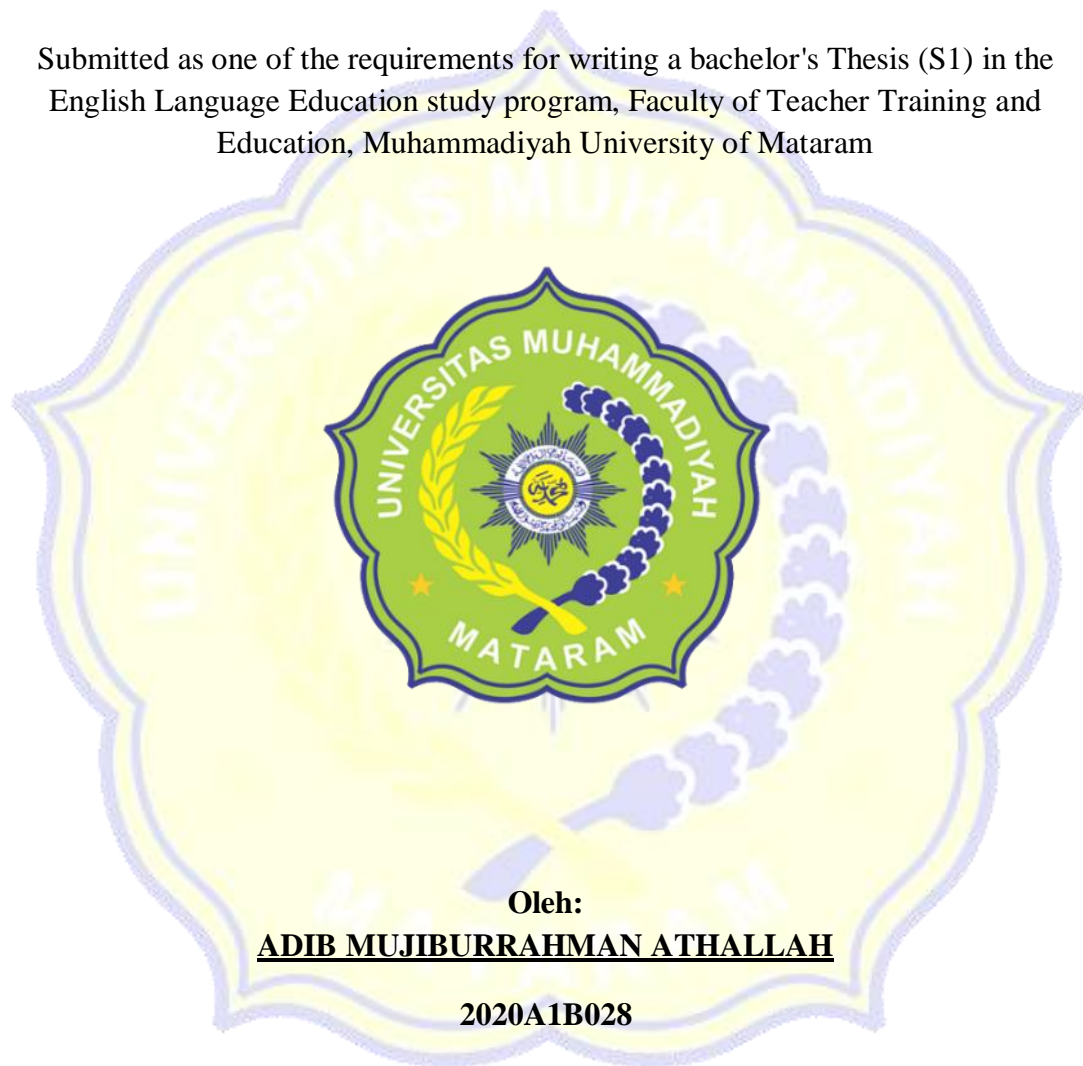**A THESIS**

STUDENT PERCEPTIONS TOWARDS THE USE OF WEBTOON IN TEACHING READING

Submitted as one of the requirements for writing a bachelor's Thesis (S1) in the English Language Education study program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram

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Pembimbing 1: Humaira, M.Pd

Pembimbing 2: Moh Fauzi Bafadal, M.Pd

ABSTRAK

Platform Webtoon menyediakan banyak komik dalam berbagai genre yang menarik untuk dibaca. Platform Webtoon juga gratis dan dapat diakses dengan mudah untuk berbagai usia. Webtoon adalah sebuah platform yang dapat membantu mengajar Membaca dengan menggunakan gambar-gambar menarik disertai kata-kata, dan memberikan banyak cerita menarik. Penggunaan Webtoon dalam pengajaran membaca telah mendapatkan popularitas dalam beberapa tahun terakhir karena sifatnya yang menarik dan interaktif. Penelitian ini berfokus pada persepsi siswa terhadap penggunaan Webtoon dalam mengajar membaca. Penelitian ini menggunakan metode deskriptif kualitatif dengan kuesioner tertutup yang dibagikan kepada siswa sebagai prosedur pengumpulan data. Data diinterpretasikan secara deskriptif. Partisipan penelitian adalah mahasiswa Pendidikan Bahasa Inggris semester empat di Universitas Muhammadiyah Mataram. Penelitian ini menujukan bahwa siswa lebih antusias, aktif, dan tertarikdalami proses membaca dengan menggunakan Webtoon. Dapat disimpulkan bahwa webtoon mempunyai dampak positif dalam pengajaran membaca. Studi ini menyoroti potensi Webtoon sebagai media pembelajaran yang menarik dalam pengajaran membaca, karena dapat meningkatkan keterampilan membaca siswa melalui fitur-fitur interaktifnya.

Kata kunci:Webtoon, Membaca, persepsi

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ABSTRACT

A webtoon platform provides many comics in various genres that are interesting to read. The Webtoon platform is also free and can be accessed easily for multiple ages. Webtoon is a platform that can help teach Reading by using interesting pictures with words and providing many exciting stories. The use of Webtoon in teaching reading has gained popularity in recent years due to its engaging and interactive nature. This research focuses on the students' perceptions of using Webtoon in teaching reading. This research employs a descriptive qualitative method with a Closed-Ended Questionnaire distributed to the students as the data collecting procedure. The data was interpreted descriptively. The study participants are fourth-semester students of English Education at Universitas Muhammadiyah Mataram. This research determined that the students are more enthusiastic, active, and interested in learning the reading process by using Webtoon. It could be concluded that webtoons have a positive impact on teaching reading. The study highlighted the potential of Webtoons as an attractive learning medium in teaching reading, as it can enhance students' reading skills through its interactive features.

Keyword: Webtoon, Reading, Perception

CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Reading is a crucial skill for students, essential for their academic success and personal growth. However, Reading is one of the skills that students in English must master as a foreign language, especially English language education students. Reading may enhance our knowledge, language, experience, reading comprehension, and mindset (Erya & Pustika, 2021). Nowadays, most information is delivered in written format, making reading essential. Therefore, students must gain proficiency in Reading (Sasalia & Sari, 2020). According to Ali & Emirati (2021) To improve reading comprehension for English Foreign Language (EFL) learners, it's crucial to combine reading skills with intensive reading activities. In practice, Reading is not easy for students to understand because of the complexity of the text and the lack of interest in reading it.

In this era, Indonesian students cannot be separated from their smartphones. Almost every university now has internet access, and students can use it. Everyone owns a smartphone with an Internet connection. Language learning, in particular, is undergoing significant changes due to the integration digital tools and apps. Indeed, how students learn and engage with Reading has experienced tremendous changes. This shift to digital media has created new opportunities for educators to investigate new teaching methods, especially in Reading. To increase the quality of teaching and learning, English teachers have toadopting new and advanced technology to increase students' interest in learning English (Angelica & Katemba, 2023). The students are

interested in something digital, online, and unique. So, the researcher focuses this study in teaching reading through Webtoon Comic.

Teachers could use a wide array of technology at their disposal, such as e-commerce, to make the teaching process easier and engage the students in the learning process. An e-comic, or electronic comic, is a digital version of comic books that can be accessed and read on electronic devices such as computers, tablets, and smartphones, and It combines visual storytelling with interactive elements, making it a versatile and engaging medium for learning and entertainment (Indriasih et al., 2020). One of the prime examples of this is Webtoon. A Webtoon is a digital comic that originated in South Korea and is read vertically by scrolling down on a computer or smartphone. Accessible anywhere and practically free of charge, each episode takes less than five minutes to read. Moreover, Webtoons have become a popular medium for narrative and entertainment (S. Torres, 2022). Therefore, the webtoon platform can be a useful learning medium for teaching reading.

The study's results also underscore the importance of considering students' perceptions and preferences when designing educational programs. By understanding how students perceive the use of Webtoon in teaching reading, educators can tailor their approaches to better meet the needs and interests of their students, leading to more effective learning outcomes. Overall, the study's contribution is significant in that it sheds light on the potential of Webtoon as a tool for improving reading comprehension skills and highlights the importance of considering students' perspectives in educational design.

1.2 Problem Statement

Based on the background above, the writer formulates a research question: (1) What are students' perceptions of using Webtoons in teaching reading? (2) Do students perceive Webtoons as an effective tool for improving Reading?

1.3 The Objective of The Study

The study aims to explore and analyze how students perceive webtoons as a pedagogical tool for enhancing their reading skills. This study highlights the potential of Webtoon as a digital comic platform that can engage students in reading activities, making them more interested and motivated to learn English, particularly in reading comprehension.

1.4 The Significance of The Study

The results of the study are expected to be useful for,

1. Developing Innovative Learning Models:

   This study can help develop innovative learning models that utilize digital technologies like Webtoon. This way, teachers can leverage technology to improve the quality of learning.

2. Enhancing Student Interest in Learning:

   This study aims to identify how Webtoon can enhance student interest in Reading. Using Webtoon, students can enjoy learning because of its engaging and interactive content.

3. Developing Reading Comprehension Skills:

    This study will explore how Webtoon can improve students' reading comprehension skills. Using Webtoon, students can better understand texts because of the accompanying images.

4. Identifying Motivational Factors:

    This study will identify the factors that motivate students to use Webtoon for Reading. By understanding these factors, teachers can develop more effective strategies to enhance student interest in Reading.

5. Identifying Factors Influencing Reading Comprehension Skills:

    This study will identify factors influencing students' reading comprehension skills when using Webtoon. By knowing these factors, teachers can develop more effective strategies to enhance these skills.

1.5 The Scope of the Study

This research focuses on the students' perceptions of using Webtoon to teach reading to the fourth-semester students of the Universitas Muhammadiyah Mataram. So, the researcher limits this to the area of Reading.

CHAPTER V

CONCLUSION

CONCLUSION

The researchers analyzed students' perception of using Webtoons in teaching Reading. The questionnaire results indicate that Webtoons can be an effective learning tool due to their high enjoyment and engagement levels. A significant majority of participants found Webtoons enjoyable (80%-92%) and agreed that illustrations provide valuable scene information (84%). The appropriate use of color aids comprehension and emotion, but inconsistencies in character affirmation through color present an opportunity for improvement.

Webtoons can increase student motivation and engagement in reading activities. They make reading less boring and help students get motivated to read. However, some students may not find webtoons appealing, and educators should ensure content is age-appropriate and educational. Balancing Webtoons with other reading materials caters to diverse preferences.

Visual elements in Webtoons help students understand and retain information better, leading to improved learning outcomes. Webtoons also promote self-directed learning and exploration, encouraging students to take an active role in their learning. Despite the challenges, Webtoons can be a powerful tool for teaching Reading when used creatively and responsibly.

Webtoons can be a useful and exciting learning medium. They can help students enjoy reading and improve their reading skills. Teachers can benefit from using Webtoons as teaching material by catering to students' preferences and learning

styles. With technology improving the quality of education in Indonesia, Webtoons can be a valuable addition to the classroom.