratif (orientasi, komplikasi, resolusi).

   o Elemen-elemencerita (tokoh, latar, alur, tema).

2. **AnalisisWebtoon**:

   o Menilai dan menganalisis elemen-elemen cerita dalam webtoon yang telah dipilih.

   o Diskusi tentang bagaimana visual dan teks bekerja Bersama dalam webtoon.

3. **PembuatanWebtoon**:

   o Pengenalan aplikasi desain grafis untuk membuat webtoon.

   o Teknik dasar pembuatan webtoon.

III. Langkah-Langkah Pembelajaran

Pertemuan 1:

1. **Pendahuluan (10 menit)**

   o Memulai dengan pengantar tentang webtoon dan relevansinya dengan teks naratif.

   o Menjelaskan tujuan pembelajaran dan apa yang akan dilakukan selama pelajaran.

2. **Inti (60 menit)**

   o **Pengenalan dan Diskusi (30 menit)**:

      ▪ Menampilkan beberapa contoh webtoon kepada siswa.

- Mengidentifikasi dan mendiskusikan elemen-elemen cerita dalam webtoon tersebut.
- Siswa bekerja dalam kelompok kecil untuk menganalisis webtoon pilihan mereka dan mendiskusikan struktur dan elemen cerita yang ditemukan.

- **Latihan (30 menit)**:
  - Setiap kelompok Menyusun ringkasan teks naratif berdasarkan webtoon yang dianalisis.
  - Kelompok mempresentasikan hasil analisis mereka dan membagikan ringkasan kepada kelas.

3. **Penutup (10 menit)**
   - Menyimpulkan hasil pembelajaran hari ini.
   - Memberikan umpan balik dan tugas rumah: membaca webtoon tambahan dan menyiapkan analisis elemen cerita untuk dibagikan di pertemuan berikutnya.

Pertemuan 2:

1. **Pendahuluan (10 menit)**
   - Menyegarkan Kembali materi dari pertemuan sebelumnya.
   - Mengula sumpan balik dari tugas rumah yang diberikan.

2. **Inti (60 menit)**
   - **Pembuatan Webtoon (30 menit)**:
     - Menjelaskan langkah-langkah dasar menggunakan aplikasi desain grafis untuk membuat webtoon.

- ▪ Siswa mulai merancang webtoon mereka sendiri berdasarka
ncerita yang mereka buat.

- o **Praktik (30 menit)**:

  - ▪ Siswa bekerja dalam kelompok untuk membuat webtoon
  sederhana.

  - ▪ Diskusi dan bimbingan langsung dari guru selama proses
  pembuatan.

3. **Penutup (10 menit)**

- o Menyajikan webtoon hasil karya kelompok kepada kelas.

- o Diskusi tentang proses pembuatan dan tantangan yang dihadapi.

- o Penugasan untuk mengedit dan menyelesaikan webtoon di rumah.

IV. Penilaian

1. **Penilaian Kognitif**:

- o Tes formatif tentang elemen-elemen cerita dan struktur teks naratif.

- o Evaluasi analisis webtoon yang dilakukan oleh siswa.

2. **Penilaian Keterampilan**:

- o Penilaian terhadap webtoon yang dibuat siswa, meliputi kreativitas,
  kesesuaian dengan teks naratif, dan penggunaan aplikasi desain
  grafis.

3. **Penilaian Sikap**:

- o Observasi keterlibatan dan kerja sama siswa dalam kelompok.

- o Umpan balik dari diskusi kelas dan presentasi.

V. Sumberdan Media Pembelajaran

1. Webtoon yang telah dipilih.

2. Laptop/computer dan proyektor.

3. Aplikasi desain grafis untuk membuat webtoon (misalnya, Clip Studio Paint, Medi Bang Paint, atau aplikasi sejenis).
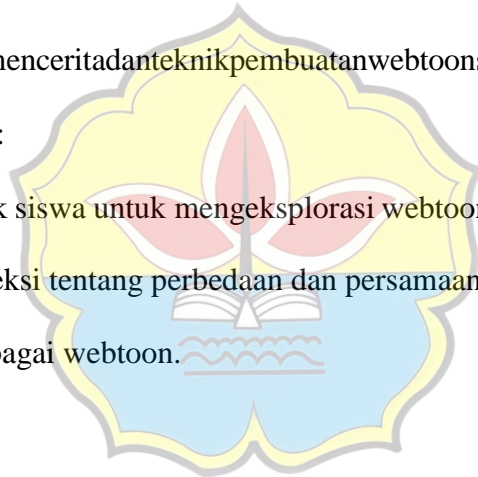
VI. TindakLanjut

1. **Remedial**:
   - Bagi siswa yang mengalami kesulitan, sediakan sesi tambahan untuk membahas elemen-elemenceritadanteknikpembuatanwebtoonsecaralebihmendalam.

2. **Pengayaan**:
   - Ajak siswa untuk mengeksplorasi webtoon lainnya dan menulis refleksi tentang perbedaan dan persamaan elemen cerita dalam berbagai webtoon.

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
					Confidence Level						

Appendix 8 Doccument