

ABSTRACT

Ervina Indah Yunita, 2026. *Using Content Based Instruction & Webtoon To Teach Reading Narrative Text For The Tenth Grade Of SMK Gamaliel 1 Madiun*. Thesis. Faculty of Teacher Training and Education, UNIVERSITAS PGRI MADIUN. Advisor: Nuri Ati Ningsih, S.Pd., M.Pd. Co-Advisor: Rizqi Husaini, S.Pd., M.Pd.

Key Terms : Content-Based Instruction, Webtoon, reading narrative text, qualitative descriptive, EFL students.

Reading comprehension is one of the essential skills that English as a Foreign Language (EFL) students need to develop. However, many students experience difficulties in understanding narrative texts due to limited vocabulary, low reading motivation, and the use of less engaging learning materials. This study aimed to describe the implementation of Content-Based Instruction (CBI) integrated with Webtoon in teaching reading narrative texts and to identify its strengths and weaknesses. This study employed a qualitative descriptive method. The participants were tenth-grade students of SMK Gamaliel 1 Madiun. During the implementation, the English teacher conducted the teaching and learning activities, while the researcher acted as an observer. The data were collected through classroom observation, semi-structured interviews, and documentation. The findings revealed that the implementation of Content-Based Instruction integrated with Webtoon was successfully carried out through the stages of the scientific approach. Students actively participated in identifying narrative elements, exploring unfamiliar vocabulary, discussing the story collaboratively, and summarizing the content. The using of CBI and Webtoon created a meaningful and student centered learning environment. Furthermore, the study identified several strengths of the implementation, including increased students' motivation, active classroom participation, improved reading comprehension, contextual vocabulary learning, and collaborative learning. However, several challenges were also identified, including unstable internet connections, difficulties in locating information because of continuous scrolling, and limited accessibility of the Webtoon platform.

ABSTRAK

Ervina Indah Yunita, 2026. *Penggunaan Content Based Instruction & Webtoon Untuk Mengajarkan Membaca Teks Narasi Kelas X SMK Gamaliel 1 Madiun*. Thesis. Faculty of Teacher Training and Education. UNIVERSITAS PGRI MADIUN. Advisor: Nuri Ati Ningsih, S.Pd., M.Pd. Co-Advisor: Rizqi Husaini, S.Pd., M.Pd.

Kata Kunci: Pembelajaran Berbasis Konten, Webtoon, membaca teks naratif, deskriptif kualitatif, siswa EFL.

Pemahaman membaca merupakan salah satu keterampilan penting yang perlu dikembangkan oleh siswa pembelajar bahasa Inggris sebagai bahasa asing (EFL). Namun, banyak siswa mengalami kesulitan dalam memahami teks naratif akibat keterbatasan kosakata, rendahnya motivasi membaca, serta penggunaan materi pembelajaran yang kurang menarik. Penelitian ini bertujuan untuk mendeskripsikan penerapan Content-Based Instruction (CBI) yang diintegrasikan dengan Webtoon dalam pengajaran membaca teks naratif serta mengidentifikasi kelebihan dan kekurangannya. Penelitian ini menggunakan metode deskriptif kualitatif. Partisipan penelitian adalah siswa kelas sepuluh SMK Gamaliel 1 Madiun. Selama pelaksanaan, guru bahasa Inggris memimpin kegiatan belajar-mengajar, sementara peneliti bertindak sebagai pengamat. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan Content-Based Instruction yang diintegrasikan dengan Webtoon berhasil dilaksanakan melalui tahapan pendekatan saintifik. Siswa berpartisipasi aktif dalam mengidentifikasi unsur-unsur naratif, mengeksplorasi kosakata baru, mendiskusikan cerita secara kolaboratif, dan merangkum isi cerita. Penggunaan CBI dan Webtoon menciptakan lingkungan pembelajaran yang bermakna dan berpusat pada siswa. Selain itu, penelitian ini mengidentifikasi beberapa kelebihan dari penerapan tersebut, antara lain meningkatnya motivasi siswa, partisipasi aktif di kelas, peningkatan pemahaman membaca, pembelajaran kosakata secara kontekstual, serta pembelajaran kolaboratif. Namun, beberapa tantangan juga teridentifikasi, seperti koneksi internet yang tidak stabil, kesulitan menemukan informasi akibat aktivitas menggulir layar (scrolling) yang terus-menerus, serta keterbatasan aksesibilitas platform Webtoon.