

THE EFFECTIVENESS OF USING WEBTOON ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

(A Quasi-experimental Study at the Eight Grade of Junior High School)

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ABSTRACT

This research paper is entitled “The Effectiveness of Using Webtoon on Students’ Reading Comprehension of Narrative Text”. The purpose of this research is to obtain empirical evidence about the effectiveness of using Webtoon to teach Reading Comprehension of Narrative Text and to identify students’ responses in learning reading comprehension using Webtoon to the second-grade at SMP Handayani 1 Banjaran. This study use Quasi-Experimental method. The population of the research is the second-grade of SMP Handayani 1 Banjaran. The sample is 29 students for both classes A and D. The result of the research showed teaching Reading Comprehension of Narrative Text by using Webtoon. With the degree of freedom $Df = N_1 + N_2 - 2 = 29 + 29 - 2 = 56$ at $p = 0.05$ of two tailed, the critical of it is 2.000. as the value of derived t (to) is bigger than that of the critical t (t-table) = $2.192 > 2.000$, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted, stating that there is significant effect of using Webtoon on students’ reading comprehension of narrative text. Additionally, the questionnaire results was almost all of students enjoy learning Reading Comprehension of Narrative Text by using Webtoon.

Keywords: *Reading Comprehension, Webtoon, Narrative Text*

ABSTRAK

Makalah penelitian ini berjudul “Efektivitas Penggunaan Webtoon pada Pemahaman Membaca Teks Naratif Siswa”. Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris tentang efektivitas penggunaan Webtoon untuk mengajarkan pemahaman membaca teks naratif dan untuk mengidentifikasi respon siswa dalam pembelajaran membaca pemahaman menggunakan Webtoon pada kelas dua di SMP Handayani 1 Banjaran. Penelitian ini menggunakan metode Quasi Eksperimental. Populasi penelitian ini adalah siswa kelas dua SMP Handayani 1 Banjaran. Sampel penelitian ini adalah 29 siswa dari kelas A dan D. Hasil penelitian menunjukkan pengajaran membaca pemahaman teks naratif dengan menggunakan Webtoon. Dengan derajat kebebasan $df = N_1 + N_2 - 2 = 29 + 29 - 2 = 56$ pada $p = 0,05$ dari dua sisi, kritisnya adalah 2,000. Karena nilai t turunan (t_o) lebih besar daripada t kritis ($t\text{-tabel}$) = 2,192 > 2,000, maka Hipotesis Nihil (H_o) ditolak dan Hipotesis Alternatif (H_a) diterima, yang menyatakan bahwa ada pengaruh yang signifikan dari penggunaan Webtoon terhadap pemahaman membaca teks naratif siswa. Selain itu, hasil kuesioner menunjukkan bahwa hampir semua siswa menikmati pembelajaran membaca pemahaman teks naratif dengan menggunakan Webtoon.

Kata Kunci: *Pemahaman Membaca, Webtoon, Teks Narasi*

INTRODUCTION

Reading is crucial because it can help kids become more proficient in speaking, listening, and writing, among other subjects. However, they had trouble reading because they had trouble understanding what they read, and comprehension is a necessary step in order to fully absorb everything. According to Sharon (2007), Reading is mostly done to understand or comprehend the communication between the author and the reader. Understanding or comprehend the communication between author and reader is the main purpose of reading. Irena (2015) claims that students faced a number of difficulties when learning English, including a lack of extensive reading, vocabulary, text type, and working memory. In addition, prior knowledge is crucial for reading. Grabe and Stoller (2011) provided support for the claim that readers will find reading challenging if they lack background or linguistic expertise. Many other types of texts, including procedural, narrative, recount, descriptive, and report texts, are taught in senior high school. Subsequently, the researcher decides to focus this study on narrative text.

According to the Bureau of Statistics (BPS), the population of Indonesia is expected to reach 278,69 million by 2023. However, this is inversely proportional to the number of minutes spent reading. According to UNESCO statistics, only 0.001% of the Indonesian population has the ability to read. This means that out of 1000 Indonesians, just one is interested in and actively learning. In addition, based on a survey conducted by the Programme of International Student Assessment (PISA) in 2019, Indonesia ranked 62 out of 70 countries. In other words, Indonesia is one of the top ten countries in terms of overall literacy.

Some kids struggle to grasp texts in order to gather information. To help them solve their problems, some media are developed. Online comic strips are one of them. The majority of Indonesian students no longer enjoyed reading, particularly when it came to English-language books. Webtoons are one type of online comic strip. Webtoon is an online comic reading programme created by Korean company Navier LINE (Webtoon, 2014). Webtoon, or online comic strips, is the subject of the researcher's attention because it's accessible, comprehensible, and entertaining.

It is available for download on students' phones. However, they must use English in order to improve their reading comprehension. Using webcomics to teach reading comprehension to students is a more efficient way to help them learn English and can also increase their interest in reading. According to Yang in (Asbjornsson, 2018), comic books may increase students' interest in reading more. It can facilitate learning and make the subject matter easier for students to understand. According to Pardyono in Purba (2018), poor vocabulary makes reading comprehension a challenging skill for students. Students may feel bored if they simply read a large amount of text and struggle to comprehend the main idea of the text. Webtoons present narratives in a visually engaging format, potentially enhancing students' interest and motivation to read. Understanding how this medium affects comprehension can inform educators on utilizing innovative teaching tools. The students not only get the information or developing their reading skills, but also having fun and get enjoyable in reading.

METHOD

In this research, the researcher used a quantitative approach through a quasi-experimental design. There are two types webtoonables in this research. The independent variable of this research is reading comprehension using webtoon, and the dependent variable of this research is students' learning outcomes. Furthermore, two classes of the second-grade students in SMP 1 Handayani Banjaran was being selected to become the participant of this study. The researcher conducted three stages in this research such as pre-test, treatment, and post-test for investigating the effectiveness of webtoon on students' reading comprehension. The researcher used webtoon as a media in the experimental class to teach reading comprehension of narrative text.

Table 1. 1 Framework of Quasi-Experimental Research Design

Experimental Class	Pre-Test	Treatment (Webtoon)	Post-Test
Control Class	Pre-Test	No Treatment	Post-Test

Sample of this research defined into two classes of second-grade students of SMP 1 Handayani Banjaran. And as stated by Neumanxperimental class and the second as a controlled class. The researcher used purposive sampling or also known

as judgmental sampling. According to Kenneth (2005), purposive sampling is used to select samples according to the purpose or the needs of researchers in conducting research. And as stated by Neuman (2014), purposive sampling or judgment sampling is focused on the assessment of researchers to select samples with a specific purpose in conducting research.

RESULTS AND DISCUSSION

Results of Pre-Test

After getting the data, the researcher calculated the students' pre-test scores by using t-test formula. To make the calculation easier, the data scores of pre-test was tabulated and arranged in the following table.

Table 1. 2 The Computation Process of the Pre-Test Data

No	Experimental Class			Control Class		
	Sample	X_1	X_1^2	Sample	X_2	X_2^2
1	Student 1	35	1225	Student 1	40	1600
2	Student 2	35	1225	Student 2	25	625
3	Student 3	35	1225	Student 3	35	1225
4	Student 4	20	400	Student 4	35	1225
5	Student 5	50	2500	Student 5	35	1225
6	Student 6	65	4225	Student 6	40	1600
7	Student 7	40	1600	Student 7	30	900
8	Student 8	35	1225	Student 8	40	1600
9	Student 9	35	1225	Student 9	50	2500
10	Student 10	25	625	Student 10	40	1600
11	Student 11	50	2500	Student 11	30	900
12	Student 12	35	1225	Student 12	35	1225
13	Student 13	35	1225	Student 13	30	900

No	Experimental Class			Control Class		
	Sample	X_1	X_1^2	Sample	X_2	X_2^2
14	Student 14	30	900	Student 14	50	2500
15	Student 15	65	4225	Student 15	45	2025
16	Student 16	15	225	Student 16	35	1225
17	Student 17	25	625	Student 17	35	1225
18	Student 18	20	400	Student 18	45	2025
19	Student 19	35	1225	Student 19	40	1600
20	Student 20	25	625	Student 20	40	1600
21	Student 21	55	3025	Student 21	40	1600
22	Student 22	55	3025	Student 22	40	1600
23	Student 23	60	3600	Student 23	40	1600
24	Student 24	40	1600	Student 24	40	1600
25	Student 25	30	900	Student 25	30	900
26	Student 26	35	1225	Student 26	30	900
27	Student 27	60	3600	Student 27	35	1225
28	Student 28	55	3025	Student 28	35	1225
29	Student 29	60	3600	Student 29	45	2025
Σ		$\Sigma X_1 =$ 1160	$\Sigma X_1^2 =$ 52250	Σ	$\Sigma X_2 =$ 1090	$\Sigma X_2^2 =$ 42000

Explanation :

x_1 = Experiment Group x_2 = Control Group

$\bar{x}_1$ = The mean of the scores of the experiment group

$\bar{x}_2$ = The mean of the scores of the control group

ΣX_1^2 = The sum of the squares of the experiment group

ΣX_2^2 = The sum of the squares of the control group

$(\Sigma X_1)^2$ = The squares of the sum of the scores of experiment group

$(\Sigma X_2)^2$ = The squares of the sum of the scores of control group

N_1 = The total number of scores in the experiment group

N_2 = The total number of scores in the control group

From the data above, the researcher did some steps to compute the data using t-test formula, the steps are :

Calculate the ~~$\bar{x}_1$~~ (the mean of the scores of the experiment group)

$$\bar{x}_1 = \frac{\Sigma X_1}{N_1}$$

$$\bar{x}_1 = \frac{1160}{29}$$

$$\bar{x}_1 = 40$$

Calculate the ~~$\bar{x}_2$~~ (the mean of the scores of the control group)

$$\bar{x}_2 = \frac{\Sigma X_2}{N_2}$$

$$\bar{x}_2 = \frac{1090}{29}$$

$$\bar{x}_2 = 37.5$$

Calculate the ΣX_1^2 (the sum of the squares of the experiment group)

$$\Sigma X_1^2 = 52250$$

Calculate the ΣX_2^2 (the sum of the squares of the control group)

$$\Sigma X_2^2 = 42000$$

Calculate the $(\Sigma X_1)^2$ (The squares of the sum of the scores experiment group)

$$(\Sigma X_1)^2 = 1160^2$$

$$(\Sigma X_1)^2 = 1345600$$

Calculate the $(\Sigma X_2)^2$ (The squares of the sum of the scores of control group)

$$(\Sigma X_2)^2 = 1090^2$$

$$(\Sigma X_2)^2 = 1188100$$

Calculate the Df (Sum the number of experimental and control group) $N_1 = 29$

$$N_2 = 29$$

$$Df = N_1 + N_2 - 2$$

$$Df = 29 + 29 - 2 = 56$$

Enter the values obtained in steps 1-7 into the formula for the t-Test

$$t = \frac{\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X_1)^2}{N_1} + \frac{(\Sigma X_2)^2}{N_2}}{N_1 + N_2 - 2}}}}{\sqrt{\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$t = \frac{40 - 37.5}{\sqrt{\left(\frac{52250 - \frac{1345600}{29} + 42000 - \frac{1188100}{29}}{29 + 29 - 2}\right) \left(\frac{1}{29} + \frac{1}{29}\right)}}$$

$$t = \frac{2.5}{\sqrt{\left(\frac{52250 - 46400 + 42000 - 40968}{56}\right) \left(\frac{1}{14.5}\right)}}$$

$$t = \frac{2.5}{\sqrt{\left(\frac{5850 + 1032}{56}\right) \left(\frac{1}{14.5}\right)}}$$

$$t = \frac{2.5}{\sqrt{\left(\frac{6882}{56}\right) \left(\frac{1}{14.5}\right)}}$$

$$t = \frac{2.5}{\sqrt{122.8 \left(\frac{1}{14.5}\right)}}$$

$$t = \frac{2.5}{\sqrt{8.46}} = \frac{2.5}{2.9} = 0.862$$

T-test value = 0.862

Results of Post-Test

The post-test was conducted after the students in the experimental and control group class did the treatments. It aims to investigate the effectiveness of using Webtoon on students' reading comprehension of narrative text after the treatments.

The table below is the data scores which collected by the researcher and shown in the following table :

Table 1. 3 The Computation Process of The Post Test-Data

No.	Experimental Class			Control Class		
	Sample	X_1	X_1^2	Sample	X_2	X_2^2
1	Student 1	75	5625	Student 1	60	3600
2	Student 2	75	5625	Student 2	70	4900
3	Student 3	80	6400	Student 3	80	6400
4	Student 4	80	6400	Student 4	80	6400
5	Student 5	70	4900	Student 5	80	6400
6	Student 6	65	4225	Student 6	85	7225
7	Student 7	60	3600	Student 7	85	7225
8	Student 8	85	7225	Student 8	75	5625
9	Student 9	90	8100	Student 9	85	7225
10	Student 10	85	7225	Student 10	70	4900
11	Student 11	100	10000	Student 11	80	6400
12	Student 12	90	8100	Student 12	75	5625

No.	Experimental Class			Control Class		
	Sample	X ₁	X ₁ ²	Sample	X ₂	X ₂ ²
13	Student 13	85	7225	Student 13	65	4225
14	Student 14	90	8100	Student 14	70	4900
15	Student 15	80	6400	Student 15	70	4900
16	Student 16	90	8100	Student 16	80	6400
17	Student 17	85	7225	Student 17	65	4225
18	Student 18	100	8100	Student 18	60	3600
19	Student 19	95	9025	Student 19	50	2500
20	Student 20	85	7225	Student 20	70	4900
21	Student 21	80	6400	Student 21	60	3600
22	Student 22	80	6400	Student 22	70	4900
23	Student 23	45	2025	Student 23	40	1600
24	Student 24	45	2025	Student 24	70	4900
25	Student 25	75	5625	Student 25	60	3600
26	Student 26	80	6400	Student 26	90	8100
27	Student 27	85	7225	Student 27	90	8100
28	Student 28	85	7225	Student 28	90	8100
29	Student 29	80	6400	Student 29	85	7225
$\bar{X}_1^{**} = \frac{\sum X_1}{N_1} = \frac{2320}{29} = 80$				$\bar{X}_2^{**} = \frac{\sum X_2}{N_2} = \frac{2110}{29} = 72.7$		

Explanation :

x_1 = Experiment Group x_2 = Control Group

$\bar{x}_1$ = The mean of the scores of the experiment group

$\bar{x}_2$ = The mean of the scores of the control group

ΣX_1^2 = The sum of the squares of the experiment group

ΣX_2^2 = The sum of the squares of the control group

$(\Sigma X_1)^2$ = The squares of the sum of the scores of experiment group

$(\Sigma X_2)^2$ = The squares of the sum of the scores of control group

N_1 = The total number of scores in the experiment group

N_2 = The total number of scores in the control group

From the data above, the researcher did some steps to compute the data using t-test formula, the steps are :

Calculate the $\bar{x}_1$ (the mean of the scores of the experiment group)

$$\bar{x}_1 = \frac{\Sigma X_1}{N_1}$$

$$\bar{x}_1 = \frac{2320}{29}$$

$$\bar{x}_1 = 80$$

Calculate the $\bar{x}_2$ (the mean of the scores of the control group)

$$\bar{x}_2 = \frac{\Sigma X_2}{N_2}$$

$$\bar{x}_2 = \frac{2110}{29}$$

$$\bar{x}_2 = 72.7$$

Calculate the ΣX_1^2 (the sum of the squares of the experiment group)

$$\Sigma X_1^2 = 190450$$

Calculate the ΣX_2^2 (the sum of the squares of the control group)

$$\Sigma X_2^2 = 157700$$

Calculate the $(\Sigma X_1)^2$ (The squares of the sum of the scores of experiment group)

$$(\Sigma X_1)^2 = 2320^2$$

$$(\Sigma X_1)^2 = 5382400$$

Calculate the $(\Sigma X_2)^2$ (The squares of the sum of the scores of control group)

$$(\Sigma X_2)^2 = 2110^2$$

$$(\Sigma X_2)^2 = 4452100$$

Calculate the Df (Sum the number of experimental and control group)

$$N_1 = 29$$

$$N_2 = 29$$

$$Df = N_1 + N_2 - 2$$

$$Df = 29 + 29 - 2 = 56$$

Enter the values obtained in steps 1-7 into the formula for the t-Test

$$t = \frac{\frac{\Sigma x_1^2 - \frac{(\Sigma x_1)^2}{N_1}}{N_1 - 1} - \frac{\Sigma x_2^2 - \frac{(\Sigma x_2)^2}{N_2}}{N_2 - 1}}{\sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

$$t = \frac{80 - 72.7}{\sqrt{\frac{190450 - \frac{5382400}{29}}{29 - 1} + \frac{157700 - \frac{4452100}{29}}{29 - 1}} \left(\frac{1}{29} + \frac{1}{29} \right)}$$

$$t = \frac{7.3}{\sqrt{\left(\frac{190450 - 185600}{56} + \frac{157700 - 153520}{56} \right) \left(\frac{1}{14.5} \right)}}$$

$$t = \frac{7.3}{\sqrt{\left(\frac{4850 + 4180}{56} \right) \left(\frac{1}{14.5} \right)}}$$

$$t = \frac{7.3}{\sqrt{\left(\frac{9030}{56}\right)\left(\frac{1}{14.5}\right)}}$$

$$t = \frac{7.3}{\sqrt{161.25\left(\frac{1}{14.5}\right)}}$$

$$t = \frac{7.3}{\sqrt{11.12}} = \frac{7.3}{3.33} = 2.192$$

T-test value = 2.192

Interpret the Result of Computation

With the degree of freedom $Df = N_1 + N_2 - 2 = 29 + 29 - 2 = 56$ at $p=0.05$ of two tailed, the critical value of t is 2.000. as the value of the derived t (to) is bigger than that of the critical t (t -table) $= 2.192 > 2.000$, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted, stating that there is a significant effect of using Webtoon on students' reading comprehension of narrative text to the second grade of SMP Handayani 1 Banjaran. This means that Webtoon as a means of teaching Reading Comprehension of Narrative text to the Second Grade of SMP Handayani 1 Banjaran has significantly better result than the conventional method. this also means that this technique is effective.

Based on the result of data analysis of post-test than there was significant difference between experimental and control group after the treatment are given. It means that in the same level of both classes, the treatment by using Webtoon is success. It can be seen from the average score that the experimental score was bigger 80 than control group 72.7.

Result of Questionnaire

After getting the result of percentage for calculating the questionnaire, the researcher categorized it into the standard validity as follow :

Table 1. 4 Percentage of Calculating Questionnaire

Percentage	Categorize
0	None
1 – 25	A small number of the students
26 – 49	Nearly half of the students

50	Half of the students
51 – 75	More than half of the students
76 – 99	Almost all of the students
100	All of the students

The result of questionnaire can be shown in the table down below:

Table 1. 5 Result of Questionnaire

No.	Question (<i>Pertanyaan</i>)	Yes	No
1	Do you enjoy learning English? (<i>Apakah anda senang mempelajari Bahasa Inggris?</i>)	25 (86%)	4 (14%)
2	Do you think learning English is difficult? (<i>Apakah menurut anda pelajaran Bahasa Inggris itu sulit?</i>)	20 (68%)	9 (32%)
3	Do you study English at outside of school? Course institutions, for example? (<i>Apakah anda mempelajari Bahasa Inggris di luar sekolah? Lembaga kursus/Les contohnya?</i>)	4 (14%)	25 (86%)
4	Have you ever heard about Webtoon before? (<i>Apakah anda pernah mengetahui tentang Webtoon sebelumnya?</i>)	14 (48%)	15 (52%)
5	Do you like learning Narrative Text by using Webtoon? (<i>Apakah anda menyukai pembelajaran teks naratif dengan menggunakan Webtoon?</i>)	22 (75%)	7 (25%)
6	Do you think the use of webtoon in improving students' reading comprehension is effective? (<i>Apakah menurut anda penggunaan webtoon dalam peningkatan pemahaman membaca siswa itu efektif?</i>)	26 (90%)	3 (10%)
7	Did your reading comprehension improve after using Webtoon to study narrative text? (<i>Apakah pemahaman membaca anda meningkat setelah menggunakan Webtoon untuk mempelajari teks naratif?</i>)	23 (80%)	6 (20%)

8	Is learning narrative text using webtoon is better than usual learning? (<i>Apakah mempelajari teks narasi dengan menggunakan webtoon lebih baik daripada pembelajaran biasanya?</i>)	25 (86%)	4 (14%)
9	Do webtoons help you in understanding English texts especially in narrative texts? (<i>Apakah webtoon membantu anda dalam memahami teks berbahasa inggris khususnya dalam teks naratif?</i>)	26 (90%)	3 (10%)
10	Do you find it easier to understand the meaning of stories in narrative text using webtoons? (<i>Apakah anda merasa lebih mudah memahami makna cerita dalam teks naratif menggunakan webtoon?</i>)	25 (86%)	4 (14%)

From the data that had been gained, the researcher can put forward that the most of students' responses toward the use of Webtoon in teaching students' reading comprehension of narrative text are positive.

Discussion

The research investigates the use of Webtoon in teaching students' reading comprehension of narrative text. After the treatments done, the result of the study showed the score of experimental group are significantly increased. It can be seen the mean of experimental group was 80 and control group was 72.7. the t-test both groups was 2.192. The degree of freedom (Df) was 56 and the table of critical-t that is got from 56 and 0.05 level of significance was 2.000.

After got the result by did some tests to the students' both to experimental and control group, the research showed teaching reading comprehension by using Webtoon improve students' reading comprehension. It means that the alternative hypothesis (H_a) that said "There is a significant effect of using Webtoon on students' reading comprehension of narrative text" is accepted and the null hypothesis (H_o) is rejected. It can be concluded that Webtoon as means of reading comprehension to the second grade of SMP Handayani 1 Banjaran have significantly better result than conventional teaching.

The researcher got the data from the questionnaires and the result was almost all of students' answered like being taught reading comprehension by using Webtoon. It was shown by the result of the questionnaire that was 90% of the students' answered that learning narrative text in reading comprehension through Webtoons was effective. It can be concluded that students' response were positive and can improve their reading comprehension.

It also means that teaching reading comprehension by using Webtoon is effective to enhance students' reading comprehension on narrative text for the second grade of SMP Handayani 1 Banjaran. This is supported by evidence from statistical calculation.

CONCLUSION

Based on the research findings, it is possible to conclude that the use of Webtoon is effective to improve students' reading comprehension of Narrative text. Therefore, the use of Webtoon was effective to improve students' reading comprehension of Narrative text at the second grade of SMP Handayani 1 Banjaran the mean score of post-test experimental group was bigger than control group. The Null Hypothesis (Ho) is rejected and The Alternative Hypothesis is accepted, stating that there is a significant effect of using Webtoon on students' reading comprehension of narrative text.

It can be seen on questionnaire that almost all of students' enjoy learning English using Webtoon. It was shown by the result of the questionnaire that was 90% of the students' answered that learning narrative text in reading comprehension using Webtoon are effective. It can be concluded that students' response were positive, good, and can improve students' reading comprehension of narrative text. Using Webtoon was very helpful for students' in learning reading comprehension of narrative text, because students' can more easily to understand the story of narrative text. Therefore, the use of Webtoon was effective to improve students' reading comprehension of Narrative text at the second grade of SMP Handayani 1 Banjaran.

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