

Research Article

Improving Students' Reading Comprehension of Narrative Text Through Storytelling Using Webtoon at First Grade of MA Daruttolibin Watumalang

Nur Imamul Muttaqien^{1*}, Rochyani Lestiyawati²

¹⁻² Faculty of Language and Literature, English Language Education Departement, Universitas Sains Al-Qur'an, Indonesia

* Corresponding Author : nurimamul455@gmail.com

Abstract: English is an international language that plays a vital role in education and technology; therefore, students are required to master reading comprehension skills, especially narrative texts, to face the challenges of globalization. This study, entitled "Improving Students' Reading Comprehension of Narrative Texts Through Storytelling Activities Using Webtoons in Grade I of MA Daruttolibin Watumalang," aims to improve students' reading comprehension of narrative texts through storytelling activities using Webtoons as a learning medium. This study employed a Classroom Action Research (CAR) design conducted in two cycles, each consisting of planning, action, observation, and reflection. Data were collected using descriptive qualitative methods through interviews, tests, and classroom observations. The research procedure began with a pre-test, followed by the implementation of treatment and post-tests in each cycle. The findings indicate that the use of storytelling supported by Webtoons effectively improved students' reading comprehension. This improvement was reflected in students' increased learning motivation, better understanding of narrative text elements, and improved ability to retell stories accurately.

Keywords: Literary Analysis; Narrative Text; Reading Comprehension; Storytelling; Text Interpretation.

Received: February 07, 2026

Revised: March 14, 2026

Accepted: April 05, 2026

Published: April 08, 2026

Curr. Ver.: April 08, 2026



Copyright: © 2025 by the authors.
Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>)

1. Background of the Research

Language functions as a tool for both spoken and written communication, closely related to culture and reflecting the identity and behavior of its speakers. English, as a global language, plays a vital role in international communication, education, and the exchange of knowledge. In Indonesia, English is taught as a compulsory subject in schools, with the main objective of developing students' listening, speaking, reading, and writing skills. Among these skills, reading is considered essential yet challenging for many learners, particularly in understanding English texts.

Reading comprehension refers to the ability to understand and interpret the meaning of a text, including identifying main ideas, explicit and implicit information, and drawing conclusions. Many students experience difficulties in reading English texts due to limited vocabulary, lack of reading strategies, low motivation, and monotonous teaching methods. As a result, students often struggle to grasp the overall meaning of texts, especially narrative texts, which consist of orientation, complication, and resolution.

Based on observations and interviews with English teachers at MA Daruttolibin Watumalang, tenth grade students were found to have low reading comprehension skills, particularly in understanding narrative texts. To address these problems, teachers need to apply engaging and effective teaching techniques that can increase students' motivation and

comprehension. One such technique is storytelling, which involves presenting stories through expressive and interactive narration. Storytelling encourages students to actively engage with the text, helping them understand the storyline, characters, and messages more effectively.

Therefore, this research entitled “Improving Students’ Reading Comprehension of Narrative Text Using Storytelling at MA Daruttholibin Watumalang” aims to improve students’ reading comprehension by implementing storytelling as an instructional technique.

2. Previous Study

To support the validity of this study, several previous studies related to reading comprehension, storytelling, and the use of Webtoon were reviewed. Retnoningrum (2024) found that the use of Line Webtoon significantly improved students’ reading comprehension and learning motivation. Similarly, Khotimah (2025) reported that Webtoon was effective in enhancing students’ comprehension of narrative texts, as indicated by higher post-test scores in the experimental group. These studies demonstrate that Webtoon can function as an effective medium for improving reading comprehension; however, both employed Webtoon solely as a reading application without integrating storytelling activities.

In addition, Simatupang (2022) revealed that storytelling effectively improved students’ understanding of text content, although the study focused on persuasive texts. Sintia (2019) also reported improvements in students’ comprehension of narrative texts through story mapping, which helped students understand story structure and moral values using visual aids. Meanwhile, Alhidayah (2021) showed that interactive read-aloud techniques increased students’ reading comprehension and engagement, although the activity was primarily teacher-centered. Furthermore, Hidayati and Maisara (2024) found that digital storytelling positively influenced students’ motivation and engagement in learning narrative texts.

Based on these previous studies, it can be concluded that storytelling, both in oral and digital forms, is an effective approach to improve students’ reading comprehension. However, this study differs from earlier research by integrating storytelling with Webtoon as a learning medium, emphasizing students’ active participation in retelling narrative texts to enhance comprehension.

3. Research Method

This research used a Classroom Action Research (CAR) design conducted in two cycles, each comprising planning, action, observation, and reflection stages. The participants were seventh-grade students of MA Daruttholibin Watumalang. Data were collected through teacher and student interviews, classroom observations, speaking performance tests assessed using a scoring rubric, and documentation. The data were analyzed using a qualitative descriptive approach to identify improvements in students’ performance.

4. Result and Discussion

This section describes the procedures for data collection, the research setting and duration, the presentation of data analysis results in the form of tables and figures, and the discussion of findings in relation to relevant theories and previous studies. It also explains the practical and theoretical implications derived from the research findings.

Research Findings

Data Collection and Research Timeline

This research was conducted at MA Daruttholibin Watumalang, Wonosobo, Central Java, from August to December 2025. It adopted a Classroom Action Research (CAR) design implemented in two cycles. Data collection techniques included interviews, classroom observations, documentation, and reading comprehension tests.

The Percentage of Students Reading Comprehension

The results of the study indicated that students' reading comprehension showed a noticeable improvement after the implementation of webtoon. The use of these videos provided students with authentic language input, clear pronunciation models, and engaging learning content, which contributed to increased student participation and confidence in reading activities. As a result, students demonstrated better main idea, and overall reading performance compared to their abilities prior to the treatment.

Table 1. The following are the students' score data.

Num	Category	Sucessful		Unsucessful		Total	
		N	%	N	%	N	%
1	Pre-Test	5	33.33%	10	66.66%	15	100%
2	Post-Test I	9	60%	6	40%	15	100%
3	Post-Test II	12	80%	3	20%	15	100%

The table above illustrates the distribution of students who met and did not meet the Minimum Mastery Criteria (MMC). The MMC established by the school for the English subject was 75. The data show a clear improvement in the number of students who achieved the MMC from the pre-test to Post-test I and from Post-test I to Post-test II. In the pre-test, only nine students (30.33%) met the MMC, while ten students (66.66%) did not achieve the required score. In Post-test I, the number of students who passed increased to nine students (60%), while six students (40%) still failed to meet the MMC. Furthermore, in Post-test II, the percentage of students who met the MMC rose to 80%, totaling twelve students, while only six students (20%) remained below the required standard.

Students' Classification Score

At this stage, the researcher compiled and categorized the students' scores from the various tests administered throughout the study to provide an overall assessment of their performance. The data were then analyzed to determine the percentage of students who demonstrated improvement in reading comprehension. The following presents a detailed overview of the distribution of students' reading comprehension scores, highlighting the progress made over the course of the research and offering insight into the effectiveness of the applied teaching method.

Table 2. Table of Classification Score.

Num	Classification	Range	Pre-Test		Post-Test I		Post-Test II	
			N	%	N	%	N	%
1	Excellent	91-100	0	0%	0	0%	0	0%
2	Very Good	76-90	2	13%	9	60%	11	73.0%
3	Good	61-75	8	53%	5	33.0%	4	26%
4	Average	51-60	5	33%	1	6%	0	0%
5	Poor	36-50	0	0%	0	0%	0	0%
6	Very Poor	0-35	0	0%	0	0%	0	0%

The table above presents the percentages of students' reading comprehension scores for the pre-test, post-test I, and post-test II. In the pre-test, students' scores showed considerable variation. Two students (13%) achieved very good scores, eight students (53%) scored good, and five students (33%) received average scores.

After the implementation of the integrative method in post-test I, students' reading comprehension scores improved. Nine students (60%) achieved very good scores, while five students (33%) were classified as good. This indicates that students experienced an improvement in their reading comprehension after the treatment.

In post-test II, four students (26%) attained very good scores. The results suggest that students' performance continued to change in this cycle.

Discussion

This study aimed to determine whether students' reading comprehension improved through the storytelling method using webtoon-based narrative learning, targeting 10th-grade students at MA Daruttolibin Watumalang. Quantitative data from the classroom action research (CAR) showed that students' reading comprehension improved across each cycle, as reflected in the pre-test, post-test I, and post-test II results.

Before the intervention, students' reading comprehension was low, with an average score of 66.53. Only 5 out of 15 students (33%) met the minimum mastery criteria (MMC), while 10 students (66%) did not. After the first cycle, the average score increased to 74.43, with 9 students meeting the MMC, although 6 students still fell short. This prompted the continuation to the second cycle.

In the second cycle, the same method was applied using more engaging materials. Post-test II results showed further improvement, with an average score of 81.40. Twelve students (80%) met the MMC, while 2 students (20%) did not. Although not all students reached the MMC, the results exceeded the initial targets, indicating that webtoon-based narrative learning effectively enhanced students' reading comprehension.

5. Conclusion

The aim of this study was to investigate how storytelling using webtoon can improve the reading comprehension of 10th-grade students at MA Daruttolibin Watumalang in learning narrative texts. This Classroom Action Research (CAR) involved 15 students and was conducted in two cycles, each consisting of planning, action, observation, and reflection, over three meetings. The results showed a progressive improvement in students' reading scores, with an average of 66 in the pre-test, 74 in post-test I, and 81 in post-test II, indicating that webtoon-based learning effectively enhances reading comprehension. The findings suggest that integrating webtoon into narrative learning not only improves academic performance but also increases students' motivation, participation, and interest in the lesson. Moreover, this method encourages collaborative learning, as students actively discuss and engage with the story, fostering a more positive and interactive classroom atmosphere. Therefore, storytelling using webtoon can be considered a practical and innovative approach for teaching narrative texts in secondary education, combining entertainment with meaningful learning experiences.

Suggestion

After completing this research, the following suggestions are proposed: 1) For English Teachers: Teachers should use methods that match students' learning preferences to help them understand the material more effectively. They should engage students actively, create a positive classroom atmosphere, and address any learning difficulties students face. 2) For Students: Students play a key role in the learning process. By staying motivated, participating actively, and showing interest in the lessons, especially in English, they can maximize their learning outcomes. 3) For Other Researchers: Educational researchers should thoroughly understand their subject and chosen methods, organize their study carefully, and manage all aspects of the research to achieve clear and successful results.

Finally, the researcher acknowledges the limitations of this study and welcomes constructive feedback to improve the quality of the work.

References

- Alhidayah. (2021). Improving students' reading comprehension of narrative text through interactive read-aloud technique. *Universitas PGRI Palembang*, 4(3), 32–47. <https://jurnal.univpgri-palembang.ac.id>
- Anderson, M., & Anderson, K. (2003). *Text types in English 2*. South Yarra: Macmillan Education Australia.
- Besel, J. (2015). *Understanding narrative writing: Theory and practice*. New York, NY: Routledge.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.
- Bruner, J. (1990). *Acts of meaning*. Harvard University Press.
- Duffy, G. G. (2009). *Explaining reading: A resource for teaching concepts, skills, and strategies* (2nd ed.). Guilford Press.
- Elpiza, D., Sari, R., & Rahman, A. (2024). The effectiveness of using story mapping technique towards students' narrative text reading comprehension achievement. *JADILA: Journal of Development and Innovation in Language and Literature Education*, 4(1), 45–56. <https://jadila.yayasancec.or.id>
- Emilia, E. (2011). *Pendekatan genre-based dalam pengajaran bahasa Inggris: Petunjuk untuk guru dan mahasiswa*. Bandung: Rizqi Press.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Sydney: Gerd Stabler.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge University Press.
- Grabe, W., & Stoller, F. L. (2002). *Teaching and researching*. Pearson Education.
- Hamzah, H. (2019). Students' difficulties in understanding narrative text. *Journal of English Language Teaching and Linguistics*, 4(2), 123–132.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Hidayati, N. (2021). An analysis of students' difficulties in comprehending narrative text at senior high school. *ELT-Lectura: Studies and Perspectives in English Language Teaching*, 8(1), 34–42.
- Hidayati, N., & Maisarah, S. (2024). Students' perception of the use of digital storytelling in teaching reading narrative text. *English Study Program Journal (ESP Indonesia)*, 12(2), 120–130. <https://ejournal.unib.ac.id>
- Lubis, M. (2016). *Teaching narrative text through story mapping technique*. Medan: Universitas Negeri Medan Press.
- Maulidina, S., Fitriani, R., & Yulianti, D. (2022). Improving students' reading comprehension of narrative text through retelling stories strategy. *Journal of English Education Studies (JEEs)*, 3(2), 87–96. <https://eskripsi.stkippgribl.ac.id>
- Mulyadin. (2023). An analysis of students' reading comprehension in narrative text. *Devantara English Journal*, 5(1), 22–31. <https://jurnal.yagasi.or.id>
- Nugraha, D. (2020). The analysis of language features in students' narrative writing. *Journal of English Education and Applied Linguistics*, 3(1), 45–53.
- Nurul Shintia. (2019). Improving students' reading comprehension of narrative text through story mapping (Undergraduate thesis). Universitas Islam Negeri Ar-Raniry Banda Aceh. <https://repository.ar-raniry.ac.id>
- Perdiana, R. (2022). The function of narrative text in English language learning. *Journal of Applied Linguistics and Education*, 5(2), 78–89.
- Rosyadi, A. (2023). The characteristics and purposes of narrative text in English teaching. *Journal of English Language Studies*, 9(1), 12–22.
- Simatupang, L. (2022). Improving students' reading comprehension on persuasive text through storytelling. *Journal of Classroom Action Research (JCAR)*, 4(2), 14–21. <https://journal.eltaorganization.org>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wiggins, G. (2007, December 13). Grant Wiggins on assessment. *Edutopia*.