

Students' Perception on the Use of Webtoon in Reading Activity

Estu Yoga Cahya Utama

Universitas Negeri Surabaya
estu.19035@mhs.unesa.ac.id

Abstrak

Studi ini bertujuan untuk mengetahui persepsi siswa Sekolah Menengah Akhir (SMA) mengenai penggunaan Webtoon dalam aktivitas membaca mereka. Penelitian ini dilakukan di sebuah kelas 10 yang berada di SMA. Metode penelitian yang dilakukan adalah penelitian kualitatif, berupa studi kasus. Data akan dianalisis melalui kuesioner terbuka dan wawancara beberapa anak di dalam kelas 10. Hasil dari kuesioner dan wawancara menunjukkan bahwa mereka menggunakan Webtoon selama mereka di waktu senggang, mereka juga merasa banyak belajar dan memberikan respon positif mengenai penggunaan Webtoon untuk kegiatan membaca. Berdasarkan temuan tersebut, dapat disimpulkan bahwa persepsi siswa mengenai penggunaan Webtoon untuk kegiatan belajar mereka menunjukkan hal yang positif. Siswa bisa belajar di masa senggang mereka dengan membaca Webtoon dan mereka bisa belajar tidak hanya di sekolah.

Kata Kunci: Siswa kelas 10, SMA, Webtoon, Kegiatan Membaca

Abstract

This study aims to find out students' perception on the role of the Webtoon in their reading activity. This current study takes place in a 10th-grade class in senior high school. This study uses qualitative research, especially case study. The data analyzed by giving open-ended questionnaire and interviewing some 10th-grade students in the class. The results of the questionnaire and interviews showed that students using Webtoon in their meantime, also they learn something and shows positive responses about the use of Webtoon in their reading activity. Based on the findings, it can be concluded that students' perception on the use of Webtoon in their reading activity shows positive results. Students can study in the meantime by reading Webtoon and they can study outside of the school.

Keywords: 10th-grade students, Senior Highschool, Webtoon, Reading Activity

INTRODUCTION

Reading is a part of our daily lives; it is fulfilled for hobbies and information. According to (Kaya, 2015), Reading Skills are necessary for comprehension in reading. Lacking reading skills failed to be a successful reader. (Abeer M. W. Alharbi, 2022) said that the main issues with reading comprehension and skills include problems with semantic parsing, a lack of motivation, a lack of self-study activities, challenges with skimming and scanning, issues with prediction and usage before knowledge, a lack of interest in group work and collaboration, issues with pronunciation and spelling, a limited vocabulary, difficulties understanding meaning, an inability to summarize text, and a lack of extensive reading. Based on a research study, the following factors prevent students from mastering reading skills: inadequate exposure to a foreign language, low motivation, low self-esteem, anxiety problems, insufficient information, and poor pedagogical practices.

The challenges associated with the reader's psychological traits include low intelligence, limited language proficiency, blurry vision, and unneeded movement and noise in the classroom. (Ahmed Okasha, 2020) said that one of the key competencies in teaching English to speakers of other languages is reading. As they read, kids take in and process the text's information before responding with questions, ideas, and comments. Reading comprehension and autonomous text handling are necessary for EFL students.

A reading activity that is suitable for EFL students is extensive reading. (Chen et al., 2013) said that Extensive Reading is found suitable as a reading activity for EFL Students. Extensive Reading is an approach to teaching reading as leisure reading. According to (ATEEK, 2021), exposure to sufficient amounts of simple and understandable reading material makes studying fun and contributes to a variety of language skills improves for EFL students. (Endris, 2018) stated that while students read texts based on their needs and language proficiency,

extensive reading can satisfy both requirements because it offers a lot of information in a low-stress environment. Students who read extensively are better able to comprehend texts and develop their reading skills. From the previous study by (Amalia Asmara, n.d.); the study focused on extensive reading through LINE Webtoon. The researcher uses LINE Webtoon as media for students' reading. LINE Webtoon is a digital Comic Platform that originated in South Korea platform launched in 2004 by Naver Corporation; the platform is accessible for free on both mobile devices Android and iOS. From the result of the previous study stated before (2021), the implementation of extensive reading using LINE Webtoon could enhance students' reading skills. Students agreed that reading text with pictures like Webtoon comics makes it easier to understand when encountering unfamiliar words.

The results of the study are similar to the results from a previous study conducted by (Juniarto & Fahri, n.d.), which showed the student comprehends the text easily when using LINE Webtoon and is interested in reading on LINE Webtoon. (Harpain et al., 2022) stated in their study "Analyzing Student Perception on Using Webtoon as a Learning Medium for Reading Comprehension" that students show a good experience reading Webtoon, students feel interesting sensations while reading the story and do not feel bored while a reading activity.

Several studies focused on Webtoon for reading like research conducted by (Juniarto & Fahri, n.d.) and (Amalia Asmara, n.d.). However, their research is conducted in a quantitative study; the researcher uses qualitative research in this study and aims to discover students' experience while they using Webtoon. Therefore, the researcher chooses senior high school students as the participants in this research study.

Based on the research background this research tries to answer this following question:

1. How do students use Webtoon in their reading activity?
2. What do students learn from using Webtoon?
3. What are the students' responses toward using Webtoon for reading comprehension?

METHODS

This study conducted in a qualitative research method. The target of this research study is to discover senior high school students' experience with using Webtoon. (Brazil et al., n.d.) stated that the result of the qualitative study is a narrative report with comprehensive and allows the reader to understand the participants' social reality. Therefore, the research concluded the qualitative research methods can be used in this study to find out about students' reading comprehension.

This study relied mainly on the instrument for data collection. Data was collected through questionnaires and interviews. The researcher performed a questionnaire first before interviewing the students in the classroom. The researcher uses the theory from Barth and Schmitz to discover students' responses based on their experience when using Webtoon.

Questionnaire

The research instrument is a tool for systematically collecting data. One of the research instruments is a questionnaire. According to (Marsden & Wright, 2010), researchers who compose questionnaires should find useful guidance in the recommendations for choosing the word and organization of survey questionnaires. A researcher who composes the questionnaire must review questions from earlier surveys before writing their own. Thus, the research instrument of this research is a questionnaire. The questionnaire for this research consists of 10 questions to participants and uses Google Forms as the media questionnaire for this research. The researcher created their questionnaire based on the theory from Bart and Schmirtz; the questions in the questionnaire consisted of two research questions. Question number one until number four as the research question number one, then number six until number nine for the research question number two.

Interviews

After collecting data from the questionnaire, the researcher conducts interviews with the students to continue collecting data. According to (Anyan, 2013), a common technique for gathering data in qualitative research is the interview, which provides additional information that facilitates a thorough comprehension of the data's degree. (Avis et al., n.d.) described that the interview aims to explore the 'insider perspective' while used as a qualitative research data collection tool. Thus, the interview for this research consists of 10 questions same as the questionnaire. In the interview, the researcher can get detailed information from the participants' answers about their experience while using Webtoon; the answers solve research question number three.

The validity and reliability of both the research instrument this study, and the researcher create it align with research question and research objectives this study. Each of the questions from the questionnaire is clear, brief, and easy to understand for participants.

Since the researcher used a questionnaire and interview to collect the data for this study; the contents of the questionnaire and interview included three research questions. First of all, the participants of this research filled out a questionnaire. A questionnaire was about how

they explain their experience while using Webtoon. The researcher asked the participants to fill out a questionnaire. The type of questionnaire was an open-ended questionnaire with 10 questions. Thus, the participants elaborated their answers with their reasons. The researcher sends the links to a questionnaire from Google form to the students, and then the students may fill in the answers based on their own experience. The researcher conducts it while the class is over.

After conducting an open-ended Questionnaire, the researcher continues collecting data using interviews. The researcher used Personal Interviews to interview the participants. The researcher interviews the participants with the same questions from the questionnaire, and then the participants may explain their experiences with opinions while using Webtoon. The participants selected from the questionnaire answers who answered that they always and often use Webtoon randomly, and then the researcher asked the participants personally for interviews and the researcher recorded their answers with an audio recorder. The researcher conducts the interviews one week after collecting data from the questionnaire and while the class is over.

In analyzing data; the researcher identifies the data, categorizes, and reviews the data. There are following steps the researcher conducted in analyze the data:

Identifying data

In this step, the researcher reads and identifies the data to discover the finding. It was necessary to easily the researcher categorizes the data based on some aspects; such as experience, learning, and responses.

Categorizing data

The researcher categorizes data into the three aspects before. Students' responses based on both questionnaires and interviews were classified by the researcher into the raw transcripts.

Reviewing data

The researcher reviews the data and checks the findings from the transcripts. Reviewing the data was needed by the researcher; it efficiently the researcher to interpret the data and draw a conclusion.

After both the data are organized as a transcript, researcher interprets the result from the transcript; clear and simple interpretation of the data results and includes research study from expert to support the theories. Therefore, the researcher concludes impact of Webtoon on enhancing students' reading comprehension based on their perception.

RESULTS AND DISCUSSION

Based on the responses from the questionnaire and the interview with students, researcher discovers students' experiences while using Webtoon. The data was arranged as some aspects from the interview and the questionnaire; How the students use Webtoon, What the students learn from the Webtoon, and What the students' responses toward using Webtoon. In these experience aspects, almost all students show that they were experienced well using Webtoon. Some of them stated that they know Webtoons from ads and their friends, and they use Webtoons in the meantime because they were usually busy with studying or doing homework from school. As stated by (Chen et al., 2013), extensive reading was an approach to teaching reading as pleasure reading. From their study, extensive reading was relaxing, informal and allows learners to choose materials based on their English proficiency level and their interests.

There were some reasons why some of them used Webtoons; the first reason was that some of them needed references for their hobby of drawing, the second reason some of them used Webtoons was that they wanted to develop their English skills, and the last reason because some of them want to enjoy the content of the story. All of them said that Webtoon can easily understand because the picture on Webtoon helps them to understand the story. It also supported the study from (Juniarto & Fahri, n.d.), which showed that students comprehend the text easily when using LINE Webtoon and were interested to learn reading on LINE Webtoon.

Some of them also stated based on questionnaires and interviews that they use Bahasa while reading Webtoons, but others also use English in both languages. The reason some of them use Bahasa is because they are interested in Bahasa and because their phones are already in Bahasa, as the other reason for the rest of them because they find interesting comics on English while they study English in school. Based on (Akcanca, 2020) said that combining educational comics with instructional exercises can help students develop their creative thinking skills and offer up new avenues for their creativity. Furthermore, these visually stimulating educational resources are thought to be crucial for enhancing children's visual perception abilities and getting them ready for the modern world. As on question number ten, almost all students find interest try using English in Webtoon. For rest of them already use it that already stated before. In the education aspect, some of them said that Webtoon can enhance reading comprehension because it is easy to understand the text. The rest of them said they did not know and that maybe Webtoon can enhance reading comprehension. The factor of students' reading comprehension was enhanced and

not enhanced was their understanding of English for reading the reading text. It also stated by (Abeer M. W. Alharbi, 2022) in his study defines the main issues of learning reading skills and reading comprehension as Learners have no motivation or lack of motivation in reading, learners cannot manage or are limited in their self-study activities, learners cannot understand the meaning of reading materials, the inability of learners to effectively summarize text and deficiency of extensive reading from learners.

Also, some of students said that they can identify the text structure of reading text while using Webtoon. They can identify it because same reason above that the story in Webtoon was easily understand, but some of them said that they want to know. Also, some of the students said that they can identify the text structure of reading text while using Webtoon. They can identify it because the same reason above that the story in Webtoon was easily understood, but some of them said that they want to know the storyline of the comic on Webtoon. According from all responses based on the questionnaire and interview, supported the study from (Juniarto & Fahri, n.d.) and (Erya & Pustika, 2021) in their study They believed that Webtoons improve students' reading comprehension skills and that using Webtoons is very easy. In their result of the study, students agreed that Webtoon can improve their reading comprehension skills and that Webtoon was an application that was easy to use as reading material storyline of the comic on Webtoon:

CONCLUSION

Based on the results collected from the questionnaire and the interview, the researcher concludes based on three research questions from this study:

First, the students show experience in using Webtoon; they know very well Webtoon and almost all of them always use it. The others also show using Webtoon in the meantime and on weekends, because they are busy studying and doing homework. It shows that almost all the students said Webtoon can be reading material to study English, especially in reading; they enjoy the comics and easily understand the story.

Second, based on the results of the questionnaire and interview; the students learn how to identify the structure of text, can find their reading strategies, and can enhance their reading comprehension from Webtoon. Some of them said in the interview, that they did not have a strategy for reading before using Webtoon; then they could easily understand the text after using Webtoon and find their reading strategy. Also, they feel their reading comprehension is enhanced by Webtoon and can identify the structure of text.

Third, almost all students show positive responses about Webtoon; the others show negative and uncertain responses. Furthermore, the students enjoy well using Webtoon based on their experience. It can be concluded that Webtoon quite helps students in Reading Comprehension and also enhances their Reading Comprehension.

Although the study did not have serious findings in this study, the researcher discovered some students' perceptions of this study were the same perception as the previous studies. The students show positive responses about using Webtoon in their reading activity and agree that Webtoon help them in their learning. Future research could focus on other aspects except from this study; then, the aim of future research could be more specific and discover more findings about the perceptions. Following the implications, there are several suggestions to high school students in any study program and English teachers for enhancing students' reading comprehension and finding the reading materials.

For high school students: Students could read non-academic books such as comics to develop their reading comprehension, they can access Webtoon on their smartphone or access it through the website on their PC. Then, search what kind of comics they are interested in or what kind of their favorite genres on. Finally, they can start to read the comics and enjoy their reading activities in the meantime while enhancing their reading comprehension. It was necessary for them because the result of this study shows comics could help them develop their English skills in reading and easily understanding them.

For English teachers: Webtoons could be teachers' references for material on their students' assignments especially for reading and reading materials for the mid or final exam. There are diverse comics with diverse stories in different genres; the comic can help teachers to create a question for the reading section. However, teachers must decide what kind of comics can be as their references. Some of them have a complex story and maybe it was too long for reading materials' questions on exam text.

REFERENCES

- Abeer M. W. Alharbi. (2022). Reading skills among EFL learners in Saudi Arabia: A review of challenges and solutions. *World Journal of Advanced Research and Reviews*, 15(3), 204–208. <https://doi.org/10.30574/wjarr.2022.15.3.0922>
- Ahmed Okasha, M. (2020). Using Strategic Reading Techniques for Improving EFL Reading Skills. *SSRN Electronic Journal*, 11(2). <https://doi.org/10.2139/ssrn.3649329>

- Akcanca, N. (2020). *An alternative teaching tool in science education: Educational comics* (International Online Journal of Education and Teaching (IOJET), Vol. 7, Issue 4, pp. 1550–1570). <http://iojet.org/index.php/IOJET/article/view/1063>
- Almache Granda, G. K., & Ramirez-Avila, M. R. (2020). Classifying vocabulary in Google Sheets to improve word recognition and reading comprehension in EFL learners: An action research study. *AtoZ: Novas Práticas Em Informação e Conhecimento*, 9(2), 24–24. <https://doi.org/10.5380/atoz.v9i2.73526>
- Amalia Asmara, R. (n.d.). *THE IMPLEMENTATION OF EXTENSIVE READING USING LINE WEBTOON TO ENHANCE STUDENTS' READING COMPREHENSION IN NARRATIVE STORY*. 75–82. <https://ejournal.unesa.ac.id/index.php/retain/article/view/40002>
- Anyan, F. (2013). *The Influence of Power Shifts in Data Collection and Analysis Stages: A Focus on Qualitative Research Interview* (Recommended APA Citation Anyan, F, Vol. 18, Issue 18, pp. 1–1). <https://nsuworks.nova.edu/tqr/vol18/iss18/2>
- ATEEK, M. (2021). Extensive reading in an EFL classroom: Impact and learners' perceptions. *Eurasian Journal of Applied Linguistics*, 7(1), 109–131. <https://doi.org/10.32601/ejal.911195>
- Avis, M., Bluff, R., Freshwater, D., Galvin, K., Holloway, I., Iphofen, R., Kitzinger, J., Kralik, D., Larsen, J., Rapport, F., Sharkey, S., Sparkes, A., Taylor, C., Todres, L., & Wallace, S. (n.d.). *Qualitative Research Qualitative Research in Health Care Immy Holloway in Health Care*. <https://books.google.co.id/books?id=qXAwqGCl9rMC&lpg=PP1&ots=8gf-m8xXkv&dq=Qualitative%20Research%20Qualitative%20Research%20in%20Health%20Care%20Immy%20Holloway%20in%20Health%20Care&lr&hl=id&pg=PP1#v=onepage&q=Qualitative%20Research%20Qualitative%20Research%20in%20Health%20Care%20Immy%20Holloway%20in%20Health%20Care&f=false>
- Brazil, A. •, Japan, •, Korea, •, Mexico, •, Ary, D., Jacobs, L. C., & Sorensen, C. (n.d.). *Introduction to Research in Education*. https://books.google.co.id/books/about/Introduction_to_Research_in_Education.html?hl=id&id=FqF7n0zGJm0C&redir_esc=y
- Chamba, M. Y., & Ramirez-Avila, M. R. (2021). Word Recognition and Reading Skills to Improve Reading Comprehension. *Journal of Foreign Language Teaching and Learning*, 6(1). <https://doi.org/10.18196/ftl.v6i1.10174>
- Chen, C.-N., Chen, S.-C., & Eileen Chen, S.-H. (2013). *THE EFFECTS OF EXTENSIVE READING VIA E-BOOKS ON TERTIARY LEVEL EFL STUDENTS' READING ATTITUDE, READING COMPREHENSION AND VOCABULARY* (Nation, Vol. 12). Yamashita.
- Cline, F., Johnstone, C., & King, T. (2006). *Focus Group Reactions to Three Definitions of Reading (As Originally Developed in Support of NARAP Goal 1)*. <http://www.narap.info>
- Endris, A. A. (2018). Effects of Extensive Reading on EFL Learners' Reading Comprehension and Attitudes. *International Journal of Research in English Education*, 3(4), 1–11. <https://doi.org/10.29252/ijree.3.4.1>
- Erya, W. I., & Pustika, R. (2021). STUDENTS' PERCEPTION TOWARDS THE USE OF WEBTOON TO IMPROVE READING COMPREHENSION SKILL. *Journal of English Language Teaching and Learning*, 2(1), 51–56. <https://doi.org/10.33365/jeltl.v2i1.762>
- Fletcher, J. (2018). Supporting and encouraging young adolescents in New Zealand to be effective readers. *Educational Review*, 70(3), 300–317. <https://doi.org/10.1080/00131911.2017.1311305>
- Ghulam, M. T., Nurtaat, H. L., Lail, H., & Sujana, I. M. (2023). The Effectiveness of Using Webtoon Applications in Teaching Reading Comprehension at The Eighth Grade of SMP Negeri 11 Mataram. *Jurnal Ilmiah Profesi Pendidikan*, 8(2), 1043–1049. <https://doi.org/10.29303/jipp.v8i2.1411>
- Harpain, Dameria Magdalena Sidabalok, & Anita. (2022). Analyzing student perception on using webtoon as a learning medium for reading comprehension. *International Journal of Educational Studies in Social Sciences*, 3(2), 34–41. <https://doi.org/10.53402/ijess.v3i2.362>
- Hasan, A. (2017). *The Effect of Directed Reading Thinking Activity (DRTA) Method on Students' Reading Comprehension for State Islamic Senior High School*. 8(2), 140–148. <http://ejournal.uin-suska.ac.id/index.php/jealt>
- Hassan, I. J., & Dweik, B. S. (2021). FACTORS AND CHALLENGES IN ENGLISH READING COMPREHENSION AMONG YOUNG ARAB EFL LEARNERS. *Academic Research International*, 12(1). www.savap.org.pk18www.journals.savap.org.pk
- Juniarto, B. W., & Fahri, D. (n.d.). *Using Webtoon Comic as Media in Teaching Reading Narrative Text Using Webtoon Comic as Media in Teaching Reading Narrative Text for Junior High School Students*. <https://ejournal.unesa.ac.id/index.php/retain/article/download/30700/27955/>
- Kaya, E. (2015). *The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students* (Üniversite park Bültlen, Vol. 4, Issue 2, pp. 37–51).
- Lee, E., Choi, M., & Kim, C. (2015). A Study on Kitschy Characteristics and its Consumer s of Webtoon.

Journal of Korea Multimedia Society, 18(8), 980–987. <https://doi.org/10.9717/kmms.2015.18.8.980>

Marsden, P. V., & Wright, J. D. (2010). *Handbook of survey research* (p. 886). Emerald. <https://books.google.co.id/books?id=8EW0BQAAQB&pg=PP1&ots=eNRS8wVkJ&dq=Handbook%20of%20survey%20research&hl=id&pg=PP1#v=onepage&q=Handbook%20of%20survey%20research&f=false>

Martina, F., Syafryadin, S., & Utama, J. A. (2020). The Practice of Extensive Reading among EFL Learners in Tertiary Level. *Yavana Bhasha : Journal of English Language Education*, 3(2), 56–56. <https://doi.org/10.25078/yb.v3i2.1712>

PARIS, S. G. (2005). Reinterpreting the development of reading skills. *Reading Research Quarterly*, 40(2), 184–202. <https://doi.org/10.1598/RRQ.40.2.3>

Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement. *International Journal of English Linguistics*, 6(5), 180–180. <https://doi.org/10.5539/ijel.v6n5p180>

PRATT, H. J. (2009). Narrative in Comics. *Journal of Aesthetics and Art Criticism*, 67(1), 107–117. <https://doi.org/10.1111/j.1540-6245.2008.01339.x>

Qrgez, M., & Ab Rashid, R. (2017). Reading Comprehension Difficulties Among EFL Learners: The Case of First and Second Year Students at Yarmouk University in Jordan. *SSRN Electronic Journal*, 8. <https://doi.org/10.2139/ssrn.3053577>

Riadil, I. G. (2020). An alternative teaching tool in science education: Educational comics. *JELLT (Journal of English Language and Language Teaching)*, 4(1), 48–58. <https://doi.org/10.36597/jellt.v4i1.7690>

Taherdoost, H. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *SSRN Electronic Journal*, 5. <https://doi.org/10.2139/ssrn.3205040>

Tambusai, J. P., Istiqlal, N. A., Utami, P. P., & Kartini, D. (n.d.). *Portraying Reading Log Strategy Assisting Extensive Reading Activity With Webtoon In Senior High School*. <https://doi.org/10.31004/jptam.v5i3.2142>

Uden, J. (2013). The Extensive Reading Foundation's Guide to Extensive Reading. *ELT Journal*, 67(2), 270–272. <https://doi.org/10.1093/elt/cct010>