

**THE USE OF WEBTOON IN TEACHING STUDENTS' READING
NARRATIVE TEXT
(A Mixed Method Study at One of Junior High Schools in Ciamis)**

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ABSTRACT

This article investigated the use of Webtoon in teaching narrative writing. The aim of this study was to examine how Webtoon can improve student reading of narrative texts and what the author wants. Some theorists in this study were taken from Merc (2013, p. 9) and examined how comics can be used as teaching material for EFL students. Sharples, Taylor, and Vavoula (2006) presents the theory of mobile learning and Cho (2016) about the Webtoon and how to implement it. The research participant in this study was an English teacher and 50 students who were divided into two groups, namely an experimental group and also a control group. The sample for this study was conveniently taken. Meanwhile, the tools used in this study consisted of two tools, including a reading test and a closed questionnaire. First, starting from the first research question, the difference was significant. Also, using the Webtoon digital comic book technique, students had fun learning the material for reading narrative text. They were motivated and they encountered new challenges in improving their reading skills. The author also presented some suggestions addressed to the other researchers interested in this topic. As mentioned previously, this study focused on analyzing the data on the use of digital comic webtoon in teaching narrative reading. Meanwhile, this study was an attempt to implement digital comic webtoon in education.

Keywords: *narrative text, reading, Webtoon*

INTRODUCTION

There are numerous students who cannot read more. Some of them feel uncomfortable reading while studying. However, reading is very important. Without reading, one cannot easily access written information. The students are expected to acquire proficiency and know what the teacher has explained in the content, and as with comprehension, the students are expected to have more skills to understand the text in reading. The reader should be able to gain a deeper understanding of the information contained in a text. It means that reading comprehension contains a thought process.

To cope with the above fact, the author wants to solve the problem with the right learning models. Pitoyo (2014) states: "The learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve specific learning goals."

The writer conducts a research by using teaching media that is Webtoon. Teacher gives webtoon as the teaching media because students recently use smartphone in their daily life. Moreover, webtoon is one of popular application among teenagers which can read it everywhere.

Using webtoon is a the learning media that is useful for teaching reading comprehension particularly, narrative text. Webtoon is the same with comic strips. It can be defined as “boxes that contain a series of pictures that tell a story” (Liu, 2004, p. 229). Williams (2013, p. 6) found out how comic books can be useful for instructional materials for EFL students in the stage of low intermediate level within limited discourse and interactive competence. The writer found that comic strips or English webtoon in EFL classrooms can lead students to summarize about the cartoons’ language, to raise awareness of pragmatics, and to emphasize language’s underlying regularity.

First previous study was conducted by Raulan and Fatimah (2018) entitled “Teaching writing Narrative text by using webtoon digital comic to senior high school” It explained that digital comic is a pedagogical tool that engages ICT application. They recommended that webtoon digital comic must be used to help teacher in teaching writing narrative text to organize and develop ideas. For this purpose, digital comics may be implicated as comics found on a website. Other theorists also refer to digital comics including web comics, online comics and Internet comics as well as digital comic strips.

Second, Djwandono (2018) held a study entitled “How Line Today And Webtoon Affect Millennials’ Reading Habit”. This study was conducted in MA Chung University. the paper argues that the semiotic arrangement of LINE Today is such that it leads to information superglut and excessive cognitive load which offers little value for learning sophisticated words or deeper comprehension. The Webtoon comics, which are predominantly visual with a few words of conversational style, are entertaining but also lack the power to expose the millennials to sophisticated words and scientific style.

The third previous study has been carried out by Ratnasari et al (2018) entitled “*The effectiveness of webtoon to develop students’ writing skill in narrative text of tenth grade in SMK PGRI 13 Surabaya*”. This study was aimed to investigate the application of webtoon in teaching writing narrative text. Its purpose to find out the effectiveness of webtoon in developing students’ writing skill in narrative text.

This study is also to improve students' reading comprehension of narrative text by means of the latest media proves more fun and demanded by today's students. However, the previous research utilizes the comic book or comic strips media. Thus, this study will be entitled "The use of Webtoon in teaching reading narrative text". It is a mixed method study conducted in one of junior high schools in Ciamis.

In short, the first research question contains quantitative research, while the second research question contains qualitative research. Thus, this study focused on the following research questions:

1. Does Webtoon improve the students' reading narrative text?
2. What the students' perception toward the implementation of Webtoon in teaching reading narrative text ?

LITERATURE REVIEW

E-Learning Tools in teaching English

As English is getting a universal language, its value is increasing and the world has greatly developed every single time. But if language teachers teach as they taught earlier traditionally, then the required goals of learning English Language may not be fulfilled in the present global setting (Ardi, 2012, p. 6). In the past, no productive, innovative and constructive activity were given to the learners to develop the four language skills. Therefore today, teaching English is teaching has been affected a lot with the availability of modern teaching English tools.

ICT (Internet Computer Technology) is very supportive of Computer Mediated Communication (CMC). CMC has been researched and supported as being very useful for helping students speak and write in a foreign language which is important to teaching process using ICT. "The process can be as effectively as possible connecting the gap between student's written and oral expression with less linguistic knowledge."

According to Ardi (2012, p. 6) "... the development of ICT enhances the dynamic of English teaching. However, not many English teachers in Indonesia use this facility yet to create an ICT-based or specifically internet-based learning activity". The presence of ICT media in English teaching might be the best strategy to captivate students since the ICT using is widely expanded nowadays. One of ICT media using to improve students' literacy skill in reading narrative text is by using digital comic.

In conclusion, teaching reading narrative text requires also correct teaching tool. In this case, the proper teaching media was mobile phone or computer to open the

webtoon due to the fact that current learning process not only uses traditional method, but also various methods in planning the teaching media.

MALL (Mobile Assisted Language Learning) as support to learning process

Mobile technologies are quickly appealing new users, providing growing capacity, and allowing more sophisticated use. This effect cultural performs and allows new settings for learning (Pachler, Daly, Mor, & Mellar, 2010). The combination of such technologies into teaching and learning has been more increasing, as educators need to know how effectively they can be used to support various kinds of learning (Kukulka-Hulme & Shield, 2008) and improve effective methods and materials for mobile assisted language learning (MALL), a particularization of mobile learning (m Learning).

Sharples et al. (2006) introduces the Theory of Mobile Learning which observes how (mobile) learning developing across locations, times, topics, and technologies. Based on this theory, learning which takes place in one setting may turned out to be resource in other settings (Sandberg, Maris, & De Geus, 2011). This implicates on some attempts to distinguish the MALL aspect from other scientific learning areas and theories by raising and discussing its own theoretical perception. Our study found that there is, in fact, a short of particular reference to mobile learning conceptual frameworks and theoretical models, which makes it hard to clearly differentiate the theory of mobile learning from other learning theories and approaches. MALL theory development is on progress.

Thus, MALL is very related in teaching learning process in this sophisticated era. Because mobile phone is used by every students in the classroom. Thus, it could easier teacher to make the learning easy to understand.

An overview of Webtoon

Webtoon is the media learning which is beneficial for teaching reading comprehension ability particularly narrative text. Webtoon is the same with comic strips. A comic strip can be defined as “boxes contain a series of pictures inside that tell a story” (Graham, 2011, p. 229). Merc (2013, p. 9) investigated that comic books can be used as instructional materials for EFL students with the low stage of intermediate level and limited discourse as well as interactive competence. It was found that comic strips

or English webtoon in EFL classrooms can lead students to summarize the cartoons' language, to raise pragmatic awareness and to emphasize language's rules.

Webtoon stand for "website" and "cartoon". It was firstly publish in Korea before getting the fame across the globe. First, many different terms to name these digital comics published only on websites. For example; webmic ("web" and "comics"), until soon became webtoon ("web" and "cartoon"). In 2000, one of Korean web portal created a new site for internet comics named "Webtoon". Then webtoon became the fixed name for comics only created and consumed through the internet in South Korea. (Cho, 2016).

Webtoon is another sort of visual entertainment which is getting popular among the youth. Showing as comic strips, Webtoon series is designed of profoundly visual components facilitated with verbal texts. It was originally made by a Korean artist, quickly attracted young generation because of their easy access, wide genre variety, quick publication, optimization for hand-held gadgets, and its clever strategy of sustaining the readers' curiosity (Zur, 2016, p. 5). These materials meet the criteria of good extensive reading materials in that they cater for the readers' interest and contain language that fall within the current proficiency level of most readers. In fact, the language style is typical of daily conversation and thus is not likely to expose the readers to sophisticated words and phrases most frequently used in academic or scientific domain.

A current study (Zur, 2016) observed the influence of comic strips (webtoon) on L2 learners' reading comprehension was divided into two proficiency groups: intermediate proficiency group and high intermediate proficiency group. Two texts were used as the research instrument: The research instruments consist of two reading texts: A high-level text and low-level text developed by Zur (2016). Each text was originally built for those at one of each proficiency level.

Webtoon is more chosen than other digital comic framework. The main thing is Webtoon makes comic on long vertical strip to make it easier to read while other digital comics displays comic on multiple pages. The second thing is Webtoon is presented in color rather than black and white since printed comic is usually in black and white. Finally, Webtoon has wider space between the panels of the comic, than another usual comic. Thus, these three profits highly convince more people to use it.

In concluding, webtoon is a part of comic strips type that was used among years ago by many people in all around the world. This webtoon could be an alternative to

teach English narrative text. So that webtoon as one of solution to the students and teacher to make a different style to teach reading.

METHOD

This mixed-method study combines quantitative and qualitative methods. In line with this, Creswell (2012, p. 535) also stated that “a mixed method research design is a process for collecting, analyzing, and “mixing” both quantitative and qualitative methods in one study or a series of studies to understand a research problem.” mixed-method study means that the research contains collected and combined quantitative and qualitative data to answer the research questions.

This research also used a qualitative method because it described and analyzed the participants in natural setting (Creswell, 2012, p. 20). Hence, a descriptive study was chosen in the qualitative method because it describes students’ perception on Webtoon in teaching reading ability in narrative text. Similarly, Creswell (2012, p. 274) argues that “a descriptive approach combines a detailed description of people and places to carry the narrative.”

The sample determined in this research was the data collection. In this case, sample is a subgroup of the target population that the researcher designed study for the generalizations of the target population (Creswell, 2012, p. 627). Moreover, the students must be selected on the basis of their willingness to take part in this research and the writer’s belief on information provided. The sampling technique determined that the 50 students at class 8 C and class 8 D were chosen. Besides, they were spilled into two groups. First was as an experimental group which consisted of 25 students and second was as a control group which consisted of 25 students. The study was conducted in one of junior high school in Ciamis. Then, two instruments were employed. They were reading test and also closed ended questionnaire.

FINDINGS AND DISCUSSION

This research was aimed to answer the questions i.e to find out the effectiveness of digital comic webtoon technique on students’ ability in reading narrative text and also to figure out the students’ perception on the use of webtoon in learning reading narrative text.

As the writer previously drawn in the hypotheses testing that the value of t_{observed} is 2.085 whereas t_{table} was 1.671. Thus, the difference of value between them was $t_{\text{observed}} > t_{\text{table}}$.

observed was bigger than t_{critical} value. It means that it has significant difference. It was caused by the activity given was effective. To sum up that digital comic webtoon technique was useful and effective on teaching students' reading narrative text.

Meanwhile, the answer of the second research question was positive in general. The use of digital comic webtoon effective in teaching students' reading ability especially in learning narrative text. Besides, the use of webtoon technique made the students enjoy in learning the material of reading narrative text. They were motivated and got new challenges in their learning reading. Meanwhile, a small part of the students did not agree toward the content of the questionnaire that webtoon effective on teaching reading narrative text. In this case, the questionnaire result has something in common with the theory from Fatimah (2018, p. 4) that mentioned teacher can use webtoon to develop their reading competence from pictorial story. Students take part in greater literacy exploration than other students would, due to comics' fame and easily accessible format. In addition, students are curious to investigate comics from the use of its dialogue, plot and dramatic vocabulary, as well as nonverbal communications (Marrison, Bryan, and Chilcoat (2002, p. 759).

It was found that the study has similarity the study conducted by Raulan and Fatimah (2018). This study also was in line with another study conducted by Djiwandono (2018) and by Ratnasari et al (2018) entitled "*The effectiveness of webtoon to develop students' writing skill in narrative text of tenth grade in SMK PGRI 13 Surabaya*". The purpose of this study is to investigate the use of webtoon in teaching writing narrative text and to find out the effectiveness of webtoon in building students' writing skill in narrative text. Quantitative research is employed in analysing the data.

CONCLUSIONS

The writer drew the conclusions on the basis of aforementioned research finding and its relevance with the research questions. First, it can be seen that the results of the activity gave the significant effect toward the students' reading narrative text. The writer then assumed that the use of webtoon digital comic technique was helpful and effective to be applied on teaching reading narrative text. It can improve students' reading narrative text significantly as it can be seen on the previous discussion.

The answer of the second research question dealing with the students' perception of the use of digital comic webtoon in teaching reading ability in narrative was positive

effect. Besides, the use of webtoon digital comic made the students have fun in learning the material of reading narrative text.

On the contrary, few students did not agree toward the content of the questionnaire that digital comic webtoon technique effective on teaching reading narrative text because they don't have mobile learning to access the webtoon, so they consider that webtoon was not effective to improve students' reading narrative text.

Actually, this study of course have some the advantages and also weaknesses. The former is addressed toward the English education to support the teaching methodology combined in teaching-learning process. Furthermore, digital comic webtoon technique also can support the teachers to improve students' knowledge. The conclusions were withdrawn regarding the data analysis of the use of digital comic webtoon on teaching reading narrative text that answer the research question and the other discussion that have similarity with this study.

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