Webtoon as an Attractive Learning Medium in Reading Comprehension for 6th Semester Students of English Education UIN Prof. K.H. Saifuddin Zuhri

Siti Usrul Khotimah[1*], Shabrina Amelita[1], Nur Aolia Faozah[1], Reksanti Ma'rifatussa'adah[1]

[1] UIN Prof. K.H. Saifuddin Zuhri, Purwokerto, Indonesia

*Corresponding author's email: sitiusrulk@gmail.com

Abstract

This research is motivated by a situation where students' reading interest is low, so there is a need for media that can make students interested in reading and learning. Webtoon is an online comic application that is quite in demand by readers of various ages, Webtoons can also be used as learning media to increase motivation and reading comprehension. The aim of this research wants to discuss about how to use Webtoon as a medium for learning reading comprehension and whether Webtoon is in accordance with the computer-Assisted Language Learning Criteria (CALL). This study uses qualitative methods, data collected by interview techniques. The respondents in this study were 6 students from 6 TBI B who use the Webtoon application as a medium for learning reading comprehension. This research was analyzed using Chapelle theory, which has six criteria where indicate that an application can be learning media. The results of this study show that using Webtoon as a medium for learning reading comprehension is in accordance with the criteria for Computer-Assisted Language Learning (CALL), namely language learning potential, learner fit, meaning focus, authenticity, positive impact and practically. The majority of respondents gave positive comments on every aspect put forward by Chapelle. Therefore, Webtoons can be used as an interesting medium for learning reading comprehension.

Keywords: Webtoon, Learning Media, Reading Comprehension, CALL

Siti Usrul Khotimah, Shabrina Amelita, Nur Aolia Faozah, Reksanti Ma'rifatussa'adah

A. Introduction

In this globalization era, various new discoveries have been created to help humans in various fields, one of which is in the field of information & technology. Various innovative and useful applications have been created for human activities, such as applications designed to processing the data, (Mohammad Fazli Baharuddin, 2019). The application of a data processing system design that has the provisions or rules of a certain programming language, namely a computer program created to carry out the tasks desired by its users. So, an application is a piece of software in which there are several features that have been designed to fulfill a specific programming purpose, (Jogiyanto, 1990). The use of various applications makes it easier for humans to explore themselves in carrying out the activities they want to do, one of which is by using applications for online learning, there are many effective learning applications used by students. (Dwiputra, 2020) argues that online-based learning applications, can make easier for students to understand the material being studied, in addition to various interesting features that can make students enjoy more in understanding the material, so that students can easily absorb teaching materials. From several existing learning applications, students can not only use educational-based applications but can also use entertaining applications like Webtoon.

Webtoon is an online application that publishes comic stories in the form of a website. The Webtoon application has a comic story reading feature that is presented visually as well as interesting story content. (Indah, 2021) from the Webtoon application, in addition to getting fun and entertainment, readers can also make Webtoon an effective and interesting learning medium. According to (Frasiska, 2021), In the Webtoon application there are features that present stories in visual form and a little conversation, making it easier for readers to understand the contents of the story. Webtoons are usually used as entertainment media by their readers, the content of stories from various genres such as humor, romance, horror, and so on is a favorite medium for readers, especially teenagers who need

entertainment when they are tired of activities. So that apart from being able to be used as an entertainment medium, (Frasiska, 2021) Webtoon is also expected to attract readers' interest to increase their level of reading ability, though readers can learn English through the Webtoon feature because of their love of reading comics.

Since today's all-digital era, of course Indonesian students cannot be separated from digital media such as smartphones. Thus, to turn smartphones be useful, there are several applications that are used to support learning. Here the researches will focus to examine about Webtoon applications. (Won Ho Jang, 2017) describe about the Webtoon is an application that provides various illustrated stories or commonly called comics that provide various genres originating from Korea. (Handayani, 2019) suggest that not a few teenagers like this illustrated comic application. Webtoon itself is published using the internet network and can be accessed using digital media such as smartphones, computers and other digital media. In addition, to having many genres of stories provided, it also has features such as comments where readers can communicate well with creators and other fellow readers, share to share the story on other social media, search to find the desired story genre, creators can also include sound in the story sheet in order to the atmosphere is not so quiet when reading the story, fan translation to translate stories into various languages especially English, rating as an assessment of Webtoon stories. To get this application is very easy, just need to download it in the Play store application for android users and the AppStore for apple users.

There are previous researchers who conducted research using Webtoon application. First, (Erya, 2021), written a research article under the title "Students' Perception towards The Use of Webtoon to Improve Reading Comprehension Skill". It shows the power of Webtoon can give motivation to the students and more interested to improve their reading comprehension skill. Second, (Suhartati, 2021) analyze "Webtoon for Teaching Extensive Reading in Digital Era". The research finding shows that there is highly

positive impact since Webtoon were implemented as teaching medium for the students, especially in reading. Third, (Frasiska, 2021) highlight "Learn Reading Using Suggestopedia Method through Webtoon Application". The result of her study shows that Webtoon was effective in improving students' reading skills. Fourth, (Ziska, 2021) conducted research entitled "Webtoon as an Attractive Media in Teaching Reading Comprehension". The result indicates that the students reading comprehension of eight grade at SMPN 7 Parepare improved after using Webtoon as media in teaching activity. Deal with the previous studies, it is worthwhile for the writer to dig up another research concerning the use of "Webtoon" as media for teaching Extensive Reading at university level in Indonesia.

This study focuses on helping students improve their reading comprehension skills in English through Webtoons. The difference between research conducted by researchers and previous researchers is that previous researchers used more quantitative research and very rarely, previous researchers used qualitative research. Next is the target of observation is from 6 TBI B. The reason researchers conduct learning research using Webtoon media is due to the development of modern technology. The researcher took the initiative to provide suggestions for using Webtoon as a medium for learning to read English to make it more comfortable, efficient, and provide many benefits to increase the desire to read. This is the reason why the researcher chose Webtoon Comic as a learning medium. This conclusion can be drawn from the finding that comic strips were a successful instructional tool for readers when it comes to comprehending narrative material.

B. Method

This study earning a qualitative descriptive method. Qualitative research is a form of research or a designated coresearcher collects and interprets data, making the researcher as much a part of the research

process as the participants and the data they provide (Corbin, 2015). On the other hand, (Sugiyono, 2009) described that descriptive qualitative was a research that bring out the descriptive data either spoken or written. It means that the data collected in the form of word or picture rather than numbers. This study used descriptive qualitative since the writers collected the data, analyzed the data, and conclude the data that had been analysis. On the other hand, this research will generate data in the form of sentences not numbers, where to find out whether the Webtoon application meets standards for learning media based on Chapelle theory. The subject of this research is the 6th semester students of TBI B UIN Prof. KH. Saifuddin Zuhri Purwokerto, the total of responding students are six.

In this research, the technique data collection that will be used is interview techniques. According to (Rachmawati, 2007) the interview has several stages including the introduction stage, then the data acquisition stage, and the last is additional information as well as responses and confirmation from respondents, besides that, interview procedures must also be considered. In the interview stage, it needs to be adjusted to the questions and data to be obtained. So, later researchers will conduct a formal type of interview where the list of questions has been structured so that this type of interview has higher validity, (Hakim, 2013) Then, prepare a list of questions related to the data we want to obtain. Next, (Rachmawati, 2007) the interview procedure that we will do first is to identify the participants we will interview, then determine the type of interview to be conducted, then prepare and check the condition of the recording device, then develop an interview protocol, and determine the place to conduct the interview. Interview, and finally interviewer ask the questions politely.

Interviews will be conducted with 6th semester students of TBI B UIN SAIZU. The interview session will discuss the opinions of students regarding the use of the Webtoon application as an attractive learning medium in teaching reading comprehension. After that, the results of the interview will be analyzed by linking the criteria for Computer-Assisted

Language Learning (CALL). Then, the results of the analysis will produce a statement whether the use of the Webtoon application is in accordance with the Criteria for Computer-Assisted Language Learning (CALL) or not and can be declare as an attractive learning medium in teaching reading comprehension.

C.   Result and Discussion

Findings

The following section shows the analysis of Webtoon application meets standards for learning media based on Chapelle theory. In this result, the population is the students who in the 6th semester of English Education UIN SAIZU and ever used Webtoon application as their learning media.

1.   Language Learning Potential

An application is suitable to be used as a learning medium, especially language learning if the application has language learning potential, which must have high potential in order to motivate students to be interested in learning reading comprehension. The potential for language learning in Webtoons is that students can be more interested and motivated to read. There are many genres and stories here, so students are free to choose what they like. The translation feature can help students to add new unknown vocabulary. Besides that, the translation feature can also be used as an activity for students who don't just read, they can also translate if they want where they will also learn reading as well as writing. Then there is a comment feature, from this feature it can measure the ability of readers to the extent to which they understand the content of the story they are reading. So, the potential for language learning is very good.

Table 1. Result of Language Learning Potential

No	Informant	Statement
1.	Student 1	"No, because a lot of content uses words or images that are not good enough to be used as learning media".
2.	Student 2	"I think no, because Webtoon application is prefer to sastra or linguistics than learning media".
3.	Student 3	"I think yes, because after I read slightly, it has interesting looks, and the language easy to understand".
4.	Student 4	"I think yes, because there is already many types of languages used in Webtoons including English. So, to improve reading activity which is also not boring, this is a good alternative for reading learning".
5.	Student 5	"I think Webtoon application is very effective as an instructional media, especially for teaching reading. This is because Webtoon application can increase students' interest in reading activity. Many interesting features and do not make students bored".
6.	Student 6	"Probably yes, but as far as I can see it depends how far user utilized that application. Line Webtoon can be used by user as a medium in the process learning, the benefit is to provide a new atmosphere by reading comics web-based digital that adds insight and knowledge according to comic genres and what discussed in the comic. But it also will be not effect whom does not like reading".

Based on the answers, two said they disagreed about the usefulness of the Webtoon on the potential for language learning. Presentation is the delivery of reading texts is not enough in the use of media to hone reading comprehension skills and also Webtoons are more suitable in literature than learning media. While the other four respondents agreed. The reason they use it is to provide a new atmosphere by reading web-based digital comics that add insight and knowledge according to the comic genre and what is discussed in the comic. This application has the potential as a learning media because of the various features offered such as translation that can change to various foreign languages, especially English. In addition, readers are also provided with a comment column to see various perspectives from

other readers, as well as to determine how far they can understand the story based on their reviews. So, to improve reading activities that are also not boring, this is a good alternative for learning to read.

2.   Learner Fit

Table 2. Result of Learner Fit

No	Informant	Statement
1.	Student 1	"I think is not yet, because the features are not sufficient to be used as learning media".
2.	Student 2	"Actually, feature in Webtoon was complex. But it is uneffacted as learning medium, because a bit the teacher that use this media. May be just used in sastra to analyze or create the story".
3.	Student 3	"I think it is not enough if this platform used as a medium in teaching reading. It needs other media".
4.	Student 4	"Yes, because it's interesting and easy to understand".
5.	Student 5	"I think the features presented can be said to be according to the learning target if a teacher can choose and determine one or two features that can be applied in the learning process. Because not all of the features we can use to teach reading".
6.	Student 6	"Already yes, because the features of it can be used as a learning media in teaching reading".

Based on the answers from the respondents, three said they disagreed about the usefulness of the Webtoon on learner fit. Comments are a feature in Webtoons that are complex. If this platform is used as a medium for teaching reading, then other media are needed. While the other three respondents agreed. Their reasons are interesting and easy to understand, their characteristics can be used as learning media in teaching reading. We can conclude that a Webtoon can be an application that meets the requirements for suitable students if the features are sufficient and there must be an official benchmark.

Some of the features that make it easier for them to operate the webtoon are factors such as students being able to add some stories to their favorite categories, so they can be read whenever they have free time. In

addition, in it there is access to jump to the episode the reader wants, so it will be easier to find the part they want to read again. Students can also search for the type of story they want to read, or can choose from those recommended by the application, so that the choice of stories is more varied. In the application, the translation feature can also hone the habits of readers or students. An example of a case when a student does not really understand he will read in English, when finished he will read it again using Indonesian and then repeat it in English. So that from the many unknown vocabulary, it can make them remember and get used to hear and using the word.

3.   Meaning Focus

Table 3. Result of Meaning Focus

No	Informant	Statement
1.	Student 1	"Yes, especially for dialogue text, because the text presented is interesting and the words used are easy to understand".
2.	Student 2	"Yes, it is very good. Because it provides many story".
3.	Student 3	"Yes, because the dialogue could enhance the students reading willingness. Read a lot vocabulary could help reading comprehension, I think".
4.	Student 4	"Actually, not yet, because this Webtoon is an illustrated comic that is presented to entertain readers, sometimes I only see a glimpse of the picture already I know how the plot of the story goes, and sometimes I also didn't read the textbook that contains what is described in the picture".
5.	Student 5	"In my opinion, this application is very interesting and fun to improve our reading comprehension. Besides having interesting features, there is also a schedule for publishing the next story according to the day we choose".
6.	Student 6	"It will be easily in the process of learning reading comprehension using Webtoon comics if the readers have taken place in a conducive, an enthusiastic, high enthusiasm and fun while reading comics Webtoon".

The results of the interviews that the researchers conducted, three respondents thought that the Webtoon application could help them in learning reading comprehension. The language that is easy to understand and the theme of the story is quite a lot, which are some of the supporting factors for students to like the application. Not only that, one of the respondents also mentioned that the Webtoon feature is interesting to use, such as the notification of the story update schedule. So, this is a plus point for students who are really looking forward to the next episode. One respondent also thought that the Webtoon application can help them, if it is supported by comfortable situations and conditions. Meanwhile, the last respondent thought that the Webtoon was not helpful, because the plot of the story was easy to guess through the illustrations made. So, the enthusiasm for reading comics is reduced.

During use this application students can stay focused to read the story. This way, can help readers easier to minimize the distraction from the other aspect, such as open another social media. Interesting storylines can increase the curiosity of readers, so they will be more focused and challenged to finish what they read. From here, finally emerged their habit of reading consistently. This is what causes students to say that this application is quite comfortable to use for continuous learning.

4. Authenticity

Table 4. Result of Authenticity

No	Informant	Statement
1.	Student 1	"Authentic material, because from the start, the Webtoon application was not intended for education".
2.	Student 2	"It authentic, because Webtoon is not actually intended for education, but this application can also be used as additional media".
3.	Student 3	"This is an authentic material, because it is not written specifically to learn English like textbook".
4.	Student 4	"Authentic material, even though a Webtoon is not an application for learning, it can also be used as an easy and fun learning medium".

| 5. | Student 5 | "It is an authentic material, because this application was not used to learning activity, but it provides many things that we can use to improve our reading activity". |
| 6. | Student 6 | "It is authentic. Due to the fact that this application was not used for learning process". |

Based on the interview results obtained, the respondents agreed that the Webtoon is an authentic media. The majority of them reasoned that Webtoons were not applications made specifically for learning English, but could potentially be used as learning media. Basically, authentic media is media that is not created or intended to be used for teaching. So, these results indicate that the Webtoon application can be said to meet one of the criteria proposed by Chapelle regarding the Criteria for Computer-Assisted Language Learning (CALL) learning media requirements.

Since Webtoon is not used for a teaching material, it makes the application called as an authentic media. this application can help learning outside class hours or outside the classroom. Many writers available to write stories which does not intended for education, but as entertaining the readers so that they are interested to read the story. They also provide a translation feature for people who want to translate the story into their language.

5.   Positive Impact

Table 5. Result of Positive Impact

No	Informant	Statement
1.	Student 1	"Find a lot of new vocabulary, especially those used in daily life".
2.	Student 2	"Of course, it masters in vocabulary when I read the story in Webtoon".
3.	Student 3	"This platform could increase students' motivation to read it".
4.	Student 4	"Add a lot of new vocabulary, how to read comics on Webtoon faster, the skills you get can make it easier for teaching reading".

| 5. | Student 5 | "Yes, this application has many positive impacts. With interesting features, it can increase our motivation in reading comprehension". |
| 6. | Student 6 | "I am a comic lover and had a collection of comics in my bookcase. Because I'm not good at taking care of these comics, there are only two choices, the comics are lost and scattered everywhere. That's why by having the Webtoon application, I don't have to bother buying and storing comics at the bookstore. Everything I can read online or offline via smartphone". |

Based on the responds, the researchers can conclude that Webtoon application has positive impact. From reading Webtoon they find a lot of new vocabulary those used in daily life. Webtoon application has interesting features can increase students' motivation in reading. Besides that, the using of Webtoon can divert internet use towards unfavorable.

Various positive impacts obtained by students include helping them in enriching their vocabulary and increasing their motivation to read. This is the first step, to grow their English skills. Assisted by adequate vocabulary mastery, students become more confident to hone their skills both in writing, speaking, and listening. Besides that, they are also easier and can reach learning faster.

6. Practically

Table 6. Result of Practically

No	Informant	Statement
1.	Student 1	"Yes, because the features presented are easy to understand and can be accessed through anything".
2.	Student 2	"Very simple to read a lot story. But to learning media I don't know, because not yet the teacher recommends to using it".
3.	Student 3	"Because I just open in the website, it was little bit difficult to access. But maybe if I install the application, it would be more practice to use".
4.	Student 4	"Actually easy, but not practical if there is no internet quota".

| 5. | Student 5 | "Yes, because we can take this application wherever I go. So, I can read wherever and whenever I want". |
| 6. | Student 6 | "Yes, with Webtoon development as a medium learning is expected to make learning is more interesting because it fits with the times and also can divert internet use towards unfavorable". |

Based on the responses from the respondents, they said that Webtoons are very practical to use as learning media teaching Reading Comprehension because, more practice to use. They can read wherever and whenever they want and can be accessed through anything. But, Webtoon application is not practical if there is no internet quota. So, the features presented by Webtoon application are easy to understand and also can make Learning is more interesting because it fits with the times. Then, one of the respondents also said that the use of Webtoons application save more costs because he can read comic online or offline via smartphone.

This application complies with the practically criteria, the Webtoon is practical to use and easy to access so that it can become a media to support student learning. The features provided in the Webtoon application are very practical. The laying of the original stories, favorites, and settings features is very clear. Not to mention that the stories in the Webtoon can be downloaded for offline use so this is very practical to use. This application also does not require a lot of storage space, so readers don't have to worry.

Discussion

Based on the research finding conveyed by the researcher above, there are 6 criteria for CALL which are discussed in the research finding. The sixth of criteria for CALL to previously described by (Chapelle, 2001) consist of language learning potential, learner fit, meaning focus, authenticity, positive impact and practically. After the researcher matched all the criteria for the Webtoon application based on Chapelle's theory. The results obtained indicate that, all components have very important

values so that the Webtoon application can be proclaimed worthy of being a learning medium for learning reading comprehension. This is supported by (Dwiputra, 2020) who said that Webtoon is an online comic that is entertaining so it can be used as an exciting learning tool or medium. According to (Dwiputra, 2020) revealed that the use of Webtoons makes learning not only in the classroom, but also can be used to adjust students so that they can absorb the material well because they feel more comfortable and effective when reading comics online. It is said to be very effective if the media achieves learning objectives by using a minimum of time, costs, facilities/infrastructure, and other resources as stated by (Musyfiqon, 2012). This is in line with the concept of flexibility in the use of this application, thus making students more interested in using it.

The Webtoon application meets 6 criteria for CALL. (Steffie Adam S.Kom., 2015) declared that learning media is everything both physical and technical in the learning process that can help teachers to make it easier to deliver subject matter to students so as to facilitate the achievement of formulated learning objectives. It ties with Webtoon as language learning potential, with the various features described above, it shows that students find it helpful in learning reading comprehension. In terms of learner fit, the Webtoon meets the criteria that students want in learning, so that no matter how long they read, they will still feel comfortable. In line with (William Grabe, 2002) stated that reading for general comprehension is its most obvious sense, the ability in understanding information of a text, and interpreting it appropriately. So, a comfortable platform is the main factor so that students always use the application for learning.

(Perfetti, 1988) uttered that student with poor reading skills would definitely have difficulty in comprehending what they read. However, Webtoon can be a solution to this problem since, the language and vocabularies are easy to understand. In the other hand, (Snow, 2002) claimed that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written

language. The reading's presentation in the form of writing conversation bubble makes students' learning more fun. Since, this application is not intended as a special application for learning, it is called as authentic media. Although the Webtoon were not applications made specifically for learning English, it could potentially be used as a learning media through some of aspects it has. As well as, learning media has an important role in supporting the quality of the teaching and learning process (Purwono, 2014). This application has had a positive impact on students in learning reading comprehension. Their skills are increasing and never feel boring anymore in learning. This application also very supportive in learning reading comprehension because, of its easy access and uncomplicated features for students. So, it can be affirmed that the use of relevant media in the classroom can optimize the learning process (Karo-Karo, 2018).

D. Conclusion

The results of this study indicate the various ways used by 6th semester students of TBI B UIN SAIZU in using Webtoon as a learning medium. Most of them take advantage of the existing translation feature to learn English. This is done by switching the original language to English. In addition, they also try to understand some of the comments from readers so that they can ensure that what is understood from the story is indeed true. The webtoon itself fulfills the 6 criteria stated by Chapelle as eligibility requirement to be used as a learning medium or commonly referred to as Computer-Assisted Language Learning Criteria (CALL). First, this application fulfills the language learning potential aspect because of several features it has, such as the availability of foreign language learning, story genres that can be adapted to the interests and ages of the readers, as well as a comment column that allows readers to actively interact using English. Second, this application can be said to be in accordance with the learner fit aspect since the features presented can make the reader feel comfortable and interested in continuing to read. Third, this application can make readers

learn consistently and continuously in learning, so that it can be said to fulfill the third aspect, namely meaning focus. Fourth, the application is not a special media as a learning material, therefore it is called authentic. Fifth, students get various positive impacts while using it, such as being easier to understand a reading, being able to find reading points faster, and being able to adapt to quite complex English readings. Sixth, from a practical point of view, this webtoon fulfills this because the application is easy to access, just with the help of internet data, you can enjoy its very practical features. In addition, this application does not require a lot of storage space, so readers don't have to worry about the capacity of their cellphone not having enough space to download.

References

Ali, S. (2011). Critical Language Awareness in Pedagogic Context. *English Language Teaching,* 4(4), 28-35.

Asyhar, R. (2011). *Being Creative on Developing Learning Media.* Jakarta: Gaung Persada Press.

Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition. Cambridge,* UK: Cambridge University Press.

Corbin, J. (2015). *Basics of Qualitative Research: Techniques and* (4th ed.). United States of America: SAGE Publication.

Dixie D. Massey, T. L. (2004). Promoting Reading Comprehension in Social Studies. *International Reading Association,* 48(1), 26-40.

Dwiputra, D. F. (2020). extbooks Transformation Into Digital Comics As Innovative Learning Media for Social Science Studies in Junior High School. *International Journal Pedagogy of Social Studies,,* 5(2), 9-16.

Erya, W. I. (2021). STUDENTS' PERCEPTION TOWARDS THE USE

OF WEBTOON TO IMPROVE READING COMPREHENSION SKILL. *Journal of English Language Teaching and Learning,*, 2(1).

Frasiska, W. I. (2021). LEARN READING USING SUGGESTOPEDIA METHOD THROUGH WEBTOON APPLICATION. *International Conference on Education of Suryakancana.*

Hakim, L. N. (2013, Desember). Ulasan Metodologi Kualitatif: Wawancara Terhadap Elit. *ASPIRASI,* 4(2), 165-172.

Handayani, N. (2019). Could pictorial health warning change smoking behavior among teenagers?: A cross-sectional study among junior high school students. *Journal of Public Health for Tropical and Coastal Region,* 1-5.

Indah, D. O. (2021). ANALYSIS OF READING LITERACY FOR COLLEGE STUDENTS THROUGH WEBTOON AS INTERACTIVE LEARNING. *Lingua,* 17(1).

Jogiyanto, H. (1990). *Analisis dan Desain Sistem Informasi.* Yogyakarta: Andi Offset.

Karo-Karo, I. R. (2018). Manfaat Media dalam Pembelajaran. *AXIOM : Jurnal Pendidikan dan Matematika,* 7(1), 91-96.

Mohammad Fazli Baharuddin, S. M. (2019, August). Innovative Work Behaviour Of School Teachers: A Conceptual Framework. *IJAEDU (International E-Journal of Advances in Education)*, V(14), 213-221.

Musyfiqon. (2012). *Development of Learning Media and Sources.* Jakarta: Prestasi Pustakaraya.

Perfetti, C. A. (1988). Automatic (Prelexical) Phonetic Activation in Silent Word Reading: Evidence from Backward Masking. *Journal of Memory and Language,* 2(7), 59-70.

Purwono, J. (2014). Penggunaan Media Audio Visual Pada Mata Pelajaran Ilmu Pengetahuan Alam di Sekolah Menengah Pertama Negeri 1

Pacitan. *Journal Teknologi Pendidikan dan Pembelajaran,* 2(2), 127-144.

Rachmawati, I. N. (2007). Pengumpulan Data Dalam Penelitian Kualitatif: Wawancara. *Jurnal Keperawatan Indonesia*, 11(1), 35-40.

Snow, C. (2002). *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Santa Monica: CA: RAND Corporation.

Steffie Adam S.Kom., M. D. (2015). Pemanfaatan Media Pembelajaran Berbasis Teknologi Informasi Bagi Siswa Kelas X SMA Ananda Batam. *Computer Based Information System Journal,* 3(2), 78-90.

Sugiyono. (2009). *Metode Penelitian Kuantitatif Kualitatif* . Bandung: Alfabeta.

Suhartati, P. Y. (2021). Webtoon For Teaching Extensive Reading in Digital Era. *International Academic Journal of Education & Literature,,* 2(1), 51-58.

Wati, W. (2020). *Persepsi Mahasiswa Pengguna Webtoon Pada Genre Di Aplikasi Webtoon (Studi Pada Mahasiswa Universitas Islam Negeri Raden Fatah Palembang)*. Palembang: Repository Universitas Islam Negeri Raden Fatah Palembang.

William Grabe, F. L. (2002). Teaching and Researching Reading. *Reading in a Foreign Language,* 14(2), 155-157.

Won Ho Jang, J. E. (2017). Webtoon As a New Korean Wave in the Process of Glocalization. *Journals Ateneo,* 168-187.

Ziska, I. Y. (2021). WEBTOONS AS AN ATTRACTIVE MEDIA IN TEACHING READING COMPREHENSION. *UNNES-TEFLN national seminar 4* (pp. 54-62). Parepare: Universitas Muhammadiyah Parepare.