

AN UNDERGRADUATE THESIS

**THE USE OF WEBTOON AS MEDIA
TO IMPROVE THE STUDENTS' READING SKILL
OF THE EIGHTH GRADE OF SMPN 1 METRO KIBANG**

By:

DWI KURNIAWATI

Student Number: 1701070083



TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2023 M

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APPROVAL PAGE

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OF SMPN 1 METRO KIBANG

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Assalamu'alaikumWr.Wb.

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Sudah kami setujui dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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RATIFICATION PAGE

No. B-3774/11-28-1/D/PP-00-9/06/2023

An Undergraduate thesis entitled: THE USE OF WEBTOON AS MEDIA TO IMPROVE THE STUDENTS READING SKILL OF THE EIGHTH GRADE OF SMPN 1 METRO KIBANG. Written by Dwi Kurniawati, Student Number 1701070083, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, June 19th, 2023 at 08:00 – 10:00 p.m

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The Dean of Tarbiyah and Teacher Training Faculty



**THE USE OF WEBTOON AS MEDIA
TO IMPROVE THE STUDENTS' READING SKILL
OF THE EIGHTH GRADE OF SMPN 1 METRO KIBANG**

ABSTRACT

**By:
DWI KURNIAWATI**

This research aims to improve reading skill and students activities at SMPN 1 Metro Kibang with using webtoon as media. The researcher try to investigate whether the use in teaching process can be used as a media to improve students reading skill and students activities.

The kind of this research is classroom action research (CAR) which were conducted in two cycles. Each cycle have two meeting that includes planning, acting, observing, and reflecting. The object of this research is the students reading skill. This research take 26 students of eight grade of SMPN 1 Metro Kibang. The researcher used pre-test, post-test 1 and post-test 2 observation, and documentation to display the data. The results of this research indicate that the use of webtoon as media can improve the students reading skill of the eighth grade of SMPN 1 Metro Kibang.

Finally, the average score of students from pre-test just 58 and 35% students can complete the standard minimum mastery criteria (MMC). It can say that the result of pre-test unsuccess. And, in post-test 1 the average were 64 and 46% students can complete the MMC. Then, the average of post-test 2 were 73 and 81% students can complete the MMC. It means that the use of webtoon as media in reading skill can improve the students reading skill at the eighth of SMPN 1 Metro Kibang in academic year 2022/2023.

Keywords: *Reading Skill, Webtoon as Media, Classroom Action Research (CAR).*

**PENGUNAAN WEBTOON SEBAGAI MEDIA
UNTUK MENINGKATKAN KETERAMPILAN MEMBACA SISWA
KELAS DELAPAN SMPN 1 METRO KIBANG**

ABSTRAK

Oleh:

DWI KURNIAWATI

Penelitian ini bertujuan untuk meningkatkan keterampilan membaca dan aktivitas siswa di SMPN 1 Metro Kibang dengan menggunakan media webtoon. Peneliti mencoba menyelidiki apakah penggunaan webtoon dalam proses pembelajaran dapat digunakan sebagai media untuk meningkatkan keterampilan membaca siswa dan aktivitas siswa.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus meliputi perencanaan, tindakan, observasi, dan refleksi. Objek pe keterampilan membaca siswa. Penelitian ini mengambil 26 siswa kelas VIII SMPN 1 Metro Kibang. Peneliti menggunakan pre-test, post-test 1 dan post-test 2, observasi, dan dokumentasi untuk mengumpulkan data. Hasil penelitian ini menunjukkan bahwa penggunaan media webtoon dapat meningkatkan keterampilan membaca siswa kelas VIII SMPN 1 Metro Kibang.

Terakhir, nilai rata-rata siswa dari pre-test hanya 58 dan 35% wa dapat menyelesaikan Kriteria Ketuntasan Minimum (KKM). Dapat dikatan bahwa hasil pre-test tidak berhasil. Dan pada post-test 1 nilai rata-raat adalah 64 dan 46% siswa dapat menyelesaikan KKM. Kemudian, nilai rata-rata post-test 2 adalah 73 dan 81% siswa dapat menyelesaikan KKM. Artinya penggunaan media webtoon dalam keterampilan membaca dapat meningkatkan keterampilan membaca siswa kelas VIII SMPN 1 Metro Kibang tahun pelajaran 2022/2023.

Kata Kunci: *Keterampilan Membaca, Webtoon Sebagai Media, Penelitian Tindakan Kelas (PTK)*

STATEMENT OF ORIGINALITY

The undersigned:

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It states that this undergraduate thesis is originally the result of the writers' research, with the exception of the certain parts which are excerpted from the bibliographies mentioned.

Metro, 02th June 2023

The Researcher,



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Menyatakan bahwa skripsi ini merupakan hasil penelitian penulis, kecuali bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 02 juni 2023

peneliti


Dwi Kurniawati
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MOTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

So verily, with the hardship, there is relief.

(Q.S Al-Insyirah : 5)

DEDICATION PAGE

This undergraduate thesis is dedication to:

My beloved family, especially my parents (Mr. Purnomo, Mrs. Suganti and my big sister Sri Wahyuni) who always pray and supporting their endless love.

My sponsor Dr. Umi Yawisah, M.Hum thanks for guiding.

My beloved friends who has supporting to finish this undergraduate thesis.

My beloved Almamater of State Institute For Islamic Studies Of Metro.

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In the name of Allah SWT, the most gracious, the most merciful praise it Allah, the lord of worlds whom his mercy and blessings, none of these would be possible. Sholawat is also revealed to our Prophet Muhammad SAW who had delivered the truth to human beings in general and moslem in particular.

Finally, the researcher accomplish this undergraduate thesis with the entitle “THE USE OF WEBTOON AS MEDIA TO IMPROVE THE STUDENTS’ READING SKILL OF THE EIGHTH GRADE OF SMPN 1 METRO KIBANG”. Furthermore the researcher offers big thanks to Dr. Umi Yawisah, M.Hum as the sponsor who had sincerely guided the researcher to accomplish this undergraduate thesis.

The researcher realizes that this undergraduate thesis is far from perfect. Last but least the researcher hopes that at least the result of this undergraduate thesis can provide the significant contribution in the teaching Learning English be it in school or college.

Metro, 02th June 2023

The Researcher,



Dwi Kurniawati

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CHAPTER I

INTRODUCTION

A. Background Of Study

Language plays an important role in everyday life, because language is a communication tool that we use to interaction with other people, from language we can express our feeling. The language in this world are very much and every countries they have the different languages as their own characteristics.

English in Indonesia plays an important role as foreign language. Learning English as the foreign language is not easy, because we used English just in the classroom or in academic situation. This situation shows that English must be learnt in Indonesia especially in every school such as in Elementary School, Junior High School, Senior High school even more in the University. By now English still becomes one of the difficult subject at elementary school up to the university. To mastery the English fluently, the students or people need to learnt four skills of English, they are listening, speaking, reading and writing. From those skills one of the most important skills that must be learnt is reading skill.

Furthermore, reading is an activity with a purpose to get information meaning, and ideas from written text. To get the information, meaning and ideas from the text is not easy. The student must be able to translate the written text into meaningful language. Without reading and constructing the

meaning of the text, the information from the writer will be unclear. Generally, reading is most useful and important skill for students in academic success. By reading habits can help students to expanding knowledge of language.

However, reading skill is not easy. There are so many problems in reading skill for the student. The students have the difficulty to understand the content of the text, because they do not know the meaning of the word or they have lack vocabulary and low grammar mastery. The students will get confused in reading a long text, they feel hard in determining the main ideas and supporting details of the text.

In connection with the problem above, the researcher conducted a pre-survey research about the reading problems faced by the eighth grades of SMPN 1 Metro Kibang On July 14, 2022 with made small pre-test with students and an interview with the English teacher. Based on the pre-survey result of the pre-test with students and interview, it is investigated that the ability of eight grades reading skill. To begin with, the student weak in reading skill and their interest on reading was still low. In addition the students have difficulty on understanding the text. The students need a lot of time on understanding the text. Furthermore, the students had difficulties in doing an exercise. Those all made their achievement became low and caused failure in teaching and learning proses. This is the result data of pre-survey of students reading test with the standard of minimum mastery criteria (MMC) for English is 70, the result data of pre-survey is follow:

Table 1.
The Data Pre-Survey of Students' Score

No	Name	Score	Explanation
1	ACT	40	Failed
2	ACP	40	Failed
3	AE	50	Failed
4	ARO	50	Failed
5	BA	70	Passed
6	CTS	70	Passed
7	DA	50	Failed
8	DSS	50	Failed
9	DMP	50	Failed
10	DRS	80	Passed
11	EPS	30	Failed
12	FIU	70	Passed
13	HAK	80	Passed
14	LPP	70	Passed
15	MS	40	Failed
16	NUS	70	Passed
17	OS	80	Passed
18	PD	70	Passed
19	RK	60	Failed
20	RS	60	Failed
21	RAP	50	Failed
22	SR	60	Failed
23	TAF	50	Failed
24	VNF	60	Failed
25	WSN	60	Failed
26	ZNS	50	Failed
	Total	1510	
	Lowest score	30	
	Highest score	80	
	Score > 70	17	
	Score < 70	9	

Source : Pre-survey, taken on July 14, 2022.

The problem of reading skill that was proved by the grade of reading skill above was summarized in the following table:

Table 2.
Table of Pre-Survey Data
The Reading Skill Score of the Eight Grades at SMPN 1 Metro Kibang

No	MMC	Number	Percentage	Criteria
1	> 70	9	35%	Complete
2	< 70	17	65%	Incomplete
Total		26	100%	

Based on the data above, it can be inferred that the students reading skill is low because of the standard of minimum mastery criteria (MMC) in Eight Grades of SMPN 1 Metro Kibang. It can be seen that just 9 students (35%) who can complete the standard of minimum mastery criteria and 17 students (65%) failed because they have not reach the standard of minimum mastery criteria learning yet or get score under 70.

From this situation above the researcher conducted a research entitled “The Use of Webtoon As Media to Improve Students’ Reading Skill at the Eight Grade SMPN 1 Metro Kibang”

To improve the reading skill will be use the appropriate teaching media to make students more interesting in reading, that media is story of webtoon application. The webtoon is an online application for comic. The application is free and easy to use besides webtoon is interested to read. The story on webtoon is presented in the attractive and colorful images. By using webtoon stories as media in improving reading skill will make students can developed their English in reading skill, because it is presented in the color images

shape. Considering that webtoon is an innovative media in teaching reading skill. The teacher should know how to use webtoon application in learning activity in the classroom that can give some advantages for teacher or students. For students, use of webtoon as the media it can be a new experience for them in learning.

Based on the statement above, the researcher assumes that webtoon application as the media seemed as the good way to improve their reading skill.

B. Problem Identification

Based on the background of the problem above, it can be identified as follows:

1. Most of students have low motivation in reading skill.
2. The students have lack of vocabulary.
3. Most of the students did not know how to pronounce when they read a word or sentence.
4. Most of the students are difficult in determining main idea.
5. The students did not have high motivation to practice reading.

C. Problem Limitation

The researcher realizes that is not possible to investigate all of the problem that have been identified. Therefore, the researcher limits the

students' problem by focusing on "Most of students are difficult in determining the main idea".

D. Problem Formulation

Based on the background of study and problems identification above, the researcher formulates the problem in this research is "can the use of Webtoon as media improve the students reading skill of the eighth grade of SMP N 1 Metro Kibang?"

E. The Objectives of The Study

The objectives of this research is to find out whether of webtoon as media can improve the students reading skill of the eighth grade of SMPN 1 Metro Kibang.

F. Benefits of The Study

There are three benefits of this research especially:

1. For the students

This research can be expected to give the students by providing alternative teaching media, through the media students can be more enthusiastic and motivated in the teaching reading process. Therefore, it is expected that students reading skill can improve.

2. For the teachers

The result of this study could be consideration for the teacher to use story of webtoon as an alternative teaching media to implementation in improving reading skill.

3. For the other researchers

It is hoped that this research will be the real provement that story of webtoon as the media is able to be used to improve students reading skill. Therefore, the other researchers can use the story of webtoon as the media to the next researchers. Also it is hoped that the result of this research can be used as a reference for the next researchers.

G. Prior Research

This research was done by considering some prior research that were done by some previous researchers. The first prior research was done by Suci Supitri who conducted the same research in the topic of English comic webtoon on students reading comprehension. The tittle of her research is “The Effect Of English Comic Webtoon On Students Reading Comprehension At Madrasah Tsanawiyah Negeri 2 Muaro Jambi 2019”.¹ The research was carried out at Madrasah Tsanawiyah Negeri 2 Muaro Jambi. The subject of her research was carried out at eight grade of MTsN Muaro Jambi. the object of this research was the effect of English comic webtoon on students reading comprehension. The design of Suci Supitri was quasy-experimantal research. The total population was 52 students. The sample of

¹ Suci Supitri, “The Effect of English Comic Webtoon on Students’ Reading Comprehension at Madrasah Tsanawiyah Negeri 2 Muaro Jambi,” State Islamic University Sultan Thaha Saifudin Jambi 2019.

this research was the eighth grade. To analyze the data, the researcher used mean post-test. The computation finding of data analysis showed that the mean score of post-test was 77,33 that was higher than the mean of pre-test score was 61,13. So it means the English webtoon can improve students' reading skill achievement after giving treatment. There is significant improvement of reading comprehension achievement between the students who are taught by using English comic webtoon and these who are not.

In addition, the second prior research was done Weni Riski Amalia. The title of her research is "The Effect Of Line Webtoon In Students' Tenth Grade Reading Comprehension At MA Wahid Hasyim Balung". This research was carried out at MA Wahid Hasyim Balung.² It was quasy- experimental design nonrandomized pre-test and post-test control group design research. The subject of this research was tenth grade of MA Wahid Hasyim Balung, consisting 60 students. The data are collected using objective test and the instrument is used multiple choice. To analyze the data, the researcher used SPSS statistic's 21. Therefore, it can be concluded that use of story webtoon application as a media is effective for students in teaching reading skill.

Furthermore, this research has similarity and differentiation with Suci Supitri research. The similarity is in form of the same topic of story webtoon application media in improving reading skill and related with same education level. In addition those are some differentiation related the researcher will apply fig and friends story of webtoon application in improving students

² Weni Riski Amalia, "The Effect Of Line Webtoon In Improving Students' X Grade Reading Comprehension At Ma Wahid Hasyim Balung," University of Muhamadiyah Jember 2018.

Reading Skill. Meanwhile, Suci Supitri applied English comic webtoon on students Reading Comprehension.

Moreover, this research has similarity and differentiation with the research that was done by Weni Riski Amalia. The similarity is in form of the same topic that is about using webtoon application. Meanwhile, there are some differentiation, the writer will use one of stories in the webtoon application meanwhile Weni Riski Amalia use the webtoon application, the other differences is related with the education level. The writer's research will be conducted at the eighth grade of SMPN 1 Metro Kibang, meanwhile Weni Riski Amalia research was conducted at the tenth grade MA Wahid Hasyim Balung level. In addition, the researcher will apply story of webtoon application as a media in improving Reading Skill in learning activity. Weni Riski Amalia applied the effect of use line webtoon in Reading Comprehension.

Based on the researches above, it can concluded that all of prior researches have the similarity with the research that was conducted by the writer. The similarity is in use of webtoon application in teaching reading skill. However, kind of the text that was taught is different the first prior research used media story of webtoon as media in improving student Reading Comprehension. Meanwhile, the researcher apply story of webtoon as media in improving Reading Skill. In addition, the differentiation between the second prior research and this research are the education level. The second prior research was conducted at the tenth grade by using objective test and the

instrument of multiple choice test. Meanwhile, this research will used story of webtoon as media in improving reading skill of eight grade SMPN 1 Metro Kibang level by implementing classroom action research. This research different with the other reseacrher, because the use the different story of webtoon that more simple and easy when the students read it.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Skill

1. The Concept of Reading Skill

a. The Definition of Reading

Reading is an activity of interaction between the reader and the written text which the purpose is to get the information or idea in that text. Anderson, Heibert, Scott and Wilkinson said that, reading is a process in which information from the text and the knowledge the reader act together to produce meaning reader skillfully integrate information in the text with what they already know.³

According to Carnie defines, that reading as a process to get the information from the written text and interpretation. In addition reading is the ability of draw from the printed text and interpret the information accurately. Carnie says that reading is the ability to get the information from the text.⁴

Furthermore according to Grabe, reading is a process when the readers learn something from what they read and involves it in an academism context as a part of education.

³ Richard G. Anderson et al., *Becoming a Nation of Readers: The Report of the Commission on Reading* (Washington: U.S Department Of Education, 1985), 8.

⁴ Nurainun, "Improving The Students' Reading Comprehension In Narrative Text By Using Concept Oriented Reading Instruction At Grade VII Private Islamic Junior High School Ali Imron Medan," *University of North Sumatera Medan*. 2017: 30.

In addition according to Aebersold and Field say that, reading what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. So, there is an interaction between the reader and the text that constitute actual reading.⁵

Furthermore Davies says that reading is a personal activity. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time. Due to this privacy, the process of reading and responding to a writer is not directly observable.⁶ While, Wallace adds that reading help us not just to do but to be, that is, to act out certain behaviours associated with specific roles.⁷

Based on all definition of reading above, it can be concluded that reading is that reading is a process of founding meaning or information in the written text. When someone is reading means that he tries to understand the text and found the main idea. So reading can be said as the process of comprehending the text and finding the meaning.

⁵ Jo Ann Aebersold and Mary Feld, *From Reader to Reading Teacher* (Cambridge: Cambridge University Press, 1997), 15.

⁶ Florance Davies, *Introducing Reading* (England: Penguin Book, 1995), 1.

⁷ Catherine Wallece, *Reading* (USA: Oxford University Press, 1992), 19.

b. The Definition of Reading Skill

The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output the reader goals. Every reader has their own way of reading. The teacher should give some skill for the students to make them comprehend text easily. Using skill, the students may increase the pleasure and effectiveness activity.

According to Brown, there are two major skills of reading. They are micro-skill and macro-skills. The readers in micro-skills must have skills when they deal with graphemes and orthographic patterns and linguistic signal. While in macro-skills, the reader need to use of their discourse knowledge, communicative function of written texts, inference skill, scanning and skimming techniques. The macro-skill will help the readers to comprehend a text well.⁸

In addition, reading skill is defined by Karen Tankersley as one of the important language skills that depend on three factors such as the reader' ability in commanding of the linguistic structures of the text, the readers' ability in exercising metacognitive control over the

⁸ H. Douglas Brown, *Language Assessment: Principles And Classroom Practices* (New York: Pearson Education, 2004), 187-188.

content being read, and the readers' adequate background in the content and vocabulary being presented.⁹

Based on all of the definition of reading skill above, it is concluded that having reading skill makes the students can solve any problem in reading a written text. The reading skill also can increase pleasure and effectiveness of reading activity. When the students master skills of reading, they can be helped in all other subject and in the personal and professional live.

2. Types of Reading

Different readers may have their own ways and technique in reading accordance with their favor and purpose. Some linguistics have proposed many ways of reading, which the mainly used in Francoise Grellet summarized as follow:¹⁰

- a. Skimming: quickly running one's eyes across a whole text (an essay, article. Or chapter) to get the gist of it the readers goes through the text extremely quickly. The purpose of skimming is the simply to see what a text is about the reader skims in order to satisfy a very general curiosity about a text.
- b. Scanning: reading quickly going to a text to find particular peace of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point information. The purpose

⁹ Karen Tankersley, *Treads of Reading* (United State of America: Association For Supervision And Curriculum Development, 2003), 90.

¹⁰ Francoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercise* (Cambridge: Cambridge University Press, 1998), 40.

of scanning is to extract certain specific information without reading the whole text.

- c. Extensive reading: reading longer text usually for someone's pleasure. This is a fluency activity, mainly involved global understanding.
- d. Intensive reading: reading short text to extract specific information. This is more on accuracy activity. Involving reading for detail in this course, each text is read carefully and thoroughly for maximum comprehension.

3. Definition of Narrative Text

Narrative text is a type of text talking about a series of event that happened to a person a character. The character can be a person, animal, plan or thing. And also narrative is one of the most types any text.

On narrative test there are generic stucture of narrative text, such as:

- a. Orientation: orientation is about opening of paragraph when and where character, setting, and story time are set. Usually answer which question? When? Where? The character of the story are introduced. For example: there was a wolf in the florest, once upon a time.
- b. Complication: complication is telling beginning of the problem that caused the climax. Complication usually involves the main character. It means that this is the main body of the story.

- c. Resolution: resolution was on the end of the story, because it was the solution of the problem. time the problem. Problem can be solved better or worse, happy or sad.

4. Purpose of Reading

There are some purpose of reading according to Grabe, as follow:¹¹

a. Reading to learn

Reading to learn is often carried out in academic and professional settings. It also places more processing demand on the reader because the reader is expected to remember the main ideas and many supporting ideas and be able to recall this information as need.

b. Reading to search information (skimming and scanning)

Skimming and scanning reading are used to search information which be practice by training high speed reading.

c. Reading to integrate in formation

Reading to integrate information requires that the reader synthesize and learn information from multiple texts or bring together information from different part of a long text, such as a long and complex chapter in a text book. To build a strong organizing frame, the reader must decide how to create his or her own organizing frame for the information because none is provided by the combined set of texts.

¹¹ William Grabe, *Reading in a Second Language Moving From Theory to Practice* (Cambridge: Cambridge University Press, 2009), 9.

- d. Reading to know when or where something will take place or what is available.
- e. Reading to know what is happening or has happened
- f. Reading for enjoyment and excitement

5. The Criteria of Reading Skill

There are some criteria commonly used in indicating students' reading skill according to Brown, those are:¹²

- a. Main idea or topic
- b. Expression/idiom/phrases in context
- c. Inference (implied detail)
- d. Grammatical features
- e. Detail scanning for a specially stated detail)
- f. Excluding fact not written (unstated detail)
- g. Supporting ideas
- h. Vocabulary in context

6. Factors Which Influence Students' Reading Skill

According to Rahmawati, factors that influence students' reading skill as follow:¹³

- a. Internal factors
 - 1) Physical factor are everything about body, such as eyes, ears, mouth, hand, etc.

¹² H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2004), 206.

¹³ Astri Rahmawati, "The Use of Group Investigation Strategy to Improve Students' Reading Skill A Classroom Action Research of X.2 Class of MAN Tenganan, Semarang in the Academic Year 2013," A Thesis Of Stain Salatiga 2014,

2) Psychological factors consist of two elements, they are:

- Intellectual factors are factor which influence student ability in receiving materials, understanding the information or create the ideas, this factor consisting of talent, intelligent, etc.
- Non intelligent factors are factors which influence student personality, this factor consisting of attitude, interest, motivation, emotion, habit, etc.

b. External factors

In external factors involved several factors, there are:

- 1) Social factors consist of students family environment, school, society where student life, and students group such as students learning group, classmate and playmate.
- 2) Cultural factor such as customs traditions, knowledge, technology, and art.
- 3) Equipment factors including students learning facilities in home and school.

B. The Concept of Webtoon as Media

1. Definition of Webtoon

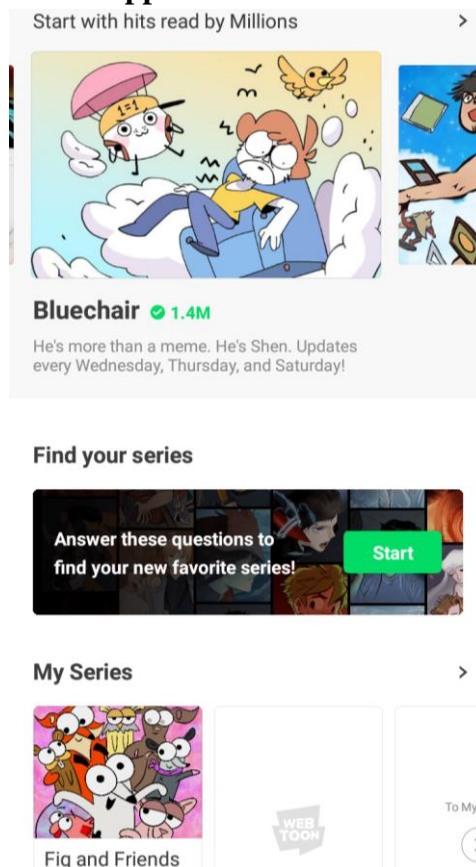
Webtoon is another kind visual entertainment which is increasingly popular among the young generation. How can the webtoon became so popular? One hypothesis is that the decline of the traditional comib books has led to the advent of webtoons in the internet. Since the publishing business has been waning, it was only natural for traditional comic books

to begin to dwindle away. With the new medium, the internet, the internet comic industry is now skyrocketing; more and more talented writers of comics have been uploading their comics on websites.¹⁴ Webtoon is combination between web and cartoon, and was coined in Korea to refer to web comics. At first many different terms were used to refer to these digital comics published on website in Korea. One example is webmic it compound from web and comics, which soon lost out to webtoon (a compound of web and cartoon. In 2000, a Korean web portal managed by ch'ollian had just created a new site for internet comics named "webtoon", but most of the comics appearing on this site followed convention prints formats, they continued to use page layouts modeled on printed pages. Webtoon was also briefly used to refer to flash animation, but that meaning soon disappeared. Then now it become webtoon it compound of web and cartoon.¹⁵

¹⁴ Ha San-Jin And Lee Su-Mi, "Webtoon, Why So Popular?, Dongguk University English Magazine: The Dongguk Post" Diakses Pada 22 November 2022.

¹⁵ Suci Supitri, " English Comic Webtoon On Students' Reading Comprehension at Madrasah Tsanawiyah Negeri 2 Muaro Jambi," Sultan Thaha Saifudin (2019): 25.

Figure 1
Application Webtoon



In addition webtoon was coined in Korea to refer to web comics launched by Naver in 2014. The Korea government has spotlighted webtoons as one of the fastest growing sectors among the cultural industries, and announced in May 2014 a new public subsidy and investment programs to support and promote webtoon authors.¹⁶ Comic can be defined as the form of cartoon to express the characters and apply story that have a related with the picture. The preference for comic are so high because it can be entertain to reader. It is the reason for making

¹⁶ Lynn, Hyung-Gu, "Korean Webtoons: Explaining Growth" Institute Of Asian Research And The Department Of Asian Studies. (2016): 1.

comics as media learning. Has various stories, it may tell about education, humor, action, mystery, thriller, adventure, romance and so forth. So that webtoon is a fun media for students and also developing their imagination.

Furthermore, there are three things that make webtoon is more preferable to the other platform, to begin with webtoon publishes comic on the long vertical strip to make it easier to be read while other digital comic platform present comic in multiple pages. In addition webtoon is displayed in color rather than black and white since the offline comic usually published in black and white. Furthermore webtoon has more gutter space, a space between the panels of the comic, than other usual comics.¹⁷ In this case, webtoon is the free application to be read. First, the user has to download it either on the apple app store, google play store or read it on the website version.

Based on definition of webtoon above it can be concluded that webtoon is web cartoon platform that can be the solutions as the media for teacher to make the class to be more interesting.

2. Webtoon as Media in Learning

In our general perception, webtoon usually use as an entertainment media for reading a fiction story. No matter what type of a person it is, webtoon has its interested person because of the genre of the webtoon so varies. In his age, webtoon reading is coming out with a bunch of models,

¹⁷ Rizki Ananda Effendi, "The Use of Webtoon in Learning and Mastering Vocabulary: English Learners' Perceptions," Islamic University of North Sumatera (2020.), 4.

so it effects the world of education. With the right direction, illustration, and the creative way of learning, webtoon will be an interesting media for learning.

3. Advantage and Disadvantage of Using Webtoon as Media in Teaching

a. Advantages of Using Webtoon as Media in Teaching

There are some reason why webtoon have more advantage in teaching material, as follows:

- 1) It is evident that webtoon is familiar and popular with middle and senior high school students.
- 2) Webtoon is a form of literature that students enjoy.
- 3) Students engage in greater literacy exploration than the students otherwise would, due to webtoon popular and easily accessible format.
- 4) Through webtoon students investigate the use of dialogue, succinct and dramatic vocabulary. And nonverbal communications.
- 5) Such methodology helps enliven a classroom that can prevents historical content from being boring and meaningless, as it often is in typical classroom.

b. Disadvantage of Using Webtoon as Media in Teaching

Webtoon has several disadvantages, those are:¹⁸

- 1) The story based on genres need control to students because not all story appropriate at under 17 years old. The story may contain

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): 28.

violence and inappropriate for students. So, to choose the story need to be observed more.

- 2) The words of webtoon are sometimes hard to understand. They need to check dictionary and need time to read the story.
- 3) Reading webtoon need gadget, the time using gadget has to be in controlling. Too much time makes students as a reader addicted to gadget and will forget their priority to study.

4. Technique and procedures Using Webtoon as Media During the Learning Process.

- a. The researcher prepared the students physically to follow learning process.
- b. The researcher motivated students by asking some question about the related material.
- c. The researcher introduces and explain about application webtoon as a new media to learn.
- d. The researcher showing several of story webtoon that has been print out. The story of webtoon is about fig and friends.
- e. Than the researcher give the print out the story of webtoon and ask the students to read.
- f. After the students finished reading, the researcher give them some question test to know how far they understand about the story of webtoon.

C. Action Hypothesis

Based on the frame theories and assumption above, the researcher formulates the action hypothesis “The Use of webtoon as media can improve the students’ reading skill and learning activity among the eighth grade students of SMPN 1 Metro Kibang”.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Definition Operational Variable

1. Variable of Research

Based on the explanation above, this research consists of two variables. There are using of webtoon as media is independent variable, and students reading skill as dependent variable. The definition of two variables can be explained as follows:

a. Independent Variable (X)

Independent variable is a variable that functions to influence other variables. The independent variable of this research is Webtoon as Media. The use of webtoon as media in teaching process that has a goal to improve students' reading skill. So can be conclude that the independent variable is the primary variable, selected, manipulated and measured by the researcher.

There are some indicators that indicate of success in using webtoon media, can be seen as follows:

- 1) The students have good participation in teaching learning process by using webtoon as the media.
- 2) The students can be able to find general ideal of the content and answer the question from the teacher.

- 3) This media runs well and the students were enthusiastic to follow teaching learning process.

b. Dependent Variable (Y)

Dependent variable is a variable a major variable that measured or observed to determine how, and if, it is affected by the presence of the independent variable.¹⁹ Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is reading skill which can be interpreted as students' knowledge in mastery reading skill, in finding keywords in the topic, namely: main idea, topic, character, place, time and the other.

In measuring this variable, the researcher used the question test as a tool to measure the students' reading skill. The test consists of the questions from the text in the story of fig and friends webtoon. The indicator of students reading skill mastery, as follows:

- 1) The students can understand the main idea of the reading ability text well.
- 2) The students can get the message from the text, included specific information of the text.
- 3) The students can comprehend and identify sentence by sentence of the text.

¹⁹ Greeme Keith Porte, *Appraising Research In Second Language Learning (A Practical Approach To Critical Analysis Of Quantitative Research)*, (Amsterdam: John Benjamin Publishing Company, 2002), 23.

B. Setting of The Research

The researcher conducted this research at the eighth grade of SMP N 1 Metro Kibang. The research focused on the eighth grades that consist of 26 students, the researcher choose the second year students because the most of students in the class was low skill and score in reading skill mastery. This research use Classroom Action Research (CAR) method which is derived from the root an action research. Because it occurs in the classroom frame, it is called CAR. According to Anne Burns, CAR can be a very valuable way to extend teaching and gain more understanding of selves as teacher, our classroom and our students.²⁰ It means that to begin the CAR, the researcher or the teacher needs to identify and investigate problems within a specific situation.

C. The Subject and The Object of Study

In this research, the researcher collaborated with an English teacher. The subject of this research is the students' reading skill of the eighth grade of SMP N 1 Metro Kibang. The object that researcher used as a media is story of webtoon to improve students' reading skill. The researcher select the second year students because most of students did not get the minimum standard criteria of English in reading skill. It contains of 26 students with the explanation as follows:

²⁰ Anne Burns, *Doing Action Research in English Language Teaching a Guide For Practitioners* (New York: Routledge, 2010), 1.

Table 3
The Number of Students

No	Grade	Sex		Total
		Male	Female	
1	VIII	10	16	26

D. Research Procedure

This kind of this research is classroom action research, because classroom action research is one of the efforts to improve the teaching program quality in all education level and activity to develop the teacher profession.

Classroom action research is a method to find out what works best in your own classroom so that student learning will be improved. The success of CAR is to improve the researcher or the teacher teaching in the classroom.

According to Jean McNiff, action research share certain sets of benefits, commitments, and hopes. What they do (action research) is set of practices which demonstrate those beliefs, commitments, and hopes in practice.²¹ Meanwhile according to Patriick, action research is describe as cyclic, with action and critical reflection taking place in turn.²² It means that action research is reflection to used review the previous action and plan next one.

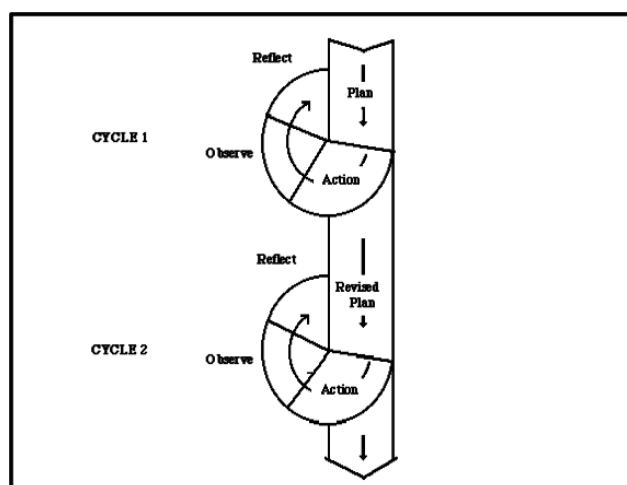
²¹ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice* (New York: RoutledgeFalmer, 2002), Second Edition, 15.

²² Patrick J. M. Costello, *Action Research*, (British Library Cataloguing-in-Publication Data, 2003), 4.

Based on the statement above, the researcher concluded that classroom action research means that the teacher gives an action or instructions then the students do it.

Classroom Action Research has various models but in this research the researcher uses Kemmis and McTaggart (1988) research design. According to Kemmis and Mc Taggart as cited by Anne Burns (2010) action research is dynamic and complementary process which consist of several essential phases like planning, action, observation, and reflection in spiral system.²³ This phases can be seen by following figured:

Figured 2.
Kemmis and Mc Taggart Model



From the figure model above describes the sequence of the research which is precede by planning, following by action, observation, and reflection that implement in each cycle in spiral system. The assumption is if the determine outcame in the first cycle can not be achieve or there may be found new

²³ Anne Burns, *Doing Action Research in English Language Teaching a Guide For Practitioners* (New York: Routledge, 2010), 8.

problem, so it will probably be. Here is the activity that includes in each cycle:

1. Cycle 1

a. Planning

Planning is the first step on teaching and prepares the researcher before doing an action. With the planning the teaching learning process will run well. Here the step of planning:

- 1) The researcher prepared the lesson plan
- 2) The researcher prepared the material and method of teaching
- 3) The researcher prepared the observation sheet

b. Acting

This is the second step is action, this is the implementation of the planning. Here the activity that the researcher did as follows:

1) Pre teaching activities

- a) Praying and greeting the students.
- b) Checking attendant list.
- c) The researcher prepared the students physically to follow learning process
- d) The researcher motivated students by asking some question about the related material

2) While teaching process

- a) The researcher introduces and explain about application webtoon as new media to learn.

- b) The researcher showing several of story webtoon that has been print out, the story is about Fig and Friends.
- c) Than the researcher give the print out the story of webtoon and ask the students to read
- d) After the students finished reading, the researcher give them some question test to know how far they understand about the story of webtoon.

3) Post teaching activity

- a) The researcher ask the students about the difficulties of the lesson
- b) The researcher close the class.

c. Observing

The researcher observed during the teaching learning process. after the teaching learning process ended, the researcher was evaluated all the activities to find out the improvement of the students' reading skill by using story of webtoon as the media.

d. Reflecting

Based on data observation, the researcher reflected the activities in the first cycle. The result used the evaluation for the next treatment.

2. Cycle 2

a. Planning

Planning is the first step on teaching and prepares the researcher before doing an action. With the planning the teaching learning process will run well. Here the step of planning:

- 1) The researcher prepared the lesson plan
- 2) The researcher prepared the material and method of teaching
- 3) The researcher prepared the observation sheet

b. Acting

This is the second step is action, this is the implementation of the planning. Here the activity that the researcher did as follow:

- 1) Pre teaching activities
 - a) Praying and greeting the students.
 - b) Checking attendant list.
 - c) The researcher prepared the students physically to follow learning process.
 - d) The researcher motivated students by asking some question ut the related material.
- 2) While teaching process
 - a) The researcher introduces and explain about application webtoon as new media to learn.
 - b) The researcher showing several of story webtoon that has been print out, the story is about Fig and Friends.
 - c) Than the researcher out the story of webtoon and ask the students to read.

d) After the students finished reading, the researcher give them some question test to know how far they understand about the story of webtoon.

3) Post teaching activities

a) The researcher ask the students about the difficulties of the lesson

b) The researcher closed the class.

c. Observing

In this step, the researcher observes the process of teaching learning by using format of observation to collect the data in action plan 2.

d. Reflecting

In this step, the researcher was compared the score of pre-test and post-test. The researcher reviews and reflection on students activity whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Method

In collecting data the researcher use the following steps:

1. Test

Test of this research consist of pre-test that was be conducted before the treatment and post-test that was done at the end of each cycle. The post-test was done after the treatments. After the treatment, the students conducted a post-test. The form and the procedure of the post-test are the same as pre-test.

2. Observation

Observation is a data collection tool that was done by observing and recording systematically investigated symptoms. The researcher use this method to know about facilities, learning process, and condition in SMP N 1 Metro Kibang.

In this research, the researcher observed the students directly in the classroom and got the description about students' activity in learning reading process. The data was taken based on the students participants during teaching learning process according to lesson plan.

3. Documentation

Documentation is collection of various documents that are relevant to this research. These documents could be in a form of worksheet and answers to student questions, the school profiles, the students, and so on.

F. Research Instrument

1. Reading Test

To measure students' reading skill ability, the researcher apply some reading skill test. In this case, the test consists of pre-test and post-test, of this research was in the form of multiple choice test based on the one of chapter stories on webtoon.

2. Observation Sheet

In order to observe the learning activity in each cycle, the researcher used an observation sheet of the students learning activities as follows:

- a. Pay attention on the teacher explanation

- b. The students ask/answer question
- c. Being active in the class
- d. Being able to do the task

G. Data Analysis Method

Data analysis was conducted by taking the average score of the pre-test and post-test. Furthermore, to know gain. The researcher will compare between pre-test and post-test. If from cycle 1 there are some students not successful, so we would like conducted cycle 2. The minimum cycle in classroom action research were two cycle. The researcher use a statistic technique. In scoring the test, the students score is counted with the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Notes: \bar{x} = Mean of average score

$\sum x$ = The total number of students' scores

N = The total number of students

The formula to figure out the students who pass the Standard Minimum Mastery Criteria (MMC) in each cycle as follow:

$$P = \frac{F}{N} \times 100$$

Notes:

P = Class percentage

F = Frequency

N = Number of students

H. Indicator of Success

The indicator of students successful in English reading skill of using story of webtoon as the media can be seen in the criteria of students improvement in learning process as a result. The students are call success if 70% students get a minimum score 70 and if the target achieved, so the researcher is completed and no need to do next cycle.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Description of Research Location

a. The History SMPN 1 Metro Kibang

SMPN 1 Metro Kibang is located on Jl. Harapan , Margototo, Kec. Metro Kibang Kab. Lampung Timur, it is exactly 10m behind the Police Office Of Metro Kibang.

The activities of teaching process are done in the morning. The classes begin at the 07.15 am in the morning and finish at 14.30 am.

The total member of teachers who teaches in there are 53 teachers, and the total member of the students are 898 students.

The identify of SMPN 1 Metro Kibang:

Name : SMPN 1 Metro Kibang

Address : Jl.Margototo Kec. Metro Kibang, East Lampung

Pos code : 34135

The building : 1988

Data of Facilities at SMPN 1 Metro Kibang

No	Kinds of Room	Total Number
1	Headmaster room	1 unit
2	Teacher room	2 unit
3	Teaching learning room	28 unit

4	Staff administration	1 unit
5	Library room	1 unit
6	UKS room	1 unit

b. Vision and Mission of SMPN 1 Metro Kibang

1. Vision of School

The vision of SMPN 1 Metro Kibang is “BRAVO”

2. Mission of School

- Carry out (greeting, polite, and smile)
- Implementing school literacy movement
- Develop the spirit of nationalism
- Religious
- Reads al-quran
- Celebration the religious days
- Trustworthy
- Discipline
- Responsibility, sincere and honest
- Visionary or forward thinking
- Studying hard and passionate
- Optimistic
- Believe within implementing the 2013 curriculum
- Carry out self-development / extracurricular activities

3. Purpose of School

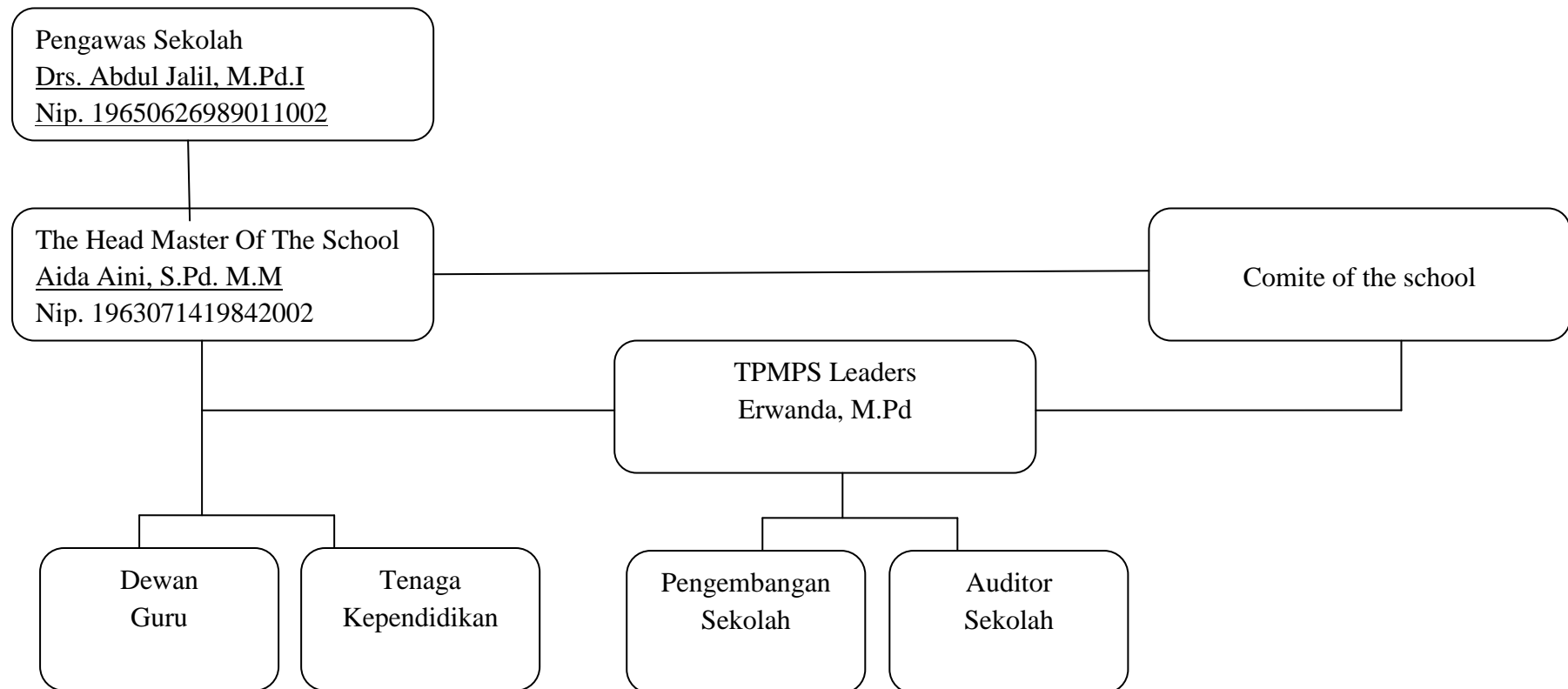
The objectives of organizing of SMPN 1 Metro Kibang are follows:

- Producing graduates who are skilled, disciplined, knowledgeable and virtuous begin and are able to be independent and develop themselves and are ready to compete.
- Producing graduate who are virtuous, faithful and devoted.
- Absorbing the graduates in extracurricular.

4. The Organization Structure of SMPN 1 Metro Kibang

The Organization in SMPN 1 Metro Kibang are:

The Organization Structure



2. Description of the Result

This research was conducted in 2 cycles: cycle 1 and cycle 2. Each cycle consist of two meetings and each meeting takes 2x40 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made lesson plan. The action of this research used webtoon as media to improve the students' reading skill.

a. Pre-test Activity

The learning, the researcher conduct on Thursday, July 14th 2022 at 08.00-09.30 am. All students had already prepared when the teaching time came. The researcher greeted the students. The researcher hold the students that the researcher would conduct the research in their class in order to know their ability of reading skill before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was multiple choice of 10 items. Then, the students' pre-test result can be seen on the table below:

Table 4
Students' Pre-Test Score

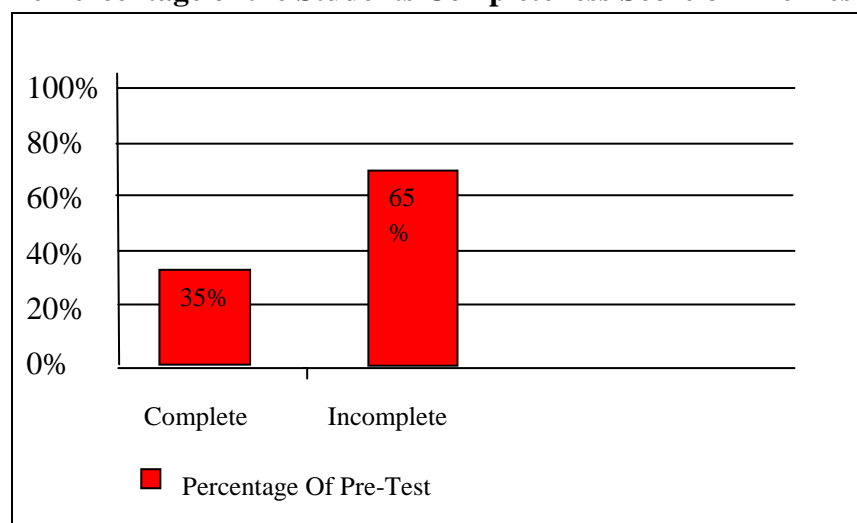
No	Students Name	Score	Explanation
1	ACT	40	Failed
2	ACP	40	Failed
3	AE	50	Failed
4	ARO	50	Failed
5	BA	70	Passed
6	CTS	70	Passed
7	DA	50	Failed
8	DSS	50	Failed
9	DMP	50	Failed
10	DRS	80	Passed
11	EPS	30	Failed
12	FIU	70	Passed

13	HAK	80	Passed
14	LPP	70	Passed
15	MS	40	Failed
16	NUS	70	Passed
17	OS	80	Passed
18	PD	70	Passed
19	RK	60	Failed
20	RS	60	Failed
21	RAP	50	Failed
22	SR	60	Failed
23	TAF	50	Failed
24	VNF	60	Failed
25	WSN	60	Failed
26	ZNS	50	Failed
Total		1510	
Average		58	

Table 5
The Frequency of Students Score in Pre-Test

No	Grade	Frequency	Percentage	Explanation
1	>70	9 students	35%	Complete
2	<70	17 students	65%	Incomplete
Total		26 students	100%	

Figure 3.
The Percentage of the Students Completeness Score on Pre-Test



Base on the result above, it can be seen just only 9 students were complete and 17 students were incomplete, while standard minimum for English in SMPN 1 Metro Kibang is least 70. From the pre-test result, the researcher got the average of 58, therefore the researcher used webtoon as media to improve the students reading skill.

b. Cycle 1

1) Planning

In the planning stage, the researcher prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle 1, prepared the material, made the observation sheet of the students activity.

2) Acting

- a. The first meeting was done on Friday, December 9th 2022. In this part the researcher doing research as follow:
 - Praying and greeting the students.
 - Checking attendant list.
 - The researcher prepared the students physically to follow learning process.
 - The researcher motivated students by asking some question ut the related material.
 - The researcher introduces and explain about application webtoon as new media to learn.

- The researcher showing several of story webtoon that has been print out, the story is about Fig and Friends.
 - Than the researcher out the story of webtoon and ask the students to read.
 - After the students finished reading, the researcher give them some question test to know how far they understand about the story of webtoon.
- b. The second meeting was conducted on Saturday, December 10th 2022. The researcher implement the action. In this case the researcher decide to take action as a teacher who implements the webtoon as media in teaching learning process. Those activities are:
- Praying and greeting the students.
 - Checking attendant list.
 - The researcher prepared the students physically to follow learning process.
 - The researcher motivated students by asking some question ut the related material.
 - The researcher introduces and explain about application webtoon as new media to learn.
 - The researcher showing several of story webtoon that has been print out, the story is about Fig and Friends.

- Than the researcher out the story of webtoon and ask the students to read.
- After the students finished reading, the researcher give them some question test to know how far they understand about the story of webtoon.

From the question sheet test that have been students answer there were still troubles face to the students. Such as, some of the students were not understand the main idea about the webtoon story that have been they read. The researcher also informed to the students about the activities in the next meeting.

After the end of the meeting the researcher gave the students post-test 1 with similar question on pre-test before. Kinds of the test were multiple choices which consist of 10 items. The result of the students test in post-test 1 was better than in pre-test before.

Table 6
The Students Post-Test 1 Score

No	Students Name	Score	Explanation
1	ACT	60	Failed
2	ACP	60	Failed
3	AE	60	Failed
4	ARO	50	Failed
5	BA	60	Failed
6	CTS	70	Passed
7	DA	70	Passed
8	DSS	60	Failed
9	DMP	60	Failed
10	DRS	70	Passed
11	EPS	60	Failed
12	FIU	70	Passed

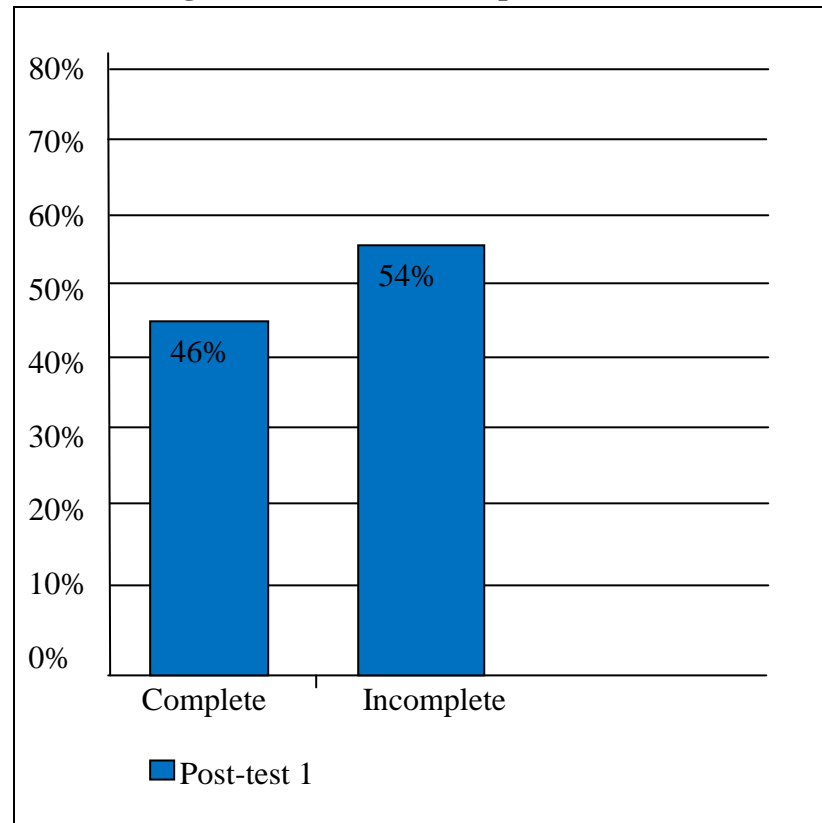
13	HAK	70	Passed
14	LPP	70	Passed
15	MS	60	Failed
16	NUS	60	Failed
17	OS	70	Passed
18	PD	70	Passed
19	RK	70	Passed
20	RS	60	Failed
21	RAP	70	Passed
22	SR	60	Failed
23	TAF	70	Passed
24	VNF	60	Failed
25	WSN	70	Passed
26	ZNS	60	Failed
Total		1670	
Average		64	

Table 7.
The Frequency of Students Score in Post-Test 1

No	Grade	Frequency	Percentage	Explanation
1	>70	12 students	46%	Complete
2	<70	14 students	54%	Incomplete
Total		26 students	100%	

Source: The Result Score of Reading Post-Test 1 at VIII 1 Class of SMPN 1 Metro Kibang 10th, December 2022.

Figure 4.
The Percentage of the Students Completeness Score on Post-Test 1



Based on the result above, it could be seen that 12 students (46%) got score to the standard and 14 students (54%) got score under the standard minimum criteria 70. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get standard minimum mastery, at least 70. Learning process was said successful when 70% students got score 70. The fact showed that the result was unsatisfying.

3) Observing

In observation of the researcher has done, the collaborator observed the students activities. The researcher as a teacher who gave the material about reading dialog text by using webtoon story as media.

While the treatment was being executed, the students activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students activities were:

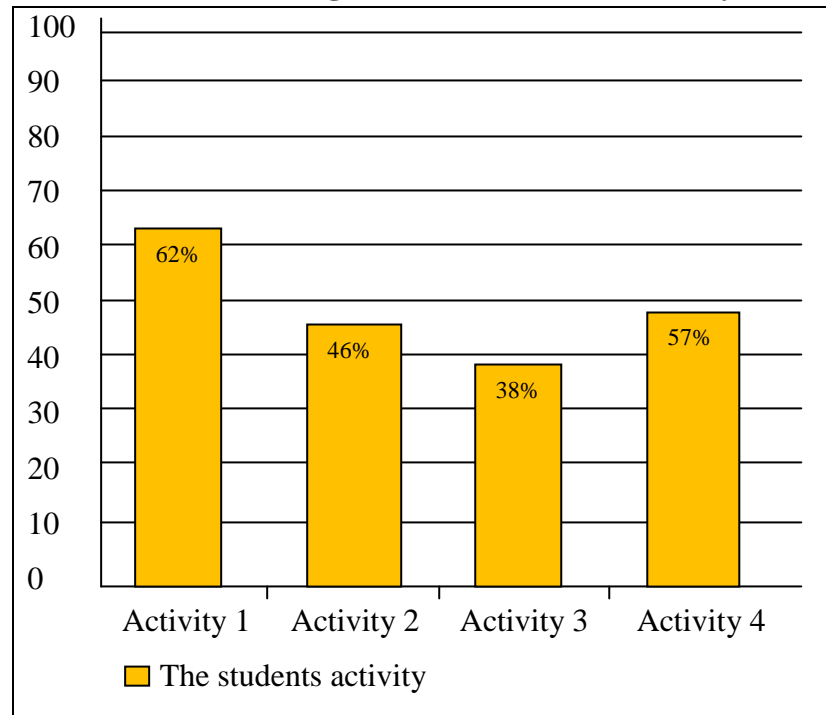
- a. Some students were not active in the teaching learning process
- b. Some students were not confidence in sharing ideas.
- c. Some the students are difficult to read the webtoon story.
- d. Some of the students still had difficulties in understand the main idea, meaning of word of the webtoon story.

Table 8.
The Frequency Students Activities in Cycle 1

No	Students Activities	Frequency	Percentage
1	Playing attention of the teacher explanation	16	62%
2	Asking/answering the teacher questions	12	46%
3	Being active in the class	10	38%
4	Being able to do the exercise	15	57%
The Average Percentage			51%

Source: The Students Activity at VIII 1 Class of SMPN 1 Metro Kibang on December 10th 2022.

Figure 5.
The Percentage of Students Activities in Cycle 1



The table showed that not all the students active in teaching learning process. There were 16 students (62%) who gave attention to the teacher explanation. 12 students (46%) who understood the materials. 10 students (38%) were able to do the task and 15 students (57%) who active in the class.

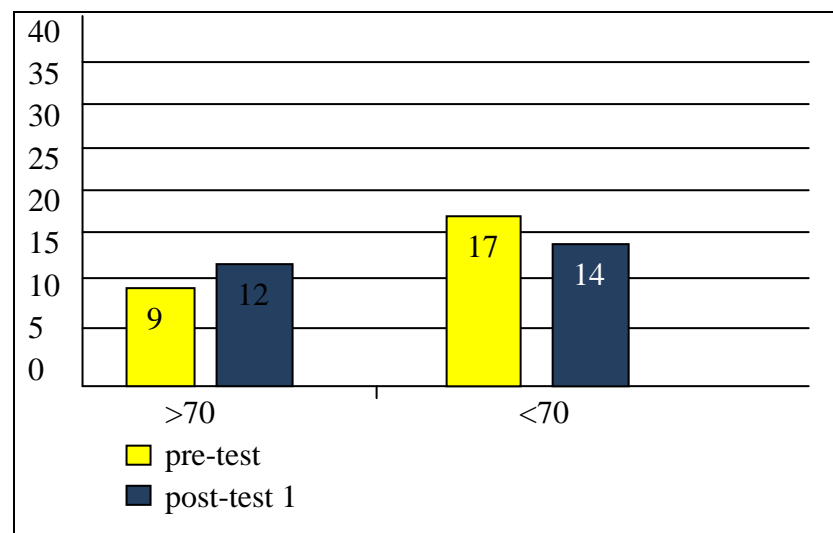
4) Reflecting

From the result observation in learning process in cycle 1, at the end of this cycle, the researcher analyzed and calculated all these processes like students pre-test score and post-test 1 score. The comparison between pre-test and post-test 1 score was as follow:

Table 9.
The Comparison of Students Pre-Test and Post-Test 1 in Cycle 1

Interval	Pre-Test		Post-Test 1		Criteria
	Frequency (F)	Percentage (P)	Frequency (F)	Percentage (P)	
>70	9 students	35%	12 students	46%	Complete
<70	17 students	65%	14 students	54%	Incomplete
Total	26 students		26 students		

Figure 6.
The Comparison of Students Frequency in Reading Skill Grades Pre-Test and Post-Test 1



Based on the table and graphic above, in pre-survey it could be seen that from 26 students could be concluded that 35% or 9 students get score 70 as standard minimum mastery. Then the students who were incomplete standard minimum mastery were 65% or 17 students. In post-test 1, it could be concluded that 46% or 12 students get score 70. Then the students who did not achieve standard minimum mastery were 54% or 14 students get score under 70. Average score of pre-test was 59 and average score of post-test 1 was 63. There was

improvement between pre-test and post-test but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet was 70% of the total students must be passed the criteria.

c. Cycle 2

The action of cycle 1 was not successful enough, the cycle must be continued to cycle 2. Cycle 2 was used to repair the weakness in cycle 1. The step of the cycle 2 as follow:

1) Planning

Based on the activities in cycle 1, the researcher prepared a lesson plan, also prepared observation sheet of the students.

2) Acting

In the cycle 2, the meeting conducted on Monday, December 12th 2022, those activities are:

- a. Praying and greeting the students.
- b. Checking attendant list.
- c. The researcher prepared the students physically to follow learning process.
- d. The researcher motivated students by asking some question ut the related material.
- e. The researcher introduces and explain about application webtoon as new media to learn.

- f. The researcher showing several of story webtoon that has been print out, the story is about Fig and Friends.
- g. Than the researcher out the story of webtoon and ask the students to read.

The researcher closed the meeting by saying thanks and gave the students a little gift because they has been study hard so they got good score especially in English subject. There were only 2 of 26 students who got score under the standard minimum mastery in SMPN 1 Metro Kibang.

The result of post-test 2 could be seen on the table bellow:

Table 10.
The Students Post-Test 2 Score

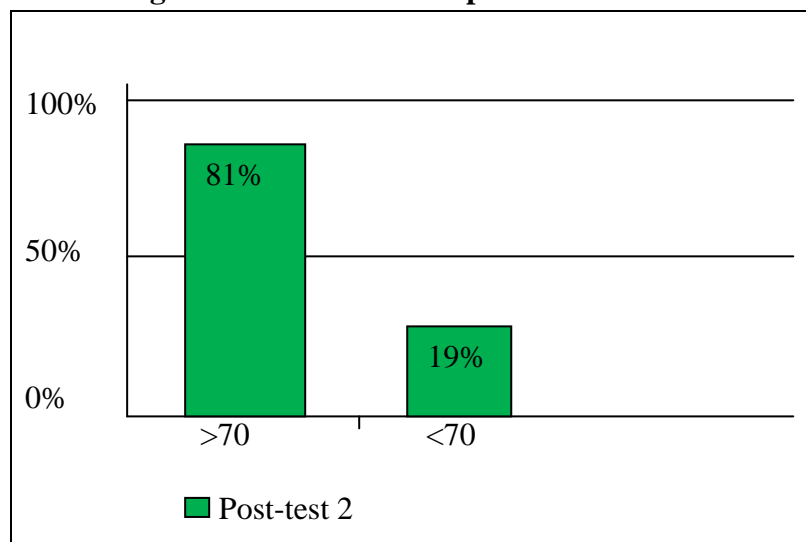
No	Students Name	Score	Explanation
1	ACT	80	Passed
2	ACP	80	Passed
3	AE	70	Passed
4	ARO	70	Passed
5	BA	70	Passed
6	CTS	80	Passed
7	DA	60	Failed
8	DSS	60	Failed
9	DMP	70	Passed
10	DRS	80	Passed
11	EPS	60	Failed
12	FIU	80	Passed
13	HAK	80	Passed
14	LPP	80	Passed
15	MS	70	Passed
16	NUS	70	Passed
17	OS	80	Passed
18	PD	80	Passed
19	RK	80	Passed
20	RS	60	Failed
21	RAP	80	Passed
22	SR	60	Failed
23	TAF	80	Passed

24	VNF	70	Passed
25	WSN	80	Passed
26	ZNS	70	Passed
Total		1900	
Average		73	

Table 11.
The Frequency of Students Score in Post-Test 2

No	Grade	Frequency	Percentage	Explanation
1	>70	21	81%	Complete
2	<70	5	19%	Incomplete
Total		26	100%	

Figure 7.
The Percentage of the Students Completeness Score on Post-Test 2



Based on the result above, it could be inferred that 21 students (81%) were successful and 5 students (19%) were not successful. From the post-test 2 results, the researcher got the average 73 it was higher than post-test 1 in cycle 1.

3) Observing

In this part, there were also four indicators used to know the students learning activities like in learning process previously. Based on the result of the observation sheet in cycle 2, the researcher indicated that learning process in cycle 2 was successful. The grade result of students learning activities observation, as follow:

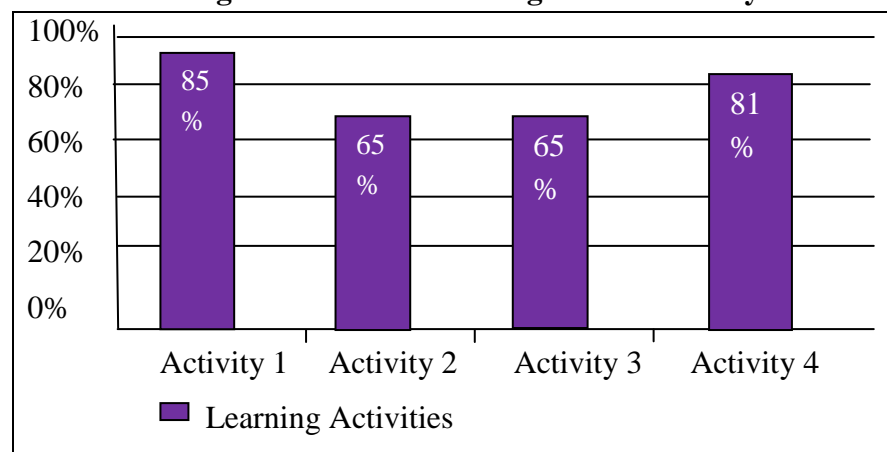
Table 12.
The Frequency of Students Learning Activity in Cycle 2

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher explanation	22	85%
2	Asking/answering the teacher question	17	65%
3	Being active in the class	17	65%
4	Being able to do exercise	21	81%
The Average Percentage			74%

Source: The Students Activity at VIII 1 Class of SMPN 1 Metro Kibang December 12th 2022.

Then the graph of percentage students activities in cycle 2, as follow:

Figure 8.
The Percentage of Students Learning Activities in Cycle 2



The table above showed that the students' activity in cycle 2 was increase. The students activity that had high percentage were students paying attention of the researcher explanation 81% , then the students ask/answer the question from the teacher 65%, being active in the class 65%, and the last being able to do the task 72%. Based on the result above, the researcher indicated that learning process in cycle 2 was successful because the students activity got percentage 70%.

4) Reflecting

From the result of learning process in cycle 2 the researcher analyzed that generally by using story of webtoon would improve the students reading skill of SMPN 1 Metro Kibang.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the process students post-test 2 score and observation of students learning activities. The comparison between students post-test 1 score and post-test 2 score could be compared on the following table.

Table 13.
The Comparison Between Post-Test 1 Score and Post-Test 2 Score

No	Students Name	Pre-Test Score	Post-Test 1 Score	Post-Test 2 Score	Improving	Explanation
1	ACT	40	60	80	20	Improve
2	ACP	40	60	80	10	Improve
3	AE	50	60	70	10	Improve
4	ARO	50	50	70	20	Improve
5	BA	70	60	70	10	Improve
6	CTS	70	70	80	10	Improve
7	DA	50	70	60	-10	Desreased

8	DSS	50	60	60	0	Constant
9	DMP	50	60	70	10	Improve
10	DRS	80	70	80	10	Improve
11	EPS	30	60	60	0	Constant
12	FIU	70	70	80	15	Improve
13	HAK	80	70	80	10	Improve
14	LPP	70	70	80	10	Improve
15	MS	40	60	70	10	Improve
16	NUS	70	60	70	10	Improve
17	OS	80	70	80	10	Improve
18	PD	70	70	80	10	Improve
19	RK	60	70	80	10	Improve
20	RS	60	60	60	0	Constant
21	RAP	50	70	80	10	Improve
22	SR	60	60	60	0	Constant
23	TAF	50	70	80	10	Improve
24	VNF	60	60	70	10	Improve
25	WSN	60	70	80	10	Improve
26	ZNS	50	60	70	10	Improve
Total		1510	1670	1900		
Average		58	64	73		
Lowest score		30	50	60		
Highest score		80	80	80		

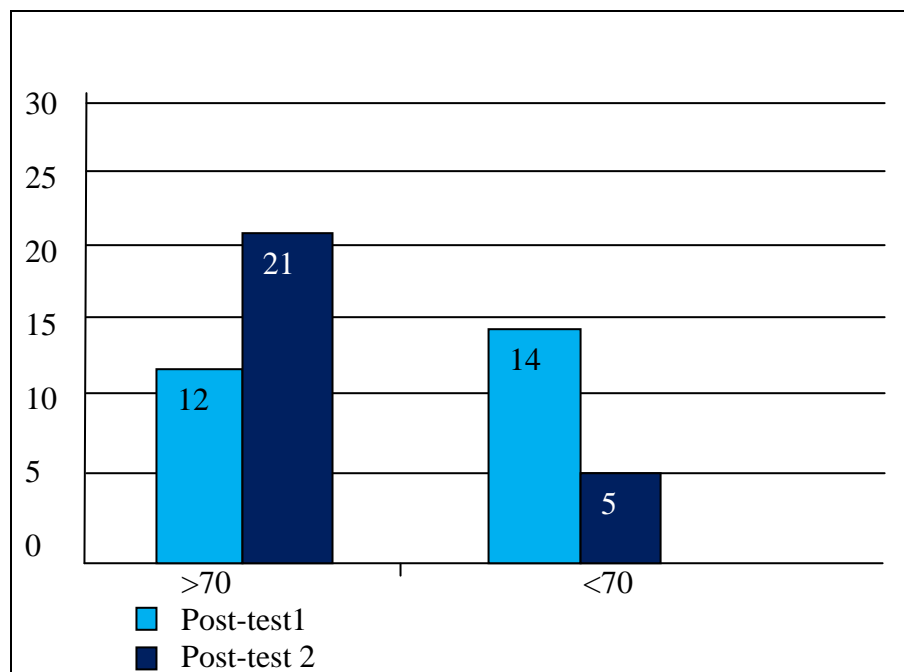
Table 14.
The Comparison Grade Percentage Between Post-Test 1 Score and Post-Test 2 Score

Interval	Pre-test		Post-test 1		Post-test 2		Criteria
	(F)	(P)	(F)	(P)	(F)	(P)	
>70	9	35%	12	46%	21	81%	Complete
<70	17	65%	14	54%	5	19%	Incomplete

Based on the table above, it was known that percentage of students who achieve standard minimum mastery criteria (mmc) is 81%. The result achieve indicator of success. Therefore, this research is successful.

Then, the graph of comparison students reading skill post-test 1 and post-test 2 score in cycle 2 could be seen as follow:

Figure 9.
The Comparison of Students Frequency in Reading Skill Grades Post-Test 1 and Post-Test 2



Based on the table above, it could be seen that the score of the students in post-test 2 was various. The highest score was 80 and the lowest score is 50. The average score of post-test 2 was 74. Besides, the percentages of students success of post-test 2 was 81% or 21 students of the total students that complete Standard Minimum Mastery Criteria (MMC) and 19% or 5 students did not pass the Standard Minimum Mastery Criteria (MMC) at least 70. It means that the indicator of success of this research had been achieved that was >70 students was gotten score 70. It indicated that the students reading skill was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR), it was successful and it would not be continue in the next cycle because of the learning process and the product of learning

entirely passed the indicators of success. It means that using webtoon as media improve the students in reading skill.

B. Interpretation

1. The Result of the Students Learning

a. Result of students pre-test score

In this phase, the researcher presented the pre-test to measure the students reading skill before implementing the treatment. The researcher obtained the data through test in the form of multiple choice which completed for 40 minutes. It was done on July 14th 2022. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 4 the students average were 8, it showed that most of the students have not passed yet in achieving the standard minimum mastery criteria at least 70. In this phase, only 9 students passed the Standard Minimum Mastery Criteria.

b. Result of student post-test 1 score

In this research, to know the students reading skill after implementing the treatment then the researcher conducted the post-test 1. It was done on Saturday, December 10th 2022. Based on the table 6 the students average was 64. It shows that most of the students have not passed yet in achieved the standard minimum mastery criteria at least 70. In this stage there are 12 students 26 students passed of the standard minimum mastery criteria. It can be concluded that most of the students failed in achieving the material.

c. Result of students post-test 2 score

In this phase, the researcher continued to cycle 2 because the score of post-test 1 in cycle 1 did not fulfill the Standard Minimum Mastery Criteria yet that was only 46% passed the mmc. The researcher presented the post-test 2 to measure the students skill after implementing the treatment. The researcher obtained the data through test in the form of multiple choices which completed for 40 minutes. It was done on Monday, December 12th 2022. Based on the table 9 students average were 73, it showed that most of the students have achieving The Standard Minimum Mastery Criteria at least 70. In this phase, 21 (81%) students of 26 students passed of the mmc and the research was successful.

2. Comparison of score in pre-test, post-test 1 and post-test 2

English teaching learning process was successful in cycle 1 but the students average score was low. While, the score of the students in post-test 1 was higher than pre-test. Moreover, in cycle 2, the students average score was higher that post-test cycle 1. Following was he table of illustration score in cycle 1 and cycle 2.

Table 15.

The Comparison of Reading Skill in Pre-Test, Post-Test1 and Post-Test 2

No	Score		
	Pre-Test	Post-Test 1	Post-Test 2
1	50	60	80
2	40	60	80
3	40	60	70
4	55	50	70
5	75	60	70

6	70	70	80
7	40	70	60
8	50	60	60
9	50	60	70
10	80	70	80
11	35	60	60
2	70	70	80
13	70	70	80
14	75	70	80
15	35	60	70
16	75	60	70
17	75	70	80
18	70	70	80
19	65	70	80
20	50	60	60
21	50	70	80
22	65	60	60
23	40	70	80
24	60	60	70
25	60	70	80
26	65	60	70
Total	1510	1670	1900
Average	58	64	73

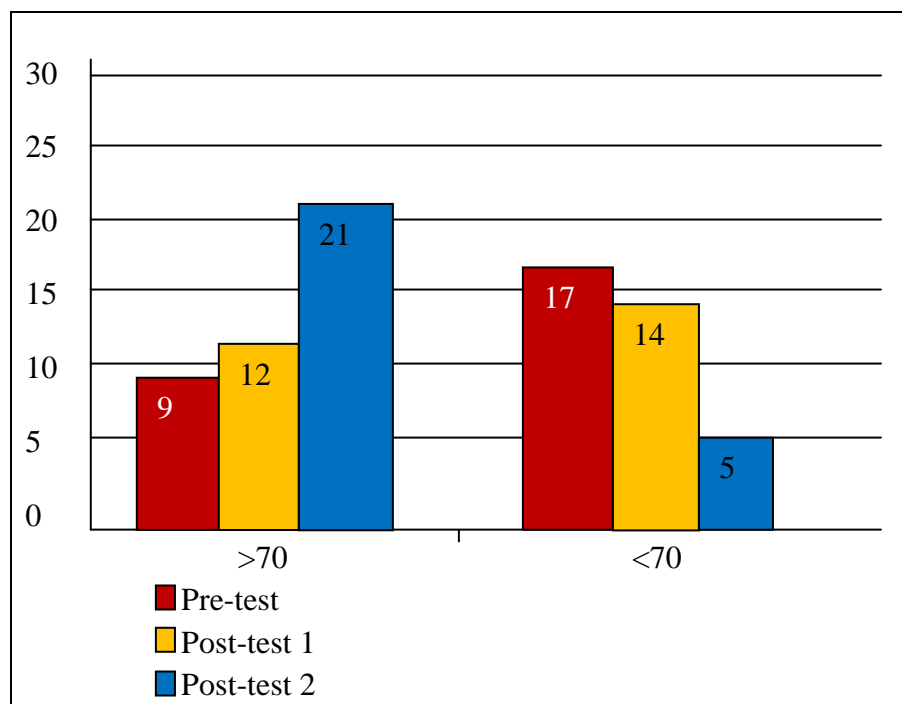
Table 16.
The Comparison of Students Grade Percentage in Pre-Test, Post-Test 1 and Post-Test 2

Interval	Pre-Test	Post-Test 1	Post-Test 2	Explanation
>70	35%	46%	81%	Complete
<70	65%	54%	19%	Incomplete

Based on the result of the pre-test, post-test 1 and post-test 2, it was know that there was a positive significant improving the students score. It could be seen from the students get score 70 from 9 to 12 become 21 frequency. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

Researcher show the graph of the result of pre-test, post-test 1 and post-test 2 as follow:

Figure 10.
The Comparison Score of Students Reading Skill in Pre-Test, Post-Test 1 and Post-Test 2



Based on the graph above, it could be inferred that webtoon as media could improve the students ability in reading skill. It is supported by improving score of the students from pre-test to post-test1 and from post-test 2

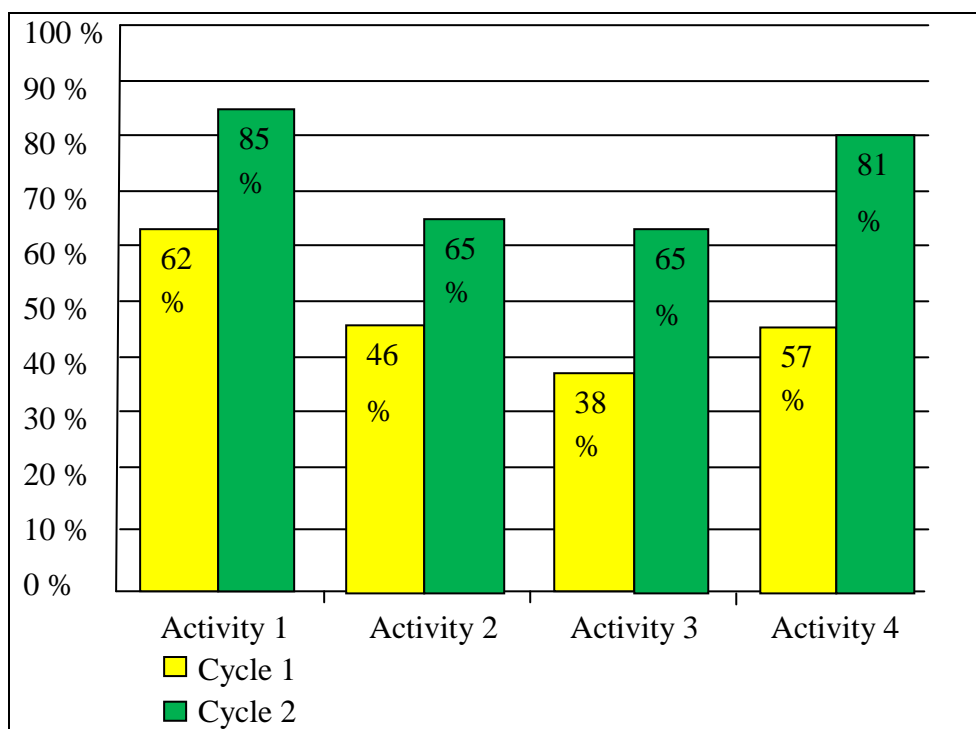
3. The Result Students Learning Activity in Cycle 1 and Cycle 2

The students learning activities data was gotten from the whole students learning activities on observation sheet. The table improvement is as follow:

Table 17.
The Percentage of Students Activities in Cycle 1 and Cycle 2

No	Students Activities	Cycle 1		Cycle 2		Improving
		F	P	F	P	
1	Pay attention of teacher explanation	16	62%	22	85%	Improved
2	The students ask/answer question	12	46%	17	65%	Improved
3	Being active in the class	10	38%	17	65%	Improved
4	Being able to do the task	15	57%	21	81%	Improved
The Average Percentage		-	51%	-	74%	-

Figure 11.
Figure of Learning Activity in Cycle 1 and Cycle 2



Based on the data had gotten, it can be explained as follow:

- a. The students pay attention to the teacher explanations

The students attention to the teacher explanation from the first meeting to the next meeting was increase. In cycle 1 was only 62% and in cycle 2 85%, it was improved 23%.

b. The students ask/answer question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not the question could be answered well. From this activity was improve 19%.

c. Being active in the class

The active students in the class were improved. It could be seen on the cycle 1 (38%) and cycle 2 (65%), it improved 27%. Based on the data above, it could be concluded that the students felt comfort and active with learning activity when note-talking was applied in learning process from cycle 1 up to the cycle 2.

d. Being able to do task

The students who had done the task were increased. It could be seen on the cycle 1 (57%) and cycle 2 (81%), it increased 24%.

Then, based on the explanation of cycle 1 and cycle 2, it could be inferred that the use of webtoon as media improve the students reading skill.

From, the graph 10, it could be seen that there was an improving on the average score and total of the students who passed the test from pre-

test, post-test 1 and post-test 2. In the graphs above, the average score in the pre-test was 9 students or 35% passed the test.

Moreover, in the post-test 1 there was 12 students or 46% passed the test the indicator students get score >70 with average 64. And in the post-test 2 there were 21 students or 81% passed the test the indicator students get score >70 with average 73. From the explanation, the researcher concluded that the indicator of success 70% of students got score 70 was reached.

C. Discussion

In teaching reading skill at the eighth grade of SMPN 1 Metro Kibang based on the pre-survey there were some problems, such as some of students are difficult in determining the main idea in reading text. The researcher choose webtoon as media to improve the students reading skill.

The researcher used webtoon as media to make students more enthusiastic and active in teaching learning reading skill. There was appositve improving about students learning activities using webtoon as media, therefore webtoon as media hopefully is useful in the learning activity.

Based on the explanation of cycle 1 and cycle 2, it can be show that the use of webtoon as media could improve the students in reading skill. There is progress from the students gets score >70 from pre-test 35% or 9 students, post-test1 46% or 12 students and post-test 2 become 81% or 21 students. It can be seen that is an improving on the students complete score and total score of the students who passed the least from pre-test, post-test 1 to post-test 2.

Moreover, the Standard Minimum Mastery Criteria was 70 in this research, in the post-test 1 there is 12 students or 46% passed the test with average 64 and post-test 2 is 21 students or 81% who passed the test with average 73.

The result of the students activities in cycle 1 and cycle 2 are improve. Pay attention of the teacher explanation from 62% become 85%, asking/answering the teacher questions from 46% become 65%, the students activeness in the class from 38% become 65%, and the students able to do task from 57% become 81%. The result of students activities in cycle 1 and cycle 2, there are improving about students learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading skill ability could be improved though webtoon as media at the eighth grade of SMPN 1 Metro Kibang, as follow:

Moreover, webtoon as media can improve reading skill at the eighth grade of SMPN 1 Metro Kibang. It can be seen on the progress from pre-test to cycle 1 and cycle 2. The result of post-test 2 show that the percentage of students reading skill is 81%. It means that result of cycle 2 had already achieved the indicator of success that was 70% students fulfill the standard minimum mastery criteria (MMC).

In addition, webtoon as media can improve learning activity at the eighth grade of SMPN 1 Metro Kibang. The percentage of students learning activity in cycle 2 is 74%. It means that the students learning activity achieved the indicator of success 70%.

B. Suggestion

Based on the conclusion above, some suggestions are stated to be shared more attention in teaching and learning process go to:

1. For English Teacher

a. The result of this study could be consideration for the teacher to use webtoon as media to implementation in improving students reading skill.

b. For the students

The result of this research could give positive contribution for students to improve their reading skill.

2. For Headmaster

This research can be used as the quality improvement of teaching and learning generally in English subject in SMPN 1 Metro Kibang.

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APPENDICES

Silabus Pembelajaran

Sekolah : SMPN 1 Metro Kibang

Kelas : VII (Delapan)

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Membaca

Standar kompetensi : 5. Membaca

Memahami makna teks tulis fungsional dan sederhana dalam bentuk dialog untuk berinteraksi dalam konteks kehidupan sehari-hari

SK NO	Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
					Teknik	Bentuk Instrument	Contoh Instrumen		
5	5.1 merespon makna dalam teks tulis fungsional pendek (missal dialog pendek atau perckapan pendek pada suatu cerita) secara akurat, lancar dan	Teks monolog sederhana berbentuk dialog sederhana / narrative	<ul style="list-style-type: none"> ▪ Bertanggung jawab tentang berbagai hal yang berkaitan dengan materi. 	Siswa dapat membaca nyaring teks dialog sederhana dengan ucapan, tekanan, dan intonasi yang berterima serta dapat mengidentifikasi makna gagasan	Three phase technique.	Pilahan Ganda.	Read the following text and choose the correct answer.	2 x 40 Menit	Cerita dari aplikasi webtoon dengan judul Fig And Friends. Papan tulis dan spidol. https://m.web

	berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	Kosa kata yang berkaitan dengan teks dialog atau narative Pronunciatio n kata dan intonasi : frasa, kalimat yang telah dipelajari	<ul style="list-style-type: none"> ▪ Membahas kosa kata yang berkaitan dengan teks dialog atau narative ▪ Membaca dengan jelas teks dialog sederhana. ▪ intonasi, dan jeda yang baik dan benar 	dalam teks meliputi: <ul style="list-style-type: none"> ○ Gagasan utama ○ Informasi factual dari dialog sederhana ○ Makna kata, frasa, kalimat. 					toon.com/en/
5	5.2 membaca nyaring bermakna teks fungsional dan dialog sederhana dengan ucapan,	Teks dialog cerita webtoon ○ Pronunciatio n	○ mendengarkan dan memperhatikan hal yang perlu dalam	Membaca nyaring dengan baik dan benar.	Tes lisan	Membaca nyaring	Read the following text and choose the	2 x 40 menit	Cerita dari aplikasi webtoon dengan judul

	intonasi yang berterima	o intonation	kegiatan membaca nyaring, yaitu pronunciation dan intonation. o Membaca nyaring sendiri dengan lafal, jeda, dan intinasi yang baik				correct answer.		Fig And Friends. Papan tulis dan spidol. https://m.webtoon.com/en/
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Rencana Pelaksanaan Pembelajaran

(RPP)

Cycle 1

Satuan Pendidikan : SMPN 1 Metro Kibang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Materi : Reading Skill

Alokasi Waktu : 2 X 40 Menit

Meeting : 1 (Pertama)

A. Standar Kompetensi

Memahami makna tekstulis fungsional dan diaolog pendek sederhana berbentuk dialogkaitan dengan lingkungan sekitar.

B. Kompetensi Inti

KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, social budaya, akademik, dan profesi.

KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana.

KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda. Komkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat.

KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan stuktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

C. Kompetensi Dasar (KD)

Merespon makna dan langkah-langkah dalam dialog pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk dialod pendek sederhana.

D. Indikator Pencapaian

1. Siswa dapat menangkap informasi yang ada pada teks dialog pendek sederhana.
2. Siswa dapat mengidentifikasi makna dan gagasan dalam teks dialod pendek sederhana
3. Siswa dapat mengidentifikasi aspek-aspek yang ada pada teks diaolog pendek sederhana.

E. Materi Pembelajaran

Penggunaan cerita yang berjudul Fig And Friends pada aplikasi webtoon

Fungsi Sosial

Mendeskripsikan sesuatu, karakter, seseorang, suatu tempat pada waktu tertentu.

Unsur Kebahasaan

Kata dan tata bahasa yang lazim digunakan dalam dialog teks pendek sederhana pada webtoon seperti, gagas utama, nama karakter, nama tempat, dan waktu.

Penggunaan Webtoon Sebagai Media

Langkah-langkah penggunaan webtoon dalam media pembelajaran sebagai berikut:

1. Aplikasi webtoon
2. Pilih cerita yang akan digunakan
3. Print out cerita webtoon yang sudah dipilih
4. Bagikan print out tersebut kepada siswa
5. Siswa untuk membaca print out cerita dari webtoon tersebut
6. Berikan soal pilihan ganda yang berkaitan dengan cerita yang sudah dibaca

F. Teknik Pembelajaran

Three-phase technique

G. Media/Alat, Bahan, dan Sumber Belajar

1. Media : Webtoon
2. Bahan :
 - Print Out Cerita Fig And Friends dari Webtoon
 - Spidol dan papan tulis
 - Soal dan lembar jawaban
3. Sumber Belajar: Aplikasi Webtoon (internet) <https://m.webtoon.com/en/>

H. Langkah-Langkah Kegiatan Pembelajaran

Pendahuluan (10 Menit)

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
2. Guru memberi salam dan mengajak peserta didik untuk berdoa bersama.

3. Guru memeriksa kehadiran peserta didik.
4. Guru memperkenalkan materinya melalui short conversation yang diberikan oleh guru.

Kegiatan inti (60 menit)

Mengamati

1. Siswa mendengarkan penjelasan guru tentang materi yang disampaikan atau dijelaskan.
2. Siswa mengamati dan membaca teks tentang cerita Fig And Friend dalam aplikasi webtoon.

Menanya

Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan utama, informasi rinci seperti karakter, berapa banyak karakter, nama tempat, tempat kejadian tertentu dalam cerita webtoon.

Mengeksplorasi

Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu dalam cerita aplikasi di webtoon.

Mengasosiasi

Siswa menjawab beberapa soal pilihan ganda dari guru terkait topic teks yang berkaitan pada cerita di aplikasi webtoon.

Mengkomunikasikan

Siswa menyebutkan unsur kebahasaan, struktur teks, dan fungsi sosial dari teks dialog pendek sederhana webtoon.

Penutup (10 Menit)

1. Guru menanyakan kesulitan yang dihadapi peserta didik ketika mempelajari materinya.
2. Guru menjelaskan rencana kegiatan yang akan datang.
3. Guru mengucapkan terimakasih dan menutup kegiatan pembelajaran.

I. Penilaian

1. Tehnik Penilaian : Three Phase-Tehnique
2. Bentuk Instrument : Multiple Choice Test
3. Rubik Penilaian :

$$\frac{\textit{jawaban benar}}{\textit{jumlah soal}} \times 100$$

Metro, 09 Desember 2022

Mengetahui,

Yang Menyatakan,

Guru Mata Pelajaran

Peneliti

Sri Astuti, M.Pd.
NIP. 197605202011012002

Dwi Kurniawati
1701070083

Kepala Sekolah SMPN 1 Metro Kibang

Aida Aini, S.Pd, M.M
Nip. 196307141984122002

Rencana Pelaksanaan Pembelajaran

(RPP)

Cycle 2

Satuan Pendidikan : SMPN 1 Metro Kibang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Materi Pokok : Reading Skill

Alokasi Waktu : 2 X 40 Menit

Meeting : 2 (Kedua)

A. Standar Kompetensi

Memahami makna tekstulis fungsional dan diaolog pendek sederhana berbentuk dialogkaitan dengan lingkungan sekitar.

B. Kompetensi Inti

KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, social budaya, akademik, dan profesi.

KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana.

KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda. Komkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat.

KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan stuktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

C. Kompetensi Dasar (KD)

Merespon makna dan langkah-langkah dalam dialog pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk dialod pendek sederhana.

D. Indikator Pencapaian

1. Siswa dapat menangkap informasi yang ada pada teks dialog pendek sederhana.
2. Siswa dapat mengidentifikasi makna dan gagasan dalam teks dialod pendek sederhana
3. Siswa dapat mengidentifikasi aspek-aspek yang ada pada teks diaolog pendek sederhana.

E. Materi Pembelajaran

Penggunaan cerita yang berjudul Fig And Friends pada aplikasi webtoon

Fungsi sosial

Mendeskripsikan sesuatu, karakter, seseorang, suatu tempat pada waktu tertentu.

Unsur kebahasaan

Kata dan tata bahasa yang lazim digunakan dalam dialog teks pendek sederhana pada webtoon seperti, gagas utama, nama karakter, nama tempat, dan waktu.

Penggunaan Webtoon Sebagai Media

Langkah-langkah penggunaan webtoon dalam media pembelajaran sebagai berikut:

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4. Bagikan print out tersebut kepada siswa
5. Siswa untuk membaca print out cerita dari webtoon tersebut
6. Berika soal pilihan ganda yang berkaitan dengan cerita yang sudah dibaca

F. Tehnik Pembelajaran

Three-phase technique

G. Media/Alat, Bahan, dan Sumber Belajar

1. Media : Webtoon
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 - Spidol dan papan tulis
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3. Sumber Belajar: Aplikasi Webtoon (internet) <https://m.webtoon.com/en/>

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Pendahuluan (10 Menit)

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2. Guru memberi salam dan mengajak peserta didik untuk berdoa bersama.
3. Guru memeriksa kehadiran peserta didik.

4. Guru memperkenalkan materinya melalui short conversation yang diberikan oleh guru.

Kegiatan Inti (60 Menit)

Mengamati

1. Siswa mendengarkan penjelasan guru tentang materi yang disampaikan atau dijelaskan.
2. Siswa mengamati dan membaca teks tentang cerita fig and friend dalam aplikasi webtoon.

Menanya

Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan utama, informasi rinci seperti karakter, berapa banyak karakter, nama tempat, tempat kejadian tertentu dalam cerita webtoon.

Mengeksplorasi

Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu dalam cerita aplikasi di webtoon.

Mengasosiasi

Siswa menjawab beberapa soal pilihan ganda dari guru terkait topic teks yang berkaitan pada cerita di aplikasi webtoon.

Mengkomunikasikan

Siswa menyebutkan unsur kebahasaan, struktur teks, dan fungsi sosial dari teks dialog pendek sederhana webtoon.

Penutup (10 Menit)

1. Guru menanyakan kesulitan yang dihadapi peserta didik ketika mempelajari materinya.
2. Guru menjelaskan rencana kegiatan yang akan datang.
3. Guru mengucapkan terimakasih dan menutup kegiatan pembelajaran.

I. Penilaian

Bentuk Instrument : Multiple Choice Test

Rubik Penilaian :

$$\frac{\textit{jawaban benar}}{\textit{jumlah soal}} \times 100$$

Metro, 12 Desember 2022

Mengetahui,

Yang Menyatakan,

Guru Mata Pelajaran

Peneliti

Sri Astuti, M.Pd
Nip. 197605202011012002

Dwi Kurniawati
1701070083

Kepala Sekolah SMPN 1 Metro Kibang

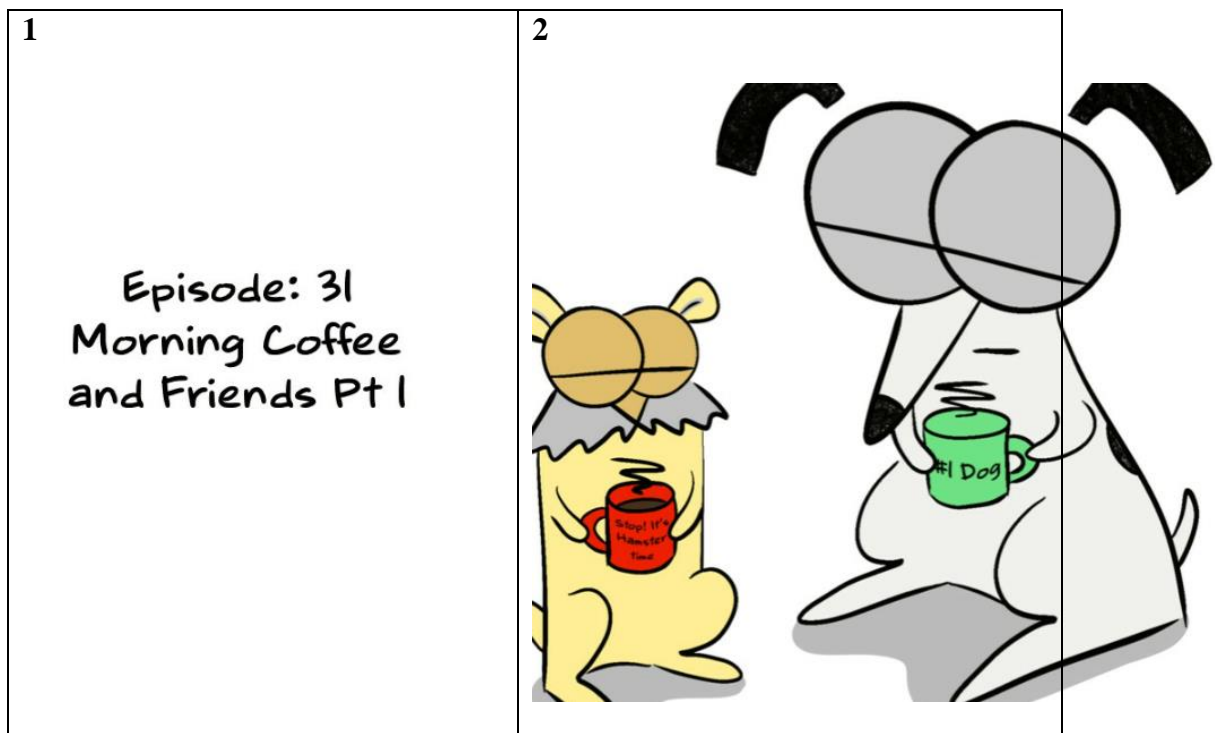
Aida Aini, S.Pd, M.M
Nip. 196307141984122002

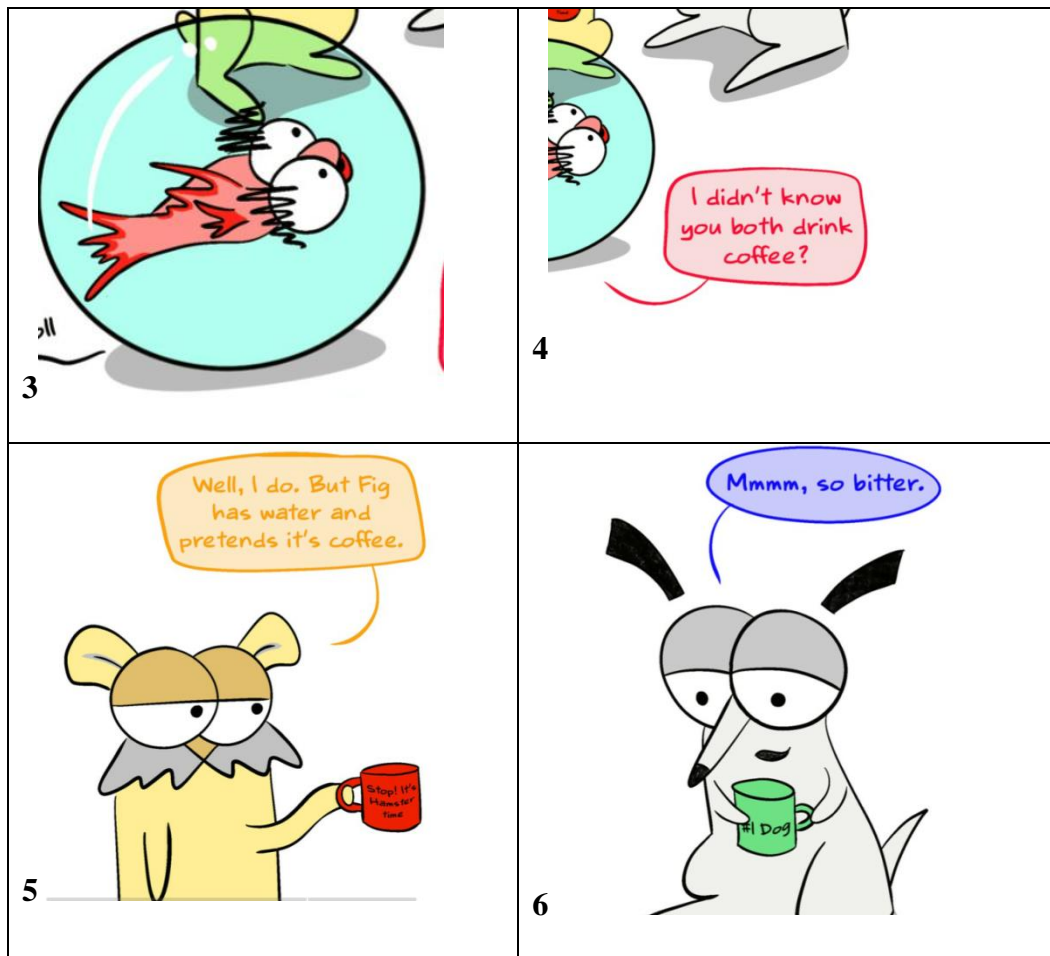
Soal Post-Test

Subject : English
Grade : VIII (Eighth)
Time Allocation : 30 Minutes

Choose the correct answer bellow with crossing a, b, c, d, e

The story is for number 1-5 !



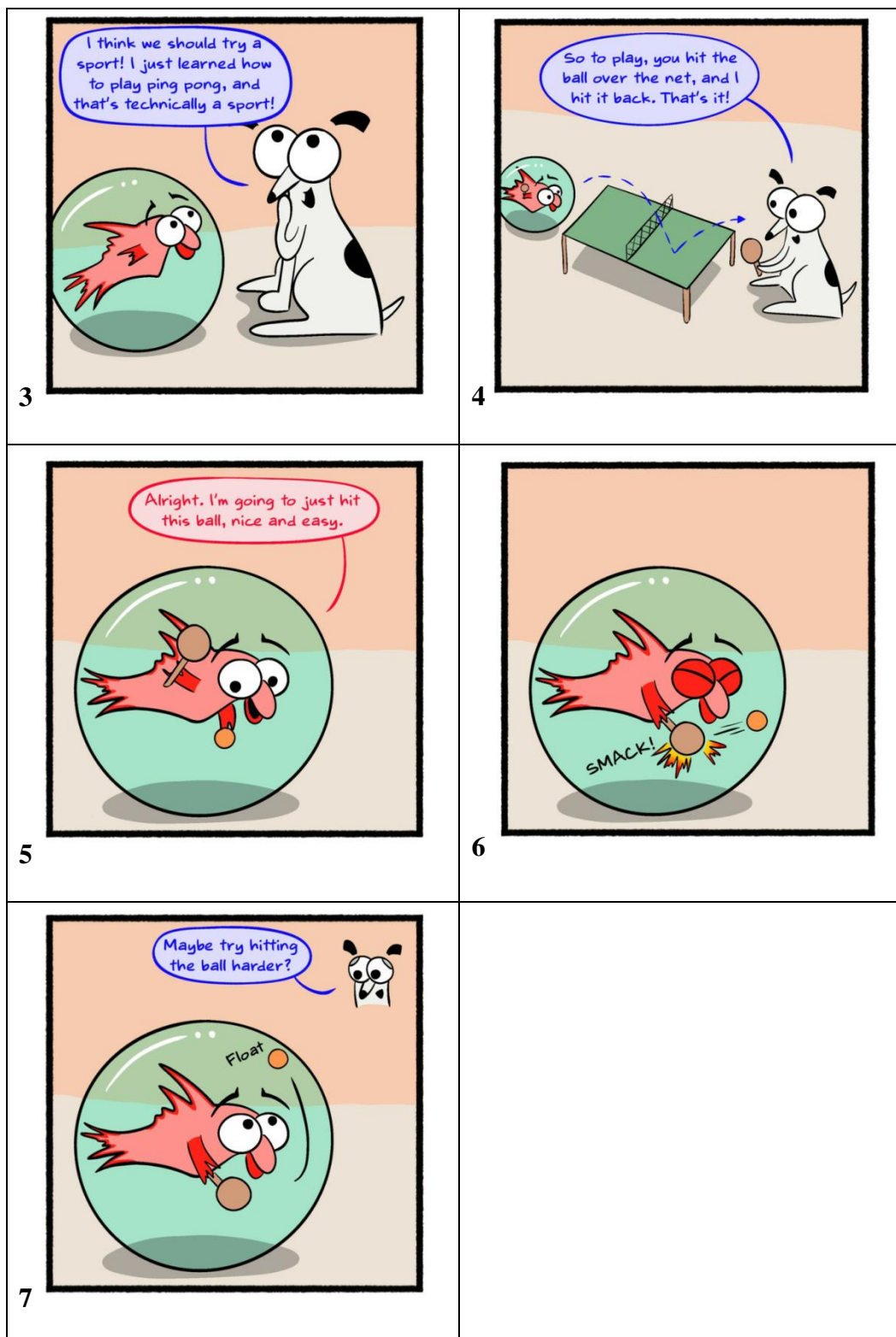


1. What is the title of the story is about?
 - a. Fig and friends
 - b. Morning coffee and friends**
 - c. Bitter coffee
 - d. Milk and coffee
 - e. Morning coffee
2. How many characters on that story above?
 - a. Three characters**
 - b. Many characters
 - c. Two characters
 - d. Five characters
 - e. Four characters

3. On the dialog above one of the characters said “mmm, so bitter” what is the anonym of the underline word?
- Sweet
 - Sour
 - Salty
 - Spicy
 - Meaty
4. When is of the story was happen....?
- Night
 - Middle of night
 - Early morning
 - Morning
 - Afternoon
5. From the story above we know that....?
- They are making a coffee
 - They are buying a coffee
 - They are drinking a coffee milk
 - They are drinking a coffee in the morning
 - They are talking about the process of making a coffee

Read This Story Webtoon To Answer Question Number 6-10?





6. From the story above we know that...

- a. The fig and the fish was talking about exercise, like playing table tennis
 - b. They are was talking about their experience
 - c. They are want to work out in the gym
 - d. They are will doing exercise tomorrow
 - e. They are was playing football
7. How is the rules on playing the table tennis sport...?
- a. Throw the ball over the net
 - b. Shoot the ball into the ring
 - c. Kick the ball
 - d. Hit the ball over the net
 - e. Smash the ball over the net
8. What is the sport that they are playing on that story webtoon above...?
- a. Football
 - b. Volleyball
 - c. Table tennis
 - d. Basketball
 - e. Badminton
9. Who is the first that start the dialog on that story webtoon above...?
- a. The fig
 - b. Both of them
 - c. None of them
 - d. The fish
 - e. The dog
10. Which one that does not include the “verb” from the dialog story of webtoon above....?
- a. Exercise
 - b. Play
 - c. Hit
 - d. Working out
 - e. The ball

The Students Activities Observation in Cycle 1

No	Name	The Aspect That Observed			
		The Students Pay Attention of Teacher Explanation	The Students Ask/Answering Question	The Students Active in Class	The Students Able Do The Task
1	ACT	√		√	√
2	ACP	√	√		√
3	AE				
4	ARO				
5	BA		√	√	
6	CTS	√	√		√
7	DA	√	√		√
8	DSS	√			
9	DMP				
10	DRS	√		√	√
11	EPS		√	√	
12	FIU	√	√		√
13	HAK			√	
14	LPP	√	√		√
15	MS				
16	NUS	√		√	√
17	OS	√	√	√	√
18	PD	√	√	√	√
19	RK	√	√		√
20	RS				

21	RAP	√			√
22	SR	√	√	√	√
23	TAF	√	√		√
24	VNF				
25	WSN	√		√	√
26	ZNS				

The Students Activities Observation in Cycle 2

No	Name	The Aspect That Observed			
		The Students Pay Attention of Teacher Explanation	The Students Ask/Answering Question	The Students Active in Class	The Students Able Do The Task
1	ACT	√			√
2	ACP	√		√	√
3	AE	√	√	√	√
4	ARO	√	√		√
5	BA	√	√	√	√
6	CTS	√	√	√	√
7	DA	√			
8	DSS		√	√	√
9	DMP	√	√	√	√
10	DRS	√	√	√	√
11	EPS			√	
12	FIU	√	√	√	√
13	HAK	√		√	√
14	LPP	√			√
15	MS	√	√		√
16	NUS	√	√	√	√
17	OS	√	√	√	√
18	PD	√	√	√	√
19	RK	√	√		√
20	RS				
21	RAP	√		√	√
22	SR	√	√	√	

23	TAF	√	√	√	√
24	VNF				
25	WSN	√	√	√	√
26	ZNS	√	√		√

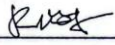
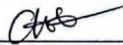

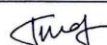
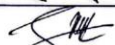


Attendance List Post-Test 1

Class : VIII 3

Date :

Subject : English

No	Name	Signature
1	Afgan Candra Trinata	<i>Afgan</i>
2	Alenta Cantika Putri	<i>Alenta</i>
3	Arjuna Edi	<i>Arjuna</i>
4	Arkaan Raffi Oktaviano	<i>Arkaan</i>
5	Bunga Agustina	<i>Bunga</i>
6	Chelsy Triya Sabella	<i>Chelsy</i>
7	Dafa Afriansah	<i>Dafa</i>
8	Dedi Suryadi Saputra	<i>Dedi</i>
9	Diana Meilani Putri	<i>Diana</i>
10	Dwi Rahma Saputri	<i>Dwi</i>
11	Elvana Puspita Sari	<i>Elvana</i>
12	Fadillah Illian Unzila	<i>Fadillah</i>
13	Habib Akmal Khalil	<i>Habib</i>
14	Lodi Permana Putra	<i>Lodi</i>
15	Masi Sitanggang	<i>Masi</i>
16	Naila Ulya Shafa	<i>Naila</i>
17	Okta Silvia	<i>Okta</i>
18	Putria Dewi	<i>Putria</i>
19	Radit Kurniawan	<i>Radit</i>

20	Refan Sofandi	
21	Refano Andika Pratama	
22	Sonic Rahmandy	
23	Tiya Ayu Fadila	
24	Vera Septi Ramadani	
25	Wulan Setiya Ningrum	
26	Zahra Nana Sofiana	

Attendance List Post-Test 11

Class : VIII 3

Date :

Subject : English

No	Name	Signature
1	Afgan Candra Trinata	Afgan
2	Alenta Cantika Putri	Alenta
3	Arjuna Edi	Arjuna
4	Arkaan Raffi Oktaviano	Arkaan
5	Bunga Agustina	Bunga
6	Chelsy Triya Sabella	Chelsy
7	Dafa Afriansah	Dafa
8	Dedi Suryadi Saputra	Dedi
9	Diana Meilani Putri	Diana
10	Dwi Rahma Saputri	Dwi
11	Elvana Puspita Sari	Elvana
12	Fadillah Illian Unzila	Fadillah
13	Habib Akmal Khalil	Habib
14	Lodi Permana Putra	Lodi
15	Masi Sitanggang	Masi
16	Naila Ulya Shafa	Naila
17	Okta Silvia	Okta
18	Putria Dewi	Putria
19	Radit Kurniawan	Radit

20	Refan Sofandi	<i>Rinf</i>
21	Refano Andika Pratama	<i>Ael</i>
22	Sonic Rahmandy	<i>Sqn</i>
23	Tiya Ayu Fadila	<i>Tus</i>
24	Vera Septi Ramadani	<i>VSA</i>
25	Wulan Setiya Ningrum	<i>Wsn</i>
26	Zahra Nana Sofiana	<i>ZNS</i>

Answer Sheet

Name : Putria DewiClass : 8.3

Cross the right answer!

B:8

80

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

Answer Sheet

Name : Axayna ed / ~~Devi~~ ~~rexya~~ s.Class : 8.3 (19a)

Cross the right answer!

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

A=0

B=7
C=3

Documentation

Cycle 1 Post-Test 1



Cycle 2 Post-Test 2 Students Reading Practice





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id; E-mail:
 www.tarbiyah.metrouniv.ac.id

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

Nama : Dwi Kurniawati

Jurusan : TBI

NPM : 1701070083

Semester : XI

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis 6/10-20	✓	Revise Home writing - be consistent	
2.	Senin 10/10	✓	Revision is OK - Acc for seminar	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 www.tarbiyah.metrouniv.ac.id

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

Nama : Dwi Kurniawati
 NPM : 1701070083

Jurusan : TBI
 Semester : XI

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis, 1/12-22	✓	Acc APD	

Mengetahui,
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
 NIP. 196204241999032001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id; E-mail:
 www.tarbiyah.metrouniv.ac.id

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

Nama : Dwi Kurniawati
 NPM : 1701070083

Jurusan : TBI
 Semester : XI

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	16/12 ²² jumat	✓	Chapter IV -- revise	
2.	20/12 ²² selasa	✓	Complete it : abstract, originality, CV	
3.	23/12 ²² jumat	✓	- Revisi is OK - ACC for mu nago 1/2	

Mengetahui,
 Ketua Jurusan TBI

Anlianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing 1

Dr. Umi Yawisah, M.Hum
 NIP. 196204241999032001



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

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Nomor : B-2489/In.28/J/TL.01/06/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Hj. Aida Aini, S.Pd M.M SMPN 1
METRO KIBANG
di-
Tempat

Assalamu'alaikum Wr. Wb.

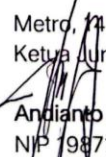
Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **DWI KURNIAWATI**
NPM : 1701070083
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris
Judul : THE USE OF NEW NORMAL CLASS 8 STORY OF
WEBTOON APPLICATION TO IMPROVE STUDENTS IN
READING SKILL AT THE EIGHT GRADE SMP NEGERI 1
METRO KIBANG

untuk melakukan prasurvey di SMPN 1 METRO KIBANG, 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, 14 Juni 2022
Ketua Jurusan,

Andianto M.Pd
NP 19871102 201503 1 004



**PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 KIBANG**



NSS: 20.1.1204.01.035

NPSN : 10805971

Alamat: Jl. HarapanMargototoKec. Metro KibangKab. Lampung TimurProv.Lampung
KodePos 34135 telfon:07257853123 Email.smpn1kibanglampungtimur@gmail.com

Nomor : 420/019/11/SMP.1/2022

Lamp. : -

Hal : IZIN PRA SURVEY

Kepada

Yth : Ketua Jurusan Tadris Bahasa Inggris

Di

Tempat

Berdasarkan surat yang kami terima bernomor B-2489/In.28/J/TL.01/06/2022 tertanggal 14 Juni 2022 tentang Izin Pelaksanaan Pra Survei Jurusan Tadris Bahasa Inggris, kami pihak SMP Negeri 1 Kibang dan bertindak selaku Kepala Sekolah memberikan Izin kepada :

Nama : **DWI KURNIAWATI**
NPM : 1701070083
Fakultas : IAIN FTIK Metro
Program Study : Tadris Bahasa Inggris
Judul : **“ THE USE OF NEW NORMAL CLASS 8 STORY OF WEBTOON APPLICATION TO IMPROVE STUDENTS IN READING SKILL AT THE EIGHT GRADE SMP NEGERI 1 METRO KIBANG”**

Waktu pelaksanaan :

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Metro Kibang, 27 September 2022

Kepala Sekolah,


AIDA AINI, S.Pd. M.M.
NIP.196307141984122002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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-5337/In.28.1/J/TL.00/12/2022
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 : **DWI KURNIAWATI**
NPM : 1701070083
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE USE OF WEBTOON AS MEDIA TO IMPROVE THE STUDENTS
READING SKILL OF THE EIGHTH GRADE OF SMPN 1 METRO
KIBANG**

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, 06 Desember 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1684/In.28/S/U.1/OT.01/12/2022**

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

Nama : Dwi Kurniawati
NPM : 1701070083
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1701070083

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, 16 Desember 2022
Kepala Perpustakaan



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



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

Jl. Ki. Hajar Dewantara 15A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax (0725) 47296 Website www.metrouniv.ac.id, e-mail. iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : DWI KURNIAWATI
NPM : 1701070083
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 26 Desember 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP.198711022015031004



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

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Nomor : B-5387/In.28/D.1/TL.00/12/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 1 METRO KIBANG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5386/In.28/D.1/TL.01/12/2022, tanggal 07 Desember 2022 atas nama saudara:

Nama : **DWI KURNIAWATI**
NPM : 1701070083
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 1 METRO KIBANG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF WEBTOON AS MEDIA TO IMPROVE THE STUDENTS READING SKILL OF THE EIGHTH GRADE OF SMPN 1 METRO KIBANG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 07 Desember 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Estonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KIBANG



Alamat: Jl. Harapan Margototo Metro Kibang Kab. Lampung Timur Kode pos: 34135 Telpn: 0725 7853123 email : smpn1kibanglamtim@gmail.com

Nomor : 420/099/11/SMP.1/2022

Lamp. : -

Hal : Izin Research

Kepada

Yth : Wakil Dekan Akademik dan Kelembagaan Tarbiyah IAIN Metro

Di

Tempat

Berdasarkan surat yang kami terima bernomor B-5387/In.28/D.1/TL.00/12/2022 tertanggal 07 Desember 2022 tentang Izin RESEARCH Jurusan Tadris Bahasa Inggris, kami selaku pihak SMP Negeri 1 Kibang dan bertindak sebagai Kepala Sekolah memberikan Izin kepada :

Nama : **DWI KURNIAWATI**
 NPM : 1701070083
 Semester : 11 (Sebelas)
 Jurusan : Tadris Bahasa Inggris
 Judul Skripsi : **"THE USE OF WEBTOON AS MEDIA TO IMPROVE THE STUDENT READING SKILL OF THE EIGHTH GRADE OF SMPN 1 METRO KIBANG"**

Waktu Pelaksanaan :

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Kibang, 09 Desember 2022
 Kepala Sekolah,

AIDA AINI, S.Pd, M.M.
 NIP. 196307141984122002



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

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SURAT TUGAS

Nomor: B-5386/In.28/D.1/TL.01/12/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **DWI KURNIAWATI**
NPM : 1701070083
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 1 METRO KIBANG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF WEBTOON AS MEDIA TO IMPROVE THE STUDENTS READING SKILL OF THE EIGHTH GRADE OF SMPN 1 METRO KIBANG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 07 Desember 2022

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



THE USE OF WEBTOON AS MEDIA TO IMPROVE THE STUDENTS' READING SKILL OF THE EIGHTH GRADE OF SMPN 1 METRO KIBANG

by Dwi Kurniawati 1701070083

Submission date: 26-Dec-2022 06:52AM (UTC+0700)

Submission ID: 1986588319

File name: 84_DWI_KURNIAWATI_-_1701070083.docx (907.97K)

Word count: 10669

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THE USE OF WEBTOON AS MEDIA TO IMPROVE THE STUDENTS' READING SKILL OF THE EIGHTH GRADE OF SMPN 1 METRO KIBANG

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CURRICULUM VITAE

Dwi Kurniawati was born in Buana Sakti, East Lampung on January 14, 1999. She is the second child of Mr. Purnomo and Mrs. Suganti.

She attended SDN 1 Buana Sakti elementary school for 6 years, from 2005 to 2011. From 2011 to 2014, she studied in SMP PGRI 1 Batanghari for 3 years. She decided continue her studies in senior high school for years at SMAN 6 Metro from 2014 to 2017. Then, from 2017 to 2022, she was enrolled as an S1 students of English Education Department of the State Institute for Islamic studies (IAIN) Metro. Many things she learned in class, and she hoped to get job soon after graduate.