

CHAPTER I

INTRODUCTION

This chapter addresses several parts. It begins with a background of the study, research problems, purpose of the study, significance of the study, and definition of key terms.

A. Background of the Study

English is widely recognized as an international language and serves as a primary medium of communication among people from different countries around the world. It is commonly used to facilitate interaction across cultures and nations, making it an essential language for global communication. English is an essential international language because it serves as the primary means of communication in many countries around the world (Rahmah, 2023). Although English functions as a foreign language in Indonesia, it still plays a significant role in daily life. This importance is reflected in the Indonesian education system, where English is taught as a foreign language from elementary school to higher education levels.

One of the most important skills in learning English is reading, which helps pupils comprehend, analyze, and assess written materials. Reading is one of the important skills that is also used in everyday life, but in reality there are still many children who find it difficult to read. Difficulties in understanding a reading can vary, but some common problems that may be experienced include difficulty understanding vocabulary and grammar, not understanding the topic

being read, not focusing when reading, and using ineffective reading strategies. Some ways to overcome this problem are by increasing vocabulary, understanding grammar, increasing background knowledge, improving reading skills, creating a fun reading environment, and increasing interest in reading.

Reading comprehension is the ability to understand and interpret the meaning of a written text. Reading comprehension involves fully understanding a text by applying vocabulary knowledge, recognizing sentence structure, and interpreting the author's intended message (Hilmi, 2024). Therefore, developing reading comprehension is essential because it enables students to understand information accurately and respond to texts more effectively.

Based on the researcher's observations during the Teaching Practice Program (PLP) at SMK Gamaliel 1 Madiun in October 2025, several problems appear in the tenth grade English class. The observation focuses on the teaching and learning process of reading narrative texts. First, many students experience difficulties in understanding reading texts due to low motivation and limited vocabulary, which reduce their interest in reading and make them think that English is difficult to understand. Second, students struggle to identify the main ideas of texts and show low interest in reading activities. These issues negatively affect their reading comprehension of various types of English texts, such as narrative, recount, procedure, and descriptive texts.

To address the problems described above, creative methods that integrate digital technology and successful teaching techniques are required to

raise students' reading comprehension. Content-Based Instruction (CBI), which combines language instruction with subject matter information, is one such strategy that enables pupils to learn a language through relevant context. Students are more likely to acquire knowledge in particular topics and naturally improve their language skills when the focus is on pertinent content.

Reading is one of the most essential language skills for acquiring knowledge and understanding written information. Reading is a fundamental receptive language skill that allows individuals to obtain information and expand their knowledge through written texts (Zila & Septiana, 2024). Therefore, reading plays an important role in supporting both students' academic achievement and lifelong learning . Students learn how to read a variety of texts, such as narrative, descriptive, recount, report, argumentative, and procedure texts. Students frequently encounter that kind of reading material in their everyday lives.

Narrative text is an important type of reading material that students need to understand, particularly at the secondary school level. Narrative text is one of the easiest text types to convey views on life and attitudes toward events because it presents stories about events that have happened, are happening, or may happen (Qatrinada & Apoko, 2024). Additionally, the primary purpose of narrative text is to entertain readers by presenting real or imaginary experiences, as it involves a series of events that often contain meaningful values within the story.

Narrative text is one of the text types used to present events in a meaningful and organized sequence. Narrative text is a type of text that recounts past events in chronological order (Falihah et al., 2022). It presents a sequence of events with the purpose of entertaining readers or providing them with information.

Innovative teaching materials are essential to enhance students' higher-order thinking skills in reading. The importance of updating teaching materials to better stimulate students' inferential thinking and creativity (Hersindie, 2025). One possible approach is the development of Webtoon-based narrative text materials, which combine textual and visual elements in presenting stories. These materials enable students not only to comprehend the storyline but also to interpret implicit information from images, infer characters and conflicts, and creatively develop the narrative. This approach is consistent with the cognitive processes involved in reading and contributes to the development of 21st century skills, particularly critical and creative thinking.

In the modern era, particularly among Indonesian students, smartphones have become an inseparable part of daily life. Therefore, digital media can be effectively utilized to support the teaching and learning process. Nowadays, various online platforms and applications for learning English are easily accessible at any time. Since students are generally more interested in digital, online, and interactive content, this study focuses on the use of Webtoon as a medium for teaching reading (Fajriyah et al., 2025).

In order to improve students' understanding of reading, researcher need to provide interesting reading topics for students. So the approach taken to teach reading, especially narrative texts, is that researcher use content based instruction. This approach not only focuses on how to teach language through reading comprehension but also explores topics and genres in narrative text, such as slice of life, fantasy, historical, comedy, drama, etc. Content based instruction aims to make language learning more interesting by linking it to material in the real world.

Content-Based Instruction (CBI) is a widely recognized approach that integrates language learning with meaningful subject content. Content-Based Instruction (CBI) is a widely used approach in language teaching (Toma & Rasul, 2023). Rather than focusing solely on language forms, this approach seeks to improve learners' language proficiency by integrating language instruction with meaningful content.

Webtoon and Content-Based Instruction can provide a more engaging and student focused learning environment. This method is expected to increase students' motivation, enhance their interaction with texts, and improve their ability to understand narrative texts. The integration of digital technology into language teaching provides innovative opportunities to enhance students' reading skills. The use of gadgets in combination with sensory imagery-based teaching methods can be effectively supported through comic applications (Tomasoa et al., 2024). They further suggest that the Webtoon application is a

valuable instructional medium that can assist teachers in teaching reading by providing engaging visual and textual content.

Digital reading platforms can play an important role in increasing students' reading interest and improving their reading skills. The use of Webtoon was highly effective in improving students' English reading skills (Khotimah, 2025). In addition, the diverse and engaging content offered by the application not only attracts students' attention but also enhances their motivation to actively participate in reading activities.

The integration of Content-Based Instruction (CBI) and Webtoon applications is expected to provide an innovative approach to teaching reading, particularly narrative texts. This combination of meaningful content and visual media is anticipated to enhance students' comprehension and engagement. Furthermore, the integration of visual and textual elements helps students understand the storyline more effectively and reduces difficulties in interpreting the meaning of the text.

Previous research conducted by Siswoyo & Wandira (2025), entitled *The Effect of Webtoon-Based Reading on EFL Students' Reading Comprehension and Reading Anxiety*, finds that webtoon-based instruction positively contributes to students' reading comprehension and learning engagement. From a pedagogical perspective, the use of Webtoon as an instructional medium encourages greater learner engagement and helps maintain students' motivation throughout the learning process (Siswoyo &

Wandira, 2025). The visually rich narratives and story-based content presented in webtoons encourage students to remain attentive and actively participate in the learning process. Therefore, this study aims to describe the use of Content-Based Instruction and Webtoon applications in teaching narrative reading to tenth grade students, entitled *“Using Content-Based Instruction (CBI) and Webtoon to Teach Reading Narrative Text for the Tenth Grade of SMK Gamaliel 1 Madiun.”*

B. Research Problems

The problem of this study focuses on the difficulties faced by tenth grade students in comprehending narrative texts and the limited use of innovative instructional approaches and digital media in reading instruction. This study seeks to describing how Content-Based Instruction (CBI), combined with Webtoon applications, can be implemented to improve students’ reading comprehension and engagement.

The research problems of this study are formulated as follows:

1. How is the implementation of Content-Based Instruction (CBI) and Webtoon in teach reading narrative text for the tenth grade of SMK Gamaliel 1 Madiun?
2. What are the strengths and weaknesses of using Content-Based Instruction (CBI) and Webtoon in teach reading narrative text for tenth grade of SMK Gamaliel 1 Madiun?

C. Purpose of the Study

The purposes of this research are stated below:

1. To describe the implementation of Content-Based Instruction and Webtoon to teach reading narrative text for the tenth grade of SMK Gamaliel 1 Madiun.
2. To explain the strengths and weaknesses of using Content-Based Instruction and Webtoon to teach reading narrative text for the tenth grade of SMK Gamaliel 1 Madiun.

D. Significance of the Study

The results of this study are expected to provide several benefits for various parties.

1. Students

This study is expected to help students improve their reading comprehension of narrative texts and enhance their motivation to learn English.

2. Teachers

The findings of this study may offer alternative teaching strategies and instructional media for teaching reading in EFL classrooms.

3. Researcher

This study can be used as a reference for future research related to reading instruction, Content-Based Instruction (CBI), and the use of digital learning media.

E. Definition of Key Terms

To avoid misunderstanding, the following terms are defined as follows:

1. Content-Based Instruction (CBI)

Content-Based Instruction (CBI) is an approach to language teaching that integrates language learning with meaningful and relevant subject matter.

In this study, Content-Based Instruction refers to teaching reading by focusing on narrative text content while simultaneously developing students' English reading skills.

2. Webtoon Application

The Webtoon application refers to a digital comic platform that is used as a learning medium to support students' reading comprehension. In this research, Webtoon is used as a learning medium to support students' understanding of reading narrative text. In webtoons there are various genres and titles, such as slice of life, legend, fantasy, drama, comedy, romance, and others.

3. Narrative Text

Narrative text is a structured form of writing that presents events in a meaningful sequence to convey stories and messages. Narrative text refers to a type of text that presents a sequence of events in chronological order, which may be either real or imaginary, typically using the past tense to entertain or inform readers. It is organized through a clear structure consisting of orientation, complication, resolution, and sometimes

reorientation or coda. Narrative texts often involve conflicts that are eventually resolved, forming a complete and meaningful storyline.

4. Reading Skill

Reading skill is a fundamental component of language proficiency that enables learners to understand written texts effectively. Reading skill refers to the ability to understand written texts, which includes identifying the main ideas, recognizing specific details, and analyzing the structure of the text.

5. Teaching Reading

The act of teaching someone to read encompasses methods of showing pupils how to derive meaning from written words by enhancing their reading capabilities, these skills include recognizing central themes, grasping how a text is organized, figuring out the meaning of words, and fully understanding the text. This research specifically looks at reading instruction with a focus on assisting tenth grade students in their understanding of narrative texts by utilizing content based teaching strategies along with the use of webtoons.