CHAPTER I

INTRODUCTON

This chapter describes the background of the research, the research question, purpose of the research, the formulation of hypothesis, scope and limitation of the research, significance of the research, and the definition of key terms

A. Background of the Study

In learning English, learners are expected to master in four skills. They are listening, speaking, writing, and reading. Reading is one of the important skills that need to be mastered by the learners especially younger generation in order to be able to communicate with other people around the world on social media. Nowadays English has become the national language, that means many people use it to communicate when they travels in any country or even just in social medias. People in Indonesia especially young generation need to learn English so they can easily read texts that have meaning for their future in career or study[1].

There are many freelance jobs from various countries that young people are interested in to fill their spare time or make money, because the salary offered is not small and this is the reason why students need to improve their English skills, especially reading. Reading activity offered a lot of benefits

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[1] Reza Pustika and Pangesti Wiedarti, "The Implementation of Reading Instruction in EFL Classroom," *ETERNAL (English, Teaching, Learning, and Research Journal)* 5, no. 1 (2019): 75–87.

such as information and ideas. It can also shape the students to become long life learners since they keep refresh and add knowledge every time they do reading.[2]

In this modern era, there are many ways to improve reading skills in English by utilizing technology. Technology is an important part in people's daily live because it has many facilities and benefits that can be used widely, this is very positive impact but can become something negative if in the wrong hands. The influence of technology today makes many people rely more on computer-based or digital resources than on paper- based resources.[3] Because of this, many people choose to read on their smartphones, tablets or laptops rather than printed books. Beside that the use of various digital applications makes it easier for young generation to explore themselves in improving their English skills especially reading, beside educational-based applications they can also use entertaining applications.

In this current era, using traditional textbooks for reading practice might not be the best idea for teaching, modern teacher should use digital platforms to help students learn to read in an interesting and comfortable ways.[4] Numerous applications are made for comfortable reading anywhere and anytime, including ones that publish comics online in particular, such as LINE

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[2] Reza Pustika, "Considering Students' Reading Interest in Text-Selection to Foster Literacy in the English Classroom," *ADJES (Ahmad Dahlan Journal of English Studies)* 5, no. 2 (2018): 69–77.
[3] Lailatul Fitriyah Hidayati and Yunda Presti Ardillas, "Spasialisasi Dalam Industri Komik Digital: Integrasi Horizontal Dan Vertikal Dalam LINE Webtoon," *Jurnal Komunikasi, Masyarakat Dan Keamanan* 3, no. 2 (2021).
[4] Dameria Magdalena Sidabalok, "Analyzing Student Perception on Using Webtoon as a Learning Medium for Reading Comprehension," 2023.

Webtoon, Mangatoon, Kakao Page, and Tapas.[5]

Webtoon is a digital comic application that developed by Naver Corporation in Korea and it offers a reading experience while spoiling the eyes because the comics in this application are colored and there are back songs in each scene that can make readers feel the emotions when reading. Webtoon application uses the internet as a medium for providing weekly storytelling with the combination of music, animation, speech balloons, captions, and artistic images, that makes it easy to access by young generation unlike Japanese manga and traditional comics which is only black and white.[6] This application can be a fun tool to train students' reading skills as the lack of reading literacy in the younger generation now requires teachers to think more critically to develop students' reading habits.

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[5] Maryam Sorohiti and Nurul Santika Kirsan, "Students' Perception of LINE Webtoon Application and Its Impact on Their English Reading Habits and Skills," *Metafora: Jurnal Pembelajaran Bahasa Dan Sastra* 10, no. 2 (2023): 167–74.
[6] Patrisius Istiarto Djiwandono, "HOW LINE TODAY AND WEBTOON AFFECT MILLENNIALS'READING HABIT," *Language in the Online & Offline World 6: The Fortitude*, 2018, 245.
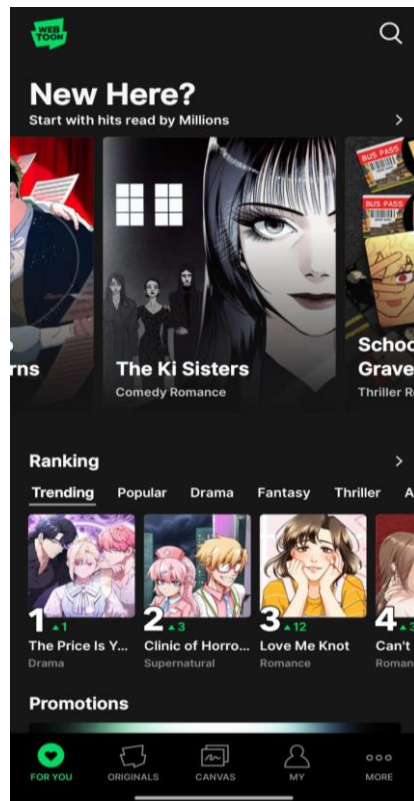
Picture 1. Webtoon's Homepage

Related to the background above, here are some previous studies that are aligned. From Amelia et al., (2024) research entitled "The Effectiveness of Webtoon in Enhancing Past Verbs for Junior High School Students" found that there is a significant improvement in students' mastery of past verbs after the use of webtoon in instruction with 33 students selected through cluster random sampling and the data were collected using pre-tests and post-tests.[7] Another research is from Susanti et al., (2023) research entitled "The Effect of Using Webtoons on Students Writing Skill for the Seventh Grade Students" this study using quantitative research with quasi-experimental as a design consisted of 64 students in total. The study found that there has been a

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[7] Friska Amelia, Yohanes Gatot Sutapa Yuliana, and Eka Fajar Rahmani, "The Effectiveness of Webtoon in Enhancing Past Verbs for Junior High School Students," *Journal of Scientific Research, Education, and Technology (JSRET)* 3, no. 3 (2024): 1058–65.

significant change in the use of Webtoon in students' ability to write narrative text.[8] Ghulam et al., (2023) entitled "The Effectiveness of Using Webtoon Applications in Teaching Reading Comprehension at The Eight Grade of SMP Negeri 11 Mataram" this research use quantitative method with quasi-experimental study to investigate the impact of using Webtoon media in the teaching process. The result of this study indicate that webtoon application is effective in teaching reading to improve reading skills.[9]

Compared to the three previous studies above, starting from the effect of webtoons to improve grammar, writing skills, and reading comprehension, but no one research has examine the improvement of students' English communication skills. Therefore researcher want to find out if there is a correlation between reading English Webtoon and the communication skills of today's young generation students. Researcher interested in this title because researcher realize the lack of literacy in Indonesia and the increase in digital comic enthusiasts in many generations, one of which is the current young generation or can be called Gen Alpha, in MTSN 1 Kota Blitar, most of the seventh grade students seem very interested in comics, it can be seen from the many comic books in the reading corner in each of their classes. Reading does not have to be textbooks but can start from something as simple as comics, this can be the opportunity for teachers to improve students'

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[8] Rizma Indah Susanti, Erlik Widiyani, and Vita Vendityaningtyas, "The Effect Of Using Webtoon On Students Writing Skill For The Seventh Grade Students," in *SEMINAR NASIONAL SOSIAL, SAINS, PENDIDIKAN, HUMANIORA (SENASSDRA)*, vol. 2, 2023, 316–23.

[9] Muhammad Thahirul Ghulam et al., "The Effectiveness of Using Webtoon Applications in Teaching Reading Comprehension at the Eighth Grade of SMP Negeri 11 Mataram," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 2 (2023): 1043–49.

reading skills as well as students' communication skills in English.

B. Formulation of Research Question

Based on the background of study above, the researcher identifies the problem which is presented directly into the following question "Is there any correlation between English webtoons reading habit and English speaking skills on seventh grade students at MTSN 1 Kota Blitar?

C. Purpose of the Research

Based on the research question above, the purpose of this research is "To find a correlation between English Webtoons reading habit and English speaking skills on seventh grade students at MTSN 1 Kota Blitar".

D. Formulation of Hypothesis

Hypothesis is tentative statement about a relationship between or among variables we have not yet fixed. There are two hypotheses used in this research, which are as follows :

1. Null Hypothesis (H_0)

There is no correlation between English Webtoons reading habit and English speaking skills of the seventh grade students at MTSN 1 Kota Blitar.

2. Alternative Hypothesis (H_a)

There is correlation between English Webtoons reading habit and English speaking skills of the seventh grade students at MTSN 1 Kota Blitar.

$$\text{If P-value} < \alpha,\ H_0 \text{ is rejected}$$

$$\text{If P-value} \geq \alpha,\ H_0 \text{ is not rejected}$$

E. Scope and Limitation of the Study

This research focuses on correlational study to find the correlation between English webtoon reading habit and English speaking skills on seventh grade students. This research is located at MTSN 1 Kota Blitar on Jl. Cemara Gg. 10 No. 83, Karangsari, Kec. Sukorejo, Kota Blitar, Jawa Timur. The subjects of this research are seventh grade students at MTSN 1 Kota Blitar.

F. Significance of the Study

The result of this study are expected to be useful for the following :

1. English learners

This research is expected to increase the enthusiasm for learning and improve people's abilities in learning English especially reading and speaking skills.

2. Researchers

This research is expected to provide insight and understanding of the importance of reading, increase knowledge and experience to speak with many people from other country.

3. Teachers

This research is expected to be a reference for teachers to use more fun ways of learning for students.

G. Definition of Key Terms

1. Correlation

Correlation is a statistical degree that indicates the extent to which or more variables together. A positive correlation shows the extent to which the ones variables growth or lower in parallel, a negative correlation suggests the volume to which one variable will increase as the other decreases. Correlation also a statistical technique which can show whether and how strongly variables are related.[10]

2. Reading Habit

Reading is activity of decoding and understanding a written text.[11] The activity that must be mastered in learning language which is then followed by the ability to speak, listen, and write. As learners it can shape them to become long life learners because they keep refresh and add new knowledge every time they do reading activity.[12] Thus, reading habit is something that repeated every day without thinking and done immediately[13]

3. Webtoon

Webtoon was invented in Korea, derived from the words "web" and "cartoon" which is the same as webcomics.[14] This application is free and easy to access by many people via internet. This application can be installed on

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[10] Mohamed Ahmed Zaid, "Correlation and Regression Analysis," 2015.

[11] Frederick Cline, Christopher Johnstone, and Teresa King, "Focus Group Reactions to Three Definitions of Reading (As Originally Developed in Support of NARAP Goal 1).," *National Accessible Reading Assessment Projects*, 2006.

[12] Pustika, "Considering Students' Reading Interest in Text-Selection to Foster Literacy in the English Classroom."

[13] Nur Azmin Rosli et al., "The Determination of Reading Habits among Students: A Concept," *International Journal of Academic Research in Business and Social Sciences* 7, no. 12 (2017): 791–98.

[14] Heekyoung Cho, "The Webtoon: A New Form for Graphic Narrative," *The Comics Journal* 18 (2016).

smartphones, tablets, laptops or computers, making it easy to read anywhere and anytime as long as there is internet access.

4. Speaking Skills

Speaking is a basic skill that everyone should have in order to communicate, it also requires a certain level of ability and we must have expertise in speaking both pronunciation when speaking and using grammar when we have communication to be a good speak.[15] Furthermore, speaking skill is a ability to express ideas orally with proper grammar, vocabulary and fluency.[16]

Speaking is not only talking directly but can also be in written form such as exchanging news via letters or smartphones as Riemer (2007) stated that communication is multifaceted and incorporates various elements, such as oral, written, auditory, visual, intercultural, interdisciplinary, etc.[17]

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[15] Angela M Sihotang et al., "The Effective Way to Develop Speaking Skills," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 9, no. 1 (2021).
[16] Syafrizal Sabaruddin, "An Analysis of Students' English Speaking Skill at Coastal Schools of Bengkulu City, Indonesia," *Journal of English Language Studies* 3, no. 1 (2018): 18–30.
[17] Marc J Riemer, "Communication Skills for the 21st Century Engineer," *Global J. of Engng. Educ* 11, no. 1 (2007): 89–100.