English Comic Web-Toon and Reading Motivation Toward Student's Reading Comprehension

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Abstract

This research aims to get empirical evidence using English Comic Web-Toon and reading motivation on Reading Comprehension. The sample of this study numbered 60 students, 30 students for experimental classes and 30 for the control class, who were selected using sampling techniques. Before researchers gave treatment, students from the two classes were given a preliminary test to discover their ability to read the narrative text. Then, they were given a final test after treatment to see the progress. This research instrument has 25 multiple-choice questions. The methods used in this research are Quantitative and employ Factorial designs. In analyzing the data, examiners use t-tests. The calculation shows a t-table value significance. It suggests that to be higher than the t-table, the average value levels of the experiment class are higher than the value of the control class. Additionally, English Comic Web-Toon and reading motivation are highly effective in reading comprehension to read English texts of the eleventh SMA N 1 Lempuing academic year 2023/2024.

Keywords: Reading Comprehension, Reading Motivation English Comic Web-toon

1. INTRODUCTION

Students in Indonesia lost interested in reading, especially reading an English book. So, without understanding, learning is impossible since no educational system can ignore language comprehension. Despite this, students continue to practice reading even when it is challenging to understand every word, which motivates them to read. Choiriningtyas, (2018) stated that motivation in reading is driven toward reading and learning. Motivation is the desire to learn. Then, without motivation they have continue to fall further behind. Because some readers may feel lack of confidence in their ability to read and they do not really feel motivate to continue increasing their reading ability. Because of this, it is essential to start developing their motivation early to build their literacy skills (Ykema, 2019).

There are three issues that lead to low reading proficiency among students. The first is that reading materials provided by teachers, including textbooks, periodicals, or e-books, are tedious to read due to their length-texts. The second issue is that a lot of pupil lack of comprehension of what they read (comprehensive reading). This leads to the lack of reading habits because students are unaware of the recommended reading material. The last problem is students have opportunity to read the English text only when it is in English class (Aneski, 2022). So, to solve all the problems mentioned previously, researcher would have used English Comic Web-toon as reading materials. By

giving students reading materials such as comic books with lots of graphics and narratives, they can become more motivated readers and develop reading habits, finally they can get the information easily (would have increased comprehension). According Robbani, (2021), students would be unmotivated to learn English if they had no interest in the reading content.

The researcher would have conducted English Comic Web-toon to increase students' reading comprehension (Dewi, 2021). The choice of reading material can have an impact in the process of reading (Asroni, 2023). According to Robbani & Khoirotunnisa, (2021), reading online English comics can help students improve their language proficiency, critical thinking, creativity, and motivation to read. This is related with Gusmeris' study (2020) about the increase of reading comprehension with the use of English Comic Web-toon. Her research's findings indicate that the experimental class's post-test score is greater than its pre-test score.

2. RESEARCH METHODOLOGY

Experimental investigation was conducted, the study examined the effects of English comic Web cartoons and reading motivation on the reading comprehension of eleventh grade students at SMA Negeri 1 Lempuing. The researcher split the 60 sample students into two groups. There was an experimental group that was taught via English comic Web cartoons, and a control group that was taught using conventional methods (Sugiyono, 2017). Before the treatment, both of classes were given questionnaire to find out students' learning motivation into two categories (high and low). This reading motivation was called the moderator variable. For this reason, the research used factorial design method (Moleong, 2021). According to Jack Fraenkel and Norman Wallen and Hellen Hyun., (2012), factorial design extends the number of connections that can be vetted in experimental studies. They essentially involve changing the designs of the pre-test and post-test control groups or the post-test only control group (with or without any random assignment) that allows for additional free variable research the Table of Factorial Design is as follows:

Table 2.1 The Frame of Factorial Design

The symbol of Treatment	R O1 X Y1 O2
The symbol of Control	R O3 C Y1 O4

The symbol of Treatment	R O5 X Y2 O6
The symbol of Control	R O7 C Y2 O8

Source : (Jack Fraenkel and et al., 2012)

The validity and reliability of the research instrument, tests for both were conducted. If the value in the R table is less than the calculated R value, the item is deemed legitimate.to assess the questionnaire's suitability as a tool for study. Given that there were 60 participants, the R table's value was 0.349, meaning that all 25 entries were considered acceptable. Furthermore, the Cronbach-Alpha coefficient is 0.938, indicating the reliability of the questionnaire as a research tool.

3. RESULT AND DISCUSSION

The significant difference in reading comprehension between high and low students' reading motivation that were taught using English comic Web-toon teaching strategies.

Independent testing was used to determine whether there were any notable differences between the experimental groups' low- and high-motivation students who were taught using English comic Web-toon teaching approaches. P-output was discovered to be 0.000. According to table 4.25, this p-output is less than alpha 0.05. It is therefore important. As a result, Ho is rejected while Ha is admitted. When adopting English comic Web-toon teaching methodologies, there was a significant difference in reading comprehension between students with high reading motivation and those with poor reading drive. The results of the extra calculation using the independent sample t-test are displayed in Table 3.1.

Table 3.1

		Levene's Test for EoV		t-test for EoM					95% CIoD	
		F	Sig.	t	df	Sig. (2-tailed)	Mean D	Std. D	Low	High
High &	Equal variances assumed	.004	.951	6.474	28	.000	13.066	2.018	8.932	17.201

Low Motiv. in Experimen Class	Equal variances not assumed			6.474	27.652	.000	13.066	2.018	8.929	17.203

First, used English Comic Web-toon teaching strategy, Students with high reading motivation and those with low reading motivation participated in a t-test study on reading comprehension. Found that p-output is 0.000. This p-output it is mean From the data above show 100% success. So, it is significant. Therefore, Ha is accepted while Ho is rejected. It was discovered through statistical analysis utilizing an independent sample test that individuals with high reading motivation can benefit more from the English Comic Web-toon technique than those with low motivation.

The notable distinction in reading comprehension between low and high students who received traditional instruction in reading motivation.

An independent t-test was used to assess whether there were any significant differences between the low- and high-motivation pupils in the control group who received instruction using conventional methods. The p-output, according to the researcher, is 0.856. This p-output was higher than alpha 0.05 (table 3.2). It was therefore not important. Ha was therefore approved where as Ho was not. Thus, there was a noticeable difference in reading comprehension between the students who were taught using traditional methods and the students who were motivated to read well. Table 3.2 presents the extra calculation that makes use of the independent sample t-test.

Table 3.2

		Levene's Test for EoV		t-test for EoM					95% CIoD	
		F	Sig.	t	df	Sig. (2-tailed)	Mean D	Std. E. D	L	U
High & Low Motiv. in Control Class	Equal variances assumed	.041	.840	-.184	28	.856	-.533	2.90200	-6.477	5.411
	Equal variances not assumed			-.184	27.8	.856	-.533	2.90200	-6.478	5.412

Based on a t-test analysis, the second compares the reading comprehension of pupils who received instruction using the standard teaching

method with those who did not. The researcher found that p-output is 0.856. From the foregoing data show less than 20% success. It was discovered through statistical analysis utilizing an independent sample test that both high and low reading motivation could not be successfully taught using the traditional teaching approach.

The significant difference in reading comprehension toward high students' reading motivation taught by using English Comic Web-toon strategies and Traditional method.

Significant differences between high-motivation students who were taught utilizing English Comic Web-toon teaching tactics and traditional teaching methods were tested using an independent t-test. The investigator discovered that the p-output was 0.000. According to table 4.28, this p-output was less than alpha 0.05. It was crucial as a result. For this reason, Ha was accepted whereas Ho was not. Students with high reading motivation who were taught using English Comic Web-toon teaching approaches showed substantial differences in reading comprehension as compared to students who were taught using traditional methods. Table 3.3 presents the extra calculation that makes use of the independent sample t-test.

Table 3.3

		Levene's Test for EoV		t-test for EoM					95% CIoD	
		F	Sig.	t	df	Sig. (2-tailed)	Mean D	Std. E D	L	U
High Motivation. Cont & Exp Class	Equal variances in assumed	1.747	.197	13.712	28	.000	34.133	2.489	29.034	39.232
	Equal variances not assumed			13.712	26.113	.000	34.133	2.489	29.017	39.249

Third, a t-test comparison of reading comprehension between students who were high motivated to read and those who were taught using traditional teaching methods and English Comic Web-toon teaching. Found that p-output is 0.000. This p-output it is mean From the data above show 100% success. So, it is significant. Teaching high-motivation pupils through an English comic web-toon is more effective than teaching them through traditional techniques, according to the p-output of statistics calculated using an independent sample test.

The significant difference in reading comprehension between high and low students' reading motivation taught by using English comic Web-toon strategies and Traditional method.

Significant differences between low-motivation students who were taught utilizing English Comic Web-toon teaching tactics and traditional teaching methods were tested using an independent t-test. The investigator discovered that the p-output was 0.000. According to table 4.29, this p-output was less than alpha 0.05. Thus, it was important. Ha was therefore approved whereas Ho was not. Thus, reading comprehension differed significantly between low-motivation students taught using English comic Web-toon teaching tactics and those taught using traditional methods. The additional computation utilizing the independent sample t-test is displayed in Table 3.4.

Table 3.4

		Levene's Test for EoV		t-test for EoM					95% CIoD	
		F	Sig.	t	df	Sig. (2-t)	Mean D	Std. E.D	L	U
Low Motivation. Cont & Exp Class	Equal variances in assumed	2.775	.107	8.182	28	.000	20.533	2.509	15.392	25.674
	Equal variances not assumed			8.182	23.702	.000	20.533	2.509	15.350	25.716

Fourth, a comparison of reading comprehension between students who were not very or low motivated to read and those who used English Comic Web-toon teaching strategy used a t-test analysis. Found that p-output is 0.000. This p-output it is mean From the data above show 100% success. So, it is significant. The results of the statistical analysis utilizing the independent sample test revealed that the English Comic Web-toon approach is more effective means of teaching low-motivation students than the traditional teaching strategy.

The significant interaction effect of English comic Web-toon teaching strategies and reading motivation toward the students' reading comprehension.

Table 3.5 Tests of Between-Subjects Effects

Dependent Variable: Hasil					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.

Corrected Model	12489.333[a]	3	4163.111	88.847	.000
Intercept	218406.667	1	218406.667	4661.11	.000
ECW	11206.667	1	11206.667	239.167	.000
Motivation	589.067	1	589.067	12.572	.001
ECW * Motivation	693.600	1	693.600	14.802	.000
Error	2624.000	56	46.857		
Total	233520.000	60			
Corrected Total	15113.333	59			
a. R Squared = .826 (Adjusted R Squared = .817)					

Researcher applied a two-way ANOVA probe related to the relationship investigation between one dependent variable (reading comprehension) and two or more variables (English Comic Web-Toon and Reading Motivation). It was important to check if the interaction was significant by checking significance value. If its value was equal or lower than 0.05 then there is significant interaction. From the significant column at (Table 3.5) obtained significant value of 0.00. it is shown that the p-value was lower than critical value 0.05 in two tail. If the p-value was lower than the Ha was accepted value 0.05, it was significant. So, There was a significant interaction effect of English comic Web-toon teaching strategies and reading motivation toward the students' reading comprehension.

4. CONCLUSION

Using English Comic Web-Toons is highly beneficial and positively influences students' reading comprehension tests both before and after therapy. Students who were taught to use the English Comic Web-Toon strategy had significantly different reading comprehension scores, according to the independent t-test results. However, there was no discernible difference when the students used the traditional teaching style. Educators are anticipated to give students greater attention if they need help comprehending their reading. With the help of this study, students can enhance their reading motivation and skills in English, particularly when it comes to reading comprehension of narrative texts, by using English comic web-toon. English teachers must have a wide range of techniques or strategies to enhance reading students' performance, particularly the narrative text. English Comic Web-Toon strategy can stimulate and increase student motivation to read. Using English Comic Web-Toons is highly beneficial and has a positive influence on students' reading comprehension tests both before and after therapy. Students who were taught used the English Comic Web-Toon strategy had significantly different reading comprehension scores, according to the independent t-test results. However, when the students used the traditional teaching style, there was no discernible difference.

ACKNOWLEDGEMENT

Reseacher would like to thank to his parents, lecturers, friends, consultants, and all other participants in this study that made this study possible.

AUTHOR CONTRIBUTION STATEMENT

Researcher carries out research on concepts. Researcher oversees the gathering of data. With first and second advisor's assistance, Researcher compiled data analysis and interpretation. Researcher assembled the articles. The article was significantly revised by first and second advisor. first and second advisors approved the publication

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