"I Don't Understand English Reading": Utilizing Webtoon as Edutainment Medium to Foster Students' Reading Comprehension

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Abstract
The demands of 21th century forced students to master in English reading. Yet, the problems faced by the students in reading comprehension still become the reason of alleviation in university level. Therefore, webtoon expected to be the medium that can foster students' reading comprehension. This experimental study aims to investigate the effect of using webtoons in teaching reading comprehension in English. The design of this research was quasi-experimental. The research sample consisted of the 33 students of X TKL/A (class A of Electricity Department) as sample of experimental class and 36 students of X TKL/C (class C of Electricity Department) as sample in control class. Multiple choice type of test was given to the student and collected as the data of this research. Based on the result of data analysis, the alternative hypothesis is accepted which is there is significant effect used webtoon in teaching reading at the first grade of vocational state school in Majalengka. The data analysis showed that mean score in experimental class that utilized webtoon as medium was higher than control class that used printed narrative text only as medium. The independent t-test result also showed that tcount was higher than ttable (2.019>2). In brief, webtoon as edutainment medium is effective to foster students' reading comprehension especially in reading narrative text.

Keywords: *reading, edutainment, Webtoon, reading comprehension*

"Saya Tidak Memahami Membaca Bahasa Inggris": Memanfaatkan Webtoon sebagai Media *Edutainment* untuk Menumbuhkan Pemahaman Membaca Siswa

Abstrak

Tuntutan abad 21 memaksa siswa untuk menguasai membaca bahasa Inggris. Namun, kendala yang dihadapi mahasiswa dalam pemahaman bacaan masih menjadi alasan pengentasan di tingkat universitas. Oleh karena itu, webtoon diharapkan dapat menjadi media yang dapat menumbuhkan pemahaman membaca siswa. Penelitian eksperimental ini bertujuan untuk menyelidiki pengaruh penggunaan webtoon dalam pengajaran pemahaman membaca dalam bahasa Inggris. Desain penelitian ini adalah eksperimen semu. Sampel penelitian terdiri dari 33 siswa X TKL/A (kelas A Jurusan Kelistrikan) sebagai sampel kelas eksperimen dan 36 siswa X TKL/C (kelas C Jurusan Kelistrikan) sebagai sampel kelas kontrol. Jenis tes pilihan ganda diberikan kepada siswa dan dikumpulkan sebagai data penelitian ini. Berdasarkan hasil analisis data, hipotesis alternatif diterima yaitu terdapat pengaruh yang signifikan penggunaan webtoon dalam pembelajaran membaca di kelas I SMK Negeri di Majalengka. Analisis data menunjukkan bahwa rata-rata skor di kelas eksperimen yang menggunakan webtoon sebagai media lebih tinggi daripada kelas kontrol yang hanya menggunakan teks naratif cetak sebagai media. Hasil uji t independen juga menunjukkan bahwa t_{hitung} lebih tinggi dari t_{tabel} (2,019>2). Singkatnya, webtoon sebagai media edutainment efektif untuk menumbuhkan pemahaman membaca siswa terutama dalam membaca teks naratif.

Kata kunci: *membaca, edutainment, webtoon, pemahaman membaca*

A. Introduction

Reading is one of essential factors that affects pupil's learning process and hard to be master either. It is one of crucial English proficiency which sustains pupils to gain information from reading text in order to achieve knowledge and expanded their academic success to college level in order to achieve career success. As what Grabe & Stoller (2011) stated on reading, literacy especially on reading is necessary to foster acquire the better quality in life although in the same time reading grants no particular entry to better living standar. Yet, the demand of the needs in 21th century compelled the pupils to have the good knowledge and mastered in reading is one of ways to procure that. Meanwhile the fact indicated that the problems faced by the students make them 'do not like English reading'. Poor prior knowledge, lack of vocabulary, text given by the teacher was too technical and less of motivation are the problems that affected students' eagerness in reading English text (Seventilofa et al., 2013; Ahmadi, 2017).

The definition of reading itself called as a process to establish and interpret the meaning from the text using visual sense in order to acquire information and gain correct message from the text that the writer intended for the reader to accept by connecting prior knowledge and the reading process (Unrau & Quirk, 2014; Asriati & Gani, 2020). As explained by Wixson et al. (1987) and Gilakjani (2016) claimed that reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context.

Meanwhile reading comprehension is the ability to interpret and understand the entire text by associating the text that is read with the previous knowledge of the reader and the text (Sari et al., 2020; Hermanudin et al., 2019). It is also the process

to constract the text into reader's perception in order to get the writer's messages. This statement in line with Rahmani & Sadeghi (2011) that stated reading comprehension is defined as the level of recognizing a text/message. This recognition comes from the communication between the words that are written and how they activate knowledge outside the text/message.

Furthermore, when people decide to read, it means that they have a purpose to be achieve. Readers can read based on their purposes that they want to acquire whether it is for getting the information itself nor solely to get the leisure from that activity. Grabe & Stoller (2011) and Afriyanti & Tressyalina (2019) also stated that there are some point of reading purposes they are: 1) reading to search for simple information, 2) reading to skim quickly, 3) reading to learn from texts, 4) reading to integrate information, 5) reading to write (or search for information needed for writing), 6) reading to critique texts, and 7) reading for general comprehension (for information and pleasure).

One of the purposes that stated by Grabe & Stoller (2011) is reading for general or for information and pleasure. In line with one of the problem that faced by the students is they are unmotivated since the text that given by the teacher was too technical so, in order to stimulate students' eagerness, edutainment was applied in this research. Edutainment itself is an amalgamation that stands for education and entertainment.

Edutainment is genre that combine traditional material with modern technology that associating with visual material as the medium of teaching learning. The formal material in edutainment is more informal and carries in pleasant way such as, video games, flash, graphic novel, comic, movie, etc. As what Buckingham and Scanlon as cited in Anikina & Yakimenko (2015), education technology of edutainment implementing the interesting was to acquire knowledge that purposed to balance the emotions of the users of a computer screen filled with colorful graphics and design, interactive pedagogy to convince users that learning is exciting and entertaining process.

One of medium of edutainment is graphic novel or comic. In this research the medium that used is webtoon. Webtoon known well as digital comic that originated from South Korea. Webtoon is similar with comic but it is usually found in webtoon online application that developed by Korea Naver Line. It also known as the most popular medium that exceeding the amount of print publication of Manhwa in South Korea. Webtoon also can define as comic strips but read using smartphones or computers. According to Tiemensma (2009) comic as a form of visual art consisting of images which are commonly combined with text, often in the form of speech balloons or image captions.

Tiemensma (2009) also stated that comic gives different excitement when reading it, pleasure that we cannot get from reading novel, storybook, or other reading materials. According to Hensley (2008), the format of picture and text can hold the students attention longer than print only. Webtoon used in reading for pleasure to gain students motivations toward reading in English and raise students' comprehension in reading and vocabularies in pleasure way. If the students already have the motivations and have the better motivation/way to be used to in reading, they can focused to what they want to acquire as their purpose. They can get a new vocabularies and be used to in interpret the whole of the text. Additionally, the benefits of using and reading Webtoon are can improve student's motivations toward reading

activity, expand student's vocabularies, as the base or stepping stone for student's reading advance.

B. Research Methodology

This study is quantitative research. The research conducted at vocational state high school in Majalengka. The writer employes quasi-experimental design for this research. The sample included of two classes: experimental and control class. In both control and experimental class, the researcher held the pre-test in order to discover student's ability in reading and the last step the writer held the post-test to discover whether or not student's reading ability increase or decrease. The treatment given to both class through webtoon in experimental class as medium in teaching reading and textual narrative in control class.

The researcher determining that the population of this research was the tenth grade of electricity department in the school. There is 143 students of electric course consist of five classes X/A, XB, X/C and X/D. As what (Fraenkel & Wallen, 2006), population of interest is typically a group of persons who posses a certain characteristic (or set of characteristics). Meanwhile the sampling that used in this research used cluster random sampling. According to Fraenkel & Wallen (2009) "The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling". Cluster sampling was applied due to evade the decrement of pupils since it was difficult to selecting random sampling in small sample. So that, the researcher took two classes as the samples: they were X/A with 33 students and X/C with 36 students.

In this research, the test were some reading exercises administered to experimental and control group in order to know the effectiveness of webtoon on students' reading comprehension of reading text. The reading test had used in both pre-test and post-test consist of 20 numbers of multiple choice. The sample of the research also tested with normality and homogeneity used Kolmogorov smirnov formulae in SPSS 21. And the hypothesis was determined based on the result independent sample test that calculated by SPSS 21.

C. Results and Discussion
1. Results

This research result showed that utilizing webtoon as edutainment medium to foster students' reading comprehension has a significant effect. The calculation of control class data and experimental data will be shown in table bellow:

Table 1. Recapitulation Data of Experimental Class

Class	Test	Mean	Min	Max	Median	Mode	STDEV
Experimental	Pre-Test	54.16667	35	75	55	55	8.577379
	Post-Test	64.72222	45	85	65	70	11.33543

The pre-test and post-test results of 36 students in experimental class were analyzed. The results of the study, shown in Table 1, reveals that after teaching by

webtoon medium the students' pre-test mean score was increased into 64.72 on post-test where the score was 54.16 on pre-test. The median score of pre-test was 55 while on post-test was 65. Median is the numerical value separating the higher half from the lower half of the data. In other words, it is the middle number in a sorted list of numbers.The mode in pre-test is 55 and post-test was 65. The mode is the value that appears most often in a set of data. The minimum score in pre-test is 35 and 45 in post-test. The maximum score of the pre-test is 75 and in post-test is 85. Standard deviation of the pre-test result was 8.57 and standard deviation of the post-test was 11.33. Standard deviation is a number used to tell how measurements for a group are spread out from the average.

Table 2. Recapitulation Data of Control Class

Class	Test	Mean	Min	Max	Median	Mode	STDEV
Control	Pre-Test	50,60606	35	80	50	50	10,95143
	Post-Test	59,09091	40	75	55	50	11,82255

The pre-test and post-test results of 33 students in experimental class were analyzed. The results of the study, shown in Table 2, reveals that after teaching narrative test the students' pre-test mean score was increased into 59.09 on post-test where the score was 50.6 on pre-test. The median score of pre-test was 50 while on post-test was 55. Median is the numerical value separating the higher halffrom the lower half of the data. In other words, it is the middle number in a sorted list of numbers.The mode in both pre-test and post-test is 50. The mode is the value that appears most often in a set of data. The minimum score in pre-test is 35 and 40 in post-test. The maximum score of the post-test is decreased from 80 to 75 in pre-test. Standard deviation of the pre-test result was 10.95 and standard deviation of the post-test was 11.82. Standard deviation is a number used to tell how measurements for a group are spread out from the average.

The t_{test} formula is employed to find the empirical evidence statistically and to test the hypothesis of this research. In performing the t_{test}, SPSS calculation is used by the writer. The t_{test} is used to measure the effectiveness using webtoon medium on students' ability in reading narrative text. The manual calculation of the t-test formula is as follows.

Table 3. Statistic Calculation of Analysis

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Experimental	36	64,72	11,335	1,889
	Control	33	59,09	11,823	2,058

Table 3 above is the result of group statistic calculation of the analysis using IBM SPSS STATISTIC 21. The table shows that the experiment class' mean of gain score (Mx) was 64.72, meanwhile the control class' mean gain score (My) was 59.09. On the other hand, the table also shows that the experiment class' gain score standard deviation (SDx) was 11.335 and the control class' gain score standard deviation (SDy) was 11.823. The table also shows that the experiment class' gain score standard error mean (SEmx) was 1.889 and the control class' gain score standard error mean (SEmy) was 2.058.

Table 4. Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	,986	,324	2,019	67	,047	5,631	2,789	,065	11,197
	Equal variances not assumed			2,016	65,882	,048	5,631	2,794	,053	11,209

From the result of statistical calculation above, it can be seen that the value of t_0 or t_{test} is 2.019 and the degree of freedom is 67. The value of significance 5% or ttable of df 67 with α=0.05 is 2.000.

There are two hypothesis of the research which are Ha (Hypothesis Alternative) and Ho (Null Hypothesis). Ha is there is significant effect of webtoon in teaching reading. meanwhile Ho is there is no significant effect of webtoon in teaching reading. According to the statistical calculation above, the value of t_0 is 2.019, and the degree of freedom is 67 with 5% degree of significance used by the writer. Based on the significance, it can be seen that on df = 67 in significance 5% the value of t_{table} 2.000 by comparing the result of ttable and t_0, in the degree of significance of 5%, t0 < t_{table} = 2.019 > 2.000 According to those results, it can be concluded that the (Ho) is rejected and the Hypothesis Alternative (Ha) is accepted.

2. Discussion

According on the research results, it can be seen that based on the data of experimental class, the mean score of pre-test was 54,16 and post-test was 64,72. It means the result of pre-test and post-test is changed. Based on the data of control class, the mean score of pre-test was 50,6 and post-test was 59,09. In order to know the students have the same ability to be a sample, both of class from pre-test score got a normality and homogeneity data.

The effective of using webtoon can be seen from analyzing data. The result of statistic calculation from experimental class and control class, it was obtained that the value of $t_{observed}$ was 2.019 while degree of significance 0,05 of df (67) is 2. From the calculation above, it can be seen $t_{observed}$ 2.019 > t_{table} 2. Therefore, Ha (alternative

hypothesis) is accapeted and H_0 (null hypothesis) is rejected. It means that webtoon as medium is significance effective to foster student reading comprehension in teaching reading narrative text.

The researcher also concluded that using webtoon to foster students' reading comprehension can significantly improved students' reading comprehension on narrative and motivation in first grade SKMN 1 vocational state school. This statement also supported by Nugroho (2017) in his research. The efectiveness of the research that conducted by the researcher using webtoon in line with the previous research by Nugroho (2017) that using comic strip entitled *The Effectiveness of Teaching Reading Using Comic Strip to Facilitate Students' Reading Comprehension on Narrative Text*. That research showed that t_{test} 3,895 was higher than t_{table} 1,703. It meant that using Comic Strip can improve students' reading comprehension and the improvement score of data post-test showed gained.

The second previous research in line wih this research was the research written by Seventilofa et.al (2013) entitled *The Effect of Using Downloaded Comic Strategy and Learning Style Upon Students' Narrative Reading Competencies* that used downloaded comic as medium in teaching reading. In this research showed that the finding of Q_{value} 4.702 > Q_{table} 2.97 used the α 0.05. From the result can be explained that using the medium to teaching reading is more significant rather than teaching reading using convensional strategy which is can be concluded from the value of $Q_{value} > Q_{table}$.

Those research supported and was in line with as what Tiemensma (2009) stated in his article, reading comic (in this research case was webtoon) can improve students' reading competency, grammar competency, add more vocabulary, they can practice writing and motivate students to read more. Tiemensma (2009) also added that comic gives students a better comprehension upon the story rather than reading the convensional reading texts. According to Lorelli (2006 as cited in Seventilofa et al., 2013), comic is easy fun reading, the characters and the plots are memorable and the illustration are unforgetable. The format of picture and text can hold the students attention longer than printed only (Hensley, 2008).

Based on the previous researches that had mentioned, there were several comparisons and differences with this reseach. Nugroho (2017) in his research conducted the research used comic strip as the medium in teaching english reading especially in narrative meanwhile in this research, the researcher used webtoon as the medium to teach english narrative text. The differences was noted on the medium. Generally, comic strips and webtoon is quite same. What makes comic and webtoon different is just the way it can be access. Webtoon can access only used gadget or computer but comic strips can be access through newspaper and gadgets. Webtoon also longer than the common comic strips. Seventilofa et al. (2013) in their article also used comic as the medium to teach reading narrative text but in their article they focused on comparing how teaching english reading used comic and how teaching english reading used convensional reaching method. In brief, the differences between the previous reseaches with this research is noted on the different type of medium but same as general (webtoon is also comic but in longer version). In this reseach, the researcher focused on conducted the experiment utilized webtoon as edutainment medium in teaching english reading narrative text. This research noted on "does webtoon can foster students' english reading comprehension?". Yet the previous research noted on the comic as the medium and the comparison between used comic

as the medium and used convensional teaching method in teaching english narrative text.

In addition, the teaching and learning activity that conducted by the researcher in experimental class using webtoon as the treatment was conducted in two meeting of treatments. Based on researcher experience on teaching in experimental class, student worked in group to discuss what they did not understand. Few of students already had webtoon installed in their phone that meant they were already familiar with the application. The student who had not webtoon installed in their phone used search engine in google chrome to search the webtoon and read the webtoon from webtoon site. They seem enthusiast when knowing they would be learns webtoon that they had not ever learned before. When the researcher asked the students to read the webtoon that had told before, they looked for it straight forwardly and opened dictionary which was already installed in their phone or search it in google translate. Some of them asked the researcher about what can not they found in dictionary. That was meant the students had the motivation in reading webtoon although the webtoon was in English.

Meanwhile, when the researcher taught reading in control class using narrative text only, the students seem bored but still opened the dictionary to finish the rest of the story. The researcher asked students to give the feedback after learning narrative text using webtoon. They assumed that reading webtoon in English is hard but they can help by the pictures to understand the plot and unfamiliar words. They also assumed that learning reading with webtoon narrative text is fun and understandable although they hardly understand the language. The researched noted that utilized webtoon as edutainment medium that provided the fun learning in teaching can foster students reading comprehension and motivation. It can be seen from the students' eagerness when taught by different medium. Using webtoon as the edutaiment medium can motivated students in searching the unfamiliar words and the eagerness to finished the story and viceversa. The experience of the researcher in teaching webtoon in experimental class was only the addition to note that webtoon or comic as the edutainment medium in teaching English reading can foster students' reading comprehension. The significant result had shown in the data.

In brief, from the description above mean score of post-test in experimetal class which given treatment using webtoon as edutainment medium had higher score compared with control class was using traditional method in reading process. Therefore, there was a significance effect of webtoon in teaching reading narative text.

D. Conclusion

Webtoon is an application that provided comic (series of drawing) that arranged to tell a story like generally comic and graphic novel included. Webtoon can help reluctant readers due to the sequential pictures and the writing in capital letter that can give more attraction, better comprehension and hold students' attention longer than printed only.

The statistical calculation which has been analyzed showed that, the research finding can be concluded as the use of webtoon as medium was effective to foster students reading ability of narrative text. It can be seen from the differences of average score of post-test between experimental class and control class before using webtoon and after using webtoon. The reslut showed that the students' post-test score

in the experimental class is (∑X = 2330) and the mean score was 64.72, which is learning reading through webtoon are higher than the students' post-test score in the control class which is (∑X = 1950) and the mean score was 59.09 without use webtoon. It indicates that students who learnt reading with webtoon got a better score than students who learnt reading without using webtoon. The conclusion can be seen from the result of statistical calculation in the previous discussion, where value of "t_0" is higher than "t_{table}". From the explanation above, it can be concluded that webtoon has the effect on students reading ability of narrative text.

Furthermore, based on the results and conclusion, there are four suggestions suggested. *First*, to the teacher, can use webtoon as an edutainment medium to teach English reading comprehension especially in narratives and foster students' achievement in reading, the English teacher supposed to be more creative in teaching students in order to increase teaching learning process and makes students active in learning, and webtoon is useful in order to make students become active and increase students' reading ability score.

Second, to the students, the students should be motivated to follow the English lesson especially in English reading comprehension, the students are expected to be more motivated and starting to love reading in English and students expected to learn English pleasurely. *Third*, to the future researcher, the researcher is hoped that she will be more experience in teaching learning process especially in teaching reading comprehension. She also hoped this research can be a little contribution to teach English reading. In this research, the researcher did not included the process of calculated the data using SPSS 21 clearly. Started form how to operated the application and how to input the data. Yet, the researcher hope the future researcher can included the process in operated the SPSS in order to give the clearer explanation the the other researchers.

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