

THE IMPLEMENTATION OF EXTENSIVE READING USING LINE WEBTOON TO ENHANCE STUDENTS' READING COMPREHENSION IN NARRATIVE STORY

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Abstrak

Pemahaman bacaan merupakan salah satu hal penting dalam pembelajaran bahasa Inggris di sekolah. Dalam praktiknya, hal ini tidak selalu mudah dipahami siswa karena kompleksitas teks dan kurangnya ketertarikan pada teks bacaan. Tujuan dari penelitian ini adalah penerapan membaca ekstensif melalui *LINE Webtoon* guna meningkatkan pemahaman bacaan siswa dan bagaimana respon siswa terhadap penerapannya. Pendekatan deskriptif-kualitatif dilakukan melalui observasi terhadap proses kegiatan belajar mengajar bahasa Inggris yang dilakukan oleh guru bahasa Inggris di kelas daring yang diikuti oleh 36 siswa Sekolah Menengah Atas Negeri 1 Kebomas dan wawancara yang dilakukan terhadap 7 siswa terpilih di kelas tersebut. Kegiatan observasi bertujuan untuk mengamati penerapan membaca ekstensif menggunakan *LINE Webtoon* guna meningkatkan pemahaman bacaan dalam cerita naratif, sedangkan kegiatan wawancara bertujuan untuk mendeskripsikan tanggapan siswa terhadap penerapan hal tersebut. Data diperoleh dengan menggunakan tiga instrumen: (1) observasi menggunakan daftar cek dan catatan lapangan pada lembar kerja selama 2 kali pertemuan; (2) angket untuk memilih siswa yang akan diwawancarai; dan (3) wawancara. Hasil penelitian menunjukkan bahwa penerapan membaca ekstensif menggunakan *LINE Webtoon* mampu meningkatkan pemahaman siswa terhadap teks naratif. Siswa sepakat bahwa teks bacaan bergambar memudahkan mereka memahami konteks cerita, bahkan ketika menemukan kata-kata yang tidak biasa. Studi lebih lanjut dapat dikembangkan untuk jenis bacaan lainnya serta untuk kemampuan mendengarkan, menulis, dan berbicara.

Kata Kunci: pemahaman bacaan, membaca ekstensif, *webtoon*, cerita naratif

Abstract

Reading comprehension is one of the essential things in learning English at schools. In practice, reading is not easy for students to understand because of the complexity of the text and the lack of interest in the reading text. The purposes of this study are the implementation of extensive reading through *LINE Webtoon* to enhance students' reading comprehension and how students respond to its implementation. The descriptive-qualitative approach was carried out by observing the process of teaching and learning English activities carried out by the English teacher in an online class attended by 36 high school students and interviews with seven selected students in the class. The observation activity aims to observe the implementation of extensive reading using *LINE Webtoon* to enhance reading comprehension in a narrative story. In contrast, the interview activity aims to describe students' responses to the implementation. The data were obtained by using three instruments: (1) observation using check-list and field note in worksheets during two meetings; (2) questionnaire to select the students to be interviewed and; (3) interview. The results showed that the implementation of extensive reading using *LINE Webtoon* could enhance students' understanding of a narrative story. Students agreed that reading text with pictures makes it easier for them to understand the story's context, even when they encounter unfamiliar words. Future researchers can develop further studies for other types of reading text as well as for listening, writing, and speaking skills.

Keywords: reading comprehension, extensive reading, *webtoon*, narrative story.

INTRODUCTION

Students need to expand their knowledge in learning English to face the fact that the English language is the most used in the world. Reading is critical to broader students' knowledge. The more they are read, the more they get the information. One of the English learning

stated in Indonesia school curriculum objectives is understanding and producing speech or written texts which are realized in four skills: (1) listening; (2) speaking; (3) reading; and (4) writing. Reading skill is still hard to be familiarized in the teaching-learning process compared to others. However, in the teaching-learning process, several students cannot understand the text. According to Gilakjani & Sabouri (2016), several factors affecting reading comprehension are the complexity of the text and

the lack of interest in reading. To increase students' interest, teachers have to find creative ways to teach the English language and help students to increase their reading comprehension.

Reading is an essential ability required by the students. Students read texts for various goals, from gaining information to enjoyment. The main goal of reading is reading comprehension. Reading comprehension is a complex process that involves components, processes, and factors intending to find better ways of improving it among students (Gilakjani & Sabouri, 2016). Students read a little or nothing, which becomes a significant obstacle to comprehend the text (Shehu, 2015). In this case, extensive reading has a vital role in helping students comprehend the text. They can spend their time reading extensively outside the classroom without any compulsion from any reading materials such as novels, magazines, picture stories and others. The learner might also read any text for pleasure, for other interests, to become better informed (Shehu, 2015).

In this era, especially for Indonesian students, they cannot be separated from their smartphones. This study will maximize the use of digital media because the students are interested in something digital, online, and unique. This study was focused on extensive reading through online media or applications. One of the media is LINE Webtoon as an online comic platform that has been famous for students. Many reading comprehension studies consider visuals as the extension of a reading strategy in which any graphic portrays the text's content (Liu, 2004). According to Uden (2013), if the learner was doing extensive reading, they do not have to use any dictionary and be tolerable in reading comprehension. The comic can help the students illustrate the text effectively. Therefore, comics can help the learner cope with the difficulties in reading comprehension with the picture to illustrate the meaning of the information as a media in extensive reading.

Narrative story or text is one of the English text types taught in Indonesian, especially for secondary school students. The purpose of narrative text is to entertain and amuse the readers with the text. According to Issa (2018), comics are incredible forms from talented writers and artists are producing unique texts that are working with narrative in innovative ways. The narrative in comics brings the unusual experience of reading. Visualizing the text, giving simple words, and other enjoyable experiences will help students improve their reading comprehension in a narrative story. Thus, in this case, the teacher can use extensive reading using LINE Webtoon to help the students to comprehend the narrative story.

Several studies show the results of extensive reading using comic were conducted by some researchers in English language learning to support those statements. First, in a research conducted by Kamil (2017) entitled "The Use of Comic to Improve Students' Reading Comprehension Skill at Junior High School". The researcher investigated the use of comic to improve students' reading comprehension skill in recount text using experimental research. The result of this study was comic can increase the students' reading comprehension, proven by a significant difference of achievement of the students who were taught using comic and those students who were taught using comic. Second, Juniarto (2019), with the title "Using Webtoon Comic as Media in Teaching Reading Narrative Text for Junior High School Students". The researcher showed that using of Webtoon comic as media in teaching reading narrative text can help the students understand the story's content easily by seeing the pictures in comic. The study focused on using webtoon comic in teaching reading narrative text, especially fairy tale story. Webtoon comic also gave an engaging experienced to read narrative text. It is understandable to learn narrative through webtoon comic even though the students still have difficulties, but they still enjoy reading the narrative text through webtoon comic.

Based on the two previous studies above, this study also investigates the implementation of the comic for teaching narrative text. However, there are differences between this study and the studies above; comic to teach reading recount text instead of narrative text and teaching for junior high school use "fairy tales" as a narrative text. Therefore, this study tries to fill the gap by using comic (LINE Webtoon) to enhance 10th grade of Senior High School students' reading comprehension in narrative story 'legends' for media of extensive reading. Due to the School-from-Home phenomenon, extensive reading using LINE Webtoon can be the right way to enhance students' reading comprehension in a narrative story.

Regarding the explanation above, the researcher can define the objectives of the study into two things: (1) to identify the implementation of extensive reading using LINE Webtoon to enhance students' reading comprehension in narrative story; and (2) to describe the students' response after reading extensively to enhance their reading comprehension in a narrative story.

METHOD

Research design

This research used a descriptive qualitative approach. According to Ary et al. (2010), qualitative research gives a total of data in the form of description or words than

numbers to analyze in-depth. It is suitable to reach the research's objectives; to know how extensive reading using LINE Webtoon can enhance students' reading comprehension in narrative text and their responses. A well-written qualitative research proposal helps others understand what is under study, why the study is essential, how the researcher will conduct the inquiry, and how the results will contribute to the body of knowledge (Ary et al., 2010). The results of qualitative research are richly descriptive and get the depth to comprehend. It is necessary to get detailed information on the problems discussed by using qualitative as a research design.

There are two research questions in this study: (1) how does the implementation of extensive reading using LINE Webtoon enhance the students' reading comprehension in the narrative story, and (2) how the students respond toward the technique. The researcher had answered both questions with the data collected from the class in the form of words.

In this study, the instrument was essential to be used in collecting the data. There were two instruments for collecting the data: (1) by observation; and (2) by interview. The right instrument would be helpful to collect and process the data of this study. The researcher conducted the observation in a classroom. Observational data can help the researcher to gather direct data from a live situation (Cohen, 2000). It is also completes the depiction of behavior in a particular setting rather than a numeric summary (Ary et al., 2010).

After conduct the observation in a classroom, the researcher needed some students who were willing to be interviewed using a questionnaire. The Likert scale questionnaire was used to select students to be interviewed to collect the data from participants about opinions, beliefs, and feelings related to the experiments using their own words (Ary et al., 2010). The semi-structured interview, which the researcher formulated the questions before, is also used for the continuous information source that cannot be obtained through observation and can be used to verify observation. The questions can be modified during the interview process.

Data collection

This study was held in a senior high school, SMA Negeri 1 Kebomas, located in Gresik, Indonesia. Due to the pandemic situation, the teacher conducted the learning activities online. The participants were a group of students from the same class called X IPS 3. All of them were 10th-grade students majoring in social sciences. Several students were selected to take the interview.

Observations of teaching-learning activities were carried out by recording vital information that occurs at

that time on the worksheets. After that, about 20% of the students were selected to be interviewed using a questionnaire. The interview was held through mobile phones using the Indonesian language to make it easy for them.

Data analysis

A qualitative analysis was used to analyze the data collected from observation and interviews. The raw data of the observation were classified and summarized to make it easier to understand. The focus of the observation was how the teacher implemented extensive reading using LINE Webtoon in improving students' reading comprehension of the narrative story. After that, an interview session was carried out with several selected students through a questionnaire to get more in-depth information that might not provide participant observation. The researcher transcribed the interview and drafted it into raw data, then analyzed it into coding data to make this study more comfortable to understand the results and interpreted.

RESULTS AND DISCUSSION

The results and discussion can be divided into two parts related to the study's objectives: (1) the implementation of extensive reading using LINE Webtoon to enhance students' reading comprehension in narrative story; and (2) the students' response toward the implementation of it. The data were obtained by using three instruments: (1) observation using check-list and field note in worksheets; (2) questionnaire to select the students to be interviewed; and (3) interview. The observation of the teaching and learning process conducted online through Microsoft Teams using check-list and field note was designed to answer the study's first objective. The questionnaire was only used to select several students to be interviewed. Selected students were willing to be interviewed for further questions or depth understanding of their statements. Meanwhile, the interview was designed to answer the second objective of the study.

Implementation

The observations were conducted in two meetings, Tuesday, 9th March 2021 and Tuesday, 16th March 2021. It was conducted by using check-list and field note to observe teaching and learning process through Microsoft Teams in a classroom which consisted of 36 students and the English teacher already implement extensive reading using LINE Webtoon. The observation focused on their discussion activities.

The first meeting started on Tuesday, 9th March 2021, at noon. The teacher began the meeting by greeting the

students and giving them the online attendance list. Then, the teacher reviewed the previous material, Historical Recount, and gave the module the following learning material about Narrative Text. The students were asked to read the module first. After they have read the module, the teacher gave some opportunities to have a discussion online. The students were initially not active during the discussion; then, the teacher tried to start the discussion. The teacher asked the students to read the module that consists of a lesson plan, a summary of the material, the guide of using the module, the material about the narrative text, learning activities and its goals, practices, and summary. The students read by themselves in their homes because of the pandemic. The teacher also allowed the students to ask something they did not understand in the comment section. The teacher waited for some students to ask, but nothing happened. Then, the teacher asked them again to give some questions about the material. At the edge of the discussion time, the teacher asked them several questions related to the material. Thus, they could have an active discussion in this meeting.

The teacher shared a link to access the LINE Webtoon with the title “7 Wonders” that talks about “Jaka Tarub and Nawang Wulan” story. The teacher asked them to read some episodes of the Webtoon. The teacher also explained a little about using the Webtoon and said to the students that they could read more episodes to understand the storyline. The teaching and learning process ended with reflection from the teacher, evaluated the materials that day by reviewing the overall understanding of the narrative text. The teacher also reminded them to read the Webtoon in their free time because that will be related to the following discussion.

The second meeting began on Tuesday, 16th March 2021, at noon (12 p.m.). The teacher started a meeting through Microsoft Teams and there were only several students who attended on time. The teacher said that the learning process would begin in 15 minutes. After 15 minutes, which the students were still not wholly join the meeting, the teacher started to recall the materials in the previous meeting.

The teacher has prepared the material through presentation slides and ready to show it to the students. The teacher explained today’s material that is a narrative text comprehensively. The teacher always checked students’ understanding in every slide. Then the teacher showed an example of narrative text about “Jaka Tarub and Nawang Wulan”. The students read the story of it in a text.

After they read the text, the teacher opened a discussion to discuss about the main topic of the text, underlined the new words, and tried to find the meaning

together. For the following activity, the teacher gave a quiz through Kahoot!. The teacher gave the code and asked the students to write their names. Unfortunately, several students cannot join the quiz due to technical errors. Thus, the teacher still started the quiz even though only a few students took the quiz. The quiz was about the Webtoon of “7 Wonders” and “Jaka Tarub” story in a text. They took the quiz seriously and they had a good competition. In this quiz, several students answered correctly. After the teacher ended the quiz, the teacher discussed the correct answer and gave two students the highest score. The score in this quiz depended on how fast the students answered the questions and had the correct answer. After the students played the quiz to make sure they understood the story, the teacher discussed the quiz's difficulty.

In the last activity, they reviewed what they have learned today about Narrative Text. The teacher asked them to analyze each character involved, the messages that students could retrieve from the story, and the differences between the story in LINE Webtoon with the Jaka Tarub text. Then, the teacher gave the reflection of the material to the students related to the generic structures of the text, the language features of narrative text and asked them to read more related to narrative text. Last, the teacher gave information about the following material in the next meeting.

According to Pratiwi & Habibi (2019), reading activities can be divided into three phases; pre-reading, while-reading, and post-reading. The teacher used those activities during meetings. In the first meeting’s pre-reading activity, the teacher prepared the module and the link of LINE Webtoon that will be distributed to students. After prepared, the class started and the teacher greeted the students through Microsoft Teams and gave them an online attendance list to make sure they were ready for the meeting. While the students filled the attendance list, the teacher began to ask and recall the students’ memories about the previous topic in the last meeting: Historical Recount. The teacher also linked the previous topic with the present because it still has similar tenses in a text or known as brainstorming. Then, the teacher gave a general knowledge about the narrative text, especially on legend text.

When the teacher has had enough to explain, in the whilst-reading, the teacher immediately gave the students a module to read more about the narrative text. The module was entirely complete; there was a lesson plan, the goal of the discussion, a narrative text, the completeness of the text such as its structure and language features, the practices, and the summary of the topic that is narrative text. It was an ineffective phase because the students were only ordered to read by themselves. After several minutes,

the teacher opened the questions and answers session. However, the students were not asking anything. Thus, the teacher did something that made the students active in the discussion. The teacher was asked about the legends in Indonesia, the generic structure, and the language feature to make sure they read the module. After that, the teacher gave a link to LINE Webtoon with the title "7 Wonders" in the English language. The teacher gave some instructions on using this comic and explained that the students could read some episodes in their free time. The teacher did not force them to read, and it was only used to make the students understand better because they will discuss a story of "Jaka Tarub and Nawang Wulan" in the next meeting. Thus, the LINE Webtoon will be used as an illustration for the next meeting. In the post-meeting, the teaching and learning process ended with the reflection from the teacher; they evaluated today's material about the narrative text.

In the second meeting, the teacher used a meeting with his students through Microsoft Teams. The teacher still used the three stages of reading activities. The teacher waited for 15 minutes until several students joined the meeting. The teacher did the pre-reading section the same as the first meeting, and there were; prepared the materials, greeted students, checking the attendance list, and recalled the students' memory of the last meeting.

In whilst-reading, the teacher already prepared presentation slides with narrative text as the topic and explained the material precisely to understand the material. The teacher always checked their understanding by asking the students at the end of every slide explained. After the teacher explained the material, the teacher gave "Jaka Tarub and Nawang Wulan" to read. The teacher said that if the students read the "7 Wonders", they will quickly understand the content of the text. After they read the text, the teacher asked his students to identify the main topic of each paragraph, marked the new vocabulary, and inferring the meaning of new words. Not long after, he teacher started a quiz about "Jaka Tarub and Nawang Wulan", which also related to the "7 Wonders" story in LINE Webtoon through Kahoot!. The teacher gave some instructions on how to join the quiz. Unfortunately, several students cannot participate in the quiz due to technical errors. However, they only watched the shared screen by the teacher. The rest of the students who participated actively answered the quiz and most of them got 100% correct. The teacher only took two students with the highest score obtained from how fast they answer the question and the correct answers in this quiz. After the quiz, the teacher asked them about any difficulties.

In the post-reading, they discussed the characters involved in the story. The teacher also asked them to give

their opinion about the moral value of the story. They also analyze the story's differences between "7 Wonders" in LINE Webtoon and "Jaka Tarub and Nawang Wulan". Some differences mentioned by the students are the terms used in the story, the name of the characters—in "7 Wonders", the name of Nawang Wulan changed into Kenanga, and the storyline of "7 Wonders" is more modern than the "Jaka Tarub and Nawang Wulan" story. After they had those discussions, the teacher ends the meeting by evaluated this meetings' activity and materials.

Students' response

To know the students' responses, the researcher distributed the questionnaire to all the class students. This questionnaire used a Likert scale which required the students to specify their level of agreement to a statement in five points: (1) Strongly Agree; (2) Agree; (3) Neutral; (4) Disagree; (5) Strongly Disagree. In this questionnaire, students were presented with several statements related to the interview that will be conducted afterward and agreed to take the interview. The questionnaire was shared in Google Forms due to pandemics. The interview's questions also related to the students' opinion about the importance of media for the learning process, students' perception about implementing extensive reading using LINE Webtoon for reading comprehension in a narrative story, and the difficulties of using LINE Webtoon for reading. The interview was held through WhatsApp using its voice note feature to 7 selected students.

The first focused question in number one was about their opinion of using media for their learning activities. Question number one showed that most of them responded that media use for learning activities is essential, beneficial, and entertaining. The statement of Student 3 below proves it.

Student 3: "My opinion about the use of media for learning activities is important. Moreover, today's technology is increasingly sophisticated, such as online comics, presentation slides, e-books. In this era, the media is made as attractive as possible so that it is easy to understand."

Meanwhile, several of the selected students stated that the use of media is interesting, as proven by Student 2 below.

Student 2: "In my opinion, if you use media such as comics, picture books, or presentation slides with pictures, it is more interesting than books that are written text only. It is kind of interesting so it's not boring to learn."

The second focused question was about the students' difficulties in comprehending texts. Most of the students answered that they have some difficulties in

comprehending texts. They gave statements about the challenges in comprehending texts. The new vocabulary and cannot focus on the text. It is proven by the statements of Student 3 and Student 5.

Student 3: *“Yes. Sometimes I have difficulty understanding English text. What makes it difficult is that I don't know the new vocabulary too well. And it makes me always open Google Translate back and forth so it's complicated.”*

Student 5: *“There are difficulties. The difficulty is that it's hard to understand English. Then, new vocabulary and sometimes fail to focus on the text.”*

The third focused question was about whether they already know this LINE Webtoon or not. All of the participants were already known about this application. Therefore, the researcher assumed that LINE Webtoon is popular amongst the students.

Question number four is talked about the students' opinion toward the implementation of extensive reading using LINE Webtoon in the class. Several selected students said it helped to give an overview of the material. It is proven by the statement of Student 1 and Student 6.

Student 1: *“In my opinion, this is a new thing. The LINE Webtoon also helps me provide an overview of the narrative text that will be taught that way.”*

Student 6: *“In my opinion, it really helps students understand the narrative text because there are interesting pictures to look at and read.”*

They also stated that the implementation of extensive reading using LINE Webtoon was exciting and made them motivated to read, as proven by the statements of Student 4 and Student 7 below.

Student 4: *“I feel motivated to be more diligent in reading. Because it is exciting, there is no time limit for reading it. And I do not feel pressured and forced.”*

Student 7: *“In my opinion, it may and may be good enough for students. Because sometimes people just get bored reading the written text only, so it's okay for variations in learning activities. So, people who are lazy to read become interested in reading because it is not boring.”*

Question number five was about whether LINE Webtoon is challenging to use or not. All the selected students have answered that using LINE Webtoon is not difficult because the teacher already gave the tutorial on how to use this application. Several selected students stated that they were used to use this application. However, several selected students stated that the possible difficulty of using LINE Webtoon was whether students could not access this due to poor connection and the limited phone memory. The statement of Student 7 proves it.

Student 7: *“Maybe the problem is on the poor network and limited phone memory.”*

The next focused question in number six was about their opinion whether they understand the content of the story in LINE Webtoon or not. Most of the selected students agreed that they understand the content of the story in LINE Webtoon. Several selected students stated that it is easy to understand because the LINE Webtoon picture can help them comprehend the text.

Student 1: *“Yes, I understand. The language is easy to understand as well as the pictures are fun.”*

Student 2: *“Understood, there is a picture too. So even though I do not know the meaning of the vocabulary, I know the storyline through the picture.”*

Student 4: *“I got the point of the story. Because the vocabulary is pretty easy so I just understand the content.”*

Question number seventh was about whether they could answer the questions on a quiz held by their teacher in the second meeting. They were agreed that they could answer the questions given by their teacher. The only difficulty of the quiz is the answer time was too fast.

The eighth focused question was about their opinion on extensive reading using LINE Webtoon can enhance their reading comprehension of a narrative story. Several statements given by the students are presented below.

Student 1: *“In my opinion, I am more interested in reading it, it keeps getting easier because there is a picture so there is a picture of the story, so it makes you understand better.”*

Student 3: *“I think I agree that Webtoon can enhance my understanding.”*

Student 6: *“Yes, I like reading. That is why at the beginning I said, at first, I had a hard time to understand a story but over time I understood.”*

In the following question, the students were asked to explain why extensive reading using LINE Webtoon can enhance their reading comprehension in a narrative story. Several selected students stated that they read in their free time. Thus, they can enjoy reading without any pressure. They also stated that the comic pictures could help them understand the content even though new vocabularies were not known before.

Student 1: *“Good, interesting, not boring, the same pictures help me to understand the contents of the story even though there are many vocabulary words that do not know what it means.”*

Student 2: *“Because there is a picture, it is interesting. Then I enjoy reading it because there is no time limit when reading alias, I read on my free time.”*

Student 3: *“First, I no longer bother going back and forth to open Google Translate because it helps with*

images. Second, the picture is good. Third, the content of the story introduces traditional Indonesian locations and games. And the story is more modern, so I can feel the story more."

The last focused question was about whether this technique is effective in enhancing their reading comprehension or not. They all agreed that this technique was effective. Below are some statements were given by students.

Student 6: *"In my opinion, it is more effective to read the narrative text on the Webtoon version than in books. Because if you only read it in text books, students get bored easily and do not continue the narrative story. If on Webtoon, it definitely makes us interested and even addicted to read on Webtoon."*

Student 7: *"Effective because students can read and understand narrative text with interest. Maybe it is because the dialogue is easier and more flexible and the images are attractive too."*

Therefore, this technique effectively enhanced their reading comprehension in a narrative story because it was interesting due to the LINE Webtoon's pictures.

Based on the interview results, most of the students who participated gave positive responses to the extensive reading using LINE Webtoon to enhance their reading comprehension in a narrative story. Extensive reading has a good influence that can help students to enhance their reading comprehension. As one of the media of extensive reading to read narrative stories, LINE Webtoon also strongly impacts their comprehension. Those were proven by the students' statements that they comprehended because it helps the students illustrate or overview the narrative story given by the teacher.

The results of the interview also showed the responses that the students were read extensively. According to Uden (2013), extensive reading means they READ; reading quickly, enjoyably with, adequate comprehension, and do not need a dictionary. In the students' responses to the extensive reading using LINE Webtoon, they read quickly because the material or the content was easy to read. They also said that they enjoy reading and understand the content even though there were new vocabularies. They also said that the pictures of LINE Webtoon help them to understand the content of the story. Most of the students were also able to answer the questions through quiz given by their teacher.

Extensive reading using LINE Webtoon is also interesting for students. Almost all participants said that extensive reading using LINE Webtoon was more interesting than reading the book, which has texts only without any pictures. A student said that this was a new thing that she has never done before. LINE Webtoon

provides a story with dialogue. Therefore, the students do not feel that they are reading the monologue text, which is tedious. There is also some information like the place of the event and introduce one of Indonesia's traditional game, making the students perceive as exciting and creative information.

Still related to the research objective about students' response, most of the students said that extensive reading using Line Webtoon effectively enhanced their reading comprehension in a narrative story because it provides attractive pictures and dialogues that easy to understand. Extensive reading using LINE Webtoon also flexible; they can read whenever in the students' free time and wherever they are because they can read from their smartphones. Those positive responses from the students mean that extensive reading using LINE Webtoon is a good reading technique and media that can enhance the students' reading comprehension in a narrative story.

CONCLUSION

Based on the results and discussion, it can be concluded that the use of extensive reading using LINE Webtoon helped the students to enhance their reading comprehension in narrative text. Each meeting held by the teacher also used three phases of reading activity; pre-reading, whilst-reading, and post-reading. The meetings done by the teacher to teach narrative text were focused on how the media and the technique were used in the teaching-learning process and focusing on knowing the students' reading comprehension by giving a quiz through Kahoot!. The teacher had implemented extensive reading using LINE Webtoon, so the students had a better understanding of a story in the whole-text form in the second meeting.

Based on the result of the research, it can be concluded that the students agreed that extensive reading using LINE Webtoon helped them to enhance their ability in comprehending the narrative story. The students also stated that reading with pictures could help them understand the context of the story quickly. Without any dictionary, the unknown words could be skipped because the pictures already illustrate what the content means. It also interesting, not boring, and does not make the students feel pressure when they do the extensive reading using LINE Webtoon. To recap, extensive reading using LINE Webtoon could enhance the students' reading comprehension in a narrative story.

Suggestion

In the teaching-learning process, the teacher must use various media to make the students more motivated and interested in learning activities. The teacher can use

extensive reading, especially in the pandemic era, to monitor the learning process when they learn by themselves. The narrative story usually served in the form of long text that makes the students feel bored, not motivated to read, and sometimes they do not continue reading because they do not understand the story. Therefore, the teacher can use LINE Webtoon to increase the students' motivation and help them enhance their reading comprehension.

The teacher still has to follow the curriculum applied in the teaching-learning process to run the activities successfully. Thus, the teacher can also use LINE Webtoon related to the material to be taught, such as procedure text, recount text, and others. There are many genres in LINE Webtoon; the teacher can explore more comics to use. The researcher also suggested filtering comics before use because several comics contain inappropriate content for students.

Future studies may research different topics such as procedure text or different kinds of text to enhance the students' reading skills using this media. Researchers can modify the technique or media of researching different English skills: listening, writing, and speaking.

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