Analyzing student perception on using webtoon as a learning medium for reading comprehension

Harpain¹, Dameria Magdalena Sidabalok², Anita³

123 English Language Education Study Program, Universitas Bandar Lampung, Bandar Lampung, Indonesia

ABSTRACT
As is commonly understood, educational requirements, especially in Indonesia, necessitate students' mastery of English reading skills due to the consistent inclusion of reading assessments in examinations. However, the hurdles students often face in reading comprehension remain numerous, including challenges such as limited understanding of grammar usage and unfamiliarity with vocabulary meanings. To surmount these challenges, the provision of suitable learning tools becomes imperative. One effective tool for addressing these obstacles is Webtoon, an innovative comic platform originating from South Korea. Comics, through their blend of sentences, vocabulary, and illustrative depictions of character actions, offer an avenue for enhanced learning. Hence, Webtoon holds the potential as a medium to bolster students' reading comprehension abilities.

The current study sought to delve into students' perceptions concerning the use of Webtoon as a learning aid for reading comprehension. Employing a qualitative approach, the research utilized questionnaires and interviews as data collection tools. The findings unveiled a prevailing positive inclination among students towards integrating Webtoon into their reading practices. This perception was gauged across various indicators such as interest, experience, emotional response, object color, and the nature of perceptions. Overall, these indicators showcased that a majority of students held a favorable view of using Webtoon for reading exercises. Their feedback indicated that engaging with Webtoon during reading activities was conducive to heightening their comprehension and fostering familiarity with the vocabulary employed.

KEYWORDS
students' perceptions; Webtoon; reading comprehension

Introduction

In Indonesia, where English is taught as a foreign language, the predominant emphasis lies in cultivating receptive skills, particularly reading. This emphasis is underscored by the presence of school exams that necessitate students to engage with texts before addressing the provided questions. Consequently, a solid grasp of the text is imperative. This underscores the universal necessity for students across all educational levels to attain proficiency in reading skills, a sentiment shared by McDonough et al., (2013), highlighting the significance of mastering reading skills in the learning journey.

Acquiring mastery in reading demands a strong inclination toward engaged and immersive reading. Reading is essentially the art of comprehending written text, involving the intertwined processes of word recognition and comprehension (Murray, 2016). Through this, students can absorb new vocabulary and enhance their understanding. Furthermore, reading serves a dual purpose, combining pleasure and information, as eloquently highlighted by Linse & Nunan (2005). Reading comprehension, as they elucidate, is the cognitive process through which individuals extract meaning from the text they peruse. An effective litmus test of this comprehension lies in students' ability to answer comprehension questions related to the text, serving as an indicator of their level of engagement and understanding.

Nevertheless, comprehending the text in its entirety remains a challenge for students. They encounter obstacles while reading, including an unfamiliarity with the vocabulary and sentence structures employed within the text. Moreover, the absence of motivation to engage with reading persists. To address this, enhancing student motivation can be achieved through strategic interventions. Creating a suitable digital learning platform stands as a promising method, given the contemporary affinity of young learners towards digital resources. Such learning media serves as a conduit for disseminating educational content effectively.
In this current era, relying solely on traditional textbooks for reading exercises might not be the most optimal approach. Teachers now can leverage digital platforms for reading activities and one such platform is Webtoon, a digital comic format that originated in South Korea. This dynamic visual medium has garnered substantial popularity, particularly among the youth. Presented in a sequential comic strip layout, Webtoon offers a captivating blend of storytelling and visual artistry. Beyond its entertainment value, Webtoon also holds potential as an educational tool, making it well-suited for integration within classroom settings. Comics are appealing, people will pay greater attention to what interests them rather than what they find uninteresting (Arlin & Roth, 1978). According to Novanti & Suprayogi, (2021), Webtoon is considered attractive because of its color design.

During a teaching internship at a senior high school in Bandar Lampung city, the researcher conducted observations revealing a significant deficiency in the students' comprehension of the assigned texts. Evidently, this validated the prevalence of incorrect responses when students were questioned about the content. In light of these findings, introducing an intermediary learning medium appears prudent to enhance students' grasp of the material. A viable option for educators is the integration of Webtoon, leveraging its visually engaging narratives to captivate students' attention and extend their reading time. This strategy, in turn, fosters heightened motivation for learning reading skills. Moreover, the extended reading exposure gradually acquaints students with the vocabulary and sentence structures present in the text. Unbeknownst to them, this prolonged engagement contributes to an organic expansion of their English reading comprehension, particularly augmenting their understanding of word meanings and sentence nuances.

Numerous studies have explored the efficacy of employing Webtoon for enhancing students' reading comprehension, consistently revealing a noteworthy positive impact on their reading proficiency. These investigations further demonstrated that the utilization of Webtoon not only heightened student engagement with the learning materials but also yielded elevated scores in reading assessments. Additionally, the integration of Webtoon was observed to contribute to improved reading fluency. Despite these substantial findings, a limited number of studies have delved into the student perspective regarding this approach. Consequently, the current research aims to investigate students' perceptions and experiences regarding the use of Webtoon to advance their reading comprehension.

Perception entails an individual's capacity to decipher and make sense of stimuli (Couto, 2016). The process of interpretation within perception encompasses the stages of receiving, gathering, assimilating, and apprehending sensory input (Qiong, 2017). Typically, obtaining an individual's perception demands direct sensory engagement with the object, which captures their attention (Saleh, 2018). Sobur (2003) postulates that perception can be influenced by two categories of factors: internal and external. Among internal influences, personal experiences and self-concept play pivotal roles, with object color also being underscored as a significant determinant (Skusevich & Matikas, 2009). Conversely, external factors encompass attributes like size, contrast, intensity, and motion. Notably, perception can also be shaped by factors such as interest and emotion (Gibson, 2011).

Following the consideration of both internal and external factors, distinct forms of perception emerge, namely positive and negative perceptions. These perceptions materialize as outcomes derived from the interplay between individuals and the objects they engage with. A positive perception generally leads individuals to embrace and endorse the perceived object, while a negative perception typically results in the object being disregarded (Putri & Tanau, 2018).

Methods

This research used a sequential explanatory mixed-method research design (Creswell, 2015) to explore the students’ perceptions of using Webtoon for reading comprehension. In this research, two consecutive phases were employed, the first involved collecting and analyzing quantitative data, followed by qualitative data. Online questionnaires and semi-structured interviews were administered to collect quantitative and qualitative data respectively. The researcher conducted the research in SMA Persada Bandar Lampung. Two classes in the eleventh grade of the first semester consisting of 39 students who have already applied Webtoon as a medium for reading were chosen as the participants.

For the collection of quantitative data, a structured questionnaire comprising 16 closed-ended questions was administered. The questionnaire served as a tool to gauge students’ perceptions concerning the utilization of Webtoon as a learning medium for enhancing reading comprehension. The formulation of questionnaire items drew from seminal works (Gibson, 2011; Putri & Tanau, 2018; Skusevich & Matikas, 2009; Sobur, 2003) that encapsulate factors influencing perception. Complementing this, interviews were conducted to delve deeper into students’ perspectives. Participant selection was based on specific responses within the questionnaire, particularly those reflecting positive or negative perceptions. Subsequently, eight representative students were engaged in qualitative interviews via WhatsApp.

Quantitative data underwent analysis using descriptive statistics, while the qualitative data followed the interactive analytical model elucidated by Miles & Huberman (1994). The qualitative data analysis commenced with a thorough review of all collected information. Subsequently, data reduction techniques were applied to select pertinent
data points. This refined data was then presented in a structured manner. Ultimately, the researcher offered interpretations and conclusions based on the analyzed data.

**Results**

Based on the data found from both the questionnaire and the interview, it was found that the perceptions of students were influenced by some aspects such as interest, experience, emotion, and object color. The explanation of each aspect is clarified as follows.

**Students’ Perceptions**

Perception is a process of gathering information by using the five senses: sense of sight, hearing, smelling, touching, and tasting. Then students’ perceptions are a process of gathering information that comes from the students to provide excellent results in the learning process. In this research, gathering the students’ perceptions was done to know whether “Webtoon” can be one of the effective ways to help the students comprehend a text. It is crucial to conduct the students’ perceptions since it will affect their reading skills step by step. There will be two factors which can influence the perceptions, they are the internal factor and the external factor.

**The internal factor:**

The internal factors usually come from inside the individual. For the internal factor, there will be three aspects to gather the perception of students, such as interest, experience, and emotion.

**Interest**

Interest is defined as the feeling of concern and curiosity to be involved in something. It also can be defined as the feeling of attraction and pleasure. There will be some statements that show how interested are students in using “Webtoon” as a medium to read.

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<tbody>
<tr>
<td>1</td>
<td>You enjoy a reading activity using Webtoon</td>
<td>5,1</td>
<td>0%</td>
<td>23,1%</td>
<td>35,9%</td>
<td>35,9%</td>
</tr>
<tr>
<td>2</td>
<td>Webtoon provides excellent illustrations</td>
<td>0%</td>
<td>10,3%</td>
<td>10,3%</td>
<td>30,8%</td>
<td>48,7%</td>
</tr>
<tr>
<td>3</td>
<td>In a day, you open the Webtoon more than one time to enjoy the story</td>
<td>2,6%</td>
<td>5,1%</td>
<td>48,7%</td>
<td>23,1%</td>
<td>20,5%</td>
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</tbody>
</table>

As we can see from the result of the questionnaire above, the first statement, showed the students agreed that by using Webtoon, they can enjoy doing a reading activity. From this first statement of interest category, the majority of students (71.8%) reported that reading through Webtoon can make them feel pleasure. As has been mentioned in the theory, interest means a feeling of pleasure. If the students have felt the pleasure of using Webtoon for reading, it means that they were interested in it. It is also supported by the statement of student NM, as stated, “...I am really interested in using this Webtoon application because it can entertain me and provide me interesting sensations when reading the comic stories...” The meaning of “entertain” here is Webtoon gave the students amusement or enjoyment. Then adding to another statement from student LV as stated, “...I enjoy reading using Webtoon and I think Webtoon is really good and interesting because there are many animations and pictures that make me not feel bored when reading it...”

In summary, this first statement refers to the perceptions of the students, and how the students enjoy doing reading activities on Webtoon. From the two previous statements that came from students NM and LV, they experienced that reading through Webtoon made them have a feeling of interesting sensations while reading the story. They both experienced that they have a feeling of not being bored when doing the reading activity. If the students did not feel bored, the researcher considered that they really enjoyed doing reading activities through Webtoon.

Based on the table, for the second statement, it illustrated that most of the students agreed that Webtoon provides excellent illustrations. From this second statement, it gained 79.5% of students believed that Webtoon has provided very good illustrations in every scene. The illustrations helped the students to know what was happening in the story. It can be concluded that illustrations on Webtoon described what happened in the story well. It is also supported by the statement of student RA, as stated, “...I am so interested and enjoy a reading activity using Webtoon. What attracted me to use Webtoon is because of the illustrations or pictures. With the illustrations, I did not feel bored when I read the stories, and the events that took place were really clear...”. Adding to another statement of student DS as stated, “...I am very interested in reading the story from Webtoon because most of the stories on Webtoon are so fun to read. The main thing is the stories are exciting. Not only that, Webtoon displays pictures of interesting characters...”
In short, when looking at the data and students' answers, it's clear that students are genuinely excited about using Webtoon, mainly because of its captivating illustrations. These visuals vividly depict different parts of the content like characters, settings, buildings, and more. These engaging illustrations help prevent boredom during reading. Overall, Webtoon effectively engages students with its well-designed visuals.

Next, the result of the third statement above showed that there is a difference from this statement to other previous statements. Mostly from the previous statement in the interest category, the result has a significant positive answer. The majority of students for the previous statements chose “agree” or “strongly agree”. However, for the third statement of interest category, the majority of students chose neutral. The students who chose neutral reached 48.7%. Then the students who chose “agree” and “strongly agree”, in total reached 43.6%. There is a gap of 5.1%. It is concluded that most of the students did not open the Webtoon more than once time in a day. It is supported by the statement of student NM, as stated, “...I read the story on Webtoon only when I am bored or when I have my spare time. Or I used it when my favorite stories are updated. So that I used Webtoon not every day...” Adding to another statement of student MO, as stated, “...I read Webtoon just when I am at school. It is just because my teacher asked me to read the story, if not, maybe I will not open the Webtoon in a day...”

From the results of the table and results of the interview, it can be said that most students did not open Webtoon every day. They just used Webtoon if they had their spare time. However, it is impossible to conclude that the students did not have a feeling of interest in using Webtoon. This is proven by adding a further statement given by student NM, as stated, “...actually, I am very interested in this Webtoon application, but I cannot open the Webtoon every day because it will take up a lot of quotas in one access...”

Drawing from the preceding discussions, it is evident that the absence of daily engagement with Webtoon does not necessarily indicate a lack of interest on the part of the students. Several factors contribute to this pattern of usage restraint. Notably, one such factor is the substantial data consumption associated with accessing Webtoon, prompting a judicious approach to its use.

Nonetheless, it is worth acknowledging the presence of negative responses among students. A portion of students have exhibited disinterest in using Webtoon independently, reserving its use solely for instances when prompted by the teacher. This underscores a diversity of attitudes and preferences regarding the utilization of Webtoon for learning.

Experience

Experience is a process of an individual experiencing and memorizing past occurrences. Usually, people will memorize the experience if the experience they have is good or even bad. So that by putting the experience here could show the students' point of view about their experience while using Webtoon.

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<tbody>
<tr>
<td>1</td>
<td>Webtoon provides simple words and sentences that makes you easier to understand the content of the story</td>
<td>0 %</td>
<td>2.6%</td>
<td>23.1%</td>
<td>46.2%</td>
<td>28.2%</td>
</tr>
<tr>
<td>2</td>
<td>Illustrations on Webtoon help you to understand the content of the story</td>
<td>10.3%</td>
<td>2.6%</td>
<td>7.7%</td>
<td>41%</td>
<td>38.5%</td>
</tr>
<tr>
<td>3</td>
<td>You did not feel burden when your teacher asked you to read using Webtoon</td>
<td>5.1%</td>
<td>5.1%</td>
<td>28.2%</td>
<td>35.9%</td>
<td>25.6%</td>
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The result of first statement in the questionnaire in terms of experience showed that there are 2.6% of students prefer to choose “disagree” for this statement. They thought that Webtoon does not really provide simple words and sentences to make them easier understanding the content. The 28.1% of students chose N for this statement. The students who chose N can be categorized that sometimes they did not understand the content of the story, they did not have many familiar words they knew. However, there are also some words and sentences that they recognized. However, based on the figure above, the majority of students (74.4%) agreed if Webtoon provides simple words and sentences. It also makes the students easier to understand about the content of the story. It is also supported by the statement of student RA, as stated, “...the stories on Webtoon usually used easy-to-understand language so I can easily understand it. I can say that my understanding is increasing when reading through Webtoon...” Adding to another statement of student RS, as stated, “...Webtoon really helps me in understanding the content of the story because it is simpler. I mean that the words used are easy to understand...”

In summary, students' comprehension about the content of the story are increasing when they read it. They do really comprehend the story well as can be seen from two previous statement coming from the students. They experienced that using Webtoon for reading comprehension can really help them, this is also supported from the
theory of Arlin & Roth (1978) that using comic, the students can quickly investigate the conversation, because it consists of brief vocabularies. Brief vocabulary means short or simpler vocabulary used.

The result of second statement in the questionnaire in terms of experience displayed that in total there were 12,9 of students disagree. the 10,3% of students chose “strongly disagree” and the rest of them chose “disagree”. They had their own opinion that the illustrations on Webtoon did not help them in understanding the content of the story. However, seeing from the table above, the role of illustrations on Webtoon has a major influence on students’ comprehension towards the content of the story. The percentage of students who agreed with this statement gained 79,5%. It is supported by a statement from a student MO, as stated, “…the illustrations are really clear that show the events occurred on the story, because it describes the situations really clear, it helps me to understand the story…” Adding to another statement of student NM, as stated, “…the illustrations describe what the characters in the comics do, making it easier for me to understand when reading the story…” Last statement comes from the statement of student RSA, as stated, “…with the illustrations, it is easy for me to understand…”

Students’ perceptions towards the role of illustrations on Webtoon has significant impact for the students to understand the story. From all the explanation that has been mentioned before, it can be concluded that almost all students have good experiences while having a reading activity on Webtoon. they experienced that using Webtoon with the illustrations provided can help them in comprehending the text of the story very well. It is also proven by adding some statements coming from the students.

The result of questionnaire for the third statement showed that there are 10,2 % of students felt burdened when their teacher asked them to access Webtoon for doing reading activity. There were some reasons behind that. The first reason is maybe they really did not like reading. The second reason is they knew that if they wanted to access it, they would spend large of quotas. Then, there were also 23,1% of students chose N. It indicated that on another side they were okay used the Webtoon, but on another side they also sometimes felt burdened. However, looking at the figure above, it represented most of students did not feel burdened when doing reading activity using Webtoon. It reached 61,5% of students agreed with this statement.

**Emotion**

Emotion is an individual’s feeling at the time. The emotion can affect the actions to be taken. The emotion can affect the individual’s attitude. If the Webtoon can make the students have good emotions while using it, automatically, the students felt enthusiastic to read repeatedly using it.

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<tbody>
<tr>
<td>1</td>
<td>Webtoon makes you enthusiast to have reading activity</td>
<td>2,6%</td>
<td>5,1%</td>
<td>15,4%</td>
<td>48,7%</td>
<td>28,2%</td>
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According to the results of first statement for emotion category showed that there were 7,7% of students in total felt that using Webtoon cannot make them having feeling of enthusiastic. However, there were 15,4% of students also chose N for this statement. Then last, the students who chose “agree” for this statement received 76,9% of the vote. It proved that utilizing Webtoon encourage the students to become more interested and increasing their enthusiasm about reading. It is backed up by the statement of student DS, who says, “…using Webtoon can make me prefer to read the stories more…”. As stated in another statement by a student RSA, “…I’m feeling enthusiast because when I read the stories more on Webtoon, I feel that it can help me to overcome social problems by taking a good action…”. The final statement comes from student NM, as stated, “…reading through Webtoon can comfort me when I got bored at home…”

The students are more enthusiastic about reading while using Webtoon. They tend to have more time to read as a result of this statement. Not only that, but by reading Webtoon stories, the students might learn a lot. They might believe that taking positive actions aids them in overcoming social challenges. Webtoon also can assist them in providing comfort to the students through story. This is also reinforced by Arlin & Roth (1978) that utilizing the comics might be one of the techniques to avoid boredom.

**The external factor:**

External influences encompass factors that stem from beyond an individual’s personal sphere. Among these external factors, the object employed possesses the capability to shape perception in relation to these external influences. Objects serve as tangible components that have the potential to exert an impact on how individuals perceive their surroundings. Notably, one of these external factors that holds sway over perception is the color of objects.
Given the intrinsic relationship between Webtoon and its illustrations, colors, and animations, it becomes evident that the color palette utilized in Webtoon plays a pivotal role. Consequently, the color attributed to each object within Webtoon holds the power to sway students’ perceptions in meaningful ways.

Object’s color

Object’s color is one of the extrinsic elements that influences perception. An object with more colors than the others will attract attention more easily and fast. As a result, color plays a significant influence in attracting people’s attention.

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</thead>
<tbody>
<tr>
<td>1</td>
<td>Illustrations on Webtoon give more descriptions in every scene</td>
<td>0%</td>
<td>2.6%</td>
<td>15.4%</td>
<td>33.3%</td>
<td>48.7%</td>
</tr>
<tr>
<td>2</td>
<td>Webtoon provides appropriate colors in every scene</td>
<td>0%</td>
<td>2.6%</td>
<td>7.7%</td>
<td>41%</td>
<td>38.5%</td>
</tr>
<tr>
<td>3</td>
<td>Webtoon consistently delivers character affirmation</td>
<td>0%</td>
<td>5.1%</td>
<td>28.2%</td>
<td>35.9%</td>
<td>25.6%</td>
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</table>

The result from the table above is the result of the first statement for object’s color category. The combined result of students who chose “agree” and “strongly agree” on the first statement illustrations on Webtoon give more descriptions in every scene reach 82%. It means that the illustrations describe what the characters do clearly. Also, the situation depicted well. The percentage of 82% is high to show that this statement got a lot of positive feedbacks from the students. Based on the previous statement above, usually the students who chose “agree” is always higher than the students who chose “strongly agree”. But for this statement, it is the opposite. The students who chose “agree” reach 33.3%, however the students who chose “strongly agree” reach 48.7%. There was a gap of 15.4% that proved that most students do agree with this statement.

It is supported by the statement of student LV, as stated, “...the illustrations really describe the conflict well by adjusting the different expressions of each character. It did not confuse me so that I know the situation happened in the story...”. As stated in another statement of student RSA, “...the description that given from the illustrations is very good. It shows the character that really has emotions in it and it is all described very clear, so I can easily understand the situation of the story...”.

The illustrations on Webtoon displayed more description in every scene. It is proven by giving different expressions to describe the situation clearly. Also, it described the characters well so that the characters on Webtoon made as if it does emotions in it that shows what is going on in the story.

This table displayed the result of second statement for object’s color category. It is seen that there were no students who chose “disagree” for this statement. Webtoon provides appropriate colors in every scene. This statement achieved 79.5% of students who agreed with it. However, the rest of students (20.5%) still chose the N answer for this statement. If the students still chose N for this statement, it means that they cannot determine whether Webtoon has provided appropriate colors or not to illustrate every scene in the story.

It is backed up by the statement of student RA, as stated, “...the colors of pictures used in the story was very suitable to the events in the story.” Adding to another statement comes from student DS, as stated, “...the colors of image in expressing the situation was very good and suitable...”. Based on these answers stated from the result of interview, students do think that the colors of pictures to describe the characters and situations in Webtoon were really great.

Based the combinations of results of the questionnaire and interview, in every scene, the illustrations provided greater detail to describe what the characters did in the story. Every scene in Webtoon has the right colors accordance with the situations. For example, when it was raining, the colors used in describing the situation are gloomier and the sky was in a dark gray.

The result of third statement of object’s color category, it can be seen that the students agree if Webtoon always provides the characters affirmation in every scene in the story. It reached 79.5% of students agree with this statement. The characters affirmation here means that the illustrations describe who is the main character in the story. For example, if there is a girl who is crying in the middle of the street with full of many people around her. This girl will be highlighted more than the people around there by making the girl bigger than the people around there. So that the reader will know that this girl is the main character in the scene or the story.

Types of perceptions

There are two types of perception: positive and negative. These types of perceptions come from the result of the interaction between and individual and the object used. After the students interacted with the object used, Webtoon, there will be resulting arising from those factors.
Table 5. Statement of the result of perception

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</thead>
<tbody>
<tr>
<td>1</td>
<td>Using Webtoon can make you more enthusiastic to do reading activity</td>
<td>2,6%</td>
<td>5,1%</td>
<td>20,5%</td>
<td>41%</td>
<td>30,8%</td>
</tr>
<tr>
<td>2</td>
<td>Using Webtoon motivates you to have more time to read</td>
<td>0%</td>
<td>2,6%</td>
<td>33,3%</td>
<td>35,9%</td>
<td>28,2%</td>
</tr>
<tr>
<td>3</td>
<td>All features on Webtoon help you to understand the content</td>
<td>2,6%</td>
<td>2,6%</td>
<td>12,8%</td>
<td>38,5%</td>
<td>43,6%</td>
</tr>
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</table>

As can be seen above, the result of first statement in terms of types of perceptions shows that the majority of students agree if using Webtoon can help the students become more interested in reading. There are 10,3% of students chose “disagree” with this statement, and 10,3% of students chose “neutral”. Neutral means they do not chose anything that leads to an agree and disagree answer. However, like has been mentioned before, largely of students (71,8%) agree if using Webtoon can help them to be more interested in having reading activity.

This table reveals that 20,5% of students picked neutral, indicating that they are still undecided about whether the Webtoon would motivate them or not, and hence prefer to choose neutral for this statement. Later on, the students would notice the impact of utilizing Webtoon for reading comprehension, positive impact or negative impact. Despite this, the majority of students (64,1%) in total believed that utilizing Webtoon will allow them to spend more time doing reading activity.

As can be seen from the table above, 5,2 percentage of students voted to disagree with this statement. They could not agree on whether all of Webtoon’s features such as suitable coloring, numerous pictures that illustrates the circumstances that occur, and varied genres served, helped the 5,2% of students grasp the content of the story. This assertion, on the other hand, is supported by 82,1% of students. They do believe that all features on Webtoon, like has been mentioned previously, can help them in understanding the content of the story.

Based on the responses to the questionnaire above, it can be said that mostly, the students are generally excited about Webtoon for reading. They also believe that utilizing Webtoon encourage them to spend more time to read, in order to become familiar with the sentences and words used in the story.

Also, the majority of students feel that the features on Webtoon can actually help them grasp the content of the story well. It is backed up by the various colors used to depict the events in the story. Not only did they provide a range of colors to suit the situations, but they also provided a variety of fantastic images to describe the characters in the story.

It is also supported by some the statements of the students, “...Webtoon is good for me as a student, because I think it helps me increasing my understanding especially in learning English.” “...it is good because it provides the pictures and also the story’s plot is easy to understand...” “...when using Webtoon, helps me to improve my understanding about the content of the story slowly and make me get used to the English vocabulary used...”

From all the results that have been mentioned previously, most of the students have positive response towards the use of Webtoon for reading comprehension. They really think that by using Webtoon with the illustrations provided can help them in comprehending the text well. Also, reading English through Webtoon can make them to get used in vocabularies and sentences used in the story.

Conclusion

The rapid advancement of technology in recent times has opened new avenues in education. Integrating technology into the learning process, particularly through smartphones, has emerged as a potent strategy for modern schools. With students increasingly engaged with their smartphones, these devices offer novel opportunities for learning experiences. Among these technological possibilities, Webtoon stands out as a versatile medium with remarkable potential.

Students today are not just limited to conventional books; their smartphones serve as dynamic tools for learning. Within this context, Webtoon presents itself as an innovative learning medium, particularly effective for enhancing reading comprehension. This assertion is reinforced by the overwhelmingly positive feedback received from students who have engaged with Webtoon. Exploring the internal components that contribute to this positive perception, it is evident that students express genuine interest in utilizing Webtoon for reading activities. The engaging narratives and captivating visuals hold their attention, facilitating a deeper understanding of the story’s essence. Additionally, students recognize the value of Webtoon’s illustrations in aiding their comprehension of the story’s content.

The element of experience plays a crucial role as well. The integration of visual elements allows students to grasp the story’s context effectively. Furthermore, students appreciate the clear vocabulary and straightforward phrases employed in Webtoon stories, enhancing their overall reading experience.
Emotion emerges as a vital factor in students' engagement with Webtoon. The enjoyable and intriguing narratives offered by Webtoon kindle students' enthusiasm for reading activities, making the learning process more enjoyable and fulfilling. Even elements such as object color within Webtoon have not gone unnoticed. Students perceive the color palette as a valuable tool, helping them better understand characters' behaviors and the nuances of the storyline.

Consequently, the culmination of these insights underscores a prevailing positive sentiment among students regarding Webtoon's efficacy for reading comprehension. This sentiment reinforces the notion that Webtoon serves as a potent educational tool, particularly in the realm of English language learning.

References