



The Effect Of Webtoon Application Towards Students Reading Comprehension In Narrative Text

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Abstract: This research paper aim to investigation the effect of webtoon application towards students' Reading Comprehension in narrative text. The research paper used the quantitative research design with the characteristics of experimental method that is design into two classes. They are experimental and control class. The population of this research is class XI of SMKN 1 Malingping, they consists 327 students. The sample of this research is XI MPLB1 as an experimental class consists 30 students and XI MPLB2 as a control class consists of 30 students. The total of sample is 60 students. The instrument is a test and data of this research are collected by giving pre-test and post-test. The data is analyzed using SPSS version 30.0 program including mean, standard deviation and t-test. It could be seen from the result of the post-test of experimental and control class. The findings reveal that the data analysis and interpretation of the research, it is clear there is a significant effect of webtoon application towards students' reading comprehension in narrative text. It can be seen, the minimum score pre-test experimental class is 40, maximum is 75, mean 61,17 and standard deviation 8,972. While the minimum score post-test experimental class is 60, maximum 90, mean 76,17 and standard deviation 7,844. Furthermore, the minimum score of control class is 40, maximum 75, mean 60,67 and standard deviation 8,066. While the minimum score post-test of control class is 60, maximum 85, mean 71,67 and standard deviation 5,921. The result of t-test obtained sig. value $0.007 \leq p = 0.05$. H_a is accepted and H_o is rejected. It can conclude that there is a significant effect of Webtoon application towards students reading comprehension in narrative text.

Keywords: Reading Comprehension, Narrative Text, Webtoon Application

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1. Introduction

In learning English there are four skill that students need to master, including listening, speaking, reading and writing, students still have difficulty in understanding the language. Reading is very important for students because it plays a role in various activities including learning and communication. By reading, students can broaden their horizons. This has an impact on students' abilities as individuals in the process of obtaining meaning and purpose from reading. As stated by Rizky (2024:10), "Reading is an action carried out individually or in groups that aims to find, understand, and interpret the meaning of the text. Reading comprehension is a vital part of English language proficiency, enabling students to interpret and understand text meanings. It is particularly important for students to master this skill when reading books or texts provided by teachers. Reading comprehension involves analyzing the content of materials to understand their meaning and purpose. This skill is essential for students to accurately comprehend and interpret the texts they encounter.

Many students are still reluctant to read for various reasons, especially finding English difficult so read and understand. This affects their interest in reading English or other subjects. To improve student achievement in the learning process particularly in reading activities where understanding the teacher-provided text is essential, it is necessary to address poor learning outcomes. Enhancing these outcomes is supported by the surrounding environment and students' reading habits, as they often spend time socializing with friends both in and out of school. This has led to a daily decline in students' interest in reading. The above statement addresses the issue of dwindling interest in reading in Indonesia. Indonesia is ranked 62nd out of 70 countries, and is also included in the bottom 10 countries with low literacy rates Utami (2021:162). Many parents and children spend their time watching TV. Using electronic devices, and socializing with friends this affects their attention and ability in reading, leading to feelings of laziness and boredom when it comes to reading. Hence there is a need for factors that can inspire students to read and boost their enthusiasm. The role of teachers and the learning environment are essential in this process. Many students abandon researching English even lessons begin due to inadequate vocabulary.

Based on the results of observation conducted by researcher at SMKN 1 Malingping, the following problems were found: first, many students still experience various obstacles in understanding texts as reading materials, such as lack of motivation in learning, lack of sufficient vocabulary which results in reduced interest in reading in students and creates a feeling that English is difficult to read and understand. Second, students have difficulty in determining the main idea, difficulty in drawing conclusions, and lack of interest in reading. So that it affects students' reading comprehension skill in various types of English texts such as Narrative text, recount text, procedure text, descriptive text, and Narrative text. In this modern era, especially for Indonesian students, students cannot be separated from their smartphone. In this case, the use of digital media will be maximized for teaching and learning. In this recent era, there are various platforms and application to learn English that can be accessed by students at any time. The students are interested in something digital, online, and unique. So, the researcher focuses this research in teaching reading through Webtoon.

Webtoon is a new compound word made up of "website" and "cartoon, which means comics. Webtoon is published through the web and optimized for the computer screen. Webtoon, as one of the webcomic forms, can be used as an alternative medium for reading English. The stories on Webtoon range between fantasy, horror, romance, and comedy. Webtoon combines both pictorial and textual elements. This will help provide a visualization of what the characters or a certain scene looks like. Using this visual aspect can support students in understanding the content and encourage them to read. The stories from Webtoon often provide humor in the form of sarcasm from the characters. Using humor in the teaching and learning process of the language will help make the process more enjoyable. It may improve readers' understanding by providing a sense of relaxation, releasing mental tension, and supporting readers' construction of new schemes and ideas. Based on the background of the problems above, the researcher interests to conduct research with the title "the effect of webtoon application towards students' reading comprehension in narrative text".



2. Research Method

In this research, the researcher used quantitative approach. A quantitative approach is a research method used as a measurement method. Tools or analysis of quantitative or statistical data to test the validity of a hypothesis research paper. According to Creswell (2018:51), "Quantitative research is an approach to testing objective theory by examining the relationship between variables." These variables can then be measured, usually on an instrument, so that numbered data can be analyzed using statistical procedures. In this research, the researcher used quasi-experimental method. According to White & Sabarwal (2014:2), "Quasi-experimental methods involving the formation of comparison groups are most often used when it is not possible to randomize individuals or groups into treatment and control groups." This research design was used to compare student learning achievement before and after treatment as seen from the results of the pre-test and post-test.

Creswell (2012:310), states " That researcher determine intact experimental and control treatment groups, give pretests to both groups, conduct experimental treatment activities only with the experimental group, and then give a posttest to assess the differences between the two groups." The researcher explained the duration of the research. This research included six meetings consisting of pre-test, treatment, and post-test. Learning activities were carried out in six meetings in each class, starting from July 21 to August 5, 2025. At the initial meeting, both classes took a pre-test. Then, the definition of narrative text was discussed in the second and third sessions in the experimental class. This included the types of narrative text, text structure, linguistic features, and examples of narrative text. This meeting was carried out in the same way in the control class. The topic narrative text became a discussion in the fourth and fifth meetings, using the Webtoon application media. In the fourth and fifth structured class sessions, the instructor used the Noveltoon application to teach narrative text. The final session was a post-practice assessment conducted in the experimental and control classes.

The population consists of individuals with specific traits and features who are chosen to be studied and analyzed by the researcher. "A population means an amalgamation of people or things with specific qualities and characteristics that researchers select for study and analyze to reach conclusions," Sugiyono (2015:117). The research sample comprises all students in the eleven Grade at SMKN 1 Malingping during the academic year 2025/2026, with a total of 327 students divided into 12 classes: XI MPLB1, XI MPLB2, XI Perhotelan, XI TKRO1, XI TKRO2, XI AKL1, XI AKL2, XI TM1, XI TM2, XI TE, XI PM and XI KI. The sample is viewed as capable of representing the whole population, meaning that any data obtained from the sample can be seen as a reflection of the entire population. As mentioned by Sugiyono (2015:117), "the sample represents the quantity and attributes found within the population.

The researcher employed cluster random sampling in this part of the research, which involved selecting participants for the experimental or control groups through a lottery system. After the lottery was drawn, the researcher chose classes XI MPLB1 and XI MPLB2 as a sample consisting of 60 classes to investigate this research, both an experimental class and a control class are required. Research instruments are crucial devices for obtaining data. In this research, data is gathered through the use of achievement test. "Test are various activities or instruments utilized to evaluate the competencies, expertise, cognition, aptitudes, or gifts of individuals or groups," Arikunto (2020: 193). A test is used to gauge students' knowledge and skill with procedures that had prepared in this research, the researcher utilized a reading test as a tool. The reading test questions was constructed based on the researcher classified according to Sridharan & Said (2020:50), "There are five components of reading comprehension which include determining main idea, detailing information, interpreting vocabulary, making inference and identifying reference".

This reading test is creates to find out how many students make mistakes in answering of each reading questions. From the wrong answer, researcher can see which aspects of reading are difficult for students. An instrument could be said as a good instrument if the instrument itself is valid and reliable. According to Heale & Twycross (2015: 66), "Validity is defined as the extent to which a concept is accurately measured in a quantitative research." In determining the validity of this research, the researcher used formula of product moment correlation. Reliability is the constancy of a group of measurements or of a measuring instrument, which is often used to describe tests. According Heale



& Twycross (2015:66), "Reliability relates to the consistency of a measure." The reliability test in this research use an internal consistency reliability test with the Cornbrash's Alpha technique.

The researcher used three methods to obtain reliable data and unconventional information to determine the efficiency of the approach using the webtoon application used in this study. Before teaching the use of the webtoon application at the first meeting, namely July 21, 2025, a pre-test was conducted. The purpose of the pre-test was to measure students' abilities in writing narrative texts and the level of similarity between the two classes. The researcher gave a pre-test in the form of 20 multiple-choice questions to the experimental and control classes to evaluate students' reading comprehension. The experimental class used the webtoon application for teaching, while the control class used the noveltoon application. This study took place over four class meetings, namely from July 22 to August 1, 2025, with two meetings each week lasting 2 x 45 minutes in one meeting. The researcher provided instructions for reading narrative texts to the experimental and control classes. The researcher used the webtoon application media to teach students in the experimental class. In addition, teaching the control class using the Noveltoon application as a learning aid. The next step was to administer treatment to the experimental and control classes. The researcher administered a final test to both classes. The researcher was given 20 multiple-choice questions to assess students' progress in learning to read narrative texts through the use of the Webtoon application compared to using the Noveltoon application.

To examine whether there is a significant difference in reading comprehension ability between students taught using the webtoon application and students taught using the noveltoon application, the researcher used SPSS version 30.0 for pre-test analysis. The results of the treatment were evaluated through the following stages:

a. Normality Test

According to Usmani (2020:58), "The simplest normality test involves creating a frequency distribution graph of the available scores. The assessment of normality depends on our ability to observe data plotting. If the sample size is sufficiently large and the distribution is not perfectly normal (not perfectly symmetric), then the conclusions drawn may be incorrect. Nowadays, there are many methods developed by experts to conduct normality testing." To analyze the normality test, the researcher used SPSS 30.

b. Homogeneity

The homogeneity test was the following stage following the normality test showing the data followed a normal distribution. To determine if the distributions of the classes' data were similar or dissimilar, the homogeneity test was utilized. According to Rahayu (2018:30), "The purpose of the homogeneity test is to determine if the sample exhibits homogeneity. In testing the homogeneity of the sample, the researcher uses SPSS 30.0. Using Lavene's test with a significance level lower than 0.05 can determine if there is homogeneity of variance between the experimental and control classes. If the significance value is less than 0.05, it indicates non-homogeneous variance, while a significance value of 0.05 or higher suggests homogeneous variance.

c. Hypothesis test

To determine the effect of the webtoon application on reading comprehension, this study used pre-test and post-test measurements. After the test data was collected, analysis was carried out using SPSS version 30.0. In addition, if the results showed that the data were normal and homogeneous, a pre-test was conducted to determine whether the averages of the two samples in this study were different. According to Creswell (2008: 127), "Hypothesis testing is a method used to determine whether there is a significant difference or relationship between sample and population scores by comparing them."

3. Results and discussion

The researchers distributed the results of reading comprehension tests for students in the experimental class and the control class. The data for this study were taken from a multiple-choice test with a total of 20 questions and for the assessment according to reading indicators consisting of determining the main idea, detailing information, interpreting vocabulary, making conclusions, and identifying references. Test data were taken before and after the treatment was given. The focus of this study was eleventh grade students at SMKN 1 Malingping. The research class consisted of an



experimental class that had implemented the webtoon application as a learning medium and a control class that had implemented the Noveltoon application as a learning medium. Test scores from both classes were analyzed to determine whether there was a significant effect on the use of Comic Strips media on the understanding of the webtoon application on students' reading comprehension in the experimental class.

Data was gathered from the pre-test and post-test results of the two classes chosen for the research. Class XI MPLB1 is an experimental class utilizing webtoon application for teaching reading comprehension, while class XI MPLB2, a control group, is taught with Noveltoon application. Once all the data from the pre-test and post-test results is gathered, the researcher inputs this data into a table that shows the pre-test and post-test scores of both the control class and the experimental class. Utilizing SPSS 30.0 for analysis, the information provided can be characterized in the following manner:

Table 1 Description of data

	N	Range	Minim um	Maxim um	Sum	Mean	Std. Deviation	Variance
	Statisti c	Statistic	Statisti c	Statisti c	Statistic	Statisti c	Std. Error	Statistic
Pre-Test Experimental	30	35	40	75	1835	61,17	1,638	80,489
Post-Test Experimental	30	30	60	90	2285	76,17	1,432	61,523
Pre-Test Control	30	35	40	75	1820	60,67	1,473	65,057
Post-Test Control	30	25	60	85	2150	71,67	1,081	35,057

In the pre-test and post-test in both classes the total number of students was 60 people. There were 30 students involved in the pre-test and post-test in the experimental class and 30 students in the control class. In the pre-test, the experimental class, which included 30 students, had the highest score of 90, the lowest score of 40, and a cumulative total of 1835. In contrast, the control class with 30 students recorded the highest score of 85, the lowest score of 40, and an accumulative total of 1820. During the post-test, the experimental class, which also consisted of 30 students, achieved the highest score of 90, the lowest score of 60, and a cumulative total of 2285. Meanwhile, the control class, which had 30 students, obtained the highest score of 85, the lowest score of 60, and an accumulative total of 2150.

a. Normality

According to Usmani (2020:58), "The simplest normality test involves creating a frequency distribution graph of the available scores. The assessment of normality depends on our ability to observe data plotting. If the sample size is sufficiently large and the distribution is not perfectly normal (not perfectly symmetric), then the conclusions drawn may be incorrect. Nowadays, there are many methods developed by experts to conduct normality testing."

If the p-value (Sig) > 0.05, the data is considered normal.

If the p-value (Sig) < 0.05, the data is not normally distributed.

Table 2 Test Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test Experimental	,199	,199	,199	,199	,199	,199
Post-Test Experimental	,141	,141	,141	,141	,141	,141
Pre-Test Cntrol	204	204	204	204	204	204
Post-Test contol Class	,180	,180	,180	,180	,180	,180



According to the table provided, the p-values (0.199, 0.141, 0.204, and 0.180) exceed the significance level of $\alpha = 0.05$. This indicates that the null hypothesis is being supported. Put differently, each class score follows a normal distribution

b. Homogeneity

“The homogeneity of variances ensures that the samples are drawn from the populations having equal variance with respect to some criterion.” Verma and Abdel-Salam, (2019:79).

For the homogeneity test, the researcher employed the Levene test using SPSS 30,

If the Levene statistic (Sig) is greater than 0.05, the data can be deemed homogeneous.

Table 3 Test of Homogeneity of Variance

		Levene's Statistic	df1	df2	Sig
The Results of Students Reading Test	Based on Mean	1.143	1	58	.289
	Based on Median	.606	1	58	.439
	Based on Median and With Adjusted df	.606	1	43.675	.441
	Based on Trimmed Mean	.998	1	58	.322

According to the SPSS Levene's test results, a p-value of 0.289, greater than 0.05, indicates that there is no significant difference between the two groups, suggesting that the variance is meaningful and the data can be considered homogeneous.

c. Hypotheses Test

Once the data meets the criteria for research analysis (normality and homogeneity tests), the next step is to analyze the hypotheses. The researcher utilized SPSS 30.0 for determining the hypotheses. As per Bevans (2020:1), “The t-test is a statistical test used to compare the mean of two different groups.” Next, the research results are determined based on the scores obtained from the post-test in both the control class and experimental class. The research consists of the following hypotheses testing:

If $\text{sig} > \alpha = 0.05$, H_0 is accepted and H_a is rejected.

If $\text{sig} < \alpha = 0.05$, H_a is accepted and H_0 is rejected.

The statistical hypothesis is outlined as follows:

Alternative Hypotheses(H_a): There is a significant effect of Webtoon application towards students' reading comprehension in narrative text.

Null hypotheses(H_0): There is no significant effect of webtoon application towards students' reading comprehension in narrative text.

Table 4 Independent Sample Test

		Levene's for Equality Of Variances		T-Test For Equality Of Means							
						Significance		Man Diff	Std. Error	95% Confidence Interval Of The Difference	
		F	Sig	T	Df	One-sided p	Two-Sided p	erence	Differe nce	lower	upper
The Results of Students Reading Test	Equal Variances Assumend	2,263	0,138	2,508	58	0,007	0,015	4,5	1,794	0,908	8,092
	Equal Variances Not Assumed			2,508	53,949	0,008	0,015	,5	1,794	0,903	8,097



The Levene test results indicate that the Levene test statistic is 0.138, which is greater than 0.05, indicating that it is not statistically significant. This means that the variance of the two groups is equal. Therefore, what must be seen is the t value in the first line (Equal variances assumed), namely: 2,508 with Df 58 and a significance two-tailed is 0.007, this implies that the two-tailed significance level (Sig) is less than 0.05, specifically equal to 0.008. Therefore, there is a significant effect of webtoon application towards Students' reading comprehension in narrative text.

4. Conclusion and Suggestion

Based on the research findings, it can be concluded that the use of the Webtoon application has a significant effect on the reading comprehension skill of grade XI students at SMKN 1 Malingping. This is evidenced by the results of the independent t-test, which showed a significance value of $0.007 < 0.05$, thus H_a is accepted. The average post-test score of the experimental class (61.523) was higher than that of the control class (35.057). The research data met the requirements of normality and homogeneity, making it suitable for parametric analysis. Improvement in reading comprehension skill occurred in the aspects of identifying the main idea, detailing information, drawing conclusions, and interpreting vocabulary. Therefore, the use of the Webtoon application is proven to be effective in improving students' reading comprehension skill in narrative text. After examining the data provided, the researcher determined that the effect of webtoon application towards students' reading comprehension an experimental study at the eleventh grade students of SMKN 1 Malingping. The results of this research showed the importance of using it in education. After finishing the research, the researcher recommends

- a. For Teachers are encouraged to utilize digital-based learning media such as Webtoon to increase students' interest and understanding of reading materials, especially narrative texts.
- b. For Students should take advantage of the Webtoon application not only for entertainment but also as a learning tool to improve their reading comprehension skill.
- c. For Schools are expected to support technology-based learning innovations by providing adequate facilities, such as internet access and digital devices.
- d. For Future Researchers similar studies can be conducted on different text types and educational levels to explore the broader effectiveness of Webtoon in reading comprehension.

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