

ABSTRACT

Eka Faoziah Hastari : “IMPROVING STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT THROUGH ENGLISH WEBTOON (A Quasy-Experimental study at VIIIth Grade in SMP Triyasa Ujung Berung, Bandung)”.

At Junior High School level, based on students’ achievement in reading comprehension ability, most students could not understand and comprehend well the content of the text, especially in reading story that was given by their teacher. Regarding this, this research offers solutions to overcome this problem by providing more interesting learning process for students, especially in reading story to find the element of the story that is by using digital comics (English Webtoon), which are liked by students and interesting to read.

The aims of this study are to find out: 1) the students' reading comprehension ability of narrative text being taught by using English webtoon, 2) the students' reading comprehension ability of narrative text without being taught by English webtoon, 3) the significant different score with and without being taught by English webtoon.

This research was conducted at second grade of SMP Triyasa Ujung Berung, Bandung. Furthermore, the method uses in this research is quasi-experimental method with students of VIII E & VIII D become the sample. The research using convenience

sampling technique in selecting the sample. The instrument of this research is reading text. The test consist of twenty five items and uses pretest and posttest in which the students are asked to choose the correct answers of multiple choices about element of the story in narrative text. The computation of data analysis use statistical method with T-test.

The result of the data analysis showed that the mean score students' reading comprehension ability of narrative text in finding elements of the story after being taught by using English Webtoon is 74.53, and the mean score students' reading comprehension ability of narrative text in finding elements of the story without being taught by using English Webtoon is 67.50. The counting of T-test has the data that t_{count} (2.94) and t_{table} (2.00). As the result the alternative hypothesis (H_a) is accepted. It means that there is significant difference between the result of using and without using English Webtoon.

Based on the result of this study, it can be concluded that teaching reading comprehension ability of narrative text through English Webtoon is more effective in improving students' reading comprehension ability in finding elements of the story, and the students' reading comprehension ability of narrative text in finding elements of the story by using English Webtoon and without using English Webtoon in the VIIIth grade of SMP Triyasa, Bandung is significantly different. It is suggested that English teacher should use English Webtoon as a media in teaching reading, especially narrative text, because it can help the students to improve reading comprehension ability.