STUDENT'S READING INTEREST IN LEARNING ENGLISH USING ONLINE COMICS APPLICATION (WEBTOON)

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Abstract:

The research goals are to find out some problems of students' leaning English and to describe students' reading interest in learning English using online comic applications (webtoon) at Junior High School. This research is a qualitative research. The subjects were seventh grade of Junior High School students. Data collection were interview, observation and documentation. Data analysis consists of data reduction, display and conclusion. Data validity used triangulation of method. The results showed that students have some problems in learning English for reading skill such as they had difficulty reading English and understanding the text given. They are lack in grammar, pronunciation and vocabulary mastery. Moreover, the students' participation was very low. Webtoon cartoons increased pupils' interest and inspired them to read English. It was discovered that kids became increasingly motivated to study English. They like taking part in class activities. Furthermore, Webtoon Comics assists students in reading because it contains vivid visuals, wonderful storylines, and is digital. It is appropriate, fun and interesting. The pictures provided teaching as well as aroused of curiosity, which can assist pupils in reading more quickly.

Keywords:

Comic Application (Webtoon); Reading; Student's Interest

INTRODUCTION

Reading is one of the most crucial abilities that students should develop when studying English. Many people wish to be able to read English texts for academic or recreational purposes. Reading was taught at Elementary until High School. But unfortunately, during the 12-year education, reading was not the focus of learning. In teaching English, the teacher is more focused on teaching about speaking, vocabulary, pronunciation, grammar and many more. The teacher only explains in general about the concept of reading, whereas reading is an important aspect of learning English. Students can get information and knowledge from reading.

Reading in any language is critical to our educational system and social lives. Other English functions, such as writing, vocabulary identification and use, grammatical development, and great spelling, are facilitated by the reading process (Abdulameer

Mohammad & Hasbi, 2021). Reading comprehension is more than just identifying and comprehending words and their meanings. It entails a more complicated cognitive process in which children comprehend the meaning of written language, connect it to past knowledge, and construct a mental representation of the information that they have read (Saraswati et al., 2021)

Reading can be viewed as an "interactive" process between the reader and the text that results in automaticity or (reading fluency). In this process, the reader interacts with the text dynamically as he or she attempts to elicit the meaning, and several types of knowledge are used: linguistic or systemic information (through bottom-up processing) as well as schematic knowledge (via top-down processing) (Rochman, 2018).

In achieving success in reading, interest is needed, because if there is no interest from within then all activities carried out will be less effective. Reading material also greatly affects reading interest, if reading material is too difficult to understand it can reduce a person's interest in reading, interest is also very influential in learning activities because if learning is not in accordance with interests then learning cannot run well. Reading activities can run well if the reading material can attract the heart and stimulate the brain to think. Interest in reading can have a positive impact because high interest in reading can also increase interest in learning. Reading interest is a complicated psycho-cognitive phenomenon that explicitly relates to the three but especially to the pre-reading stage of a reading class, namely pre, while, and post-reading. It is a prerequisite which must be met before reading. The acknowledgement of a relationship between oneself and the reading information is defined as interest. As a result, the higher the attraction, the stronger or closer the relationship. (Lustyantie & Aprilia, 2020)

Based on the observation reading interest in at Muhammadiyah 3 Junior High School depends on the class, interest in reading is low in the regular class and high in the bilingual class, in the bilingual class reading is considered a fun activity and provides many benefits for them. In contrast to regular class students, they think reading is still boring. They are more fun playing and joking, according to students in the regular class, English lesson is a difficult subject so their reading interest is relatively low. For online school activities like now, students are also more interested in finding material from the internet than having to open books because they often hold cellphones rather than books at home.

At this time, technological advances are very rapid and affect human life. Even in daily activities, humans cannot be separated from technological advances. In modern times like now, humans are very dependent on technology. This makes technology a basic necessity for all in various aspects of life. An example of technological progress is the "Smartphone" which is more advanced and sophisticated compared to mobile phones in the past. In addition to smartphones, the technology world is increasingly advancing with the discovery of internet networks, without an internet network, smartphones cannot be accessed easily (Setianingrum, 2022).

Likewise, the advanced features available on smartphones are social media. Social media are online media that contain various online-based applications that are easily accessed anywhere and at any time while the smartphone being used has internet network access. Recently, students have been included in internet users with a sizable portion, because

now students already need technology for various activities such as finding study material, looking for assignments, and discussing (Elendiana, 2020).

A webtoon application is applied in this research so that it develops students' interest in reading, dramatization, writing, and increasing creativity in storytelling. Online comics are the right tools for students to read comics with easy access. LINE Webtoon is another sort of visual entertainment that is becoming increasingly popular among the younger generation. LINE Webtoon is an abbreviation for the cartoon's website, also known as the world wide web + cartoon, which is an image with a story or so-called comics that is released over the internet network. (Ningsih et al., 2021)

Related to this, the author is interested in conducting research on the application with the aim of finding out the influence caused by online comic line webtoon on reading interest in students in reading online comics which can be seen from the features offered by these online comics. Therefore, the author is interested in conducting research under the title "Students Reading Interest in Learning English Using Online Comics Application (Webtoon) at Junior High School."

METHOD

This was a qualitative study in which the researcher served as a non-participant observer. The purpose of this study was to describe students' reading interest in learning English through the use of an online comic application (Webtoon). As a result, the researcher recorded data such as witnessed behavior, written form, or spoken words (Ary, et.al., 2010). This study was carried out at Muhammadiyah 3 Junior High School in 2021/2022 academic years and having their address at Kapten Piere Tendean street number 19, Wirobrajan, Yogyakarta 55252.

Researchers employed interviews, observation, and documentation to gather data. In-class interviews were conducted. Interview guidelines and observation sheets were utilized as instruments. Following data collection, the researcher examined the data using transcripts, member checking, and data coding. Based on the definition of the problem, the researcher presented the results of the analysis. This study employed interviews to get accurate and valid data on students' perceptions of reading in reading class using webtoon comics.

The data in this qualitative study are in the form of words. The qualitative researcher works with data that is presented in the form of words or images rather than figures and statistics (Ary, et.al., 2010). The data for this study is drawn from students' perceptions in the form of information. The researcher obtains data in the form of information from interview transcripts (the results of interviews with some students) and documents (some images).

The researcher distributed the interview paper to each participant. The researcher urged them to work together to revise the text and clarify any misinterpretations from the interview. According to (Cohen et al., 2018), coding allows the researcher to locate related information. This will make it easier for the researcher to discuss the data's findings. The first steps in coding are open and analytic coding, in which the researcher created categories based on the study objectives and divided them into small units.

Finally, the researcher does axial coding and selective coding. The researcher discovered comparable information or thoughts stated by the participants and joined or gathered the related material into one theme in this step.

In collecting data, qualitative research used interviews, observation, and documentation. This is done to get the correct data validity and a real picture of the data collected. In this triangulation, researchers used a combination of methods in collecting data, for example by using observation and interviews which are useful so that data can be observed validly. In addition, researchers can use various sources or informants so that the truth of the data can be more. With so many points of view, it can support the data or information obtained to be more accurate.

RESULTS AND DISCUSSION
Results
The researcher collected data and found the results as follow:

Table 1 The Students' Problem

NO.	PROBLEMS	CAUSES	SOLUTION
1	Many kids got difficulties with structure.	Students had less opportunity to practice grammar. The errors and mistakes were not addressed	Conducting Pre- Communicative Activities. Giving Feedback on Students' Performances
2	The students had difficulties in pronunciation.	The teacher did not provide students with adequate pronunciation practices. Exposures to English are insufficient.	Conducting Pre- Communicative Activities Giving Feedback on Students' Performances
3	The students lacked vocabulary mastery.	The students did not get sufficient exposures to English. The teacher taught vocabulary without contexts.	Using Comic Webtoon in the Teaching and Learning Process of Reading. Conducting Pre communicative Activities
4	The teaching and learning process were monotonous and lacked fun activities.	The teacher emphasized the teaching on language forms. The teacher rarely used interesting media.	Using Comic Webtoon in the Teaching and Learning Process of Reading Establishing Rapport
5	The students were bored and less motivated during the class.	The teaching and learning process lacked the use of interesting media. The teaching and learning process were monotonous and lacked fun activities.	Using Comic Webtoon in the Teaching and Learning Process of Reading Establishing Rapport
6	The students' participation was very low.	Students were worried of making mistakes. Students were not confident with their reading competence. Students were afraid of being scolded by the teacher.	Using Comic Webtoon in the Teaching and Learning Process of Reading Establishing Rapport
7	Students made notes all the time.	Most students had neither LKS nor textbooks. Handouts were rarely given to students.	Giving Handouts as Daily Materials

The following interview excerpt demonstrates the findings of the study:

R: "do you like learning reading using comic webtoon?"
S1: "Yes, I do"
S2: "I really like it, more interesting to learn."
S3: "Yes, I like it, there are pictures so it's easy to understand").
Conclusion: The students more interested when learning reading using comic webtoon.

R: "Then after using comic webtoon, is there any improvements?"
S1: "Yes, it is easier for me to comprehend English texts."
S2: "It's more interesting, more exciting, so if you learn English it's more fun to read it."
S3: "yes, exciting, easier to understand").
Conclusion: the students easier to understand when learning reading using comic webtoon.

R: "What do you think of the comics I gave? Are they good enough?")
S1: "They are good."
S2: "good, there are pictures."
S3: "Yes, the pictures and story are interesting."
Conclusion: the students more interested learning reading using comic webtoon because there is a color picture.

From the interview excerpt above, it can be interpreted by using online webtoon comics which have clearer and more interesting pictures and storylines, making it easier for students to fill in the story and make students happy because they tend to be interested in pictures rather than text.

As time passed, the students grew closer to the researcher, and they did not hesitate to ask the researcher several questions concerning the content of the comic novel. When the approach relationship is created, the learning process becomes more enjoyable. This boosts pupils' interest in the English topic. It is provided in the following interview snippet.

R: "Have you ever used Webtoon comics before?"
S1: "Never, miss."
S2: "Just now, miss, usually only listen to the teacher's story."
S3: "Usually, we are only told to listen to the teacher telling stories, in front of the class and then we just listen."
R: "What do you think, miss teaching him using comic Webtoon?").
S1: "Yes, I do … it's more fun."
S2: "I understand better, because I learned to use Webtoon."
S3: "It's good, but still can't follow the sentence."
R: "Why, do you like Webtoon?"
S1: "The picture is not only funny, easy to understand the reading."
S2: "Yes, they do. Besides, they make reading the text more enjoyable."
S3: "because, being able to follow the text in the story, miss".
R: "Do you want to use Webtoon comics again tomorrow or not?"

S1: "yes, miss, I wanna understand more").
S2: "I just want to make it more interesting").

From the interview excerpts above, it can be concluded that teaching and learning during research with comic Webtoon media, students feel happy and easily understand the material being taught. Using Webtoon comics can be studied more effectively and easily accepted by students. Therefore, they began to enhance their own reading.

Discussion
Student's Problem in Learning Reading
To identify problems in the field, the researcher first collected information on existing practices at seventh grader students of junior high school 3 Muhammadiyah Yogyakarta. The interview was carried out on September 28, 2022, followed by an interview with the English teacher on September 27, 2022. Based on the interview conducted, it found some students' problems in learning reading that need to be identified. They are presented in the table 1.

The table 1 shows some problems aroused from the teaching and learning English that focuses on reading skill. The students had difficulties with grammar, pronunciation and vocabulary mastery. Moreover, the students' participation was very low. Comic Webtoon was one of the media that can be used for solving some problems stated previously.

It is crucial to critically assess students' reading difficulties, i.e. the factors underlying a child's slow and incorrect reading and writing skills, as well as any difficulty experienced in reading comprehension at the L1 and L2 levels, particularly the English language. A learner must be given enough time to acquire English as a second language in order to reach their full linguistic and academic potential (Abdulameer Mohammad & Hasbi, 2021).

Efforts that can be made to increase students' interest in reading include: (a) need support from parents, teachers and friends (b) accustom students to reading books before learning takes place (c) choose readings that students like but still educate (d) provide the influence of positive things so that students like to read (e) take advantage of existing facilities and infrastructure (Elendiana, 2020)

Comic learning media is a type of illustrated story with several characters. Digital comics are one type of media that makes use of technology as a millennial socializing medium that students can access from anywhere and at any time (Azizul et al., 2020). The advantage of this humorous media is that it can pique students' interest in studying and assist them in comprehending abstract concepts. They are also amusing, which enhances learning. (Puriasih and Trisna, 2022)

Because of Webtoons, teaching reading with Webtoon Comics is extremely beneficial to pupils. Comics contain vibrant pictures, compelling storytelling, and digital material that will be invaluable to students. Using Webtoon comics to educate students' reading abilities may be highly appropriate fun and engaging for students, as the graphics presented can provide instructions and interest that can help students read more easily. Furthermore, it increases students' interest in reading.

Students will not only read text, but they will also view vivid drawings and stories. While reading Webtoon, students are more entertained and enjoy themselves. The researcher in this example proposed English Comic Webtoon as a teaching medium for teaching reading comprehension. Webtoon is a comics-based web application. Apart from Webtoons, this program is free and simple to use. Students can improve their reading abilities and English comprehension by utilizing Webtoon. The purpose is to assist educators in using the power of social media to personalize classrooms for each learner.

Students' Reading Interest In Learning English Using Online Comics Application (Webtoon)
Some problems faced by the teacher when giving study material for students. It turns out that there are still problems faced by teachers when they are going to do it provide study materials. Lack of references is the first problem faced by teachers. Teacher sometimes provide learning material from only one guidebook. The second problem faced by teachers is that teachers do not have references that technicians can choose from. Sometimes teachers have difficulties explain the material to students. Furthermore, teacher gave assignments only from the teacher's textbook used during the teaching and learning process. The teacher also did not design questions because lack of references

Comic Webtoons would be utilized to help kids overcome difficulties with their reading skills. The basic language structures in Webtoon comics helped kids understand what the words meant. Furthermore, images in comic Webtoons were employed not only for inferring difficult vocabularies, but also to help students memorize and recall words, expressions, or concepts that they desired to learn. Furthermore, the colorful illustration, straightforward topic and plot, and characters may pique the interest of students, particularly teenagers and young learners. Not only that, but comic Webtoons added variety to the teaching and learning process. Those media could be used by the teacher for a variety of tasks. In short, the study anticipated that pupils would enhance their reading skills by utilizing the comic app Webtoon.

Meanwhile, one of the challenges that students face when learning English through Webtoon is that many of them do not understand the meaning of certain phrases. Previously, most of them would ask the teacher or the meaning of the words, but after several times of practicing reading English using Webtoon comics, they attempted to deduce the researcher's intent first from the pictures and context because the comic has pictures and contains conversations, briefly in a speech bubble. It was discovered that kids became increasingly motivated to study English. They like taking part in class activities. Furthermore, with the usage of Webtoon comics, pupils' vocabulary proficiency was gradually expanded. When participating in reading activities, they demonstrate a more diversified vocabulary.

Application for comics Webtoons were the primary material utilized to address issues with students' reading skills. They could provide opportunities for kids to practice their reading while having fun. The colored comics would help pique the pupils' attention and inspire them to study English. The study anticipated that by using comic Webtoon, the pupils' reading skills would increase. Students learn how to relate stories about their past experiences for this assignment. 'Kidnapped' was the first story utilized. The students were asked to recount a wonderful holiday experience Jane and Dave experienced. In this

example, the researcher used a unique title to avoid boredom among the students, who had had enough of 'Holidays to Grandma's House' and 'My Holidays at Home'. Students attempt to read it after conducting vocabulary drills. Understanding a good story will make it easier to teach reading. They were then given time to digest the story's contents.

In this case, the researcher discovered that the Webtoon application aided pupils in better understanding the text provided. The utilization of the Webtoon application also piques students' interest and motivates them to learn English, so they want to collaborate in the teaching and learning process. They are willing to read because they are unable to speak English, thus they are not interested in reading English.

From the quotation above, it can be concluded that the Webtoon application helps students to enjoy reading more. It is easier to follow the story line, so their interest in reading English limits the improvement. This is believed to be effective for developing their fluency and accuracy, maintaining their motivation to read English, and making them aware that making mistakes is a natural part of language learning.

With regard to interviews with students and discussions with the research team, all of these actions were effective in improving the teaching and learning process, especially students' interest in reading. The good thing about providing understanding through the comic Webtoon application to students is that they can repeat it at home. Most students develop an interest in reading about the material discussed in their respective homes.

Providing learning methods using Webtoon applications increases students' interest in reading. The students got better at grammar. They become more fluent in reading English. In addition, they made fewer sentences reading errors as revealed by the teacher in the following interview transcript.

    R: "What do you think about using the Webtoon media that I gave to students?"
    T: *"Good, children are more interested in reading stories."*
    R: "Yes ma'am, though they often forget if they do not read the list I gave them before.")
    T: "It can make them interested in reading, that's already progress, because so far, they haven't used media with Webtoon stories").
    R: "Ok, hopefully with the help of this comic Webtoon media, it can make students' interest in reading better."

From the description of the interview above, it can be concluded that the feedback given by the researchers to students after being given Webtoon comics, the teacher said that their students had better understanding of vocabulary and better pronunciation.

CONCLUSION
In conclusion, students have some problems in learning English for reading skill such as they had difficulty in reading English and understanding the text. Many students do not know the meaning of certain words. They got difficulties in grammar, pronunciation and vocabulary mastery. They were bored and less motivated during the class due to the teaching and learning process that were monotonous and lacked fun activities and interesting media. The students' participation was very low. The application of Webtoon comics in the teaching and learning process is one way to be implemented in increasing

students' interest in reading. The act of mentoring using Webtoon comics in the teaching and learning process builds a relationship, which is communicative. It is known that the use of Webtoon comics aroused students' interest and made them more motivated to read English. Through the use of comics, students are also seen to make a difference in their own understanding. Previously, most of them would ask the teacher or the meaning of the words, but after several times practicing reading English using Webtoon comic. They tried to deduce the researcher's meaning from the pictures and context first because webtoon comics have pictures and contain conversations briefly in a speech bubble. It was revealed that students became more and more motivated to learn English. They enjoy participating in class activities. In addition, students' vocabulary mastery was gradually increased through the use of webtoon comics. They show a more diverse vocabulary when participating in reading activities.

Webtoon Comics really helps students because it consists of colorful images, great stories, and digital media that will be very important for students. It is appropriate, fun and interesting media, the pictures provided can provide instructions and a spark of interest that can help students to read more easily.

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