

AN UNDERGRADUATE THESIS

**THE EFFECT OF USING WEBTOON APPLICATION
ON NARRATIVE READING COMPREHENSION
OF THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 1
PUNGGUR**

**By:
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**Tarbiyah and Teachers Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1446 H / 2024 M**

**THE EFFECT OF USING WEBTOON APPLICATION
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OF THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 1
PUNGGUR**

Presented as a partial fulfillment the requirements
for the Degree of Sarjana Pendidikan (S. Pd.)
in English Education Department

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APPROVAL PAGE

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.



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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

Wassalmu'alaikum Wr. Wb


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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE EFFECT OF USING WEBTOON APPLICATION ON NARRATIVE READING COMPREHENSION OF THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 1 PUNGGUR written by: Annisa Nur Rizky, Student Number 2101052003 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 13th, 2024, at 08.00-10.00 AM

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THE EFFECT OF USING WEBTOON APPLICATION
ON NARRATIVE READING COMPREHENSION
OF THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 1
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ABSTRACT

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The background of this research was to determine whether there was a positive and significant effect of using Webtoon Application on narrative reading comprehension of the eighth-grade students at Junior High School 1 Punggur. Based on Pre-survey, that students need suitable media to improve their narrative reading comprehension.

In this research, quantitative research approach was employed. Utilizing Quasi-experimental design with an experimental class and control class. The population consisted of the eighth-grade students at Junior High School 1 Punggur. The sample is class VIII 1 as the experimental class and class VIII 2 as the control class. The sampling technique was cluster random sampling. Data were collected through tests and documentation. To analyse the data, the researcher used the T-test.

The finding indicates that the independent sample T-test was obtained sig.(2-tailed) value of 0.011, it was lower than $\alpha = 0.05$. This result led to rejection of the null hypothesis (H_0), which stated that there is no positive and significant effect of using Webtoon on narrative reading comprehension of the eighth-grade students at Junior High School 1 Punggur. Consequently, the alternative hypotheses (H_a), which posited that is a positive and significant effect of using Webtoon, was accepted. Therefore, it can be concluded that there is a positive and significant effect of using webtoon on narrative reading comprehension of the eighth grade at Junior High School 1 Punggur.

Keywords: *Webtoon Application, Narrative, Reading Comprehension.*

EFEK PENGGUNAAN APLIKASI WEBTOON
TERHADAP KEMAMPUAN PEMAHAMAN MEMBACA TEXT NARATIF
PADA SISWA KELAS VIII DI SMPN 1 PUNGGUR

ABSTRAK

Oleh:

ANNISA NUR RIZKY

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Tujuan utama penelitian ini adalah untuk mengetahui apakah terdapat efek positif dan signifikan dari penggunaan Webtoon terhadap pemahaman baca naratif siswa kelas VIII di SMP 1 Punggur. Berdasarkan survei awal, peneliti menemukan bahwa siswa membutuhkan media yang sesuai untuk meningkatkan pemahaman baca mereka.

Dalam penelitian ini, pendekatan kuantitatif diterapkan dengan menggunakan desain kuasi-eksperimental yang melibatkan kelas eksperimen dan kelas kontrol. Populasi penelitian ini adalah siswa kelas VIII di SMP 1 Punggur. Sampel penelitian ini terdiri dari kelas VIII 1 sebagai kelas eksperimen dan kelas VIII 2 sebagai kelas kontrol. Teknik pengambilan sampel yang digunakan adalah cluster random sampling. Data dikumpulkan melalui tes dan dokumentasi. Untuk menganalisis data, peneliti menggunakan uji t.

Hasil penelitian menunjukkan bahwa uji t sampel independen menghasilkan nilai signifikansi (2-tailed) sebesar 0,011, yang lebih rendah dari $\alpha = 0,05$. Hasil ini menyebabkan penolakan terhadap hipotesis nol (H_0), yang menyatakan bahwa tidak ada efek positif dan signifikan dari penggunaan Webtoon terhadap pemahaman baca naratif siswa kelas VIII di SMP 1 Punggur. Oleh karena itu, hipotesis alternatif (H_a) yang menyatakan bahwa terdapat efek positif dan signifikan dari penggunaan Webtoon terhadap pemahaman baca naratif diterima. Dengan demikian, dapat disimpulkan bahwa terdapat efek positif dan signifikan dari penggunaan Webtoon terhadap pemahaman baca naratif siswa kelas VIII di SMP 1 Punggur.

Kata Kunci: *Aplikasi Webtoon, Naratif, Pemahaman Membaca.*

STATEMENT OF RESEARCH ORIGINILITY

The undersigned:

Name : Annisa Nur Rizky

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It states that this undergraduate thesis is originality the result of the writer's research, in exception of the certain parts which are expected from the bibliography mentioned.

Metro, December 2024
The Researcher,



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ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar Pustaka.

Metro, Desember 2024
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Praise and gratitude to Allah SWT for the abundance of His Grace and guidance, so that this research can be completed. Blessings and greetings do not forget the author presents to the prophet Muhammad SAW who brought humanity from the time of ignorance to the Islamic era.

The undergraduate thesis that the researcher made with the title “THE EFFECT OF USING WEBTOON APPLICATION ON NARRATIVE READING COMPREHENSION OF THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 1 PUNGGUR” can be completed as one of the academic requirements to obtain a degree of Sarjana Pendidikan (S.Pd) in English Education Department of State Institute for Islamic Studies of Metro.

In this study, the researcher would like to thank for those who helped in the process of completing this thesis. The researcher also thanks to Rector of IAIN Metro, Prof. Dr. Siti Nurjanah, M. Ag, PIA. The Dean of Tarbiyah and Teacher Learning Faculty, Dr. Zuhairi, M.Pd. The Head of English Education Study Program, Dr. Much Deiniatur, M.Pd.,B.I and big thanks to Dr. Umi Yawisah, M.Hum as supervisor who has provided guidance and have guided the researcher in completing the research proposal.

The researcher apologizes if there are errors in the writing this research. The researcher also hopes that what the researcher makes can be useful for those who read it. Critics and suggestion for the improvement of this undergraduate thesis are highly expected and will be accepted as part of producing better research. In the

end, the researcher hopes that the result of the research carried out can be useful for the development of English education.

Metro, November, 2024.

The Researcher,

A handwritten signature in black ink, appearing to read 'Annisa Nur Rizky', written in a cursive style.

Annisa Nur Rizky
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MOTTO

“Everything you have gone through, it will pass”

(Rachel Vennya)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My wonderful parents, Mr. Lambang Irawan and Mrs. Huzaimah who made an infinite effort in my education. Thank you for your sacrifice and endless love.

My beloved Siblings, Habibi Putra Irawan and Irma Marsa Reina, S.E, thank you always loving and supporting me.

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Last but not least, thank you to myself who has been strong to finish this study.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is fundamental skill at all levels of English proficiency and crucial among the six language skills. Among them, Listening, Speaking, Reading Writing, Viewing and Presenting. It is essential for students to master reading as it plays a significant role in various activities, including learning and communication. This includes traditional forms of reading such as books for knowledge acquisition, as well as contemporary mediums like newspapers, magazines, comics, and novels.

Moreover, reading serves as a powerful tool for enhancing memory and concentration.¹ On the other hand, reading is a multifaceted and evolving process that develops with experience and growth. Whether one is reading for enjoyment, information, or educational purposes, the fundamental objective is to comprehend and extract meaning from the written text.²

Furthermore, narrative text is a type of the text that retells a story from the past with the goal of conveying feelings, thoughts or action. The writer creates a story that will not only entertain the readers but also have a concluding point

¹ Betty Shockley Bisplinghoff and Jennifer Olson. *Commeyras, Michelle, Teachers as Readers: Perspectives on the Importance of Reading in teachers' Classrooms and Lives* (Newark: Order Department, International Reading Association, 2003), p47.

² Esther and Gloria Ramirez Geva, *Focus on Reading* (United Kingdom: Oxford University Press, 2016), p8.

Message and narrative text has a generic structure, includes: introduction, body paragraphs, and conclusion.

In the context of the digital era, technology and digital literacy are crucial in providing opportunities for more effective and enriching learning experiences. Webtoon Application is a popular application among teenagers that can be read anywhere. Thus, the Webtoon Application conveys stories and cartoon images in a variety of genres that can make the reader's interest.

This study focuses on investigating the effect of using Webtoon Application on students' narrative reading comprehension. The Webtoon Application is a platform that combines education and technology, is one of the media used. The site is extremely useful because of its ability to provide various text resources and encourage reading. Students can develop their ideas and perceptions by reading a variety of stories on the Webtoon Application, which also promotes intercultural engagement. Therefore, this study employs Webtoon as a teaching tool to explore its potential effect on students' reading comprehension, with easy access through their smartphones.

Table 1.1

**Pre-Survey Result of Reading Comprehension for Eighth Grade Students of
Class VIII 1 at Junior High School 1 Punggur.**

No	Class Interval	Frequency	Percentage %
1.	≥ 70	11	31.43%
2.	< 70	24	68.57%
Total		35	100%

A pre-survey was conducted on August 15th, 2024. Observations revealed that the majority of the eighth-grade students at Junior High School 1 Punggur struggle with reading comprehension, particularly in narrative texts. The school has set a Minimum Completion Criteria (MCC) in English at 70. The Pre-survey results indicated that in the Class VIII 1 only 11 students (31.43%) achieved a score of 70 or above

Table 1.2

**Pre-Survey Result of Reading Comprehension for Eighth Grade Students of
Class VIII 2 at Junior High School 1 Punggur.**

No	Class Interval	Frequency	Percentage %
1.	≥ 70	10	28.57%
2.	< 70	25	71.43%
Total		35	100%

Whereas in the Class VIII 2 only 10 students (28.57%) reached the same threshold. This highlights the challenge many students struggle in reading comprehension, especially in narrative texts, prompting the researcher to investigate the potential effects of the Webtoon Application on students' reading comprehension.

Based on the explanation above, it is evident that many students struggle with reading comprehension, particularly with narrative texts. This issue was also observed in the eighth grade of Junior High School 1 Punggur. The researcher intends to explore how the Webtoon Application can be used as an effective tool to motivate students to learn English, especially narrative texts, and to assess its effect on their reading comprehension. Additionally, the researcher aims to discover the best methods to convey certain ideas and basic knowledge to students, in alignment with educational principles.

In line with this statement, the researcher takes a title of this research is “The Effect of Using Webtoon Application on Narrative Reading Comprehension of the Eighth Grade of Junior High School 1 Punggur”. Junior High School 1 Punggur is chosen as the subject of this study because it is one of the larger schools in the central region of Lampung, with a diverse student population.

B. Problem Identification

Based on the background of the study above, the researcher would like to expect that there are some problems as follow:

1. The students struggle to understand the main idea in narrative texts.
2. The students have low ability to draw specific information from the text.
3. The students are not interested in studying reading and feel bored.
4. The students have low motivation.
5. The students lack mastery of English vocabulary.

C. Problem Limitation

According to the problem identification above, the limits of problem is two aspects, namely: student is not interested in studying reading and have low motivation to read in English narrative text. So, the researcher attempts to use the Webtoon Application to determine students reading comprehension of The Eighth Grade of Junior High School 1 Punggur.

D. Problem Formulation

Based on the background of the problem and the problem identification above, the researcher formulates the problem as follows: “Is there any significant effect of applying Webtoon Application on Narrative Reading Comprehension of the eighth grade at Junior High School 1 Punggur?”

E. The Objective and Benefits of Study

1. The Objective of the Study

The objective of the study is to investigate and determine that using Webtoon Application has a significant effect on students' reading comprehension at the eighth grade at Junior High School 1 Punggur.

2. The Benefits of the Study

a. For the Students

By using the webtoon application as one of the ways that can make the students more interested in studying English well, the students can elaborate their result with their classmate, and using the Webtoon Application could potentially influence student reading comprehension in narrative text.

b. For the Teachers

The researcher hopes that using a webtoon application as a media in teaching reading comprehension, especially in narrative text, will assist English teachers in teaching the learning process, so that students do not feel saturated with studying English.

c. For the Headmaster

It is hoped that the results of this research, can be used as a consideration for developing and facilitating English learning activities in

Junior High School 1 Punggur and information for the student that teaching English by using this technique is interesting.

F. Prior Research

The first relevant study was conducted by Sovia Ningsih, a student of the English Department at STKIP PGRI Bangkalan. Her research, titled “the Use of Line Webtoon as a Comic Application in Enhancing Reading Skills at SMA YKHS Sepulu”, employed a quasi-experimental method to examine the impact of the Line Webtoon Application on students reading skills. The study involved two groups: an experimental group that used the Webtoon Application as a supplementary reading tool and control group that followed the traditional reading curriculum. The results indicated that the experimental group showed a significant improvement in reading skills compared to the control group, leading to the conclusion that Line Webtoon Application is an effective tool for enhancing reading abilities in High School students.³

The second study was conducted by Annisa Putri et al. from the English Education Study Program at the Teacher Training and Education Faculty, Batanghari University Jambi. This research research, titled “The Effect of Using Webtoon as a Media in Reading Comprehension at the Eleventh Grade of Senior High School Number 8 Jambi City” utilized a quantitative research design with a Pre-test and Post-test control group. The study aimed to assess the effectiveness

³ Sovia Ningsih, The Line Webtoon of Comic Application in Reading Skill at SMA YKHS Sepulu (Diss., STKIP PGRI Bangkalan, 2021).

of Webtoon as a medium for improving reading comprehension among high school students. The findings revealed that students who used Webtoon showed greater improvement in their reading comprehension scores compared to those who did not, suggesting that.⁴

Additionally, research by Effendy and Fahri from the English Department, Faculty of Language and Arts, University Negeri Surabaya, titled “Using Webtoon Comic as Media in Teaching Reading Narrative Text for Junior High School Students”, this research adopted a descriptive research method to explore method to explore how the use of Webtoon could support students’ comprehension of narrative elements such as plot, character development, and themes. This study specifically targeted junior high school students, similar the current research. The researcher concluded that Webtoon is a valuable resource in teaching narrative texts, as t helps students better visualize and engage with the content.⁵

Finally, based on the differences and similarities of the previous studies, this research builds upon present findings by targeting a younger demographic eighth grade students at Junior High School 1 Punggur. Unlike prior studies focused on Senior High School students, this study aims to investigate the effect of the Webtoon Application on Narrative Reading Comprehension within a Junior High

⁴ T. Annisa Putri, Wennyta, and Y. Ismiati, “The Effect of Using LINE Webtoon as a Media in Reading Comprehension at Eleventh Grade of Senior High School 8 Jambi, “JELT: Journal of English Language Teaching 7, no. 1 (2023). P.45, <https://doi.org/10.33087/jelt.v7i1.133>.

⁵ M. B. Effendy, “Using Webtoon Comic as Media in Teaching Reading Narrative Text for Junior High School Students” (Thesis, Surabaya State University, Faculty of Language and Arts, 2019).

School context, offering new insights into the effectiveness of digital media in education.

CHAPTER II

REVIEW OF THE LITERATURE

A. The Concept of Reading

1. Definition of Reading

Reading encompasses a range of skills required to interpret and extract meaning from written text. Essentially, it is an activity focused on comprehending and developing the significance of the material being read. Additionally, Arthur C. Graesser notes that reading is a remarkable accomplishment due to the numerous levels and elements that need to be mastered.¹

Additionally, reading is the recognition of written text that serve as stimulus to recall of meanings built up through the readers past experience.² And reading is an activity that involves auditory (*Hearing*) and visual (*Sight*) elements.³ From the perspectives of the aforementioned experts, it can be concluded that reading is an activity undertaken by individuals or groups aimed at finding, comprehending, and interpreting the meaning of text. Many students struggle to understand the content of what they read due to the various levels and components that need to be addressed and understood.

¹ Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies* (New York, London: Lawrence Erlbaum Associates, Taylor & Francis Group, 2007). p. 3

² Guy L. Bond, *Reading Difficulties: Their Diagnosis and Correction* (Allyn and Bacon, 1994.)

³ Much Deiniatur, "Pembelajaran Bahasa pada Anak Usia Dini Melalui Cerita Bergambar," *Elementary: Jurnal Ilmiah Pendidikan Dasar* 3, no. 2 (2027): 190-203.

2. The Model of Reading Process

There are three primary models for the second-language reading: the bottom-up model, the top-down model, and the interactive model.⁴

a. The Bottom-up Model

Carrell describes this model as focusing on the smaller units of a text, such as letters, words, phrases, and sentences. In this approach, readers decode the smallest linguistic unit-phonemes, graphemes, and words before constructing meaning from these units. The process involves understanding each word in a phrase or sentence before grasping the overall meaning. One challenge of this model is that readers might struggle to retain the meaning of each word or to connect words to each other effectively.

b. The Top-down Model

Goodman refers to reading as a “psycholinguistic guessing game,” where readers use their prior knowledge to interpret and connect new information found in the text. Instead of reading every word, readers focus on predicting the meaning of words or phrase. They start by making predictions based on the title of the text, which helps them narrow their reading scope.

⁴ Narjes Banou Sabouri, “How Can Students Improve Their Reading Comprehension Skill?” Macro think Institute 6, no. 2 (May 2016). p. 231-232.

c. The Interactive Model

Effective reading requires a combination of “Top-down and Bottom-up” processes. Second Language (L2) readers use top-down strategies to compensate for deficiencies in bottom-up reading and apply their plans to make up for gaps in their bottom-up knowledge. If comprehension issues arise, readers should draw on their prior knowledge to help understanding. Readers relying heavily on the top-down model might use textual clues to infer meaning but need to address shortcomings in word recognition and bottom-up processing. Instruction based on this model aims to enhance L2 readers’ skill through methods like teaching, which aligns with the interactive model.

B. The Concept of Reading Comprehension

1. The Definition of Reading Comprehension

Reading comprehension is the ability to process of understanding, evaluating, and get the information and concepts gained the interaction between readers and authors.⁵ It is a conversational convert where written language serves as the medium of communication between the writer and the reader. Then, reading comprehension is a complex process that requires readers to integrate word knowledge and world knowledge to derive meaning from interconnected sentences within a text.⁶

Another perspective on comprehension describes it as an active-constructive process where the ultimate understanding of a text results from a blend of the text's direct content and the reader's prior knowledge about the subject. Catherine Snow characterizes reading comprehension as the process of simultaneously extracting and constructing meaning through engagement with written language.⁷ Then, Anderson adds that reading comprehension involves constructing meaning by coordinating various complex processes,

⁵ Danny. Brassell and Timothy V. Rasinski, *Comprehension That Works: Taking Students beyond Ordinary Understanding to Deep Comprehension* (Sheel Education, 2008).

⁶ Septiana Linda, and Dyah Aminatun. "The Correlation Between EFL Learners' Cohesion and Their Reading Comprehension," *Journal of Research on Language Education* 2, no. 2 (2021): 68-74.

⁷ Catherine E.Snow and Timothy J.Matthews, "Reading and Language in the Early Grades," *The Future of Children* (2016). p. 57

including reading words, applying word and world knowledge, and achieving fluency. It encompasses reading for meaning, understanding, and enjoyment.⁸

From these definitions, the researcher can conclude that reading involves higher-order thinking skills and is more complex than merely decoding individual words. Reading comprehension is the process of interpreting and understanding information from a text, allowing the reader to understand the main idea and purposes of the text.

2. Reading Comprehension Levels

The term “Level” in reading comprehension refers not just to different degrees of complexity but also to the mindset and reactions elicited by the text. Comprehension occurs at multiple levels, and a higher level of comprehension generally involves a more approach. There are three levels of reading comprehension, as follows:⁹

- a. Literal Reading Comprehension: This level involves understanding information that is explicitly stated in the text.
- b. Inferential Reading Comprehension: At this level, readers make inferences to connect the information directly presented in the text with their existing knowledge. Effective readers use their background

⁸ Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York, London: The Guilford Press, 2007). p. 2

⁹ Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *Early Intervention for Reading Difficulties: The Interactive Strategies Approach* (New York, London: The Guilford Press, 2010). p. 278.

knowledge to fill in gaps left by the author, whereas ineffective readers struggle to make these connections.

- c. Critical Reading Comprehension: This level requires evaluating the information in the text in relation to its significance to the reader, as well as considering the author's intentions, expertise, or perspective.

Based on the explanation above, this research will focus on Literal Reading Comprehension. This level involves understanding information explicitly stated in the text. By using the Webtoon Application, students will practice identifying key details and facts directly mentioned. Aiming to investigate the effect of their narrative reading comprehension

3. The Measurement of Reading Comprehension

To assess reading comprehension, it is important to use appropriate measurement tools. According to Greenall and Swan, the following are the methods for measuring reading comprehension:¹⁰

Table 2.1

The Rubric of Reading Comprehension

No	Criteria
1	Students can identify the meaning of the ideas in the text
2	Students can identify purpose of the text.
3	Students can identify main idea of the text.
4	Students can identify information contained in the text

¹⁰ Silmon Greenall and Michael Swan, effective Reading: Reading Skill for advanced students: Teacher's Books, (Cambridge: Cambridge University Press, 2004), P. 34.

C. The Concept of Webtoon as Media

1. Definition of Webtoon Application



Figure 2.1 Webtoon Logo.¹¹

Webtoon is a form of visual entertainment that is gaining popularity among the younger generation. But what has made Webtoon so popular? One theory suggests that the decline of traditional comic books has paved the way for the rise of Webtoon on the internet. As the publishing industry has been in decline, it was inevitable that traditional comic books would start to fade away. With the internet as a new medium, the online comic industry is now thriving, with an increasing number of talented comic creators sharing their work on various websites.¹²

Webtoon, a blend of the words “Web” and “Cartoon”, originally referred to web comics in Korea. Initially, various terms were used to describe these

¹¹ Webtoon Logo, Pinterest, 2022, <https://id.pinterest.com/pin/19464>, Accessed on September 20, 2024.

¹² Ha San-Jin and Lee Su-Mi various terms were used to describe these digital, “Webtoon, Why So Popular? Dongguk University English Magazine: The Dongguk Post” Accessed on August 2024.

digital comics published online in Korea. For instance, “Webmic” was a term that combined “Web” and “Comic”. In 2000, a Korean web portal run by Ch’ollian launched a new site for internet comics called “Webtoon”. However, many comics on this site still adhered to traditional print formats, maintaining Page Layouts similar to those of printed comics. The term “Webtoon” was also briefly used for flash animations, but that usage quickly faded. Eventually, the term “Webtoon” firmly established itself as a combination of “Web” and “Cartoon”.¹³

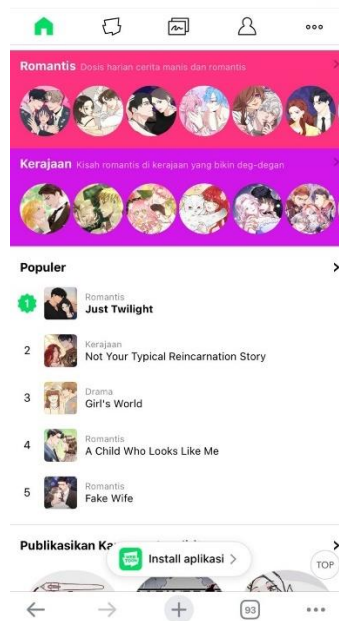


Figure 2.2 Webtoon Home Screen.¹⁴

¹³ Suci Supitri, “English Comic Webtoon on Students’ Reading Comprehension at Madrasah Tsanawiyah Negeri 2 Muaro Jambi,” Sultan Thaha Saifudin (2019), p. 25.

¹⁴ Webtoon Home Screen, Webtoon, 2024, <https://webtoons.com> , Accessed on September 20, 2024.

Additionally, the term “Webtoon” was popularized in Korea to describe web comics, particularly those launched by Naver in 2014. The Korean government has recognized Webtoon as one of the fastest-growing sectors within the cultural industries and, in May 2014, introduced new public funding and investment programs to support and promote Webtoon creators.¹⁵ Comics, in general, can be defined as a form of cartoon that uses illustrations to convey stories and characters. The high preference for comics stems from their ability to entertain readers, which is why they are often used as a learning medium. With a wide variety of genres, including education, humour, action, mystery, thriller, adventure, romance, and more. Webtoons provide an enjoyable platform for students while also fostering their imagination.

There are three key reasons why Webtoons are more favoured as a platform. First, Webtoons present comics in a long vertical strip, making them easier to read, unlike other digital comic platforms that display comics across multiple pages. Additionally, Webtoons are presented in colour, whereas traditional offline comics are typically published in black and white. Furthermore, Webtoons feature more gutter space between comic panels than conventional comics. Webtoons are also a free application, accessible by

¹⁵ Lynn, Hyung-Gu, “Korean Webtoons: Explaining Growth” Institute of Asian Research and The Department of Asian Studies. (2016), p. 1.

downloading it from the Apple Store, Google Play Store, or reading it on the website version.¹⁶

2. Webtoon as a Learning Media

Typically, Webtoon are perceived as a form of entertainment, primarily used for reading fictional stories. However, Webtoon appeal to wide range of audience due to their diverse genres. In today's era, the increasing variety of Webtoon is beginning to influence the field of education. With proper guidance, engaging illustrations, and creative teaching methods, Webtoon can become an intriguing and effective medium for learning.¹⁷

3. The Advantages and Disadvantages of Using Webtoon as a Teaching Media

a. The Advantages of Using Webtoon in Teaching

There are several reasons why Webtoon Application over advantages as teaching material:

- 1) Webtoon are well-known and popular among middle and high school students.
- 2) Webtoon represent a form of literature that students genuinely enjoy.

¹⁶ Rizki Ananda Effendi, "The Use of Webtoon in Learning and Mastering Vocabulary: English Learners' Perceptions," Islamic University of North Sumatera (2020.), p. 4.

¹⁷ Seung Hyuk Kwon, Yeong Ji Lee, and Yong Ju Kwon, "Why Do Students Fall into Webtoon Viewing While They Give up Mathematics? An fMRI Study," International Journal of Knowledge and Learning 13, no. 3 (2020): 201-13, <https://doi.org/10.1504/IJKL.2020.109883>.

- 3) The popular and easily accessible format of Webtoon encourages students to engage more deeply in literacy exploration than they might otherwise.
- 4) Through Webtoon, students can explore the use of dialogue, concise and dramatic vocabulary and nonverbal communication.
- 5) This approach helps to make classroom learning more dynamic, preventing historical content from becoming dull and meaningless, as it often be traditional settings.

b. The Disadvantages of Using Webtoon as Media in Teaching

Despite their benefits, Webtoon also have several disadvantages, those are:¹⁸

- 1) The content of some Webtoon genres requires careful supervision, as not all stories are suitable for students under seventeen years old. Some stories may content violence or other inappropriate material, necessitating careful selection.
- 2) The language used in Webtoon can sometimes be difficult to understand, requiring students to frequently consult a dictionary which can be time-consuming.

¹⁸ Husna Amalia Fadilah, "The Effect of Predicting Strategy with Webtoon on Students' Reading Comprehension at MTS Awaliyah Tanjung Tiga in Academic Year 2019" Islamic University of North Sumatera Medan (2020), p. 28.

- 3) Reading Webtoon requires the use of gadgets, and excessive screen time can lead to addiction, causing students to lose focus on their academic.

4. Techniques and Procedures for Using Webtoon as a Learning Media

Here are some techniques and procedures on how to use the Webtoon Application for reading comprehension:

- a. The researcher prepares the students physically for learning process.
- b. The researcher motivates students by asking questions about related the material.
- c. The researcher introduces and explains the Webtoon Application as a new learning medium.
- d. The researcher presents several printed Webtoon stories.
- e. Then the researcher distributes the Webtoon stories and asks students to read them.
- f. After the student finish reading, the researcher administers a test with question to assess their understanding in reading comprehension.

D. Concept of Narrative Text

1. Definition of Narrative Text

A narrative text is a type of writing that depicts scenarios where unexpected events can happen to characters, often drawing from imagined or real-life experiences. Narratives serve to both inform and entertain by addressing issues that hold significance within a specific culture. They invite readers or listeners to engage with the text, inspiring them to expand their own imagination and creativity. kind of text that is used to show a place where anything can happen to a character, usually unexpected, through the use of imaged or real-life experiences. Narratives both inform and entertain the reader by explaining ways of issues that are meaningful to their particular culture. They encourage the listener or reader to respond to the text and to extend their own imagination creativity.¹⁹

Narrative text is a text talks about something interesting that has purpose to amuse, entertain the readers. It means that narrative text answers the question who, when, where, what and why about the characters involved in the story. In other words, narrative text has a positive impact on improving student learning. Therefore, learning is not only about giving material bus also

¹⁹ Kara Munn, Targeting Text: Photocopiable Units Based on English Text Types. Lower Primary (Blake Education, 1999)

having to provide students with comfort in learning and providing interesting material.²⁰

Narrative text is a text which tells about story or past from the beginning to the end. It means that narrative text has a chronological nature. In other words, telling an event coherently. Therefore, the most common narrative texts found are fairy tales, folk tales and fictional stories.

2. Structure of Narrative Text

For younger students, a narrative text typically consists of three main stages, with a fourth stage being optional:

a. Orientation

The orientation is the opening paragraph that introduces characters are involved in the incident (who), the time (when), and the place (where the incident occurs). This section is found in the paragraphs of narrative text.

b. Complication

The complication follows the orientation and consist of paragraphs that describe the beginning of the problem. This stage introduces the series of events (storylines) that lead to conflict, climax, and anti-climax. Generally, the complication involves interactions between characters, creating conflict or tension. There are three types of conflict that can arise: natural conflict, social conflict, and psychological conflict. Natural

²⁰ Lubis, Rayendriani Fahmei, "Narrative Text," *English Education: English Journal for Teaching and Learning* 5, no.2 (2017): 1-14.

conflict occurs between characters, while psychological conflict is an internal struggle within a character.

c. Resolution

The resolution is the section that concludes the story. It provides a solution to the conflict, bringing the storyline to an end. The resolution can result in a happy ending or tragic, sad ending.

d. Re-orientation/Coda (Optional)

Re-orientation is a closing sentence that reflects the final condition of the characters or conveys the moral message of the story. As students' skills develop, narrative texts may become more complex, featuring multiple complications and resolutions. However, at the early stages—such as Kindergarten and Year One, one complication and one resolution are sufficient for students to understand the concepts, structures, and features of this text type.²¹

²¹ Lubis, Rayendriani Fahmei, "Narrative Text," *English Education: English Journal for Teaching and Learning* 5, no.2 (2017): 1-14.

3. Types of Narratives

Narratives exist in a variety of forms. They can present as both spoken or written texts and are usually based on imagination; however, some narratives are factual, as follow:

Traditional Narratives: This category includes various classic forms of storytelling such as fairytales, folk tales, myths, legends, parables, fables, and moral tales.

Modern narratives: This category includes contemporary genres such as science fiction, choose your own adventure stories, mysteries, tales of heroes and villains, cartoons, horror stories, and realistic fiction. Narratives are typically conveyed, or partially conveyed, by a narrative who may be either external to the story or character within it. Many narratives also feature dialogue, often involving the main character, to develop the plot and characters.²²

Based on the explanation above, the researcher will choose modern narratives as the focus of the study. This category includes contemporary genres such as science fiction, choose your own adventure stories, mysteries, tales of heroes and villains, cartoons, horror stories, and realistic fiction. Given the relevance of the Webtoon Application to modern storytelling, these

²² David Herman, "What Is Narrative?" in *Narrative Theory: Core Concepts and Contemporary Trends*, ed. David Herman (Columbus: Ohio State University Press, 2012), 1-10.

narratives are particularly significant for understanding narrative reading comprehension in the context of this research.

E. Theoretical Frame work and Paradigm

1. Theoretical framework

This study examines two variables: The Independent Variable (X) and the Dependent Variable (Y). The Independent Variable (X) is the Webtoon Application, while the Dependent Variable (Y) is students' reading comprehension. Reading comprehension involves higher-order thinking skills beyond merely decoding words; it is the process of understanding and interpreting information from a text. This process helps readers grasp the purpose of the text.

To investigate students understanding, retention, and motivation, teachers should provide engaging materials and foster a positive classroom environment. The Webtoon Application serves as a valuable visual aid in teaching reading. The use of illustrations can make learning more effective and may boost students' motivation to learn English.

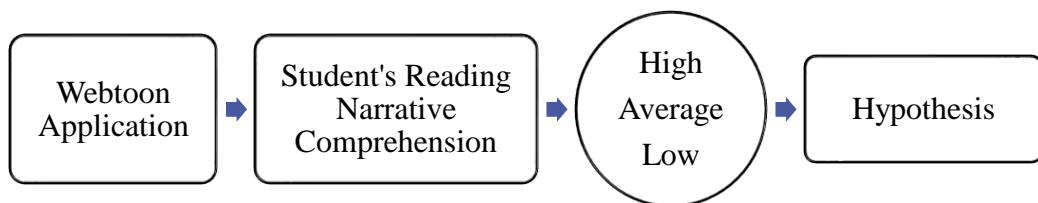
Based on this framework, the researcher hypothesizes that the Webtoon Application may have an effect on the narrative reading comprehension of eighth-grade students at Junior High School 1 Punggur.

2. Paradigm

Based on the theoretical framework outlined, the researcher describes the paradigm as follows:

Figure 3

The Effect of Using Webtoon Application on Narrative Reading Comprehension of The Eighth Grade of Junior High School 1 Punggur



Based on the figure above, the use of Webtoon Application is expected to effect students' narrative reading comprehension. The research assumes that there is a positive and significant effect between the Webtoon Application and students' ability to understand narrative texts. By integrating digital media such as Webtoon Application, students become more engaged with the content, which may result on enhanced comprehension.

F. Hypothesis

Based on Theoretical Framework and Paradigm, there are two kinds of hypothesis of this research as follows:

a. Hypothesis Formulation

(Ha): There is positive and significant effect of using Webtoon Application on reading comprehension in narrative texts at eighth-grade students at Junior High School 1 Punggur

(Ho): There is no significant positive effect of using Webtoon Application on the reading comprehension in narrative texts at eighth-grade students of Junior High School 1 Punggur.

b. Statistical Hypothesis

In determining the level of statistical significance, the researcher determining the Statistical Hypothesis as follow:

If $F_o \geq F_{table}$, then H_o is rejected, and H_a is accepted (indicating a positive and significant effect).

If $F_o < F_{table}$, then H_o is accepted, and H_a is rejected (indicating no positive and significant effect)

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design outlines the process for conducting the study. There are three primary approaches to researcher: Qualitative, Quantitative, and Mixed-methods. In this study, a quantitative research approach with an experimental design will be used. quantitative research focuses on surveying and experimentation, building on existing theories. It involves collecting numeric data and employing mathematical models for data analysis.¹

Among experimental designs, there are several types: Pre-experimental, True-experimental, and Quasi-experimental. This study will use a Quasi-experimental design to assess the effects of the Webtoon Application on narrative reading comprehension. The research involves two types of variables, as follow:

1. Independent Variable: Webtoon Application
2. Dependent Variable: Students' reading comprehension

The study will two classes, VIII 1 and VIII 2, from the eighth grade at Junior High School 1 Punggur, will be selected as subject for this research

¹ Carrie Williams, "Research Methods," *Journal of Business & Economic Research* 5, no 3 (2007): 65; *Open Journal of Business and Management* 9, no. 3 (2021).

B. The Operational Definition of Variables

An operational definition is specific to the particular study in which it is used. Meanwhile, the variable is anything that can catch on other values. Based on the statement before, variables in this study consist of Webtoon Application and Narrative Reading Comprehension. The operational definitions are explained, as follows:

1. Independent Variable (X)

The independent variable is the factor that is assumed to influence or cause a change in another variable. In this study, the independent variable is the Webtoon Application. To evaluate this variable, the following measurement tools and methods will be employed, as follow:

a. Measurement Tool

The use of the Webtoon Application will be measured through observations and students feedback surveys.

b. How to Measure

The frequency of use of the Webtoon Application and the level of student engagement be assessed.

c. Indicators

Students are able to identify the main elements in the Webtoon stories, including characters, setting, and plot and students are able to follow the sequence in Webtoon stories and complete related reading tasks.

2. Dependent Variable (Y)

Dependent variable, also known as the output variable, is the factor that is affected by changes in the independent variable. This research focuses on observing and assessing the dependent variable to determine the effect of the independent variable. In this study, the dependent variable is students' narrative reading comprehension. The evaluation of this variable will be carried out using the following methods:

a. Measurement Tool

The impact of the reading comprehension be evaluated using a standardized reading comprehension test with narrative texts.

b. How to Measurer

Pre-test and Post-test designed be utilized using multiple choice to compare students' performance on reading narrative texts.

c. Indicators

students are able to understand the main ideas contained in the narrative text and students are able to answer the question.

d. Students are able to identify specific details and supporting ideas within the narrative.

C. Population, Sample and Sampling Technique

1. Population

The population is defined by the researcher and must be attainable, quantifiable, and relevant to the research goals.² In other words, the population encompasses the entire group that will be the subject of the study. For this research, the population consists of all Eighth-grade students at Junior High School 1 Punggur, specifically divided into eight classes: VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, VIII 7, VIII 8 with the total population of 259 students.

2. Sample

A sample is a set of individuals selected for the study.³ Wherein, the sample consists of two classes: VIII 1 as the experimental class and VIII 2 as the control class.

3. Sampling Technique

The researcher utilizes cluster random sampling as the sampling technique in this study. Cluster random sampling is advantageous as it ensures representativeness across various characteristics of the population, even those that the researcher may not have initially considered. In this method, each

² Elizabeth, and Lura. "Population Definition and Characteristics." *Research Methodology*, 2018.

³ Depoy, Elizabeth, and Gitlin, Laura N. *Introduction to Research: Understanding and Applying Multiple Strategies*. 4th ed. New York: Pearson, 2016.

class, as a whole, is treated as a unit, providing an equal opportunity for selection without bias toward individual members.⁴

D. Data Collection Technique

The data collection procedure involves three main techniques:

1. Test

According to Anderson, in this study, tests are used to assess students' reading comprehension. Two types of tests are employed:⁵

- a. Pre-Test

The Pre-test is administered before the introduction of the Webtoon Application. This test measures students baseline reading comprehension, providing a quantitative measure for comparison after the treatment.

- b. Post-Test

The post-Test is administered after using the Webtoon Application as a teaching tool. This test quantitatively assesses students reading comprehension to determine any significant changes in their performance as a result of the treatment. The results from the post-test then compared with those from the pre-test to evaluate the effect of the Webtoon Application in reading comprehension in narrative texts.

⁴ Geoffrey Marczyk and Dvid DeMatteo, *Essential of Research Design and Methodology*. (Canada: Jhon Wiley& Sons, Inc, 2005), 220.

⁵Gary Anderson, *Fundamentals of educational Research 2nd Edition* (USA: The Falmer Press, 1998), p.94.

2. Documentation

Documentation involves collecting information from written records or documents and pictures.⁶ This method is used to gather detailed background information about Junior High School 1 Punggur and historical data of this school to support the research.

E. Research Instrument

Research instruments are tools used to carry out each method and techniques in this the study. The research instrument for this study involves the following components:

1. Instrument Blueprint

The instrument blueprint is detailed plan outlining how the research study was conducted, including the operationalization of variables, data collection methods, and analysis.⁷ It ensure that learning outcomes are managed effectively. the steps involved in creating the instrument blueprint are:⁸

- a. Determining Learning Objectives: The teacher identifies the learning objectives based on the syllabus.
- b. Selecting Test Material: The teacher decides on the types of materials to be tested.

⁶ Zina O’leary, *The Essential Guide to Doing Research* (London: Sage Publications, 2004), P.177.

⁷ Kumar and Ranjit, *Research methodology: a Step-by-Step Guide for Beginners*, 3rd ed (New Delhi: Sage, 2011).

⁸ Chung Chow Chan et al., “Analytical Method Validation and Instrument Performance Verification Edited by Xue-Ming Zhang,” (2004).

- c. Administering the Reading Test: Students complete a reading test based on the material provided by the teacher.

2. Instrument Calibration

Calibration involves checking and adjusting the accuracy of measuring instrument to ensure consistency and reliability. For this study, instrument calibration is crucial for the accuracy of Pre-tests and Post-tests. The Pre-test and Post-test are designed to measure students' reading comprehension before and after the intervention. Both tests consist of twenty multiple-choice questions, each with four options. This number of questions is selected to ensure a comprehensive assessment of students' knowledge of narrative texts while remaining manageable within the allocated testing time. The objective tests are used to provide clear and measurable data.

3. Test Validation

Before using Pre-test and Post-test, it is essential to validate the instruments to ensure their effectiveness in measuring reading comprehension. The validation process includes several important steps, as follow:⁹

- a. Content Validity, this measures how well the test covers all aspects of the material taught. For instance, ensuring that the questions reflect the learning objectives outlined in the syllabus.

⁹ American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, *Standards for Educational and Psychological Testing* (Washington, DC: AERA, 2014).

- b. Construct Validity, this ensures that the test actually measures reading comprehension skills, not other unrelated abilities. For example, if the test focuses on narrative texts, it should not include questions that assess unrelated knowledge.
- c. Face Validity, this involves a subjective assessment of whether the test appears relevant and appropriate for its intended purposes. For instance, asking colleagues to review the test and provide feedback on its clarity and relevance.
- d. Pilot testing, this involves administering the test to a small group of students before the actual study to identify any issues with question clarity or relevance. Feedback from this group can help refine the test.
- e. Statistical Validation, after conducting the tests, analysing the results can help determine if the questions effectively differentiate between students with varying levels of reading comprehension.

F. Data Analysis Technique

The data obtained from both the control and experimental classes were analysed using SPSS version 23. This version of SPSS was chosen because it provides comprehensive statistical tools and user-friendly features that are suitable for educational research, ensuring accuracy and efficiency in data processing. The analysis addressed the research question: “Was there an effectiveness of using the Webtoon Application on narrative reading comprehension?” SPSS version 23 was utilized to perform statistical tests to determine whether the Webtoon Application had a significant impact on reading comprehension.

The researcher employed an independent sample t-test to analyse the scores between the control class and the experimental class. This test was used because it is effective in comparing the means of two unpaired samples to determine whether there was a significant difference between them. Additionally, a Parametric Statistical Significance Test was applied, as it is appropriate for analyzing data that meet the assumptions of normal distribution and homogeneity of variance. The formula for the independent sample t-test is as follows:¹⁰

¹⁰ Burhan Nurgiyantoro, Gunawan, and Marzuki, *Statistik Terapan Untuk Ilmu Sosial (Teorib& Praktik dengan IBM SPSS Statistic)* (Gajah Mada University Press, 2019), p.193.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s_{\bar{x}_1} - s_{\bar{x}_2}}$$

\bar{x}_1 = The mean of sample 1.

\bar{x}_2 = The mean of sample 2.

$s_{\bar{x}_1} - s_{\bar{x}_2}$ = The standard error of the difference between the means of the two samples.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. The Description of Research Location

This chapter contains the descriptions of the research location, such as visions and missions, structure and infrastructure of research location, also the profile of Junior High School 1 Punggur. This research took at Junior High School 1 Punggur in Central Lampung which is located on Pendidikan No. 2 Street, Tanggulangin, Punggur, Central Lampung. This School is situated on Government owned land with a total area of 18,230 m², and currently, it has a building area of 3,773 m².

Junior High School 1 Punggur led by Mrs. Siti Asiyah, M.Pd. The vision of this school was become “to cultivate students who are pious, intelligent, skilled, and cultures”. Moreover, the application of the vision, it consists some missions, namely:

1. To develop a school culture grounded in noble character to enhance devotion to God Almighty.
2. To create a student profile with noble character and dedication to worship.
3. To develop independent, critical-thinking, and creative students capable of overcoming challenges with innovative ideas and skills.

4. To facilitate both academic and non-academic activities so that students can participate from the regional level (Central Lampung) to the national level.
5. To improve adaptive, character-driven, and quality-assured educational management.
6. To create a school environment that fosters intellectual, social, emotional, skill development, and local cultural growth within the global diversity.
7. To develop school facilities and infrastructure that meet national standards.
8. To promote entrepreneurship based on local resource wisdom.
9. To engage in environmental protection and sustainability activities, both inside and outside the school, to achieve a green and clean environment.
10. To foster a healthy school culture, instilling love and care for the environment.
11. To establish a child-friendly school by implementing anti-violence and anti-discrimination policies among school members (bullying).
12. To apply school regulations in accordance with legal principles and good ethics.

Today, Junior High School 1 Punggur has three grades consist of VII, VIII, IX grade. Then, total of the students of this school can be identified in this table below:

Table 4.1

The Total Students of Junior High School 1 Punggur

No	Class	Total of Class	Total of Students		
			Male	Female	Total
1.	VII	8	137	126	263
2.	VIII	8	128	131	259
3.	IX	8	135	133	268
Total of Students			400	390	790

B. Description of Research Data

In this research, the researcher chose class VIII 1 and VIII 2 of the eighth-grade students of Junior High School 1 Punggur. The experimental class was class VIII 1 that consist of 35 students and the control class was class VIII 2 consist of 35 students. The test was conducted to see whether the Webtoon Application was effective or not on the narrative reading comprehension. The test was conducted to see whether Webtoon Application was effective or not on the narrative reading comprehension of the eighth-grade students of Junior High School 1 Punggur.

1. The Result of Pre-test (Experimental Class)

Pre-test in experimental class was conducted on Tuesday, 7th October, 2024. The researcher used Pre-test before giving treatment to find out prior knowledge about students narrative reading comprehension. The test administered by offline with the question consist of 20 multiple choices with four options and just one correct answer. The highest score was 80 and the lowest score was 40 with the total score 1890. Based on the data, the total interval class of Pre-test was 6. The data can be seen on the table and graphic below:

Table 4.2

The Result of Pre-test (Experimental Class)

No	Interval Class	Fi	Mean	Median	Mode
1.	40-45	7	54	55	55
2.	46-51	4			
3.	52-57	8			
4.	58-63	3			
5.	64-69	3			
6.	70-75	6			
7.	76-81	4			

Based on table 4.1 and figure 4.1 above, it can be concluded that 23 students as the researcher sample can be divided: First, the number of students that got score 40-45 was 7 students. Therefore, the number of students that got score 46-51 was 4 students. Then, the number of students that got score 52-57 was 8 students and the number of students that got score 58-63 was 3 students and score 64-69 was 3 students and 70-75 was 6 students. The last, number of

students that got score 76-81 was 4 students. Moreover, the mean of Pre-test in experimental class was 54.

2. The Result of Post-test (Experimental Class)

After the researcher gave the Pret-test, on Tuesday, 7th October, 2024. The researcher distributed Post-test on Monday, 14th October, 2024. Before the researcher give the Post-test, researcher give the treatment to the students using the Webtoon Application with the title “The Sound of Magic” by Annarasumanara from prolog until episode 8. Moreover, the researcher gave the Post-test to know the students narrative reading comprehension after use the treatment. The test was followed by 35 students. The total of interval class was 5. It can be seen on the table below:

Table 4.3
The Result of Post-test (Experimental Class)

No	Interval Class	Fi	Mean	Median	Mode
1.	60-64	1	79.43	80	80
2.	65-69	4			
3.	70-74	7			
4.	75-79	3			
5.	80-84	9			
6.	85-89	6			
7.	90-94	5			

From the table 4.3 and figure 4.2 about the result of Post-test in experimental class, the highest score was 90 and the lowest score was 60 with the total score 2780. Based on the data, the mean was 79.43 and the result study of the students can be divided: first, the number of students that got score 60-64 was 1 student. Then, the number of students that got score 65-69 was 4 students. Next, the number of students that got score 70-74 was 7 students.

Furthermore, the number of the student that got score 75-79 was 3 students, the number of students that got score 80-84 was 9 students, the number of students that got score 85-89 was 6 students. Then the last, the number of students that got score 90-94 was 5 students. From the data, it can conclude that students' Post-test score in experimental class bigger than Pre-test score before using Webtoon Application.

3. The Result of Pre-test (Control Class)

The pre-test was administered on Tuesday, 7th October, 2024. Pre-test administered by offline with the questions consist of 20 multiple choices with four options and just one correct answer to determine the previous students' narrative reading comprehension. It was followed by 35 students. The data can be seen on the table and graphic below:

Table 4.4

The Result of Pre-test (Control Class)

No	Interval Class	Fi	Mean	Median	Mode
1.	35-41	9	49.71	60	40
2.	42-48	5			
3.	49-55	6			
4.	56-62	6			
5.	63-69	1			
6.	70-76	5			
7.	77-83	3			

Based on the table 4.4 and figure 4.3 above, it can be seen that the mean of students' score was 49.71. The highest score was 80 and the lowest score was 35 with the total score 1655. Furthermore, based on the data the result study of the student can be divided: First, the student that got score 35-41 was 9 students. The student that got score 42-48 was 5 students. Next, the number of students that got score 49-55 was 6 students. The number of students that got score 56-62 was 6 students. The number of students that got score 63-69

was 1 student. The number of students that got score 70-76 was 5 students and the last, number of students that got to score 77-83 was 3 students.

4. The Result of Post-test (Control Class)

The Post-test was conducted on Monday, 14th October, 2024. Post-test in control class distributed by offline in the class. The result of Post-test in control class with the total score 1556. The data can be seen on the table below:

Table 4.5

The Result of Post-test (Control Class)

No	Interval Class	Fi	Mean	Median	Mode
1.	50-56	6	63.00	70	60
2.	57-63	4			
3.	64-70	10			
4.	71-77	4			
5.	78-84	2			
6.	85-90	9			

Furthermore, based on the table 4.5 and the graphic 4.4 above, the students' result can be divided: First, the number of students that got score 50-56 was 6 students. The number of students that got to score 57-63 was 4 students. Next, the number of students that got score 64-70 was 10 students. Then the number of students that got score 71-77 was 4 students and the number of students that got score 78-84 was 2 students. And the last, the number of students that got score 85-90 was 9 students.

C. Hypothesis testing

After applying the documentation and test the strategy, the researcher analysed the data by using SPSS 23 version to determine the effectiveness of using Webtoon Application on narrative reading comprehension of the eighth grade of Junior High School 1 Punggur, as follow:

(Ho): Accepted, if there is no significant effect of using Webtoon on narrative reading comprehension of the eighth of Junior High School 1 Punggur.

(Ha): Accepted, if there is a significant effect of using Webtoon on narrative reading comprehension of the eighth of Junior High School 1 Punggur.

1. The Result of Normality Test

Normality test is a test that used to determine whether a data is normally distribution.¹ The researcher test normality test after got the score from the students, the researcher used SPSS 23 version. The normality test used to determine whether the student's Pre-test and Post test score are normally distributed or not. These are hypotheses as following:

Ho: Data do not come from a normally distributed population.

Ha: Data from come from a normally distributed population.

Table 4.6 Test of Normality

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The result study of student	Post-test Control	.117	35	.200*	.939	35	.226
	Post-test Experiment	.186	35	.200*	.892	35	.213
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on table test of normality above, by the Kolmogorov-Smirnov it can be seen that Sig. in the Post-test of experimental class was 0.200 and Sig. on the control class was 0.200. The standard value is $>\alpha = 0.05$. It means that sig value in both classes was bigger than standard value. Therefore, based on the

¹ Burhan Nurgiyantoro, Gunawan, and Marzuki, *Statistik Terapan Untuk Penelitian Ilmu Sosial (Teori & Praktik dengan IBM Statistic 21)* (Gajah Mada University Press, 2019). P.115

result of test normality above, it concluded the data from the normally distributed population.

2. The Result of Homogeneity Test

The Homogeneity test is the test performed to determine two or more of the data samples that come from the population have variants the same (homogeny). The researcher tested the homogeneity test after got the score of students in the Control Class and Experimental Class by using SPSS 23 Version. The criteria of the data are as follows:

Ho: The variance of the data is not homogeneous when sig $\alpha = < 0.05$

Ha: The variance of the data is homogenous when sig $\alpha = > 0.05$

Table 4.7 Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
The result study of student	Based on Mean	.536	1	38	.469
	Based on Median	.474	1	38	.495
	Based on Median and with adjusted df	.474	1	37.138	.495
	Based on trimmed mean	.563	1	38	.458

Based on result of Homogeneity test, it can be seen that significant value based on mean was. 0.469. The standard value is $\alpha = > 0.05$. it means that the variance of data is homogenous.

3. Result of Hypothesis Test

Based on the previous explanation that the normality and homogeneity, the researcher used a T-test by independent T-test for the hypothetical test. The hypothesis as follows:

Ha: There is a significant difference effect after Webtoon used on narrative reading comprehension of the eighth grade of Junior High School 1 Punggur.

Ho: There is no significant difference effect after Webtoon used on narrative reading comprehension of the eighth grade of Junior High School 1 Punggur.

The criteria acceptance or rejection of the hypothesis for the hypothetical T-test as following:

Ha is Accepted if Sig. Value $< \alpha$ 0.05

Ho is Accepted if Sig. Value $> \alpha$ 0.05

Table 4.8 Group Statistics

Group Descriptive Statistics					
	Class	N	Mean	Std. Deviation	Std. Error
The result study of student	Post-test Experimental	35	79.43	10.977	1.312
	Post-test Control	35	63.00	13.952	1.714

Based on the table above, it is known that the total of the student for the control class and experimental class is 70 students. The mean of control class is 63.00 while the experimental class it is 79.43. Thus, statistically descriptive it concluded there is a difference in the mean students learning outcomes between the control class and the experimental class. Furthermore, to prove whether this difference means significant or not, it is necessary to interpret the independent sample T-test table below:

Table 4.9 Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The result of Student	Equal variances assumed	5.226	.025	2.607	70	.011	6.571	2.520	1.542	11.601
	Equal variances not assumed			2.607	61.191	.011	6.571	2.520	1.532	11.611

Based on the independent sample T-test above in equal variances assumes, the value of significant generated Sig. (2 tailed) is 0.011 and standard value is $\alpha < 0.05$. So, it is conclusion from the data analysis H_0 is rejected and H_a is accepted. This leads the researcher to conclude that there is a significant difference in the effect of using Webtoon on narrative reading comprehension of the eighth grade of Junior High School 1 Punggur.

D. Discussion

This session talks about the discussion based on the findings of the research. It is concerned about the effect of using Webtoon Application on narrative reading comprehension of the eighth grade of Junior High School 1 Punggur. Furthermore, it can be seen from the Pre-test and Post-test result. The researcher was conducted at the eighth grade of Junior High School 1 Punggur, specifically class VIII 1 and class VIII 2. The result of the data analysis describe that the students mean scores better than in the experimental class that has use treatment than control class not use the treatment. The researcher was tested by using the independent sample T-test formula to investigate whether there is a positive and significant difference between the result of the students in the experimental class and the control class on narrative reading comprehension of the eighth grade of Junior High School 1 Punggur.

Based on the research data, the researcher analysed that mean score of Post-test in experimental class and control class was different. In experiment class, the students got mean 79.43 was higher than the control class. After that interpreting based on the calculation of whether there is a positive and significant effect aster using Webtoon Application on narrative reading comprehension of the eighth grade of Junior High School 1 Punggur.

Hypothetical test was used to measure the effect of using Webtoon Application on narrative reading comprehension of the eighth grade of Junior High School 1 Punggur. The criteria of acceptance of rejection of hypothesis for the hypothetical T-test was H_a accepted if Sig. Value $< \alpha$ 0.05. H_0 is accepted if Sig. Value $> \alpha$ 0.05. if H_a is accepted, it means that there is a positive a significant effect of using Webtoon Application on narrative reading comprehension. While H_0 is accepted, it means that there is no positive and significant effect of using Webtoon Application on narrative reading comprehension.

The research was tested by using independent sample T-test formula. The score of T-test by on the Sog. (2 Tailed) is 0.024 was smaller than $\alpha = 0.05$. It means that, H_a is accepted and H_0 is rejected. There was a significant difference in the result of the control class and the experimental class. Based on the result of these calculations, the researcher can conclude that there is a positive and significant effect of using Webtoon Application on narrative reading comprehension.

Using Webtoon Application in narrative reading comprehension learning process created interesting and enjoyable in classroom because the format and function of Webtoon lead readers to enjoy images and follow quick access of storyline. The fact showed that there was a change in the number of students who got lower score after using the treatment.

E. Limitation of Study

This research was conducted at the eighth grade of Junior High School 1 Punggur. Especially, class VIII 1 as the control class and VIII 2 as the experiment class about the effectiveness of using Webtoon Application on narrative reading comprehension. So, the result of this research was limited only to this class and this research cannot be generalized. If this research was doing different place, subject, time, and population possibility the result of this research will be different also.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the data, the researcher concluded that using the Webtoon Application was effective in improving the narrative reading comprehension of the eighth-grade students at Junior High School 1 Punggur. The purpose of this research was to determine whether there was a positive and significant effect of using the Webtoon Application on the narrative reading comprehension of the eighth-grade students. This research employed a quantitative approach and was conducted with 70 students divided into two classes. The study utilized two types of variables: the independent variable (Webtoon Application) and the dependent variable (Students' Narrative Reading Comprehension). The researcher used a cluster random sampling technique to select the sample.

The research instrument comprised a 20-item multiple-choice test with four options and one correct answer, designed to evaluate the effect of using Webtoon. Pre-test and post-test questions were administered, with the pre-test conducted before the treatment and the post-test conducted after the treatment. The results showed that using Webtoon had a positive and significant effect on students' narrative reading comprehension. The mean post-test score in the experimental class was 79.43, while the mean post-test score in the control class was 63.00.

This revealed that the post-test scores of students in the experimental class were higher than those in the control class. The statistical analysis supported this conclusion, with the Sig. (2-tailed) value of the equal variance assumed in the independent sample test table being 0.011, which is less than $\alpha = 0.050$, indicating that the alternative hypothesis (H_a) was accepted.

The findings align with the theory that integrating digital tools like Webtoon enhances student engagement and comprehension in narrative reading. According to Krashen's Input Hypothesis, meaningful and engaging input is crucial for language acquisition. The Webtoon Application provides visually enriched, contextually meaningful narratives that appeal to students, fostering better comprehension. Similarly, Harmer emphasized the role of modern tools in making reading activities more accessible and enjoyable for students.

These results are consistent with previous studies, such as Effendy, which concluded that Webtoon significantly improved students' narrative reading comprehension by offering an interactive and engaging medium for learning. Additionally, studies on other digital storytelling platforms, such as Wattpad, have reported similar findings, further supporting the claim that modern digital tools positively affect reading comprehension. In conclusion, this research confirms that using the Webtoon Application effectively enhances students' narrative reading comprehension, aligning with established theories and prior studies in the field of digital-based reading instruction.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestion to the side that related as the considered as follows:

1. For the Students

The researcher suggested for the students, especially at the eighth grade of Junior High School, there are many media or application that can students used. One of the media are Webtoon Application, reading Webtoon effective to encourage students on narrative reading comprehension.

2. For the teachers

The teacher can try this application as a media in learning process to develop students on narrative reading comprehension. It can make the learning more enjoyable and make interest of the students.

3. For the Headmaster

The headmaster might try this application to make something new of the students and teachers experience, because in the classroom the student and the teachers not ever use this application.

4. For Further Researcher

Other researchers should focus on other aspects of English teaching and learning process. Further researchers can estimate the implementation of using Webtoon and other variables with learning materials.

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Appendix 1. The Result of Pre-Test (Experimental Class)

No	Participant	Score
1.	P1	50
2.	P2	45
3.	P3	60
4.	P4	55
5.	P5	40
6.	P6	75
7.	P7	80
8.	P8	80
9.	P9	75
10.	P10	50
11.	P11	55
12.	P12	80
13.	P13	80
14.	P14	55
15.	P15	65
16.	P16	45
17.	P17	45
18.	P18	55
19.	P19	75
20.	P20	75
21.	P21	65
22.	P22	55
23.	P23	60
24.	P24	70
25.	P25	70
26.	P26	60
27.	P27	55
28.	P28	45
29.	P29	45
30.	P30	40
31.	P31	50
32.	P32	50
33.	P33	55
34.	P34	65
35.	P35	55

Appendix 2. The Result of Post-Test (Experimental Class)

No	Participant	Score
1.	P1	80
2.	P2	70
3.	P3	85
4.	P4	85
5.	P5	80
6.	P6	85
7.	P7	90
8.	P8	90
9.	P9	80
10.	P10	65
11.	P11	70
12.	P12	90
13.	P13	90
14.	P14	70
15.	P15	85
16.	P16	65
17.	P17	65
18.	P18	70
19.	P19	80
20.	P20	80
21.	P21	70
22.	P22	70
23.	P23	85
24.	P24	85
25.	P25	80
26.	P26	75
27.	P27	65
28.	P28	60
29.	P29	80
30.	P30	80
31.	P31	75
32.	P32	80
33.	P33	75
34.	P34	90
35.	P35	70

Appendix 3. The Result of Pre-Test (Control Class)

No	Participant	Score
1.	P1	40
2.	P2	35
3.	P3	50
4.	P4	50
5.	P5	45
6.	P6	60
7.	P7	60
8.	P8	65
9.	P9	70
10.	P10	50
11.	P11	75
12.	P12	70
13.	P13	50
14.	P14	60
15.	P15	40
16.	P16	40
17.	P17	45
18.	P18	80
19.	P19	75
20.	P20	80
21.	P21	45
22.	P22	40
23.	P23	75
24.	P24	40
25.	P25	60
26.	P26	60
27.	P27	80
28.	P28	50
29.	P29	50
30.	P30	40
31.	P31	40
32.	P32	40
33.	P33	45
34.	P34	45
35.	P35	60

Appendix 4. The Result of Post-Test (Control Class)

No	Participant	Score
1.	P1	70
2.	P2	65
3.	P3	70
4.	P4	70
5.	P5	55
6.	P6	75
7.	P7	80
8.	P8	75
9.	P9	75
10.	P10	65
11.	P11	85
12.	P12	85
13.	P13	65
14.	P14	90
15.	P15	60
16.	P16	60
17.	P17	75
18.	P18	90
19.	P19	90
20.	P20	90
21.	P21	65
22.	P22	50
23.	P23	85
24.	P24	55
25.	P25	85
26.	P26	80
27.	P27	85
28.	P28	65
29.	P29	60
30.	P30	70
31.	P31	60
32.	P32	55
33.	P33	70
34.	P34	55
35.	P35	55

Appendix 5. LESSON PLAN

(CLASS EXPERIMENT)

A. Informasi Umum

Class/Fase Capaian	VIII/Fase D
Bab/Sub Bab	<i>Reading Comprehension</i>
Topic	Narrative Text
Time	1 x 2 JP
Sarana Prasarana	Laptop/Smartphones, Webtoon Application
Target Peserta Didik	Reguler
Profil Pelajar Pancasila	Mandiri, Bernalar Kritis, Kreatif.
Material	<i>Narrative and Webtoon Application</i>
Moda Pembelajaran	Tatap Muka

B. Komponen Inti

Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi elemen-elemen di dalam teks yang dibaca di Webtoon.
2. Peserta didik mampu menganalisis dan mendiskusikan cerita yang dibaca menggunakan aplikasi Webtoon.
3. Peserta didik mampu meningkatkan pemahaman membaca secara kritis dan kreatif melalui pengalaman membaca di Webtoon.

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran untuk mengetahui kesiapan belajar peserta didik.
2. Guru menyiapkan bahan ajar menggunakan aplikasi Webtoon.

C. Kegiatan Pembelajaran

Kegiatan Pendahuluan (15 Menit)

1.	Guru meminta ketua kelas untuk memimpin do'a sebelum belajar.
2.	Guru memberikan salam pembuka dan mengecek kehadiran peserta didik.
3.	Guru memberikan motivasi kepada peserta didik pentingnya belajar terkait materi tersebut.
4.	Guru memperkenalkan aplikasi Webtoon dan cara mengunduh serta menggunakannya.

Kegiatan Inti (60 Menit)

1.	Guru memberikan informasi tentang teks narrative yang akan dipelajari, termasuk ciri-ciri dan struktur teks.
2.	Guru meminta peserta didik untuk mencari cerita berjudul " The Sound of Magic: Annarasumanara ", atau buka link berikut: https://m.webtoons.com/id/fantasy/annasumanara/list?title-no=4293
3.	Peserta didik membaca text dan mencatat informasi penting.
4.	Peserta didik diajak untuk mengidentifikasi dan mendiskusikan dari text yang dibaca.
5.	Guru memberikan ruang bagi peserta didik untuk berdiskusi dan bertanya terkait text yang dibaca.
7.	Guru mengapresiasi peserat didik yang aktif selama pembelajaran dan memberikan feedback.

Kegiatan Penutup (5 Menit)

1.	Guru bersama peserta didik melakukan refleksi terkait keseluruhan proses pembelajaran yang telah dilalui sehingga membangun semangat dan motivasi dalam belajar bahasa Inggris.
3.	Guru bertanya terkait pembelajaran hari ini - Materi apa yang telah kita pelajari hari ini? - Apakah pembelajaran hari ini menyenangkan? - Apakah penyampaian materi dipahami dengan baik?
4.	Guru meminta ketua kelas untuk memimpin doa sebagai penutup pembelajaran.
5.	Guru mengucapkan salam penutup.

D. Sumber Belajar

1. Bahan Bacaan Guru dan Peserta Didik Buku English for Nusantara Untuk SMP/Mts Kelas VIII Penerbit Pusat Perbukuan Kompleks Kemdikbudristek Jalan RS. Fatmawati, Cipete, Jakarta Selatan
<https://buku.kemdikbud.go.id>
2. Internet Source
3. Kamus Bahasa Inggris
4. Webtoon Application
5. Sumber pendukung lainnya

E. Instrument Penilaian

1. Multiple Choice

Jumlah Soal	Keterangan	Skor
20 Butir Soal	Jawaban Benar	5
	Jawaban Salah	0

Jumlah Skor Maksimal : $20 \times 5 = 100$
Penilaian : $\frac{\text{Jumlah Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

2. Standard of Assessment

Score	Explanation
≥ 70	Complete
< 70	Incomplete

3. English Score

Indikator pencapaian kompetensi	Teknik Penilaian	Instrument
Menganalisis struktur teks dan unsur kebahasaan	Teks tertulis	Multiple choice
Mendapatkan makna dalam teks	Teks tertulis	Multiple choice

Punggur, October, 2024

Collaborator,



Siti Asiyah, M.Pd.

NIP 197107201997022002

Researcher,

A handwritten signature in black ink, appearing to read "Annisa Nur Rizky".

Annisa Nur Rizky

Std Number. 2101052003

Appendix 6. PRE-TEST

Directions:

1. Write down your name, class, and date completely on the answer sheet!
2. Read the story. Then answer the question below!
3. Choose A, B, C, or D based on the correct answer! Read the text carefully!

Snow White

One day, there was a queen sitting near a very beautiful window while tailoring and seeing the snow. Accidentally, her finger was pierced by a sewing needle so that three drops of blood dripped out. The drops of blood fell down on the snow. The red color of the blood which was stuck in the white of the snow looked very pretty. Suddenly the queen thought "If only I had a child whose skin was as white as snow and whose lips were as red as blood".

As the time went by, finally a queen gave birth to a very pretty princess whose skin was as white as snow and whose lips were as red as blood. The queen grew up as a very pretty and kind-hearted girl. She was called Snow White. However, when Snow White was a teenager, the queen died because of an illness. After the queen's death, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant.

Every day the queen stood in front of her magic mirror while asking "Who is the most beautiful woman in the land?" and the mirror always answered, "You are the most beautiful one of all." The new queen asked the same question every day and the mirror always answered the same thing. But one day the mirror answered that the queen was so beautiful but Snow White was much more beautiful than the queen. It made the queen so angry that she gave orders to one of her Huntsmen to take Snow White into the woods and kill her.

The Huntsman had such a kind heart that he couldn't do the deed. He told her to run away. While fleeing into the woods, she found a place in which seven dwarfs lived. Their house was small and strange. Snow White entered the little house and found it very untidy. Then, she started to clean up the entire house. In the upstairs she found seven little beds. She was so exhausted that she stretched out on one of the beds. Not long after that, she was asleep on the bed. When the Dwarfs came home, they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. She lived there together happily.

Unfortunately, The Queen discovered the place where Snow White was living and disguising herself as a witch. She then took a poisoned apple and set out for the

Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness. Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, the prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy at that time. The prince took Snow White to his palace where they were married and lived happily ever after.

Answer the Question Below!

1. Where was the queen sitting at the beginning of the story?
 - A. Near a fireplace
 - B. Near a very beautiful window
 - C. Near a river
 - D. Near a garden

2. What happened to the queen while she was tailoring?
 - A. She cut her finger
 - B. She accidentally pricked her finger with a sewing needle
 - C. She lost her needle
 - D. She broke the needle

3. What did the queen wish for after seeing the three drops of blood on the snow?
 - A. To have a child whose skin was as white as snow and whose lips were as red as blood
 - B. To have a child with magical powers
 - C. To have a son who is strong and brave
 - D. To become the most beautiful woman in the land

4. What happened to the queen after Snow White was born?
 - A. She lived happily ever after
 - B. She died from an illness
 - C. She moved to another kingdom
 - D. She became a servant

5. What did the new queen ask her magic mirror every day?
 - A. "Who is the fairest of them all?"
 - B. "Who is the most powerful in the land?"
 - C. "Who is the kindest of them all?"
 - D. "Who is the most beautiful woman in the land?"

6. How did the queen react when the mirror said Snow White was more beautiful than her?

- A. She congratulated Snow White
 - B. She ignored it
 - C. She became very angry and ordered a Huntsman to kill Snow White
 - D. She decided to move away
7. What did the Huntsman do instead of killing Snow White?
- A. He took her to another kingdom
 - B. He told her to run away
 - C. He hid her in a cave
 - D. He took her back to the castle
8. What did Snow White do when she found the house of the seven dwarfs?
- A. She asked for food
 - B. She cleaned up the entire house
 - C. She stole their belongings
 - D. She ran away
9. How did the queen try to kill Snow White the second time?
- A. By giving her a poisoned comb
 - B. By pushing her off a cliff
 - C. By giving her a poisoned apple
 - D. By setting the house on fire
10. How did Snow White wake up from her unconscious state?
- A. The dwarfs gave her a magic potion
 - B. The prince kissed her
 - C. She woke up on her own
 - D. A fairy revived her
11. What did the queen see after her finger was pricked by the needle?
- A. Three drops of blood on the floor
 - B. Three drops of blood on the snow
 - C. A single drop of blood on her dress
 - D. Blood on her sewing needle

12. How did the new queen treat Snow White after she became queen?
 - A. Like a daughter
 - B. As a servant
 - C. As a friend
 - D. With kindness

13. Where did the Huntsman tell Snow White to go?
 - A. To the next kingdom
 - B. To the village
 - C. Into the woods
 - D. To the river

14. What did the seven dwarfs do when they found Snow White in their house?
 - A. They asked her to leave
 - B. They decided to let her stay after some argument
 - C. They were afraid of her
 - D. They called the king

15. How did the queen disguise herself to reach Snow White?
 - A. As a peasant woman
 - B. As a witch
 - C. As a peddler
 - D. As a knight

16. What did Snow White find upstairs in the dwarfs' house?
 - A. A treasure chest
 - B. Seven little beds
 - C. A magical mirror
 - D. A hidden door

17. What did Snow White promise to do for the dwarfs?
 - A. Clean the house and cook
 - B. Work in the mines
 - C. Protect them from the queen
 - D. Share her wealth

18. What did the dwarfs build for Snow White when they thought she was dead?
 - A. A wooden coffin
 - B. A stone tomb
 - C. A glass coffin
 - D. A golden casket

19. How did the prince find Snow White?
 - A. He followed the queen

- B. He was riding through the forest and stumbled upon her
- C. The dwarfs called him
- D. He saw her reflection in the magic mirror

20. Where did Snow White and the prince live after their marriage?

- A. In the dwarfs' cottage
- B. In a new kingdom
- C. In the prince's palace
- D. In Snow White's old castle

Appendix 7. POST-TEST

Directions:

1. Write down your name, class, and date completely on the answer sheet!
2. Read the story. Then answer the question below!
3. Choose A, B, C, or D based on the correct answer! Read the text carefully!

The Ant and the Dove

Text 1 (for questions 1-7)

One hot day, an ant was seeking some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Answer the Question Below!

1. What was the ant looking for?
 - A. Food
 - B. Water
 - C. Shelter
 - D. A friend
2. Where did the ant fall?
 - A. In the grass
 - B. Into a hole
 - C. Into the water
 - D. On the ground

3. Who helped the ant when she was in trouble?
 - A. A hunter
 - B. A bird
 - C. A dove
 - D. Another ant

4. What did the dove do to save the ant?
 - A. Dropped a leaf into the water
 - B. Flew down to pick her up
 - C. Called for help
 - D. Moved the grass

5. How did the ant repay the dove's kindness?
 - A. She called other ants to help
 - B. She bit the hunter on the heel
 - C. She saved the dove from drowning
 - D. She warned the dove of danger

6. What happened to the hunter when the ant bit him?
 - A. He ran away
 - B. He fell into the water
 - C. He dropped his net
 - D. He caught the dove

7. What is the moral of the story?
 - A. Teamwork always wins
 - B. Kindness is often repaid
 - C. Never give up hope
 - D. Danger can come at any moment

The Lion and The Mouse

Text 2 (for questions 8-15)

When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. "Please, King," begged the Mouse, "Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you." The Lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry loud roars.

The Little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free "There!" said the Mouse proudly, " You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion."

Answer the Question Below!

8. What awakened the Lion from his sleep?
 - A. A loud noise
 - B. A tiny Mouse running across his body
 - C. The hunters' trap
 - D. The sound of other animals

9. What did the Lion do when he caught the Mouse?
 - A. He swallowed it whole
 - B. He let the Mouse go after hearing its plea
 - C. He ignored it and went back to sleep
 - D. He put the Mouse in a cage

10. What did the Mouse promise the Lion?
 - A. To bring him food
 - B. To help him someday
 - C. To lead him out of the forest
 - D. To never return to his lair

11. Why did the Lion let the Mouse go?
 - A. He found the Mouse's promise amusing
 - B. He was tired
 - C. He was distracted by the hunters
 - D. The Mouse escaped on its own

12. How did the Lion get into trouble later?
 - A. He got lost in the forest
 - B. He was caught in a net laid by hunters
 - C. He fell into a trap set by the Mouse
 - D. He was injured while hunting

13. How did the Mouse help the Lion?
 - A. He brought other animals to help
 - B. He chewed through the net to free the Lion
 - C. He scared away the hunters
 - D. He gave the Lion food

14. What did the Mouse say to the Lion after freeing him?
 - A. "You should have listened to me earlier."
 - B. "Even a tiny Mouse can help a mighty Lion."
 - C. "Next time, don't fall into a trap."
 - D. "Thank you for letting me go."

15. What is the moral of the story?
 - A. Never trust small animals
 - B. A small act of kindness can be repaid
 - C. Strength is more important than size
 - D. Always be cautious of traps

The Legend of Surabaya

Text 3 (for questions 16-20)

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in the sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy," said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Answer the Question Below!

16. Who were Sura and Baya?
 - A. Two lions
 - B. A shark and a crocodile
 - C. A fish and a bird
 - D. Two tigers

17. What caused the first fight between Sura and Baya?
 - A. They were hungry
 - B. They were fighting over territory
 - C. They both wanted to eat a goat
 - D. They were enemies from the start

18. Where did Sura and Baya agree to live after the first fight?
 - A. Sura lived in the river and Baya lived on the beach
 - B. Sura lived in the sea and Baya lived on land
 - C. Both lived in the sea
 - D. They both moved to the forest

19. Why did Sura come to the land again?
 - A. To make peace with Baya
 - B. To find more food because there wasn't much in the sea
 - C. To fight with Baya again
 - D. To explore new territory

20. What was the result of their final fight?
 - A. Baya gave up and went to the sea

- B. Sura won the fight and took over the land
- C. Sura gave up and returned to the sea
- D. Both of them decided to share the land

Appendix 8. ANSWER KEY OF PRE-TEST

1. B

2. B

3. A

4. B

5. D

6. C

7. B

8. B

9. C

10. B

11. B

12. B

13. C

14. B

15. B

16. B

17. A

18. C

19. B

20. C

Appendix 9. ANSWER KEY OF POST-TEST

- 1. B**
- 2. C**
- 3. C**
- 4. A**
- 5. B**
- 6. C**
- 7. B**
- 8. B**
- 9. B**
- 10. B**
- 11. A**
- 12. B**
- 13. B**
- 14. B**
- 15. B**
- 16. B**
- 17. C**
- 18. B**
- 19. B**
- 20. C**

Appendix 10. Students Answer Sheet

(40)

PRE-TEST
Answer Sheet

Name: Azahwa Sababita Foteriya
Class : 81
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	<input checked="" type="checkbox"/>	C	D	6	A	B	<input checked="" type="checkbox"/>	D	11	A	B	<input checked="" type="checkbox"/>	D	16	A	B	<input checked="" type="checkbox"/>	D
2	A	<input checked="" type="checkbox"/>	C	D	7	A	<input checked="" type="checkbox"/>	C	D	12	<input checked="" type="checkbox"/>	B	C	D	17	A	B	<input checked="" type="checkbox"/>	D
3	<input checked="" type="checkbox"/>	B	C	D	8	A	<input checked="" type="checkbox"/>	C	D	13	A	<input checked="" type="checkbox"/>	C	D	18	<input checked="" type="checkbox"/>	B	C	D
4	A	<input checked="" type="checkbox"/>	C	D	9	<input checked="" type="checkbox"/>	B	C	D	14	<input checked="" type="checkbox"/>	B	C	D	19	A	B	<input checked="" type="checkbox"/>	D
5	A	B	C	<input checked="" type="checkbox"/>	10	A	B	<input checked="" type="checkbox"/>	D	15	A	B	<input checked="" type="checkbox"/>	D	20	<input checked="" type="checkbox"/>	B	C	D

(75)

PRE-TEST
Answer Sheet

Name: ATINA RAHYA CAHYANI
Class : 81
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	<input checked="" type="checkbox"/>	C	D	6	A	B	<input checked="" type="checkbox"/>	D	11	A	<input checked="" type="checkbox"/>	C	D	16	A	B	C	<input checked="" type="checkbox"/>
2	A	<input checked="" type="checkbox"/>	C	D	7	A	<input checked="" type="checkbox"/>	C	D	12	A	<input checked="" type="checkbox"/>	C	D	17	A	B	<input checked="" type="checkbox"/>	D
3	<input checked="" type="checkbox"/>	B	C	D	8	A	<input checked="" type="checkbox"/>	C	D	13	A	B	<input checked="" type="checkbox"/>	D	18	<input checked="" type="checkbox"/>	B	C	D
4	A	<input checked="" type="checkbox"/>	C	D	9	A	B	<input checked="" type="checkbox"/>	D	14	A	<input checked="" type="checkbox"/>	C	D	19	A	B	<input checked="" type="checkbox"/>	D
5	A	B	C	<input checked="" type="checkbox"/>	10	A	<input checked="" type="checkbox"/>	C	D	15	A	<input checked="" type="checkbox"/>	C	D	20	A	B	C	<input checked="" type="checkbox"/>

(80)

PRE-TEST
Answer Sheet

Name: Athaya Luhma Ziyuna
Class : VIII-1
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	<input checked="" type="checkbox"/>	C	D	6	A	B	<input checked="" type="checkbox"/>	D	11	A	<input checked="" type="checkbox"/>	C	D	16	A	<input checked="" type="checkbox"/>	C	D
2	A	<input checked="" type="checkbox"/>	C	D	7	A	<input checked="" type="checkbox"/>	C	D	12	A	<input checked="" type="checkbox"/>	C	D	17	<input checked="" type="checkbox"/>	B	C	D
3	<input checked="" type="checkbox"/>	B	C	D	8	A	<input checked="" type="checkbox"/>	C	D	13	A	B	<input checked="" type="checkbox"/>	D	18	A	B	<input checked="" type="checkbox"/>	D
4	A	<input checked="" type="checkbox"/>	C	D	9	A	B	<input checked="" type="checkbox"/>	D	14	A	<input checked="" type="checkbox"/>	C	D	19	A	<input checked="" type="checkbox"/>	C	D
5	A	B	C	<input checked="" type="checkbox"/>	10	A	<input checked="" type="checkbox"/>	C	D	15	A	<input checked="" type="checkbox"/>	C	D	20	A	B	<input checked="" type="checkbox"/>	D

(80)

PRE-TEST
Answer Sheet

Name: ASTIYA
Class : 81
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	<input checked="" type="checkbox"/>	C	D	6	A	B	<input checked="" type="checkbox"/>	D	11	A	<input checked="" type="checkbox"/>	C	D	16	A	<input checked="" type="checkbox"/>	C	D
2	A	<input checked="" type="checkbox"/>	C	D	7	A	<input checked="" type="checkbox"/>	C	D	12	A	<input checked="" type="checkbox"/>	C	D	17	A	<input checked="" type="checkbox"/>	C	D
3	<input checked="" type="checkbox"/>	B	C	D	8	A	<input checked="" type="checkbox"/>	C	D	13	A	B	<input checked="" type="checkbox"/>	D	18	<input checked="" type="checkbox"/>	B	C	D
4	A	<input checked="" type="checkbox"/>	C	D	9	A	B	<input checked="" type="checkbox"/>	D	14	A	<input checked="" type="checkbox"/>	C	D	19	A	B	<input checked="" type="checkbox"/>	D
5	A	B	C	<input checked="" type="checkbox"/>	10	A	<input checked="" type="checkbox"/>	C	D	15	A	<input checked="" type="checkbox"/>	C	D	20	A	B	C	<input checked="" type="checkbox"/>

(75)

PRE-TEST
Answer Sheet

Name: ANNI PUSPA PERTIWI
Class : VIII-1
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	<input checked="" type="checkbox"/>	C	D	6	A	B	<input checked="" type="checkbox"/>	D	11	A	<input checked="" type="checkbox"/>	C	D	16	<input checked="" type="checkbox"/>	B	C	D
2	A	<input checked="" type="checkbox"/>	C	D	7	A	<input checked="" type="checkbox"/>	C	D	12	A	<input checked="" type="checkbox"/>	C	D	17	A	<input checked="" type="checkbox"/>	C	D
3	<input checked="" type="checkbox"/>	B	C	D	8	A	<input checked="" type="checkbox"/>	C	D	13	A	B	<input checked="" type="checkbox"/>	D	18	A	B	C	<input checked="" type="checkbox"/>
4	A	<input checked="" type="checkbox"/>	C	D	9	A	B	<input checked="" type="checkbox"/>	D	14	A	<input checked="" type="checkbox"/>	C	D	19	<input checked="" type="checkbox"/>	B	C	D
5	A	B	C	<input checked="" type="checkbox"/>	10	A	<input checked="" type="checkbox"/>	C	D	15	A	<input checked="" type="checkbox"/>	C	D	20	A	<input checked="" type="checkbox"/>	C	D

(40)

PRE-TEST
Answer Sheet

Name: Alipia Nazwa C-F
Class : 81
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	<input checked="" type="checkbox"/>	C	D	6	A	B	<input checked="" type="checkbox"/>	D	11	<input checked="" type="checkbox"/>	B	C	D	16	<input checked="" type="checkbox"/>	B	C	D
2	A	<input checked="" type="checkbox"/>	C	D	7	A	<input checked="" type="checkbox"/>	C	D	12	A	<input checked="" type="checkbox"/>	C	D	17	A	B	C	<input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/>	B	C	D	8	A	<input checked="" type="checkbox"/>	C	D	13	A	B	<input checked="" type="checkbox"/>	D	18	A	<input checked="" type="checkbox"/>	C	D
4	A	<input checked="" type="checkbox"/>	C	D	9	A	B	C	<input checked="" type="checkbox"/>	14	A	<input checked="" type="checkbox"/>	C	D	19	A	<input checked="" type="checkbox"/>	C	D
5	A	B	C	<input checked="" type="checkbox"/>	10	A	B	C	<input checked="" type="checkbox"/>	15	<input checked="" type="checkbox"/>	B	C	D	20	A	B	C	<input checked="" type="checkbox"/>

70

PRE-TEST
Answer Sheet

Name: AMANDA SYAFI MAHARANI
Class : 82
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

50

PRE-TEST
Answer Sheet

Name: Athya Saptiana
Class : 82
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

75

PRE-TEST
Answer Sheet

Name: Cantika Putri Yudistira
Class : 82
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

70

PRE-TEST
Answer Sheet

Name: Chalisa Oktaviani
Class : 82
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

50

PRE-TEST
Answer Sheet

Name: Athya Saptiana
Class : 82
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

75

PRE-TEST
Answer Sheet

Name: Cantika Putri Yudistira
Class : 82
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

90

POST-TEST
Answer Sheet

Name: Zohwa Aiyifa Avia
Class: VII / 1
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	<input checked="" type="checkbox"/>	C	D
2	A	B	<input checked="" type="checkbox"/>	D
3	A	<input checked="" type="checkbox"/>	C	D
4	<input checked="" type="checkbox"/>	B	C	D
5	A	<input checked="" type="checkbox"/>	C	D
6	A	B	<input checked="" type="checkbox"/>	D
7	A	<input checked="" type="checkbox"/>	C	D
8	A	<input checked="" type="checkbox"/>	C	D
9	A	<input checked="" type="checkbox"/>	C	D
10	A	B	C	<input checked="" type="checkbox"/>
11	<input checked="" type="checkbox"/>	B	C	D
12	A	<input checked="" type="checkbox"/>	C	D
13	A	<input checked="" type="checkbox"/>	C	D
14	A	<input checked="" type="checkbox"/>	C	D
15	A	<input checked="" type="checkbox"/>	C	D
16	A	<input checked="" type="checkbox"/>	C	D
17	A	B	<input checked="" type="checkbox"/>	D
18	A	<input checked="" type="checkbox"/>	C	D
19	A	<input checked="" type="checkbox"/>	C	D
20	A	B	<input checked="" type="checkbox"/>	D

85

POST-TEST
Answer Sheet

Name: Nizam Ghifari A.
Class: VII - 5
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	<input checked="" type="checkbox"/>	C	D
2	A	B	<input checked="" type="checkbox"/>	D
3	A	B	<input checked="" type="checkbox"/>	D
4	<input checked="" type="checkbox"/>	B	C	D
5	A	<input checked="" type="checkbox"/>	C	D
6	A	B	<input checked="" type="checkbox"/>	D
7	A	B	<input checked="" type="checkbox"/>	D
8	A	<input checked="" type="checkbox"/>	C	D
9	A	<input checked="" type="checkbox"/>	C	D
10	A	<input checked="" type="checkbox"/>	C	D
11	<input checked="" type="checkbox"/>	B	C	D
12	A	<input checked="" type="checkbox"/>	C	D
13	A	<input checked="" type="checkbox"/>	C	D
14	A	<input checked="" type="checkbox"/>	C	D
15	A	<input checked="" type="checkbox"/>	C	D
16	A	<input checked="" type="checkbox"/>	C	D
17	A	B	<input checked="" type="checkbox"/>	D
18	<input checked="" type="checkbox"/>	B	C	D
19	<input checked="" type="checkbox"/>	B	C	D
20	<input checked="" type="checkbox"/>	B	C	D

80

POST-TEST
Answer Sheet

Name: Karisma Anatasya
Class: 81.
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	<input checked="" type="checkbox"/>	C	D
2	<input checked="" type="checkbox"/>	B	C	D
3	A	<input checked="" type="checkbox"/>	C	D
4	<input checked="" type="checkbox"/>	B	C	D
5	A	<input checked="" type="checkbox"/>	C	D
6	A	B	<input checked="" type="checkbox"/>	D
7	A	<input checked="" type="checkbox"/>	C	D
8	A	<input checked="" type="checkbox"/>	C	D
9	A	<input checked="" type="checkbox"/>	C	D
10	<input checked="" type="checkbox"/>	B	C	D
11	<input checked="" type="checkbox"/>	B	C	D
12	A	<input checked="" type="checkbox"/>	C	D
13	A	<input checked="" type="checkbox"/>	C	D
14	A	<input checked="" type="checkbox"/>	C	D
15	<input checked="" type="checkbox"/>	B	C	D
16	A	<input checked="" type="checkbox"/>	C	D
17	A	B	<input checked="" type="checkbox"/>	D
18	A	<input checked="" type="checkbox"/>	C	D
19	A	<input checked="" type="checkbox"/>	C	D
20	A	B	<input checked="" type="checkbox"/>	D

80

POST-TEST
Answer Sheet

Name: Widy Dzoky Anard
Class: 8
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	<input checked="" type="checkbox"/>	C	D
2	A	B	<input checked="" type="checkbox"/>	D
3	A	B	<input checked="" type="checkbox"/>	D
4	<input checked="" type="checkbox"/>	B	C	D
5	A	<input checked="" type="checkbox"/>	C	D
6	A	B	<input checked="" type="checkbox"/>	D
7	A	<input checked="" type="checkbox"/>	C	D
8	A	<input checked="" type="checkbox"/>	C	D
9	A	<input checked="" type="checkbox"/>	C	D
10	A	<input checked="" type="checkbox"/>	C	D
11	<input checked="" type="checkbox"/>	B	C	D
12	A	<input checked="" type="checkbox"/>	C	D
13	A	<input checked="" type="checkbox"/>	C	D
14	A	<input checked="" type="checkbox"/>	C	D
15	A	<input checked="" type="checkbox"/>	C	D
16	A	<input checked="" type="checkbox"/>	C	D
17	<input checked="" type="checkbox"/>	B	C	D
18	<input checked="" type="checkbox"/>	B	C	D
19	A	B	C	<input checked="" type="checkbox"/>
20	A	B	C	<input checked="" type="checkbox"/>

65

POST-TEST
Answer Sheet

Name: Azzahwa Sholizabilla Fazentya
Class: 8L
Date :

Please cross (X) the correct answer A, B, C, or D!

1	A	<input checked="" type="checkbox"/>	C	D
2	A	B	<input checked="" type="checkbox"/>	D
3	A	B	<input checked="" type="checkbox"/>	D
4	<input checked="" type="checkbox"/>	B	C	D
5	A	B	<input checked="" type="checkbox"/>	D
6	A	B	<input checked="" type="checkbox"/>	D
7	<input checked="" type="checkbox"/>	B	C	D
8	A	<input checked="" type="checkbox"/>	C	D
9	A	<input checked="" type="checkbox"/>	C	D
10	A	<input checked="" type="checkbox"/>	C	D
11	<input checked="" type="checkbox"/>	B	C	D
12	A	B	C	<input checked="" type="checkbox"/>
13	A	B	C	<input checked="" type="checkbox"/>
14	A	<input checked="" type="checkbox"/>	C	D
15	A	<input checked="" type="checkbox"/>	C	D
16	A	<input checked="" type="checkbox"/>	C	D
17	<input checked="" type="checkbox"/>	B	C	D
18	A	B	<input checked="" type="checkbox"/>	D
19	A	B	C	<input checked="" type="checkbox"/>
20	<input checked="" type="checkbox"/>	B	C	D

90

POST-TEST
Answer Sheet

Name: DINA SEPTIANA
Class: VII / II
Date :

Please cross (X) the correct answer A, B, C, or D!

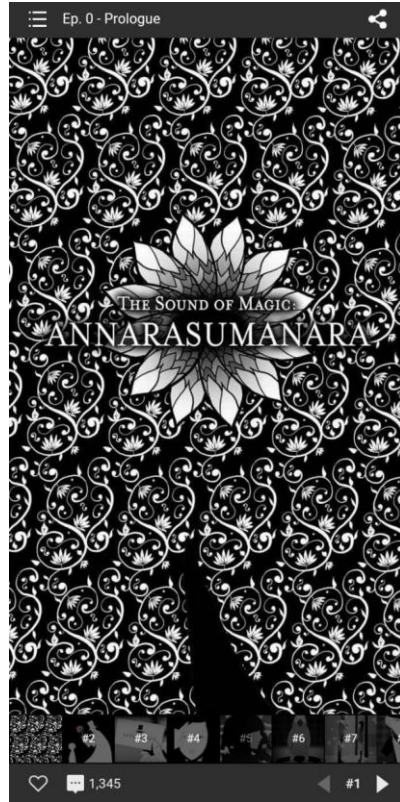
1	A	<input checked="" type="checkbox"/>	C	D
2	A	B	<input checked="" type="checkbox"/>	D
3	A	B	<input checked="" type="checkbox"/>	D
4	<input checked="" type="checkbox"/>	B	C	D
5	A	<input checked="" type="checkbox"/>	C	D
6	A	B	<input checked="" type="checkbox"/>	D
7	A	<input checked="" type="checkbox"/>	C	D
8	A	<input checked="" type="checkbox"/>	C	D
9	A	<input checked="" type="checkbox"/>	C	D
10	A	<input checked="" type="checkbox"/>	C	D
11	<input checked="" type="checkbox"/>	B	C	D
12	A	B	<input checked="" type="checkbox"/>	D
13	A	B	<input checked="" type="checkbox"/>	D
14	A	<input checked="" type="checkbox"/>	C	D
15	A	<input checked="" type="checkbox"/>	C	D
16	A	<input checked="" type="checkbox"/>	C	D
17	A	B	<input checked="" type="checkbox"/>	D
18	A	<input checked="" type="checkbox"/>	C	D
19	A	<input checked="" type="checkbox"/>	C	D
20	A	B	<input checked="" type="checkbox"/>	D

Appendix 11. Research Documentation





Appendix 12. Webtoon Application Story





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 4858/In.28.1/J/TL.00/10/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Umi Yawisah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ANNISA NUR RIZKY**
NPM : 2101052003
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE EFFECT OF USING WEBTOON APPLICATION ON
NARRATIVE READING COMPREHENSION OF THE EIGHTH
GRADE OF JUNIOR HIGH SCHOOL 1 PUNGGUR**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Oktober 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.

08/24, 13.00

IZIN PRASURVEY



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 3826/In.28/J/TL.01/08/2024
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMP NEGERI 1
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ANNISA NUR RIZKY**
NPM : 2101052003
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECT OF USING WEBTOON APLICATION
TOWARD READING COMPREHENSION IN NARRATIVE
TEXT AT EIGHT GRADE OF JUNIOR HIGH SCHOOL 1
PUNGGUR

untuk melakukan prasurvey di SMP NEGERI 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Agustus 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

30/10/24, 21.46

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4880/In.28/D.1/TL.00/10/2024
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP NEGERI 1
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4879/In.28/D.1/TL.01/10/2024,
tanggal 28 Oktober 2024 atas nama saudara:

Nama : ANNISA NUR RIZKY
NPM : 2101052003
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 1 PUNGGUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING WEBTOON APPLICATION ON NARRATIVE READING COMPREHENSION OF THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 1 PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Oktober 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN SMPN 1 PUNGGUR
NPSN : 10801933 'TERAKREDITASI - A'



Jln. Pendidikan No.2 Tanggulangin, Kec. Punggur, Kab. Lampung Tengah, 34152,
Email : admin@smpn1punggur.sch.id Website : <https://smpn1punggur.sch.id>

SURAT IZIN PENELITIAN

Nomor : 400.5/231/C.17/D.a VI.01/2024

Berdasarkan Surat dari Institut Agama Islam Negeri Metro (IAIN) Nomor : B-4880/In.28/J/D.1/TL.00/10/2024 Tanggal 28 Oktober 2024, Kepala SMP Negeri 1 Punggur Kabupaten Lampung Tengah memberi izin kepada

Nama : Annisa Nur Rizky
NPM : 2101052003
Semester : VII (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : **THE EFFECT OF USING WEBTOON APPLICATION
ON NARRATIVE READING COMPREHENSION OF
THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 1
PUNGGUR**

Untuk melakukan Penelitian di SMPN 1 Punggur dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikian surat dibuat, untuk dapat dipergunakan sebagai mana mestinya.

Punggur, 7 Oktober 2024

Kepala UPTD Satuan Pendidikan

SMPN 1 Punggur



[Signature]
NIP. 1971072011997022002



PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN SMPN 1 PUNGGUR
NPSN : 10801933 'TERAKREDITASI - A'



Jln. Pendidikan No.2 Tanggulangin, Kec. Punggur, Kab. Lampung Tengah, 34152,
Email : admin@smpn1punggur.sch.id Website : <https://smpn1punggur.sch.id>

SURAT KETERANGAN MELAKSANAKAN RESEARCH

Nomor : 400.5/236/C.17/D.a VI.01/2024

Berdasarkan Surat dari Institut Agama Islam Negeri Metro (IAIN) Nomor: B-4880/In.28/J/D.1/TL.00/10/2024 Tanggal 28 Oktober 2024, Kepala SMP Negeri 1 Punggur Kabupaten Lampung Tengah memberi izin kepada

Nama : Annisa Nur Rizky
NPM : 2101052003
Semester : VII (Tujuh)
Jurusan : Tadris Bahasa Inggris

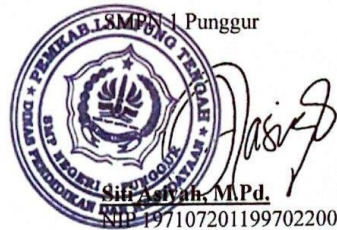
Mahasiswa tersebut diatas sudah melaksanakan Penelitian di SMP Negeri 1 Punggur Kabupaten Lampung Tengah pada Tanggal 14 Oktober 2024 dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul ***“THE EFFECT OF USING WEBTOON APPLICATION ON NARRATIVE READING COMPREHENSION OF THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 1 PUNGGUR”***

Demikian surat dibuat, untuk dapat dipergunakan sebagai mana mestinya.

Punggur, 14 Oktober 2024

Kepala UPTD Satuan Pendidikan

SMPN 1 Punggur



Siti Asyiah, M.Pd.

NIP. 197107201199702200



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296,
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Annisa Nur Rizky
NPM : 2101052003
Prodi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECT OF USING WEBTOON APPLICATION ON
NARRATIVE READING COMPREHENSION OF THE EIGHTH
GRADE OF JUNIOR HIGH SCHOOL 1 PUNGGUR

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, November 2024

Ketua Prodi TBI



Dr. Moch Deiniatur, M.Pd.B.I.
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id, pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1145/ln.28/S/U.1/OT.01/10/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Annisa Nur Rizky
NPM : 2101052003
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101052003

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 31 Oktober 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 website: www.metroiain.ac.id Email: iainmetro@metroiain.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Annisa Nur Rizky
NPM : 2101052003

Program Studi : TBI
Semester :

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	Rabu, 21 Agustus 2024		prior research → explain more → detail	
2.	Kamis, 22 Agustus 2024		chapter III use the english - written books.	
3.	Jum'at, 23 Agustus 2024		Revision is ok Acc for proposal seminar	

Mengetahui
Kepala Jurusan TBI

Dr. Much. Deiniatur.M.Pd..B.I
NIP. 498803082015031006

Dosen Pembimbing,

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: jainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Annisa Nur Rizky

Program Studi : TBI

NPM : 2101052003

Semester :

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
4.	Senin, 26 Agustus 2024	✓	Typos → revise KKM → minimum criteria? complete it	<i>Annisa Nur Rizky</i>
5.	Selasa, 27 Agustus 2024	✓	Limitasi → revise	<i>Annisa Nur Rizky</i>
6.	Rabu, 28 Agustus 2024	✓	Chapter II Enrich your theory about webform	<i>Annisa Nur Rizky</i>

Mengetahui
Kepala jurusan TBI



Dr. Much Debitatur, M.Pd., B.I
NIP. 198403082015031006

Dosen Pembimbing,

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001



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Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id, email: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Annisa Nur Rizky
NPM : 2101052003

Program Studi : TBI
Semester :

No	Hari/Tanggal	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
①	21 Oktober 2024	Acc for research instrument	

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001



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Telp. (0726) 41507, Faksimih (0725) 47296, Website: www.metrouniv.ac.id, e-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Annisa Nur Rizky
NPM : 2101052003

Program Studi : TBI
Semester :

No	Hari/Tanggal	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	Rabu 23/10-24	Revise the typos	
2.	Kamis 24/10-24	Abstract (Int. & Exp.) : - 3 paragraphs: ↳ Objective of Research ↳ Research Method ↳ Conclusion - Paralelism → the scores ↳ High ↳ Average ↳ Low	
3.	Jumat 25/10-24	Prior research → the novelty of the research?	

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deimatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001



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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296, Website www.iainmetro.ac.id, E-mail: iainmetro@iainmetro.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Annisa Nur Rizky
NPM : 2101052003

Program Studi : TBI
Semester :

No	Hari/Tanggal	(Hal-hal yang dibicarakan)	Tanda Tangan Mahasiswa
4.	Jenin 28/10-24	Analysis the sub	<i>Handwritten signature</i>
5.	Selasa 29/10-24	Conclusion the answer of the problem formulation.	<i>Handwritten signature</i>
6.	Rabu 30/10-24	Revisi is OK Ace for Muningsyuh	<i>Handwritten signature</i>

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The researcher name's Annisa Nur Rizky. She was born in Metro, on September 2nd, 2003. And she is the second child of Mr. Lambang Irawan and Mrs. Huzaimah. She began her education at Kindergarten Kartika II/29 Metro. Next, she continued her studies at Elementary School Negri 2 Metro. After that, she attended Junior High School 6 Metro for Middle School. Then, followed by Senior High School 5 Metro. Finally, she enrolled as an undergraduate student in the English Department at the State Institute for Islamic Studies of Metro. In the future, she hopes to continue her study at the masters of degree.