

**STUDENTS' PERCEPTION ON WEBTOON
AS A SELF-DIRECTED LEARNING MEDIUM FOR
READING SKILL AT NINTH GRADE OF
SMP MUHAMMADIYAH 1 PURWOKERTO**



AN UNDERGRADUATE THESIS

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Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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Wassalamu'alaikum Wr. Wb.


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MOTTO

“The only true wisdom is knowing that you know nothing.”

-SOCRATES-



DEDICATION

I dedicated this thesis to:

My Precious Mom, Ummi Rukoyah

My Dad, Sutono and The late Sunaryadi

All of my beloved brother and Sister

And myself who did not give up in the middle of journey



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ABSTRACT

This study aims to describe Students' Perception on Webtoon as a Self-Directed Learning Medium for Reading Skill at Ninth Grade of SMP Muhammadiyah 1 Purwokerto. Further investigation into this issue was required because Webtoon considered as a medium that enable to enhance students' reading skills. This research uses mixed methods with questionnaires served as the main instrument and interviews as support. The object of this research was Webtoon for English learning medium. Through 16 questionnaire items distributed to 48 students, the research found a result of mean 76% from 4 indicators; English learning motivation, students reading interest, self-directed learning medium and students reading skill. This research found that students believe that Webtoon could enhance their English learning motivation and their reading interest. Furthermore, students believe that the efficacy and accessibility of Webtoon make it an appropriate medium for learning English independently. Although students encounter certain challenges, it does not reduce the value of Webtoon as a medium for learning English because they felt a positive influence on their reading skills. As a result, students believe that Webtoon was not only a fun activity but could also serve as a good medium for learning English.

Keywords: *Students' perception, Webtoon, Reading Skill*

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CHAPTER I

INTRODUCTION

This chapter serves as a brief introduction of the research to be discussed. It includes an explanation of the research background, conceptual definition, research questions, the object and significances of the research, and the structure of the research. The fundamental information presented in this chapter can aid in comprehending the orientation and objective of the research.

A. Background of the Study

Students in Indonesia start learning to read in elementary school, they learn to read with teachers at school and with parents at home. However, it is unfortunate that English reading comprehension lessons are not the main focus at school. Gusmeri (2020) states that the focus of learning English at school is learning grammar and vocabulary. Although grammar and vocabulary are the main focus of learning English, many students still have difficulty understanding English sentences well due to their lack of reading comprehension skills. According to Lee (2017), students' difficulties in reading comprehension are due to their lack of proficiency in decoding skills, vocabulary and the ability to connect ideas within and between sentences. Meanwhile, Guthrie et al. (2004) state several factors of students having difficulty understanding sentences, such as lack of interest in the subject matter, difficulty understanding grammar, and lack of vocabulary as a basic ability. From these statements, students' difficulties in understanding sentences are due to poor reading comprehension skills. In this case, reading activities will become boring because students do not understand what they read, so that students' interest in reading decreases.

Reading is not a skill that can only be learned at school with a teacher. In the effort to enhance students' English reading skills, it is necessary to implement the method of independent learning. Self-directed learning is a learning system that enables students to independently acquire knowledge across a variety of subjects through media to their preference. According to

Tirtarahardja (2000), learning independence is the process of engaging in learning activities that are motivated by the learner's own will, choice, and responsibility. In this context, self-study is an effective method to foster a sense of self-responsibility by reading more English literature. Student motivation in learning activities plays an important role in determining success in self-learning. Students' motivation to learn can be influenced by at least two factors: the study subject and the learning media.

According to Miarso (2009), learning media serves as a mediator to effectively communicate certain goals and objectives, so stimulating students' emotions, thoughts, motivation, and focus, ultimately encouraging the learning process. The purpose of using instructional media is to facilitate student comprehension of the learning material. Satrianawati (2018) categorizes learning media into four types: visual, auditory, audio-visual, and multimedia. In the present era of rapid technological advancement, multimedia has emerged as a highly popular learning medium due to its ease of use and the ability to capture student's attention. Kurniawati & Nita (2018) define interactive multimedia as a form of application-based media that allows users to independently control the program to fulfill their specific requirements, without relying on external assistance. According to Qosyim & Priyonggo (2017), the use of multimedia in learning is expected to encourage active student engagement and enhance independent knowledge building. Therefore, instructional media is crucial in determining the effectiveness of students self-directed learning and to develop their intellectual capabilities and acquire new knowledge.

One of the multimedia that has the potential to be a learning medium is the Webtoon app. An application that gives users the choice of exploring comics in a variety of languages, both for free and for a fee. Webtoon is a term developed in the early 2000s by combining the words "Web" and "Cartoon" which specifically refers to a form of digital comic released online in chapters (Man, 2023). The colorful visuals, diverse narratives, and effortless accessibility of Webtoon via internet-connected smartphones have made it a

preferred educational medium among students. McVicker (2007) states that Webtoon as a visual comic, serves to enhance and extend the use of language. The reading text combined with colorful pictures attracts the attention of readers, besides being interesting to read, it makes reading less difficult to understand by examining the pictures presented. Considering these advantages, Webtoon can be a unique and effective educational medium for students.

Several studies have shown the advantages of using Webtoon as instructional media. The first is a journal article by Ramos & Prestoza (2022), who discovered that Webtoon media facilitates easy comprehension of learning, particularly for narrative. Because engaging visuals help students concentrate and quickly grasp the main idea of a story or lesson, Webtoon can stimulate students' interest in reading texts. The second from Annisa Putri et al. (2023) this research discovered that Webtoon can be implemented in the classroom as a media format due to the potential to enhance student learning outcomes. Webtoon can help students gain a deeper understanding of a subject, which will enable them to find the answer. The third study is from Dita (2023), which discovered that using Webtoon to teach vocabulary is beneficial. Students' vocabulary achievement skills may benefit from it. As a result, Webtoon not only helps students learn English but also has the potential to make the process more engaging and interesting.

Based on previous research and explanations above, researcher found several benefits of Webtoon as an English learning medium. As a way to improve students' English skills, fun learning media needs to be used so that students can be more actively involved in learning. This is related to the problems that occurred in students at ninth grade of SMP Muhammadiyah 1 Purwokerto, students tend to get bored quickly and lack of motivation in learning English which causes students' reading skills did not improve well. Therefore, to distinguish this research from others, researchers are attracted to find out how students' perceptions of Webtoon which was present as an English language learning media in dealing with the problem of poor student reading skills.

Hence, this research entitled **“Students' Perception on Webtoon as a Self-Directed Learning Medium for Reading Skill at Ninth Grade of SMP Muhammadiyah 1 Purwokerto”**.

B. Operational Definition

1. Perception

James (2018) argues that perception is constructed by the assimilation of information received from the environment and the integration of past experiences stored in our memories. Whereas Walgito (1989) says perception is the cognitive process that follows the sensory process, where an individual receives and interprets stimuli through their sense organs. The process does not immediately end, but rather the stimulus remains and is followed by the subsequent phase of perception. Perception is the cognitive process by which an individual form a judgment in their mind after getting an input from their sensory perception. The stimulus subsequently evolves into a cognitive process that ultimately shapes an individual's perspective on a particular case or event in progress.

2. Webtoon

LINE Webtoon, also referred to as Webtoon, is a digital platform or application for comics that may be accessed without any cost (Webtoon.com, 2019). Webtoon offers a unique digital format for comics that provides frequent and weekly updates of fresh content, distinguishing it from traditional comic books. These digital comics can be accessed through either a web browser or a mobile device operating using an IOS or Android operating system (Lestari & Irwansyah, 2022). Webtoon categorizes its comics based on genre and age group. Genres of comics can be classified into 10 different types, including drama, fantasy, royalty, comedy, action, slice of life, romance, thriller, horror, and informative. Webtoon in Indonesia is categorized into three age groups: teenagers, individuals in their twenties, and individuals in their thirties.

3. Self-Directed Learning

Self-directed learning refers to the capacity to autonomously regulate and structure student's thoughts, emotions, behaviors, and engaged learning pursuits in order to proficiently acquire specific competences, with the processes and activities being initiated by the students themselves. Self-directed learning means the ability to freely determine the directions, plans, sources, and decisions necessary to acquire specific competencies (Francom, 2010). To effectively deal with an existing issue, individuals must possess motivation, persistence, commitment, self-control, accountability, excitement, and curiosity. Anderson (2015) defines self-directed learning as a proactive learning process motivated by the desire to acquire specific skills, solve problems, and enhance current knowledge or abilities. One of the proficiencies that can be developed through self-directed learning is reading English text.

4. Learning Media

Heinich et al. (1982) define media as a means of transmitting information from the sender to the receiver. Some examples of media include television, film, photographs, radio, recordings, audio, images, projected materials, printed materials, and similar forms of communication. Learning media refers to the media that conveys messages or information with the specific intention of providing education or teaching (As Sabiq, 2018). Learning media, often referred to as communication media, are frequently utilized in the process of acquiring knowledge (Marpanaji et al., 2018). The primary objective of learning media is to serve as a means to accomplish educational objectives. The efficiency of the learning process is directly correlated with the performance of the learning media employed. Therefore, the selection of appropriate media will significantly impact the effectiveness of the learning process.

5. Reading Skills

Harianto (2020) stated that reading is considered one of the four language abilities. Reading is an essential component in gaining improved

comprehension or acquiring new knowledge. Reading is the process of obtaining new information or knowledge that one does not previously possess. Participating in reading provides a multitude of benefits to individuals looking to improve their comprehension. Tarigan (2008) defines reading as the process of comprehending written text with the goal of understanding its meaning. Reading involves a thorough analysis of content in order to evaluate its context, significance, purpose, and impact.

C. Research Question

Considering the information provided in the research background, the researcher formulated the research problem as follows:

How is the students' perception on Webtoon as a self-directed learning media for reading skill at ninth grade of SMP Muhammadiyah 1 Purwokerto?

D. Objective and Significance of the Research

1. The Objective of the research

This research objective is to describe students' perception on Webtoon as a self-directed learning media for reading skill at ninth grade of SMP Muhammadiyah 1 Purwokerto.

2. The Significances of the Research

a. Theoretical Benefits

The findings of this study are expected to have better understanding about students' perception on Webtoon for self-directed learning media and contribute to innovative learning ideas using Webtoon apps in particular fields.

b. Practical Benefits

1) For Researcher

The findings of this study are expected to enable researcher to better understand how students' learning behavior and address the shortcomings of Webtoon as a medium for learning English.

2) For English Students'

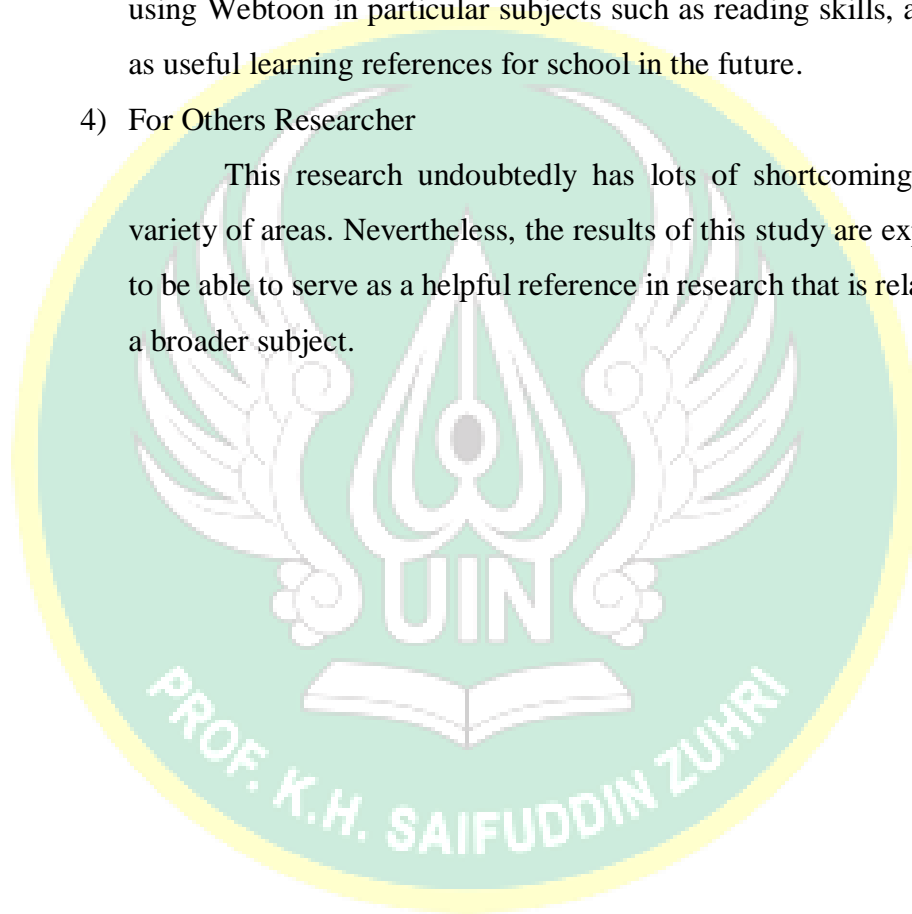
The findings of this study are expected to motivate students learning English reading skill through Webtoon with self-directed learning.

3) For School

The study's findings are expected to provide comprehensive information and explanations about how students perceive learning using Webtoon in particular subjects such as reading skills, as well as useful learning references for school in the future.

4) For Others Researcher

This research undoubtedly has lots of shortcomings in a variety of areas. Nevertheless, the results of this study are expected to be able to serve as a helpful reference in research that is related to a broader subject.



E. Structure of the Research

Effective research is characterized by a well-organized structure. In order to carry out an effective study, it is essential to establish a categorization for the study structure. This will facilitate a more simplified and systematic approach to the research process. According to this, the study is divided into five chapters as follows:

1. Chapter I contains an introduction which are consist of background of the study, conceptual definition, research problems, research objective, significances of the research, and review previous studies.
2. Chapter II contains a theoretical framework which are consist of theories on perception, reading skill, self-directed learning, learning media, and Webtoon.
3. Chapter III contains the research method which are consist of research design, research site and time, subject and object of the research, data collection technique, validity, and technique of data analysis.
4. Chapter IV contains the research data which are consist of research findings and discussion
5. Chapter V contains the research conclusion which are consist of conclusion, limitation, and suggestion.

CHAPTER II

LITERATURE REVIEW

The chapter provides a comprehensive analysis and interpretation of theories, ideas, and research findings related to the subject being investigated in order to gain a conceptual understanding of the variables to be examined. This part contains multiple theories related to the research, including those about perception, motivation, self-directed English reading learning, and Webtoon.

A. Perception

1. Definition of Perception

The term "perception" is derived from the Latin word "perceptio," which in turn originates from the verb "percipere," meaning to receive or take (Oxford Learner's Dictionary, 2022). Perception refers to the process of acquiring knowledge about objects, events, or relationships by determining information and interpreting messages. Perception involves the process of assigning significance to sensory stimuli (Rakhmat, 1996). Perception is the cognitive process by which information is comprehended and assigned significance in response to a stimulus. Stimuli are acquired through the act of perceiving objects, events, or connections between symptoms, which are subsequently analyzed by the brain (Sumanto, 2014).

The term perception typically refers to the subjective experience of an object or event. Perception is the cognitive process through which our sensory information is integrated and organized, enabling us to gain awareness of our environment, including self-awareness. Perception occurs when an individual gets an external stimulus that is detected by their sensory organs and subsequently processed by the brain. Within it, a cognitive process takes place that ultimately manifests as comprehension.

Perception is the cognitive process of forming a judgment in an individual's mind after receiving a stimulus from sensory input. The stimulus triggers cognitive processes that lead to the formation of a thought,

which in turn influences a person's perspective on a particular situation or incident.

2. Types of Perception

Perception can be categorized into two distinct types: object perception and social perception, which involves perceiving individuals. Human perception is inherently challenging and complex due to the dynamic nature of humans. According to Mulyana (2015), there are three distinct contrasts between these two modes of perception.

- a. Perception of items is done using physical symbols, whereas perception of humans is done through verbal and nonverbal signals. Humans possess a higher level of effectiveness compared to most living beings and are also more challenging to anticipate.
- b. Perception of objects is based on their exterior qualities, whereas humans respond to external attributes as well as their feelings, motives, expectations, and other factors.
- c. Inanimate objects do not exhibit any response, while human beings do. To clarify, objects are fixed, whereas individuals are constantly changing and evolving. Thus, the way individuals perceive others may experience more rapid changes over time compared to how they perceive inanimate items.

Human or social perception refers to the cognitive process by which we interpret and understand the significance of social objects and events that we encounter in our surroundings. Each individual has a distinct perception of the objective world. According to Mulyana (2015), there are several crucial aspects of social perception, specifically:

- a. Perception is the process by which humans form opinions about individuals, objects, or events, and subsequently react to them based on their past experiences and knowledge linked to similar individuals, objects, or events.

- b. Perception is discerning. Every individual frequently receives sensory stimuli. The level of our focus on a particular stimulus is the primary determinant of our ability to selectively perceive that stimulus.
 - c. Perception is speculative. The occurrence arises because to the inherent incompleteness of the facts we gather about an object. This speculative process of perception enables us to interpret the object from many perspectives, so attributing it a more comprehensive significance.
 - d. Perception involves making evaluations. Most individuals believe that their perceptions accurately reflect reality. However, there are instances when our sensory organs and perceptions might mislead us, leading to doubts about the accuracy of our perceptions.
 - e. Perception is influenced by the surrounding situation. Context has a significant impact on our perception, making it one of the most influential factors. The context of a stimulus has a significant impact on our cognitive structure, expectations, and ultimately our perception when we encounter a person, object, or event.
3. Components of Perception

Perception comprises three distinct components: emotive, conative, and cognitive. An individual's attitude towards an item is a reflection of three interconnected components that work together to comprehend, experience, and act towards the object of the attitude. The three components interact and exhibit coherence with each other.

Walgito (1991) proposes three primary components of perception, specifically:

- a. Cognitive processes

This component contains the elements of knowledge, perspectives, anticipations, cognitive processes, and previous experiences, as well as all the insights derived from people's perceptual abilities.

b. Affection

This component contains the elements of emotions and individuals' emotional state towards specific items and all aspects related to the assessment of positive and negative based on emotional variables.

c. Conation or psychomotor

This element relates to the motivation, attitude, conduct, or activity of persons based on their perceptions of a specific object or situation.

4. Student Perception

Perception refers to an individual's cognitive evaluation of something they have learned, which influences their behavior and attitude towards its use. Students own their individual perspective regarding the information they acquire from the process of teaching and learning, as well as their subsequent response to it. Sidhu (2003) defines student perception as the manner in which students interpret events occurring during the classroom learning process and provide ideas or arguments to enhance their language development for both teachers and peers. student's perception refers to the cognitive process through which students selectively process and interpret information gathered from a specific source, such as the teacher's questions in a classroom setting. By utilizing their senses, students have the ability to comprehend the item they perceive. Understanding students' perceptions of how they interpret and respond to instructor questions in class is crucial. These impressions influence the extent to which students are willing to actively engage in question and answer sessions (Cole & Chan, 1994). The learning process will be more effective when the teacher can comprehend the students' perceptions.

B. Webtoon

1. Definition of Webtoon

Webtoon, which is defined as online comics, is formed by combining the words Web and Cartoon (Nam & Jung, 2022). The

development of Webtoon can be attributed to the transformation of traditional printed comics into digital comics with the form of an app designed specifically for computer screens and mobile phones. These digital comics are presented in vertical layouts, which have been optimized for digital viewing. The name "Webtoon" gained popularity in Korea when Naver Corporation, a subsidiary of Line Corporation, introduced the Naver Webtoon platform in 2014. During that year, the Naver Webtoon platform attracted a daily average of about 6.2 million visitors, which accounted for approximately 12% of the total South Korean population (Cho, 2021). The platform, known as Line Webtoon, was launched in Indonesia in April 2015. In 2019, it had grown to a user base of six million, making it the country with the highest number of active users compared to other nations (Susilo et al., 2019).

Webtoon is a rising trend among the younger population, with a noticeable association between traditional and digital comics. An occurrence that has a significant connection with this phenomenon is the decline of printed book publishing. The popularity of Webtoon surged as traditional comic books struggled to keep up with other forms of media, such as videos. With the emergence of new media, particularly the internet, the comic business had a rapid revival, returning to its previous state of greatness (A.A.S. Darmawanti, 2022). Due to its high level of accessibility, a significant number of readers have transitioned to digital media platforms, such as Webtoon. Beginning with a sense of curiosity regarding the concept of Webtoon, readers subsequently develop a strong passion as they anxiously await the release of the subsequent chapters.

2. Types of Webtoon (Genres)

Webtoon categorizes the comics based on genre and age (Webtoon.com, 2019). Webtoon readers are categorized into three age groups: teenagers, individuals in their twenties, and individuals in their thirties.

The 10 genres of comic groups are drama, fantasy, comedy, action, slice of life, romance, royalty, thriller, and horror.

a. Drama

The drama genre is categorized as a fictional genre that is characterized by a narrative written in poetry or prose, in which tension and passion are conveyed through dialogue and action.

b. Fantasy

The fantasy genre explores imaginary settings, occurrences, and individuals. The settings and characters are shown as peculiar and unconventional. The fantasy genre places emphasis on the comic artist's creation of a world within the comic that is derived from his own imagination. This genre frequently incorporates magic, mythology, tales, and other magical themes.

c. Royalty

The royal genre typically revolves around a historical era, taking place within a kingdom and focusing on significant events or legendary figures that have become the stuff of myths and legends.

d. Comedy

The comedy genre is often known as the principal genre. Comedy is defined as a narrative that is deliberately designed to entertain and provoke laughter through the use of exaggerated events, language, actions, relationships, and characters (Hartono, 2012). The stories showcased in the comedy category of Webtoon are specifically crafted for amusement and laughter among readers.

e. Action

The action genre is highly popular and adaptable, which explains its frequent combination with other genres (Natalia, 2014). The action genre is typically characterized by its gripping nature and representation of high-energy activities, including fight scenes, shootouts, beatings, martial arts, and other physically demanding actions.

f. Slice of Life

The visual aesthetics of the slice of life genre are contingent upon the intended message to be communicated. In this genre, the story typically carries a significant emotional or intellectual impact. The plot given is a straightforward and uncomplicated everyday narrative, with simplified character portrayals.

g. Romantic

The romantic genre is an evolution of the drama genre. The romantic genre mostly focuses on the theme of love, whether it be the romance itself or the pursuit of love as the central objective. This genre typically showcases emotional narratives of romantic relationships between males and females, probably capturing the essence of youthful existence.

h. Thriller

The thriller genre is categorized as a secondary parent genre due to its frequent intersection with other genres, including drama, action, crime, and others. The plot of this genre typically consists of continuous action, abundant mystery, unexpected events, and the ability to sustain a high level of tension until the story's climax. Thriller stories typically center on realistic aspects of life, such as murder, mental illness, mystery, or spying.

i. Horror

The horror genre contains three distinct meanings, primarily referring to a profound sense of horror, fear, and terrible anxiety. In addition, a profound and overwhelming disgust. Furthermore, something that causes fear. The three concepts of horror are rooted in the emotional response of the viewer. The horror genre is specifically designed to provoke feelings of terror, disgust, and anxiety in its audience or readers.

j. Informative

The informative genre is a recently introduced category on Webtoon. Webtoon offers a genre designed for comics that present factual information instead of fictional narratives. Therefore, comics in this genre contain not just narrative text types, but also texts such as process text and descriptive text. Within this particular genre, a wide range of factual material may be found, including talks on solar systems, language acquisition, food recipes, and also original past events such as Roman narratives, and others.

3. English Text Difficulty Level in Webtoon

The level of complexity of language in Webtoon is not established by Webtoon itself, but rather depends entirely on the author or comic artist responsible for developing the narrative. The narrative stories presented by comic artists on Webtoon contain a diverse range of genres, as previously mentioned. Aside from the variety of genres, the storyline's complexity also covers a range of levels, ranging from easily comprehensible to challenging. Storylines can be developed to captivate readers, with the aim of boosting the sales of comic artists' work. Complex narratives typically feature lengthier textual passages.

Figure 1



Figure 1 demonstrates the characteristics of a complex narrative that requires the reader make an effort in integrating multiple meanings in order to comprehend the text's substance or the story's plot. Comics featuring complex narratives may present challenges for even native speakers to comprehend the plot, particularly when reading in a language that is not fully mastered. This may end in readers being completely unable to grasp the progression of the plot.

In addition to the complex narrative component, the translations into different languages from the original language could present challenges in comprehending the storyline. Considering the substantial amount of content requiring translation, there are instances where certain words or sentences do not align, which causes a lack of coherence or organization between chapters, leading to reader confusion.

Figure 2



Figure 1.2 demonstrates a disorganized translation that includes repetitive information and used vocabulary that is not relevant to the conversation's content. Non-native speakers may experience confusion over the meaning of the conversation, while native speakers may feel hesitant to continue reading due to inaccurately translated sentences.

Contrary to complex narratives, numerous authors and comic artists produce Webtoon stories with a simple and uncomplicated basis. This kind of Webtoon is particularly well-suited for children and teenagers as it does not require a complex cognitive process to comprehend the textual content. Adults who are bored in complex narratives may also find this genre of Webtoon appealing, as there will always be occasions when they intend to simply be entertained without engaging in critical thinking.

Figure 3



Figure 3 is an illustration of an original Webtoon created by Yee Seon, titled "The Dog Diaries" episode 5. This Webtoon is within the slice of life genre, characterized by its relaxed and enjoyable representation of everyday activities. This kind of Webtoon is highly appropriate as reading material for teenagers to enhance their reading motivation. The primary factor is the utilization of uncomplicated sentences that are easily comprehensible and do not require significant cognitive effort.

C. Self-Directed Learning

1. Definition of Self-Directed Learning

Self-directed learning is a learning strategy in education that is conducted autonomously outside of school hours (Voskamp et al., 2022). Self-directed learning refers to the process in which students acquire

knowledge by engaging in activities such as reading, analyzing, and comprehending information, both within and outside of the classroom setting using multimedia resources such as books, the internet, and other sources (Charokar & Dulloo, 2022). Establishing students' habits in autonomous study can be means to develop their sense of responsibility and discipline in the learning process (Rusman, 2012). Students who possess a sense of responsibility and exhibit discipline in self-directed learning have a significant effect on the development of new perspectives and knowledge, without relying on external assistance.

Uno (2007) defines independence as the capacity to regulate one's thoughts and behaviors, enabling individuals to maintain an independent perspective that is not easily swayed or dependent on the decisions of others. Essentially, an autonomous individual is someone who possesses the capability to operate independently, exhibits responsibility, confidence, and does not rely on others.

2. Objectives of Self-Directed Learning

The objective of self-directed learning is to enhance students' aptitude and competencies in the learning process without external assistance, thus decreasing their reliance on teachers or friends. Engaging in self-directed learning to enhance abilities and skills does not imply being unable to ask for assistance from others. Rusman (2012) demonstrated that friends play a crucial part in the self-directed learning process by engaging in discussions about their learning. It is common for students who learn independently to encounter difficulties with comprehending the significance of a material. Engaging in discussions with others can facilitate self-directed learning by enabling the discovery of solutions to difficult issues. Despite this statement, relying consistently on someone is not an option for students to foster self-directed learning.

According to Knowles (1975), self-directed learning involves learners not relying on continual assistance, guidance, or direction from others. Learners must possess a sense of self-motivation and creative

thinking, and be capable of working independently by depending on their own abilities. Contrary to the misconception that autonomous learning is studying alone without any assistance, students can actually accept assistance from others and engage in discussions to find solutions to difficulties they encounter. This approach allows them to avoid being overly reliant on external support while still actively attempting to resolve other difficulties on their own. An essential feature of self-directed learning is recognizing the need for assistance or support from others. Moreover, a crucial aspect of self-directed learning is the ability of each learner to discover reliable sources of knowledge.

The key to successful self-directed learning lies not in the content of what is learnt, but rather in the process by which students acquire knowledge independently. Self-directed learning activities are a type of educational activity that emphasizes an individual's motivation to learn and grants learners more freedom in selecting the methods and subjects of their learning. Independent learning activities are correlated with students' behaviors in engaging in the learning process. Learning activities, both physical and mental, are intricately linked to the techniques employed by an individual.

Self-directed learning approach is a method of learning that focuses on developing personal initiative, independence, and self-improvement. Self-directed learning can be achieved by collaboration with friends, participation in small groups, or seeking advice from more experienced individuals. The shift in the learning process paradigm promotes active student engagement in the learning process. Other tactics employed focus on fostering metacognition, which refers to the capacity to regulate several cognitive processes encompassing the stages of remembering, comprehending, application, analysis, synthesis, and assessment (Zimmerman, 1990).

3. Benefits of Self-Directed Learning

The implementation self-directed learning offers advantages for students in the process of acquiring knowledge, such as: Learners have the ability to acquire knowledge and skills based on their personal desires, expectations, and motivation. By exploring into significant subjects, learners can enhance their learning process. Individuals have the ability to strategize and evaluate their own educational goals. Engaging learners will enhance their participation in the learning process, leading to a more profound acquisition of knowledge. Currently, learners are being urged to engage in thinking rather than simply memorizing information in order to improve their critical thinking abilities. Enhance learners' responsibility for the learning process by enabling them to assess their learning accomplishments.

Song & Hill (2007) states that the earlier individuals develop the capacity for independent learning, the more effortless it becomes for students to engage in their educational pursuits. Engaging in self-directed learning can enhance an individual's curiosity, ability to think critically, make informed decisions, foster innovation, and boost self-assurance.

Meanwhile, Yamin (2011) argues that self-directed learning has several advantages for the cognition, affect, and psychomotor skills of learners. These benefits include the following:

- a. Develop various cognitive abilities
- b. Enhance critical thinking skill
- c. Encourage responsibility
- d. Build mental endurance
- e. Enhance proficiency
- f. Resolve issues
- g. Engage in innovative thinking
- h. Engage in analytical thinking
- i. Strong confidence
- j. Develop an independent mindset for personal growth

D. Learning Media

1. Definition of Learning Media

The utilization of instructional media plays a crucial role in enhancing the overall quality of the learning process. The reason for this is the advancements in technology in the education sector, which require learning to be effective and successful. Kristanto (2016) argues that in order to get maximum productivity and effectiveness, it is essential to decrease the reliance on verbalistic methods of delivering lessons by utilizing learning media. Several definitions of media have been proposed by specialists.

Winkel (2009) defines learning media as non-living tools or resources utilized or provided by the instructor to facilitate the teaching and learning process in order to attain instructional objectives. According to Sanjaya (2008), learning media refers to various instruments and materials, such as radio, television, books, newspapers, and magazines, that are utilized to accomplish educational objectives.

According to Schramm (1977), learning media refers to a communication medium that can be effectively employed for educational objectives. Learning media consists of two terms, specifically "media" and "learning". The term "media" refers to an intermediary or introducer, whereas "learning" is described as a state that aids in the execution of learning tasks. In his study, Brown (1973) demonstrated that the choice of learning medium used in educational activities can have a significant impact on the effectiveness of learning.

Based on the given definitions, it can be inferred that learning media refers to any resource utilized to create educational materials, with the aim of engaging students' attention, interest, thoughts, and emotions during learning activities, ultimately leading to the achievement of learning objectives. Each learning medium serves as a tool utilized to accomplish educational goals.

2. Types of Learning Media

There are numerous varieties of learning media that are designed for particular uses. Teachers can select appropriate media to effectively and efficiently deliver subject matter during learning classes. Satrianawati (2018) categorizes learning media into four distinct types: visual media, audio media, audio-visual media, and interactive multimedia. These forms of media can be utilized as instructional tools in the teaching and learning process to assist students' comprehension of academic subjects.

a. Visual Media

Visual media is a form of media that depends on the sense of sight to comprehend the subject matter presented by the teacher. Visual media is employed to highlight particular points through the use of illustrations, hence facilitating comprehension of information for students. Some examples of visual media are photographs, newspapers, and comics.

b. Audio Media

Audio media is closely dependent on the use of the auditory sense. Audio media is utilized in the educational context to convey information through the use of voices, which are played using a particular equipment or tool. This medium can aid students in refining their concentration skills and fostering imaginative thinking during learning activities. A few examples are audio recorders, radios, and music.

c. Audio Visual Media

Audio Visual Media is a kind of media which mixes visual and audio components to provide information as a sound-assisted video through the use of a video player. The advantages of the combination provide an answer to the shortcomings of either visual or audio media, enabling audio visual media more attractive medium for instructional materials during the teaching and learning process. A few examples of audio-visual media include television, movies, and YouTube.

d. Interactive Multimedia

Multimedia refers to the integration of many forms of data, such as sound, video, audio, animation, images, and text, which are projected through a computer or smartphone in a web or application. Meanwhile, the utilization of interactive multimedia empowers students to autonomously modify the necessary information without any external intervention. Interactive multimedia offers an effective approach to deal with challenges related with various student learning methods, particularly in the context of self-directed learning. Examples of interactive multimedia that can be employed as educational tools include websites such as Quizizz, web comics or Webtoon apps, and similar applications.

3. Benefits of Using Learning Media

According to Hamalik (1992), the utilization of instructional media during the teaching and learning process may generate fresh desires and interests, foster motivation and stimulation of learning activities, and even have psychological impacts on students. Media in the learning process often enhances the interaction between teachers and students, resulting in more effective and efficient learning.

Arsyad (2011) claims that learning media in the teaching and learning process offer various advantages, such as:

- a. Learning media enhances the clarity of communications and information, therefore facilitating and improving the learning process and outcomes.
- b. Learning media can enhance and focus students' attention, thus increasing their willingness to learn. It also facilitates direct engagement between students and their environment, as well as enables individualized study based on students' talents and interests.
- c. Learning media has the ability to go beyond the restrictions imposed by our senses, physical space, and time.

- d. Learning media facilitate a shared understanding among students regarding happenings in their surroundings and enable direct engagement with educators, society, and the environment.

While using learning media, it is important to consider the criteria for selecting effective learning media, as defined by Sudjana (2011), these criteria include: alignment with teaching objectives, relevance to the content being presented, accessibility of the media, teacher proficiency in using it, availability of time to use it, and suitability for the students' cognitive abilities. By utilizing learning media that relates to specific criteria for media selection, an innovative and inventive medium can be created. This kind of medium has the ability to captivate students' attention and generate interest in the teaching and learning process.

E. Reading Skill

1. Definition of Reading

Reading is a form of written language skill that is considered important since it allows us to acquire information, knowledge, and new experiences. Reading is the act of acquiring knowledge, forming conclusions, and understanding different perspectives of an author through textual evidence (Razak, 2005). Reading is a multifaceted process that involves the coordination of several cognitive operations, including comprehension, imagination, observation, both eye movement and mental engagement (Soedarso, 1993).

As children acquire literacy skills, they develop the ability to identify words, accurately spell them, and differentiate them from other words. The youngster is required to articulate each word clearly and audibly, ensuring that it can be determined whether they are reading accurately or inaccurately. During the learning process, the children is instructed to read in a structured manner, specifically from left to right, and to carefully study each word in the given sequence. Proficiency in reading is crucial for effective written communication.

According to Mulyati (2009), reading involves more than merely converting symbols into sounds and sounds into meaning. It is the act of extracting information or meaning based on what the author has conveyed. Reading is the process of vocalizing words and obtaining vocabulary from written information. Reading is a cognitive activity that involves comprehending, recounting, and deciphering the significance of written symbols through the utilization of visual perception, ocular motions, internal voice, and memory (Harianto, 2020). Reading is derived from the base word "read," which refers to comprehending the significance of written text. Reading is the act of visually perceiving written text and comprehending its meaning, which can be expressed either verbally or internally. The process of searching involves synthesizing the semantic content of written and spoken words in order to facilitate the reader's comprehension of the author's message.

2. The Purpose of Reading

Reading should be purposeful, as individuals who read with intention are more likely to comprehend information compared to those who lack a specific objective. Rahim (2008) identifies various reading purposes, such as deriving pleasure from reading, improving reading skills, using specific strategies, staying updated with knowledge, connecting new information with existing knowledge, gathering information for oral or written reports, verifying or refuting predictions, conducting experiments or applying information from a text in practical ways, and understanding text structure while addressing specific questions.

Furthermore, there are seven distinct objectives of reading:

- a. Obtaining accurate information from each reading
- b. Identifying the central theme or major concept of the reading material
- c. Comprehending the plot
- d. Provide a concise and accurate summary of the reading
- e. Familiarize with the reading material expeditiously

- f. Applying the knowledge gained from reading to real-life situations and discerning between ethical correctness and incorrectness.

Meanwhile, according to Merdeka Mengajar (2020) cp phase D, it explains several achievements or goals that need to be attained in English reading competency, such as; Students can read and respond to familiar and unfamiliar texts that contain learned structures and familiar vocabulary independently. Students find and evaluate main ideas and specific details in a variety of text types. These texts can be print or digital, including visual, multimedia or interactive texts. Students identify the purpose of the text and begin to make deductions to understand the implicit information in a text.

3. The Benefits of Reading

Reading is a crucial activity in everyday life, since it not only helps us gather information but also acts as a means for expanding our understanding of various aspects of life. Engaging in reading enhances the ability to comprehend vocabulary and enhances cognitive abilities, fosters innovation, and facilitates exposure to novel concepts. Reading is a straightforward and uncomplicated hobby due to its numerous advantages.

Rachmawati (2008) outlines the advantages of reading as stated below:

- a. Enhance cognitive abilities
- b. Obtain a diverse range of understanding about life
- c. Develop a wide-ranging outlook and mindset
- d. Expand and enhance the vocabulary
- e. Acquiring knowledge about diverse occurrences taking place in different regions of the world
- f. Enhance an individual's belief system
- g. Seeking amusement

F. Previous Study

Several journals and previous research studies are relevant to the topic of this research, as demonstrated by multiple related references. As stated below:

The first study is titled "The Use of Webtoon as a Media to Learn Reading Autonomous" by Haris (2024). The research was carried out at the State Islamic University Salatiga, with 4th semester students serving as participants. This study analyzes the features of Webtoon and explores how students acquire reading skills through the usage of Webtoon as an educational tool. The research findings indicate that Webtoon offers numerous elements that facilitate autonomous learning for students. Additionally, the study demonstrates that Webtoon may effectively serve as a medium for autonomous learning. One of interview participant expressed that their motivation was enhanced by learning through Webtoon due to their interest with the varied stories and captivating presentation style of the platform. The similarity between this research and the researcher's study is discussed Webtoon as an independent learning media, while the difference is this research used qualitative methods and researcher used mixed methods.

The second study, titled "The Effect of Using Webtoon Application on Students' Vocabulary Achievement at the Second Grade of SMP Negeri 3 Raha," was conducted by Safitri et al. (2023) from Halu Oleo University in Indonesia. This research aims to investigate the impact of Webtoon media on enhancing students' vocabulary capabilities. The analysis of this study demonstrates that Webtoon media is effective in significantly enhancing vocabulary acquisition. This occurs due to the fact that Webtoon is an enjoyable and innovative kind of media. Additionally, the sentences within it are not overly complex, and there is a wide range of genres available, providing students with numerous options. The similarity between this research and the researcher's study is discussed the positive effects of webtoons on improving students' English skills while the difference is this research discussed increasing students' vocabulary while the researcher focused on students' reading skills.

The third from Asmara (2021) conducted a study entitled "The Implementation of Extensive Reading Using Line Webtoon to Enhance Students' Reading Comprehension in Narrative Story" from Surabaya State University. The investigation was carried out at SMA Negeri 1 Kebomas, Gresik, with the participation of class X IPS 3. Based on the research of this study, the presence of narrative text in Webtoon was found to enhance students' reading comprehension abilities. During the study, a participant argued that reading narrative content through Webtoon is more effective and enjoyable than reading traditional books or novels, as the latter typically cause feeling bored in students. The findings indicated that the majority of the participants expressed an intense interest in utilizing Webtoon as a tool for enhancing their reading comprehension skills in narrative texts. The similarity between this research and the researcher's study is discussed reading comprehension skills while the difference is this research focused on extensive reading skills while the researcher discussed reading skills in general.

The fourth is from Universities Muhammadiyah Makassar with a journal entitled "The Use of Webtoon Illustration in Improving the Students' Reading Achievement" conducted by Raka Putri Karsa et al. (2021). The study was carried out at SMA Negeri 3 Jeneponto, specifically in class 10 MIA 3, with a total of 29 students participating. This study used quantitative methodologies for data collection. The analysis of this study indicates that the use of Webtoon illustrations can effectively enhance students' reading skills, particularly in boosting their ability to comprehend and interpret texts. Students also demonstrated enhanced learning in literal comprehension in reading, as evidenced by the average pre-test score of 56.90. Although the average pretest score is lower, the literal comprehension posttest score is 75.52. The statement shows that substantial progress was achieved through the utilization of Webtoon illustrations as a medium. The similarity between this research and the researcher study is discussed reading skills using Webtoon while the difference is the researcher discussed Webtoon as an independent learning media while this research does not.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the issues and concerns related to the carrying out of the research, begin with the research design, research site and time, research subject and object, data collection technique, validity and data analysis.

A. Research Design

This research uses a mixed methods approach. Mixed methods is a research approach that integrates quantitative approaches with qualitative methods in order to gather more comprehensive, valid, reliable, and objective data (Sugiyono, 2017). In this study, researcher used a sequential explanatory design, which is a research methodology that uses a two-stage design in which quantitative and qualitative data were combined sequentially. According to Cresswell (2009), the explanatory strategy in mixed methods research involves two consecutive stages. The first phase involves collecting and analyzing of quantitative data, followed by the gathering and interpreting of qualitative data in the subsequent phase. Quantitative data was utilized in this study to get measurable descriptive, comparative data, and associative in character. On the other hand, qualitative data serves to validate and clarify quantitative data that has been acquired (Sugiyono, 2011). This research methodology was used to find out the student's perception on Webtoon as a self-directed learning medium for reading skill.

B. Research Site and Time

This research was conducted at SMP Muhammadiyah 1 Purwokerto which was located in Jl. Perintis Kemerdekaan No.6, Penisian, Purwokerto Kulon, Kec. Purwokerto Sel., Kabupaten Banyumas, Central Java from August 26 to 29, 2024. The reason for choose this place was because, SMP Muhammadiyah 1 Purwokerto was one of the schools that has a Featured English Class that operated based on the 2013 curriculum. This research was conducted at Featured English Class where this class has several times implemented learning using Webtoon.

C. Population and Sample

1. Population

Population in research refers to the specific group of individuals that a researcher intends to study. Population refers to a certain group of objects or subjects that possess particular features and characteristics, which researcher define in order to analyses and draw conclusions (Sugiyono, 2017). The recent opinion was one of the researcher references for determining the population. The population utilized for this research was the ninth grade of SMP Muhammadiyah 1 Purwokerto.

2. Sample

Arikunto (2006) says that in cases where the population size is below 100, it is preferable to include all individuals as samples. Meanwhile, Fraenkel & Wallen (2009) argues that correlational research uses appropriate sampling methods to choose samples, with a minimum of 30 participants being generally considered acceptable. According to the two opinions provided, the researcher sample size for this study consisted of 48 students which were divided into 2 classes 9C and 9D.

D. Instruments and Data Collection Technique

This study uses two instruments for data collection technique: a questionnaire and an interview guide. The questionnaire consisted of 16 items with 4 indicators: English learning motivation, students reading interest, self-directed learning medium, and students reading skill. Additionally, the researcher uses interviews and engage in discussions with the participants to acquire comprehensive data. The primary instrument used for data collection in this study was the questionnaire.

1. Questionnaire

The questionnaire was the method of data collecting used in the research. A questionnaire is an instrument utilized to gather data that consists of a set of written statements or questions that respondents were asked to respond. According to Sugiyono (2011), a closed-ended question is any question that demands information in the form of nominal, ordinal, interval, or

ratio data. The instrument used in this study was a closed-ended questionnaire, where respondents required to select only one answer from the options provided, which were assessed to be correct. The questionnaires were distributed to 48 students in classes 9C and 9D on August 26, 2024. The data collection instrument used in this study was a written questionnaire consisting of various kinds of statements and questions intended to collect responses from the participants. The Likert scale is a tool used to quantify the attitudes, opinions, and perceptions of individuals or a collective on social issues. The Likert scale used in this study ranges from 1 to 4, enabling accurate determination of respondents' level of agreement or disagreement from the respondent (Sugiyono, 2017). Likert rating scale as shown below:

No.	Answers	Scores
1.	Strongly Agree (SA)	4
2.	Agree (A)	3
3.	Disagree (D)	2
4.	Strongly Disagree (SD)	1

2. Interview

An interview is a direct and personal discussion between the interviewer and the person being interviewed. The interviewer has the capacity to inquire specifically about particular subjects relevant to the research used pre-established interview guidelines. The interview session was conducted with 7 students as representatives on August 28 and 29. Researcher employ semi-structured interviews approach of conducting interviews. According to Sugiyono (2011) the semi-structured interview method is included within the comprehensive interview category. The interview was conducted by presenting questions in a rather freely way, while nevertheless following to the established interview guidelines. This approach enables the development of new questions based on the responses provided by the interviewers, so allowing a deeper obtaining of information throughout the session. The focus of this interview was to describe students'

perceptions of Webtoon as a learning medium based on the questionnaire indicators in more detail.

E. Validity

Validity is a quantitative assessment of the degree to which an instrument accurately measures what it intends to measure. A validity test is used to determine the degree to which an instrument is capable of accurately measuring the intended variable (Ghozali, 2009). A valid instrument is capable of accurately measuring and extracting data from a variable being studied. An instrument was considered valid if it demonstrates a high level of validity, and conversely. The validity test is an essential instrument for determining whether any items on the questionnaire should be eliminated or substituted due to a failure to fulfill the established criteria.

This study employed content validity to ensure the relevance of the findings. Content validity is a kind of validity that is determined by assessing the content of a questionnaire using rational analysis. It measures the degree to which the statement in a questionnaire accurately represent the whole content of the object being assessed (Borg & Gall, 2007). Content validity is an assessment of the appropriateness of a questionnaire instrument for data collection, carried out through expert validity. In this context, the researcher questionnaire has been validated by an expert judgment was Mrs. Khairunnisa Dwinalida, M.Pd. the lecturers who were experts in the field of learning media.

F. Data Analysis

1. Quantitative Data Analysis Technique.

Descriptive quantitative research refers to a type of study where the researcher main objective was explained the data collected from a sample, without making any generalizations to the larger population from which the sample was drawn (Sugiyono, 2017). The data analysis methodology used in this study was the method of descriptive analysis. This approach was utilized to analyses and clarify the variables in the study. The data collected in this study through questionnaires was quantitative based and analyzed

descriptively use a percentages by the researcher. Ridwan (2004) explains the steps for conducting descriptive percentage analysis as follows:

- a. Determine the respondent's score for each feature or sub variable.
- b. Summaries the significance.
- c. Determine the mean value.
- d. Compute the percentage using the provided formula.

$$P = \frac{F}{N} \times 100$$

Known as:

P: Percentage

F: Frequency of number obtained

N: Total number of respondents

The formula employed to ascertain the specific descriptive percentage supplied by each indication within the variable. The calculation of the percentage for each indication then explained concisely in a narrative to enhance comprehension. After the descriptive score was obtained for each indication, it was next analyzed with the following criteria:

No.	Percentage	Criteria
1.	75,1% - 100%	Very Good
2.	50,1% - 75%	Good
3.	25,1% - 50%	Low
4.	1% - 25%	Very Low

2. Qualitative Data Analysis Technique

Qualitative data analysis was started by conducting in-depth interviews with primary respondents. The criteria of the primary respondents were based on the students' highest and lowest scores from the questionnaire results. After obtaining the interview results, data analysis process begins in accordance with the qualitative data analysis procedure (Miles et al., 2014).

a. Data Reduction

Data reduction was the process of selecting, summarizing, and classifying data to improve clarity and relevance. The interview data was obtained then summarized and classified based on certain points or variables, and discard parts which were less related to the research subject to ensure the data becomes relevant.

b. Data Presentation

Data presentation was the display of data in the form of tables, charts, brief descriptions and others. Data presentation was conducted after reducing data, in order to make the complex information collected become organized and simple. The data from the interview made into a brief description to make it easier for researcher to process and understand the information obtained.

c. Conclusion

Conclusion was the result of research which addressed the research focus based on the results of data analysis. In this phase, researcher examined, verified, and analyzed compiled quantitative and qualitative data collected through questionnaires and interviews. Based on the data, the researcher was drawing a conclusion and describe it in narrative form and provide a quantitative explanation.

G. Report System

Chapter I provided an introduction to the research title with subchapters related to the background of the study, conceptual definition, research problem, objective and significance of the research and structure of the research. The subchapters outline was the basic rationale, the main problem, a brief description of the research question, the object being measured, the benefits and an explanation of the structure of the research.

Chapter II was the theoretical framework as a description or plan which contains an explanation of all the subjects used as research material. Several subchapters were contained theories about perception, reading skills, self-directed learning, learning media, Webtoon, and previous research as a reference for this study.

Chapter III provided a discuss regarding the research method used in this research. In this section, there were several subchapters concerning research design, place and time of research, population and research samples, instruments and data collection techniques, validation, research data analysis, and operational systematics. Each sub chapter discusses the entire process of collecting research data sequentially.

Chapter IV was a comprehensive and precise description of the data collected and analyzed through questionnaires and interviews in the research findings section. Following the completion of the data description, it would go through further processing in the discussion phase to highlight the significant aspects of the findings.

Chapter V provided the final section of the research, which begins with a concise summary of the previous chapters, followed by an outline of the researcher's limitations in this research. The chapter ends with suggestions that were expected to be beneficial to institutions and relevant parties.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

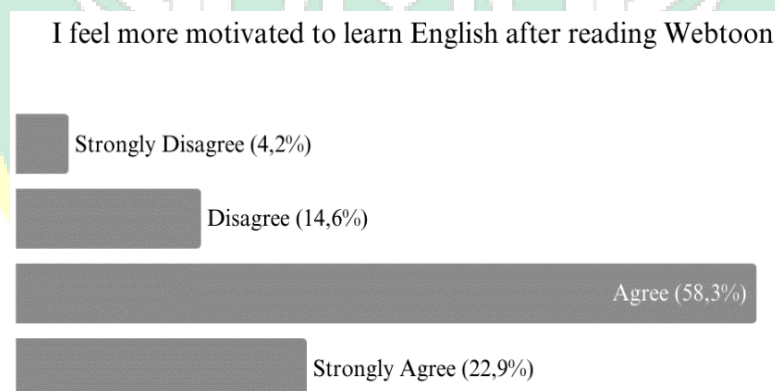
This chapter was an outline of the findings and discussion of the research. Data were obtained from research instruments in the form of questionnaires and interviews. The questionnaire consists of 16 items with indicators; learning English motivation, students reading interest, self-directed learning medium, and students reading skills. The interview used in this research consisted of 4 questions based on the questionnaire indicators in order to describe student perceptions in more detail.

A. Findings

1. English Learning Motivation

The first questionnaire, it was the statement about the level of motivation students have in learning English language after reading Webtoon. This was necessary to determine if Webtoon have an influence on enhancing students' motivation in acquiring English language skills.

Figure 1

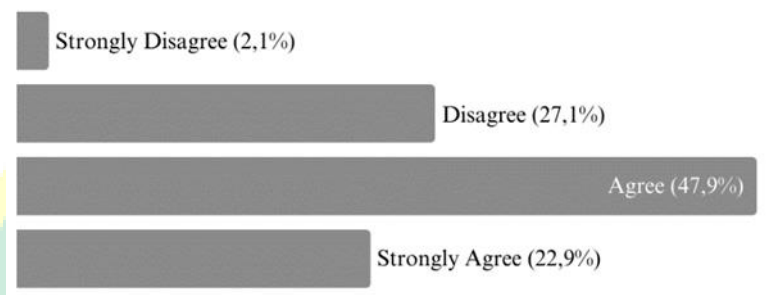


The majority of students in figure 1 agreed with the statement that reading Webtoon increased their motivation to study English. Within all of respondents, 22.9% (11 students) strongly agree and 58.3% (28 students) agree. In ongoing learning sessions, motivated students were typically more engaged and make an effort to provide precise responses to questions asked. On the other hand, 4.2% (2 students) strongly disagree, and 14.6% (7 students) disagree. Students who disagreed believe that Webtoon was not

the solution to their problems learning English since reading was still boring. In any case, the frequency numbers obtained from this statement were $144/192 \times 100 = 75\%$. This score was categorized as good result and proved that Webtoon has an influence in increasing students' motivation to learn English.

Figure 2

I feel more confident in using English after reading Webtoon



The statement represented in figure 2 refers to the level of student's confidence in English language usage after to reading Webtoon. The percentage of respondents who agreed was 22.9% (11 students) strongly agree and 47.9% (23 students) agree. During this session, students were instructed to engage in a conversation based on the Webtoon content using the correct tone intonation. Surprisingly, they expressed great enthusiasm in volunteering to participate. This indicates their confidence in their comprehension. While, the percentage of respondents who disagree was 2.1% (1 student) strongly disagree and 27.1% (13 students) disagree. In this case, the issue was caused by the fact that students were concerned about potential criticism from others if they deliver poor performance. For this reason, a significant number of students, struggle to overcome the issue of lack of confidence. They fail to recognize that learning from mistakes was one of the most efficient methods to comprehend the learning process. The frequency numbers obtained from this statement were $140/192 \times 100 = 73\%$. Based on the represented percentage, the findings could be classified as

good. It was evident that using Webtoon for learning could enhance students' confidence in applying English.

Figure 3

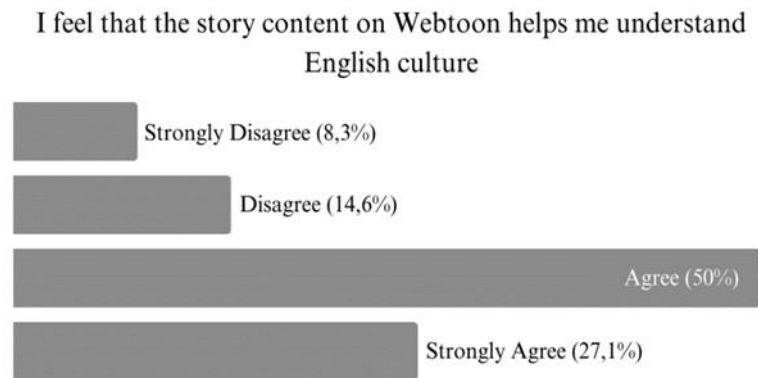


Figure 3 displays that 27.1% (13 students) strongly agree and 50% (24 students) agree with the statement that the narrative content on Webtoon improves an understanding of English culture. Students' responses regarding their comprehension of English culture, particularly in written form, were quite positive. They felt motivated in learning because they could understand of the idioms and phrases and were capable of distinguishing between formal and informal conversations on Webtoon. While the disagreed statement was 8.3% (4 students) strongly disagree, and 14.6% (7 students) disagree. The frequency numbers obtained from this statement were $142/192 \times 100 = 74\%$. The results of the survey on this statement could be classified as good, as language culture encompasses a variety of types, including the comprehension of grammar, accents, idioms, et cetera. These types of learning cannot be accomplished in a brief amount of time and require an in-depth knowledge of how to speak correctly and effectively.

2. Students Reading Interest

Figure 4

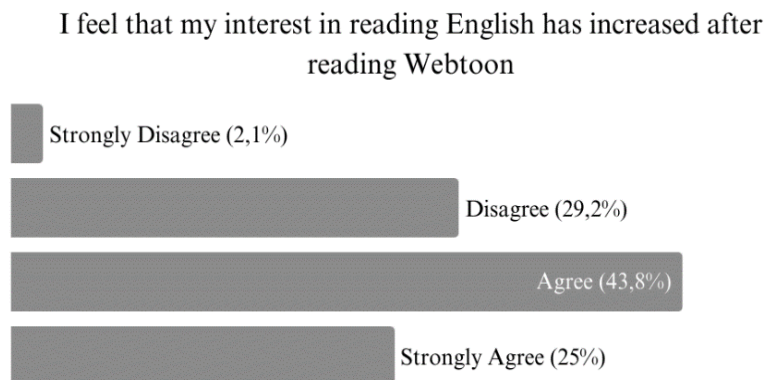
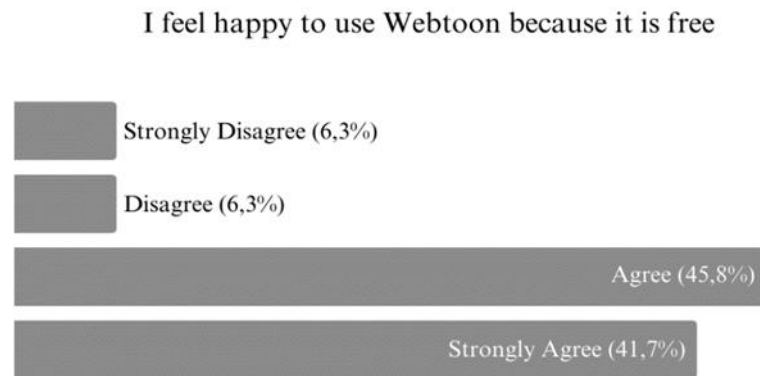


Figure 4 presented a statement regarding the level of students' interest in reading English after to their experienced with Webtoon. The chart indicates that 25% (12 students) strongly agree and 43.8% (21 students) agree. Students show more interest in reading a material that was not lacks visual appeal or contains a variety of attributes, such as colorful images. This makes the Webtoon more captivating to read so that it could increase students' interest in reading. On the other hand, students that expressed their disagreement with the statement, 2.1% (1 student) strongly disagree and 29.2% (14 students) disagree. The percentage of respondents expressed disagreement in this statement above the number of students perceiving motivation to learn English. The number of respondents who disagreed with this statement was more than students' opinions regarding motivation to learn English. Students were motivated because learning using Webtoon takes place in class. In the absence of formal learning, students often choose to engage in online gaming or social media activities outside of regular school hours, rather than reading. This shows that the enhancement of student's interest for reading was a challenging task. The frequency numbers obtained from this statement were $140/192 \times 100 = 73\%$. The provided number indicate that the results considered as good, since

Webtoon has the capability to serve as a medium that enhances students' interest for reading.

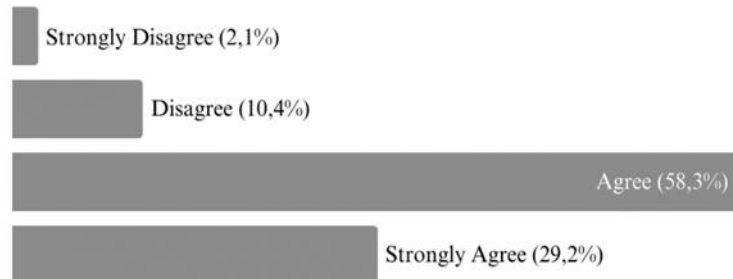
Figure 5



Based on the information presented in figure 5, students' express satisfaction with utilizing Webtoon due to its for free feature. Since everybody appreciates the opportunity to utilize freely available facilities and in particular, Webtoon offers an extensive amount of content that could be accessed without any cost or subscription and this causes students' interest in reading to be greater. As expected, the percentage of respondents who agree with the statement was really high, specifically 41.7% (20 students) strongly agree and 45.8% (22 students) agree. Meanwhile, the percentage of respondents who expressed disagreement represented 6.3% (3 students) strongly disagree and 6.3% (3 students) disagree. Students who express an opposing viewpoint were limited to two reasons: either they lack interest in Webtoon or the free content fails to capture their attention. The frequency numbers obtained from this statement were $155/192 \times 100 = 81\%$. The data on the number of statements indicating student satisfaction with the free content on Webtoon could be classified as very good because everyone like cost-free.

Figure 6

I feel happy because the story content on Webtoon has a variety of topics discussed in English



In figure 6, the questionnaire statement was that students feel happy because the story content on Webtoon has a variety of topics in English. As with novels and movies, Webtoon also has a variety of topics that students could choose based on what they like. From this statement 29.2% (14 students) strongly agree and 58.3% (28 students) agree. Students felt that the choice of story content contained in Webtoon was very large and had a variety of different topics of discussion. This makes users able to choose story genres according to their own preferences without losing their interest in reading. While respondents who disagreed were 2.1% (1 student) strongly disagree and 10.4% (5 students) disagree. Some students who disagree with the statement were because they were not so interested in a story in the form of a Webtoon or even a movie. The frequency numbers obtained from this statement were $151/192 \times 100 = 79\%$. With the percentage result, it shows that Webtoon was no different from movies and novels in terms of the variety of story content so that it could be categorized as very good.

3. Self-Directed Learning Medium

Figure 7

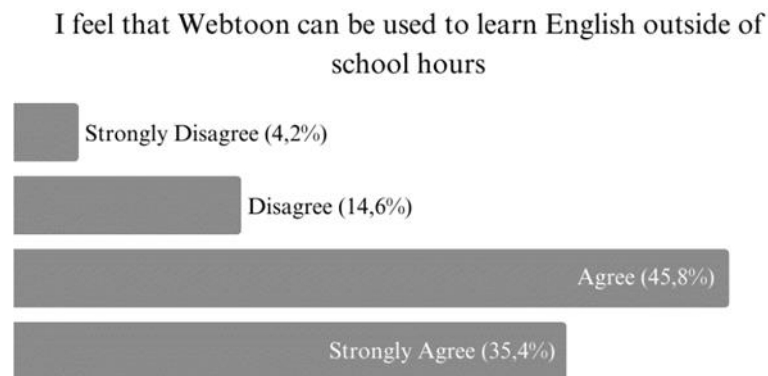
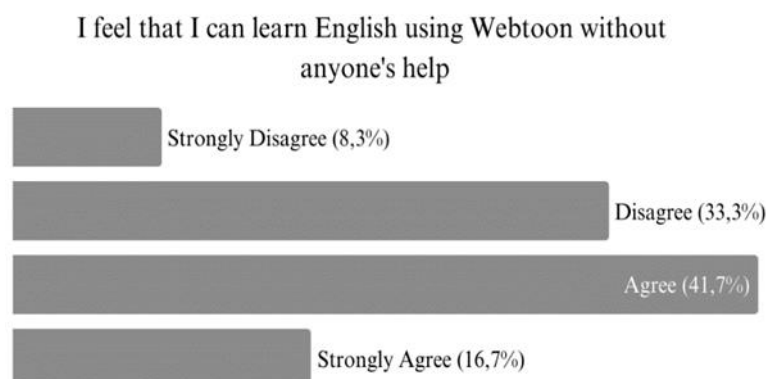


Figure 7 shows that 35.4% (17 students) strongly agree and 45.8% (22 students) agree with the statement that Webtoon could be utilized for learning English outside of school hours. The number was very high due to the fact that Webtoon was no longer considered a foreign medium by a majority of the students in the class, although not all of them have actually used it. Therefore, when Webtoon was employed as an English learning medium in the classroom, students tend to suppose that it could be used for the same purpose as learning English through movies. Another reason was that Webtoon does not set a specific age restriction for accessing its content. Meanwhile, among the respondents that have a negative viewpoint was 4.2% (2 students) strongly disagree and 14.6% (7 students) disagree. Students' disagreed due to the limited tools used to access Webtoon, some of them stated that the internet access they have was not good enough and the smartphones they have do not meet specifications such as full storage, causing various issues. The frequency numbers obtained from this statement were $150/192 \times 100 = 78\%$. Regarding to the percentages, the results were very good as they indicate that Webtoon was an adaptable medium suitable for both leisurely reading and educational purposes.

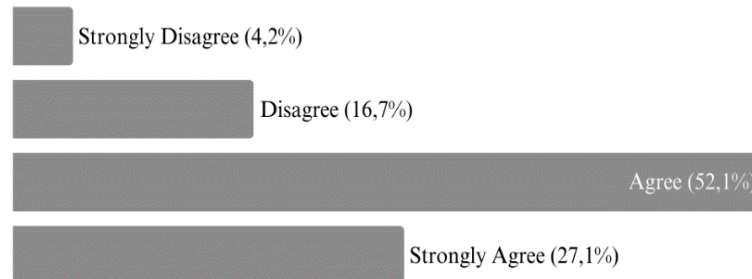
Figure 8



In Figure, there was a significant decrease in the percentage values compared to the prior statement which was 16.7% (8 students) strongly agree and 41.7% (20 students) agree with the statement that they could learn English using Webtoon without anyone's help. Meanwhile, the percentage of students that disagree was 8.3% (4 students) strongly disagree and 33.3% (16 students) disagree. This result was far from what was expected, almost half of the respondents disagreed with the statement. This was because they feel unsure that they could learn English independently using webtoons. Feeling that they do not have the ability to learn independently in learning English, they were not confident that they could understand Webtoon content. Consequently, students' think they still need the assistance of the teacher in order to comprehend the English material. The frequency numbers obtained from this statement were $128/192 \times 100 = 67\%$. This percentage was considered as good. However, it was acceptable as over half of the respondents agreed with the statement.

Figure 9

I find it helpful in using Webtoon with the existing features



In figure 9, in the other side of statements about Webtoon free features that were of great interest, features in using Webtoon also very important so that users were easy to use. According to the survey, 27.1% (13 students) strongly agree and 52.1% (25 students) agree. According to the students' viewpoint, the features of Webtoon were comprehensive, including high-resolution image display, easy genre selection, series bookmarking, and notification to receive the latest updates of favorited series. Webtoon with complete features, easy to use, and also easy to get made it one of the best choices for independent learning medium. Meanwhile, the percentage of respondents who have an opposing viewpoint was 4.2% (2 students) strongly disagree and 16.7% (8 students) disagree. Responses expressing disagreement contend that the use of Webtoon requires internet connectivity, thereby making it impossible for students who lack continuous access to the internet to use Webtoon. The frequency numbers obtained from this statement were $145/192 \times 100 = 76\%$. Based on the percentage, the results could be classified as very good. This was due to the align with the statement that the offered features were highly comprehensive and beneficial in fulfilling their purpose.

Figure 10

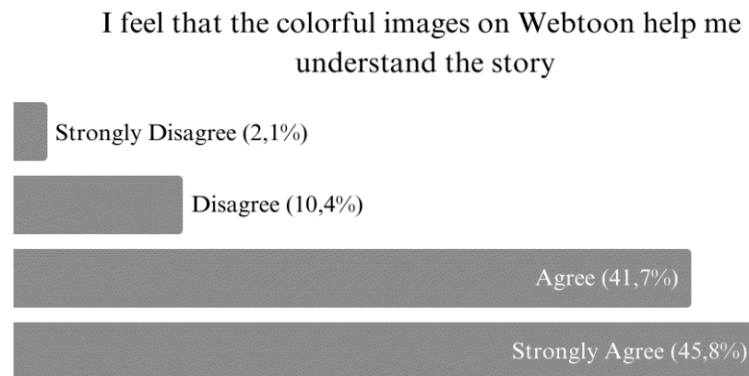
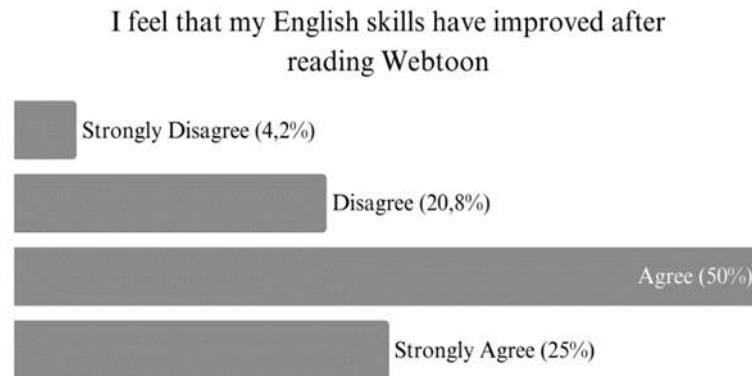


Figure 10 indicates that the colorful images employed on Webtoon help students' comprehension of the story line. One of the main features of Webtoon was an attractive visual appearance with colorful images. It was imperative to find out students' opinion if reading material including illustrated and colorful components has an influence on learning reading comprehension among students. The survey's results revealed a significant number of respondents who expressed agreement, which 45.8% (22 students) strongly agree and 41.7% (20 students) agree. The percentage figure above shows that the color image on Webtoons could facilitate students to learn reading comprehension independently without anyone's help. Although the percentage of students that disagree was 12.5% (6 students), out of them 2.1% (1 student) strongly disagree and 10.4% (5 students) disagree. This occurred because the students expressed displeasure with the existing picture models and failed to analyze the pictures extensively, resulting in challenges in comprehending the text. The frequency numbers obtained from this statement were $159/192 \times 100 = 83\%$. The findings of this data could be classified as very good since it has been demonstrated that the color images on Webtoon facilitate students' comprehension of the reading material.

4. Students Reading Skills

Figure 11



Regarding figure 11, among all the participants, 25% (12 students) strongly agree and 50% (24 students) agree with the statement that their English proficiency had increased after reading the Webtoon. In this particular case, students had a good understanding of the tenses and vocabularies in Webtoon. Students perceive that reading Webtoon not only represented reading, but also served as a platform for enhancing their English languages proficiency. Regarding opposite perspectives, 4.2% (2 students) strongly disagree and 20.8% (10 students) disagree. According to the statement, students who believe that Webtoon does not influence on their English proficiency choose to express disagreement. The reason for this was that students perceive English skills as challenging to acquire proficiency in. The primary causes include several challenges, including limited vocabulary and poor understanding of English grammar. The frequency numbers obtained from this statement were $142/192 \times 100 = 74\%$. These results could be classified as good as students felt a positive influence in their English proficiency.

Figure 12

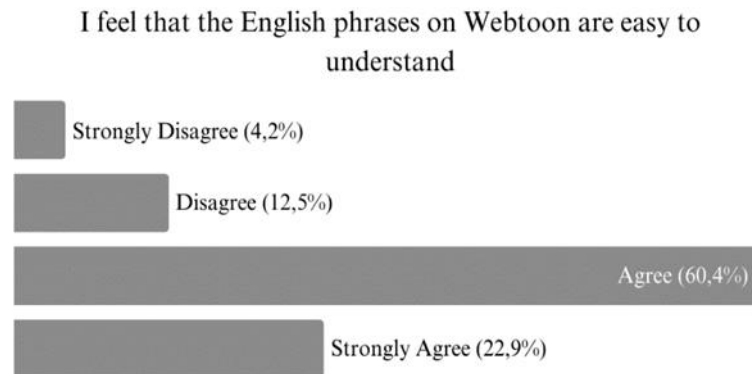
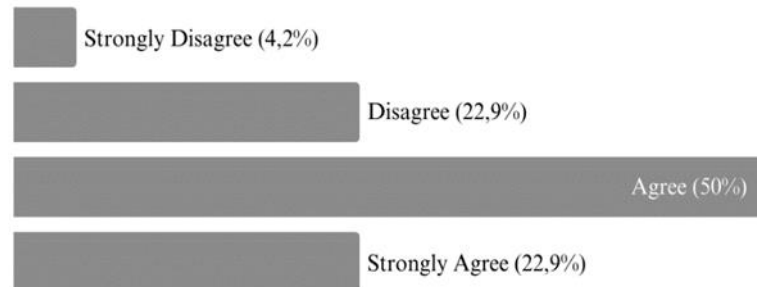


Figure 12 indicates that the English phrases in Webtoon were easily comprehensible. In this case, Webtoon material that students used was categorized into two degrees of difficulty, specifically easy and difficult. Based on this statement, 22.9% (11 students) strongly agree and 60.4% (29 students) agree. Students possess a comprehensive understanding of the different phrases used in everyday conversations shown in Webtoon. They were able to describe the intended meaning of a conversation within the Webtoon content, regardless of its reading level. While the percentage number who disagreed with the statement was 4.2% (2 students) strongly disagree and 12.5% (6 students) disagree. This was due to again because they did not know the meaning of the phrases or the lack of students in memorizing vocabulary. The frequency numbers obtained from this statement were $145/192 \times 100 = 76\%$. The percentage number indicated very good result that students could comprehend English phrases in Webtoon without significant difficulties.

Figure 13

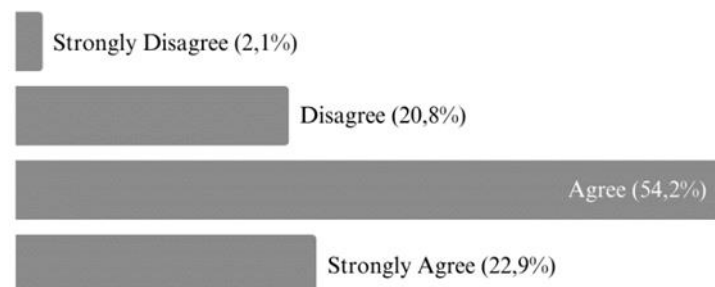
I can remember English vocabulary in Webtoon easily



According to the findings in Figure 13, 50% (24 students) strongly agree and 22.9% (11 students) agree that students could easily remember English vocabulary through Webtoons. The great proficiency that students translate Webtoon conversations was proof of this. With the use of the provided images, students might even make a guess about unfamiliar words. On the other hand, there was 4.2% (2 students) strongly disagree and 22.9% (11 students) disagree with the statement. Lack of vocabulary was a fairly common problem for students in Indonesia, to this day a wide variety of methods have been tried in an effort to solve it, one of which was using Webtoon as a learning medium. The frequency numbers obtained from this statement were $140/192 \times 100 = 73\%$. The percentage result was good considering that the problem of lack of vocabulary was indeed difficult to deal with.

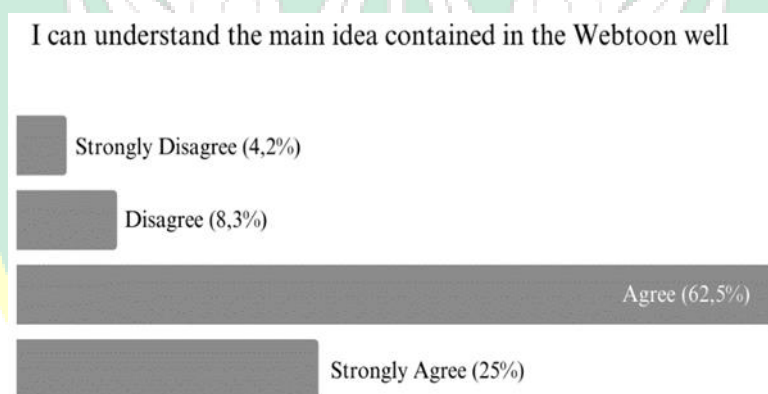
Figure 14

I can understand the sentence structure on Webtoon easily



The statement in figure 14 says that students could easily comprehend the English sentence structure in Webtoon. Students' expressed agreement was 22.9% (11 students) strongly agree and 54.2% (26 students) agree. Students perceive that the grammar used in Webtoon content was not as challenging as they thought it would be. Students could easily identify the basic sentence structure used in a conversation found in a Webtoon. Meanwhile, students expressed disagreement with the statement was 2.1% (1 student) strongly disagree and 10.8% (10 students) disagree. Many students lack proficiency in English grammar due to their perception that comprehending language was too challenging. The frequency numbers obtained from this statement were $143/192 \times 100 = 74\%$. The percentage number could be classified as good since grammar becomes one of the primary obstacles in achieving proficiency in English.

Figure 15



According to figure 15, 25% (12 students) strongly agree, while 62.5% (30 students) agree with the statement that students have a good understanding of the main idea presented in the Webtoon. The significant percentage statistic was caused by the fact that students easily identify the main points of the conversation contained within the Webtoon content. This was relevant to the claim on the influence of images on students' comprehension of the narrative in the Webtoon contents. This evidence shows that an image has a highly substantial influence on assisting students' comprehension in identifying the main idea in a text. Meanwhile, the survey

results also indicate that 4.2% (2 students) strongly disagree, and 8.3% (4 students) disagree with the statement. This was because certain students still lack a comprehension of the intended meaning of the main idea. The frequency numbers obtained from this statement were $148/192 \times 100 = 77\%$. Based on the percentage calculation, it could be classified as very good since it indicated that students perceive Webtoon to be helpful in comprehending the main idea of a reading.

Figure 16

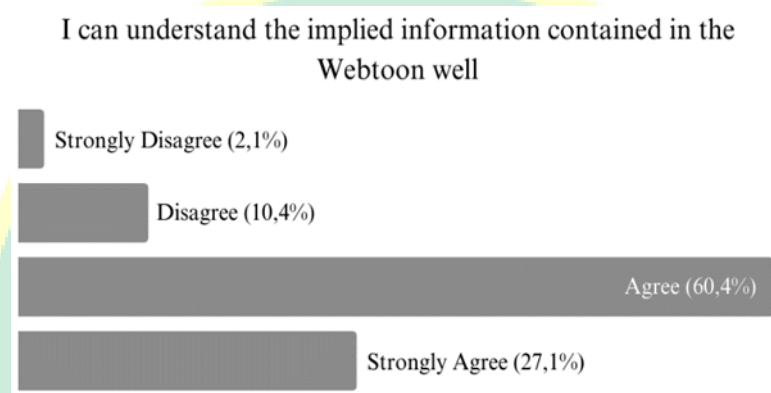


Figure 16 showed that 27.1% (13 students) strongly agree and 60.4% (29 students) agree that they could effectively comprehend the implied information in Webtoon content. The percentage exceeds the expected numbers, indicating that students perceive comprehending the implied information in Webtoon not more difficult as understanding the main idea in the text. The way students perceive implied information in Webtoon again relies on the image features available. They could easily find unwritten information and understand it by looking at an image. Respondents who disagreed with the statement was 2.1% (1 student) strongly disagree and 10.4% (5 students) disagree. This issue has a comparable challenge in comprehending the main idea in the text, particularly the lack of proper comprehension of the implicit information in a reading, which consequently leads to confusion among students while providing answers. The frequency numbers obtained from this statement

were $150/192 \times 100 = 78\%$. Considering the percentage of data obtained, it could be concluded that the findings as very good.

The data presented above were the results obtained by researchers using quantitative methodology through questionnaire instruments. To support the questionnaire data that has been described, researchers also collected data using a qualitative approach through an interview instrument conducted with 7 students as representatives. The interview questions were formulated based on the similar indicators as the questionnaire indicators, which were; English Learning Motivation, Students Reading Interest, Self-Directed Learning Medium, and Students Reading Skills. It was aimed to make the data from students' perceptions could be described in more detail in accordance with the main instrument.

1. English Learning Motivation

The first question was, “Do you feel more motivated to learn English after using Webtoon?”. The respondents’ responses to the question were entirely varied. One respondent expressed that she was motivated by her preference for particular series that were only accessible in English translations. It caused her to believe that she needed to improve her English skills in order to comprehend the content. Changes in the behavior of students who initially felt ordinary to be motivated to learning English were caused by the unavailability of content with Indonesian translations. Based on the respondent's response, he stated:

Yes, because if I want to read a Webtoon series that I like with faster updates, I have to read with English translations because the Indonesian version is not yet available. Sometimes there are also series that don't have Indonesian translations at all. Therefore, I feel more motivated to learn English to be able to understand the story content better.

According to Cronbach (2015), learning is an indirect transformation in the determination of behavior as a consequence of or in response to prior experiences. This statement indicates that the respondent's

attitude change was triggered by his encounter with content that was not accessible through the Indonesian translation. Therefore, the initiative to improve his English language skills was ignited. In fact, it depends on whether students have enough interest in Webtoon media to cause attitude change. Meanwhile, one respondent expressed that he was not particularly motivated to learn English due to quick boredom and lack of interest in Webtoon and English, she said:

No, I feel bored quickly because I'm not interested in Webtoon and English. I don't really need to master English and I don't have a reason to read English Webtoons because there are many other things I want to do in my free time.

In contrast to extrinsic motivation, intrinsic motivation was derived from within the individual, while extrinsic motivation was derived from external sources, such as a learning medium that motivates students. In general, the respondents did not possess any intrinsic or extrinsic motivation to learn English, as indicated by their responses to the interview. According to Dwinalida & Setiaji (2020), students' motivation to study English is influenced by both intrinsic and extrinsic factors. According to the expert's statements, these two factors serve as the foundation over changing students' learning attitudes. Students were unable to change their learning attitude if they lack either one or both of those factors, as they lack a goal or desire to acquire English skills.

Regardless, Webtoons could play a role in both extrinsic and intrinsic factors. Webtoon could be an extrinsic factor for students due to the reason that Webtoon was fun to use in English learning, on the other hand, students also become more motivated due to their desire to be able to understand English texts thus causing a positive attitude change.

2. Students Reading Interest

The first second question was “Do you feel there is an increase in your interest in reading English after using Webtoon?”. Some respondents argued that their interest in reading increased after reading Webtoon, with a

similar opinion it was because they felt that reading Webtoon was a fun and exciting activity. Regarding on the statement, respondent said:

Yes, because I feel that English Webtoons are quite fun to read, especially when we know the meaning of the story, it feels like doing math and getting it right, exciting.

Strategic approach for building children's enthusiasm for reading is to offer captivating books or reading resources (Enny, 2008). An effective strategy employed by educators to foster a passion for reading in children is providing them with of captivating literature. Webtoon was a famous form of Webcomic media that was widely recognized as an enjoyable medium suitable for individuals of all age groups, including children, teenagers, and adults. Webtoon was a media platform that offers an extensive selection of captivating reading material with various features like appealing visuals, stories content in many languages, and an extensive selection of interesting free content across many genres. These aspects enable the development of students' interest, and so, in an ideal situation, students persist in their investigation and ultimately engage in reading the readily available content. One participant expressed the opinion that he had previous experience with reading English Webtoons, she said:

Yes, from the beginning I did have experience in reading English Webtoons because the series I liked was not available in Indonesian. However, in the process, I did not intend to learn, I just wanted to read, and it was not often only a few times.

Based on these responses, it was evident that certain students possess an in-depth interest for reading when they express an attractive justification, such as their passion for a specific reading series or topic. Therefore, it could be concluded that Webtoon has a positive impact on students as it transforms reading activities into enjoyable and exciting experiences. Unfortunately, the positive impact of Webtoon does not universally connect with all the children, as some hold different opinions. A certain percentage

of students have a preference for audio-visual media, such as video games and movies, over visual media. The statement was derived from the response of one of the participants, who stated:

No, I don't like anime and similar pictures, I prefer to play games, because I can play with friends and it's more fun.

In essence, audio-visual media was more engaging to utilize than visual media. Therefore, certain students believe that visual media was insufficient to sustain their interest. Therefore, it could be concluded that Webtoon media was a visually appealing medium; nevertheless, not all students were sufficiently engaged with Webtoon, which was simply a visual medium.

3. Self-Directed Learning Medium

The third question was “Do you think Webtoon can be an effective medium for learning English independently outside of school hours?”. In an attempt to enhance the cognitive abilities and self-confidence of students, self-learning was one of the recommended methods. One of the preferred media for autonomous English language learning outside of school hours was Webtoon. While addressing the efficacy of Webtoon as an independent learning medium, there were contradicting perspectives among respondents. Regarding the statement, one of respondent said:

Yes, there are many kinds of English learning media such as quizezz, duolingo, etc. But I think Webtoon is more interesting to be used as an independent English learning media besides having several different levels of language difficulty also because it easy to use and has an element of entertainment that can fill spare time at home.

Webtoon's characteristics as an entertainment medium make it an appropriate medium for independent English language study outside of school hours. Students further explained in the interviews that they were satisfied with the amount of English they were able to learn at school. If they truly needed to improve their English outside of school hours, they had

no other option but to seek learning media that exciting, enjoyable and easy to use. Moreover, there were students who believe that Webtoon could serve as an alternative to the media they have previously employed to learn English, as stated by the respondent:

Yes, I think so, because with that I have another option besides using movies with English translations (K-Drama) to study, Webtoon can be a suitable backup when you feel bored with movies, in my opinion the two are quite similar, only different in terms of audio features that movies have.

In this case, Webtoon serves as an English learning medium that has a beneficial effect, leading to its popularity among students. This was due to the fact that students could acquire knowledge while enjoying themselves during their free time. On the other hand, students maintain a different perspective, arguing that Webtoon was not a suitable autonomous learning medium when their learning motivation and interest in reading Webtoon were insufficient. This was stated by one respondent:

No, because I don't have a big motivation to learn English and don't really like reading especially English, and also in my spare time I prefer to do other activities compared to learning English.

Webtoon could be regarded as an appropriate medium for independent English language learning outside of school hours due to its ability to convey educational content and its enjoyable nature. However, the situation would be different if students lack interest in Webtoon or motivation to learn English. In such cases, a totally different approach was necessary to address these issues. These issues arise due to a variety of factors and causes, which have been discussed upon in the previous interview questions concerning the enhancement of students' reading interest and motivation following the implementation of Webtoon. As a result, the four inquiries that respondents were asked have demonstrated that Webtoon serves as an advantageous medium for learning English.

4. Students Reading Skills

The fourth interview question was, “Do you feel there is an improvement in reading skills after using Webtoon?”. Excellent media was capable of delivering the learning content. Consequently, Webtoon could be regarded as a quality medium if it could relate to these criteria. A few respondents claimed that they found it easier to comprehend the main idea in the writing, while others found it easier to remember the vocabulary in the Webtoon. In accordance with the statement of one respondent:

Yes, I feel that the picture feature on Webtoon really helps me understand the main idea of the writing, even when I don't know the meaning of all the sentences, I can roughly interpret by looking at the picture carefully.

It was imperative that students comprehend the definition of the main idea in order to comprehend the main idea of a text. According to Nurhaliza et al. (2019), students' challenges in grasping the main idea are partially due to their lack of comprehension of its exact meaning. In this case, students who use Webtoon could find out important sentences implicitly or explicitly using images easily, which shows good understanding of the main idea means. So that students could accurately and correctly conclude a reading text.

In addition, one respondent also mentioned that he felt an improvement in understanding the meaning of vocabulary according to the context of its usage, he said:

Yes, I feel that there is an improvement in reading comprehension and vocabulary, recently I found out that the word “have” has different meanings depending on the context of the sentence, and I learned that from Webtoon.

Beside the ability in understanding grammar and vocabulary, understanding the context in which a sentence used was equally important to be able to interpret a sentence correctly. The respondent explained that

before she only knew that the vocabulary “have” only has one meaning, after he learned that 'have' could have completely different meanings depending on the context in which it was used. In this case, the respondent gave examples of sentences such as 'I have to go to Korea' and 'I have got a solution' where the word “have” has different meanings. In addition, some students also learned about English idioms used in Webtoon such as 'I have got to get myself together' which means don't get confused with the current situation and move efficiently or 'Let's call it a day' which means stop what you were doing because it was enough.

On the other hand, as with the previous interview question, there were also respondents who had different opinions. Some students argued that Webtoon had no positive impact on improving English skills. One of student said:

No, because I think sometimes the Webtoon pictures are not clear, so if you can't understand the sentence and the picture doesn't explain the meaning, it would be difficult to understand. So, I think improving English skills using Webtoon is difficult although not impossible.

Essentially, Webtoon was an imperfect medium, as one respondent noted, since they encountered challenges such as indistinct images and difficulty comprehending the sentences. These issues have led students to believe that their English proficiency has not been enhanced. One of the shortcomings of visual media was that it requires extra careful observation because visual media contains long or complicated messages or information (Wati, 2016). According to the statement, students encountered obstacles in their utilization of indistinct images or excessively lengthy and small-sized text. This explanation shows that the utilization of Webtoon's image features has a positive effect on the improvement of students' English abilities. However, some of students still encounter challenges regarding the Webtoon itself.

B. Discussion

In this section, the researcher would discuss the findings that have been described above. The findings contain how Webtoon affects various aspects of English learning, such as English learning motivation, students' reading interest, independent learning media, and students' reading skills. From the questionnaire and interview data described in the previous chapter, the researcher found that students have a fairly positive opinion of Webtoon as an English learning medium.

1. English Learning Motivation

According to the questionnaire data about 22.9% (11 students) and 58.3% (28 students) expressed that they perceived an influence in their motivation to learn English after using Webtoon (Figure 1). This result lines up with the study conducted by Erya & Pustika (2021) which revealed that 72% of 50 students indicated an increase in their motivation to learn English as a result of using Webtoon. This outcome could be classified as very good. Based on the interview data and the respondents' perspectives, it was evident that their motivation to learn English was intrinsic, or a learning motivation that was self-generated and not influenced by external factors. The attitude change was a result of the desire to understand English texts more thoroughly. Santrock (2010) defines intrinsic motivation as the innate drive to perform an activity for a particular objective. Basically, students believe that they require English proficiency to pursue their own passions.

In this case, Webtoon was a medium that facilitates students in acquiring increased English proficiency. Webtoon was a captivating medium for English language learning due to its comprehensive features, user-friendly interface, and diverse variety of narratives. Therefore, it serves as a medium that could enhance students' intrinsic motivation in learning English. Other than that, 4.2% (2 students) and 14.6% (7 students) expressed the belief that their lack of confidence in their learning skills impacted their drive to learn English. Based on findings, the researcher found that students

had good impression of Webtoon for a medium that could enhance their motivation to acquisition English language skills.

2. Students Reading Interest

According to the questionnaire data about 25% (12 students) and 43.8% (21 students) said they experienced an increase in reading interest after reading Webtoon (Figure 4). This finding provides comparable outcomes to the study conducted by Ningsih et al. (2021) which showed a percentage of 77.84% out of a total of 153 students, indicating very good results. The paper also mentions several factors that influence the increase in students' interest in reading, one of which was the availability of a variety of different story content.

According to Kartosedono (1998) reading interest is related to books or themes that arouse a person's interest in reading. This statement was in line with Sutarno (2004) who states that reading interest means a desire or high inclination towards reading material. The reading material has a crucial role in determining the reading interest of students. During their early years, particularly in junior high school, children tend to favor light reading material, such as narrative texts. This was the reason for the significant increase in students' interest in reading, Webtoon emerges as a media platform that offers an extensive variety of various story content, enabling readers to select their preferred genre. Meanwhile, 2.1% (1 student) and 29.2% (14 students) said that their reading interest wasn't increasing because of unrelated factors with the research. Based on these findings, researcher found that students considered Webtoon has good benefits to serve as a medium in enhancing their interest in reading English.

3. Self-Directed Learning Medium

Survey data revealed that around 35.4% (17 students) and 45.8% (22 students) believe that Webtoon could serve as a medium for learning English outside of school hours (figure 7). In the other hand 16.7% (8 students) and 41.7% (20 students) that they felt they had the ability to learn English using Webtoon independently outside of school hours (figure 8).

The data in figures 7 and 8 show a significant decrease in the amount of agreement among students who deal with learning English autonomously. The issue at hand relates to the level of confidence among students in their ability to learn independently. While most students admit that Webtoon could be utilized for learning English outside of school hours, they also express concern about their ability to do so without assistance from classmates or teachers. The study data indicates that students have a low level of confidence in their ability to learn and utilize English skills properly.

Yamin (2013) argues that independent learning has multiple benefits, particularly the development of solid self-confidence in students. The analysis of the questionnaire data revealed that 2.1% (1 student) and 27.1% (13 students) that lacked confidence in using their English abilities (figure 2). When students directed to engage in conversations sourced from Webtoon, some of them experienced concern over their comprehension and lacked the confidence to step forward due to their fear of making mistakes and consequently facing criticism from other students. The researcher believes that students' confidence level should be restored by maintaining the practice of independent learning, which would improve their ability to learn English in terms of independent learning skills and confidence. Apart from that, the data shows that students had a fairly good view of Webtoon which functions as a medium for independent learning outside of school hours.

4. Students Reading Skills

According to the data from the questionnaire about 25% (12 students) and 50% (24 students) expressed that their reading skills improved after reading Webtoon (figure 11). Ningsih (2021) stated in her study that Webtoon facilitates students' comprehension of the text. Students perceive Webtoon as a valuable tool for easily grasping the plot and also because it offers captivating visuals within the story. Based on the data obtained from surveys and interviews, researchers have found that students felt an

improvement in their reading skills. These skills include the acquisition of new vocabulary, new idioms, comprehension of the main idea of reading, ability to identify grammar in a sentence, and identification of implied information in Webtoon content. The results of the questionnaire support this claim, as indicated by a quite good results of percentage in Figures 11 - 16.

Furthermore, an impressive 45.8% (22 students) and 41.7% (20 students) expressed that images on Webtoon significantly contribute to their reading comprehension (Figure 9). As Sabiq & Sukirno (2020) stated in his studies that students are more likely to remember new vocabulary when they are presented with visual aids, as they could observe the form of the described object. In line with students' perceptions, images on Webtoon significantly influence their comprehension of the main idea in complex readings and foreign vocabulary. While some students who maintain a different opinion argue that at times the images fail to explain the true significance of the text, therefore leading to a perceived lack of comprehension of the reading material. Based on these results, the researcher agreed with the students' perception that Webtoons had a positive influence on their English reading skills.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the results and suggestion as a concluding section of the research, which summarizes the information presented in the preceding chapter. The conclusion section provided an overview on the findings of the research conducted by the researcher. In the advice section, researchers outlined what suggestions that consider necessary for the parties involved in this study.

A. Conclusion

According to the findings of the researcher study, it could be inferred that the average student in the 9C & 9D as Featured Language Class maintains a positive opinion of Webtoon as an instrument for learning English reading skills. Data was collected and analyzed by researchers through the distribution of 16 questionnaires to 48 students and 4 interview questions to 7 students as representative. According to the questionnaire data, the mean percentage of student responses was 76% categorized as very good result. The survey results indicate the following four primary assessment categories: English learning motivation, students reading interest, self-directed learning medium, and students reading skills.

This percentage could be classified as very good result since nearly all statements regarding the use of Webtoon as an instrument for learning English receive a positive response. Yet, unfortunately, some of students had difficulties when learning the English language through the use of Webtoon. Some of the issues encountered by students include disinterest towards reading, a lack of motivate to learning English, a lack of optimism for learning English, low confidence in learning English, insufficient specifications of their devices, and the other factors unrelated to the study.

Aside from these issues, a significant number of students were willing to enhance their English reading abilities through the use of Webtoon media. Additionally, there were certain students who possess a strong interest in reading, a strong ambition to learn, and the confidence to learn English

independently using Webtoon outside of school hours. Thus, the overall findings of this study could be classified as very good result because Webtoon is a fun medium for learning English so that students have a positive perception of the use of Webtoon as a self-directed learning medium which has a good influence on English learning motivation, reading interest, and students reading skills.

G. Limitation

As with any other research, this study also has many limitations and was certainly far from perfect. The limitations that exist in this study are:

1. Not all respondents from Featured English Class were involved in this study, which was only 48 respondents with 2 different classes which were 9C & 9D.
2. English teachers were not involved in the evaluation of the use of Webtoon as an English learning media in class.
3. This study does not discuss the solution to the problems that students experience during English learning using Webtoon.
4. No inferential statistic used in this study related to students reading comprehension.

H. Suggestion

Based on the evaluation of the research findings, the authors intend to make suggestions that are expected to be beneficial for institutions and future researchers, particularly as outlined below:

1. For the teacher

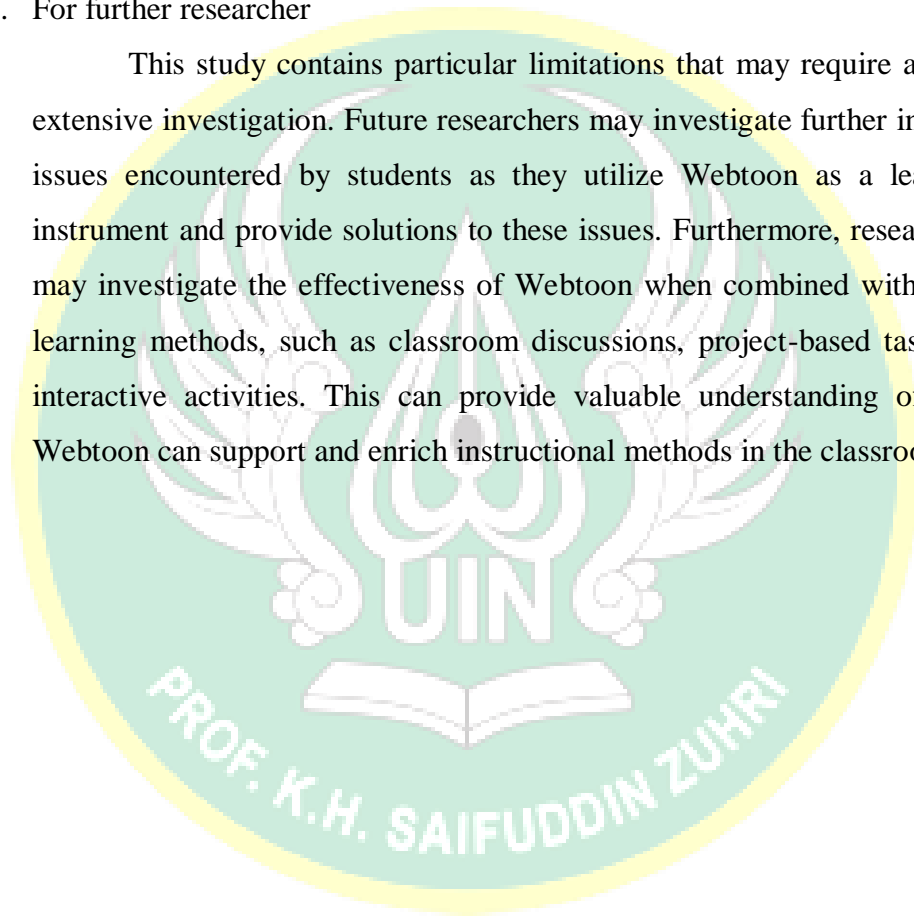
In the Featured English Class, Webtoon could serve as a captivating medium for learning English. Some students express great enthusiasm as well as interest in engaging in the learning process. Due to this reason, the researcher suggests that teachers can develop Webtoon media as a more engaging medium for learning English, which would attract a larger number of students and enhance their interest in reading and motivate to learn the language.

2. For the students

Students possess a great proficiency and comprehension of the English language. Their knowledge and excitement to learn English are outstanding. However, certain students appear to lack confidence in their learning capabilities. Therefore, the researcher suggests for students to develop autonomous learning strategies outside school hours to foster confidence concerning their learned skills in the English language.

3. For further researcher

This study contains particular limitations that may require a more extensive investigation. Future researchers may investigate further into the issues encountered by students as they utilize Webtoon as a learning instrument and provide solutions to these issues. Furthermore, researchers may investigate the effectiveness of Webtoon when combined with other learning methods, such as classroom discussions, project-based tasks, or interactive activities. This can provide valuable understanding of how Webtoon can support and enrich instructional methods in the classroom.



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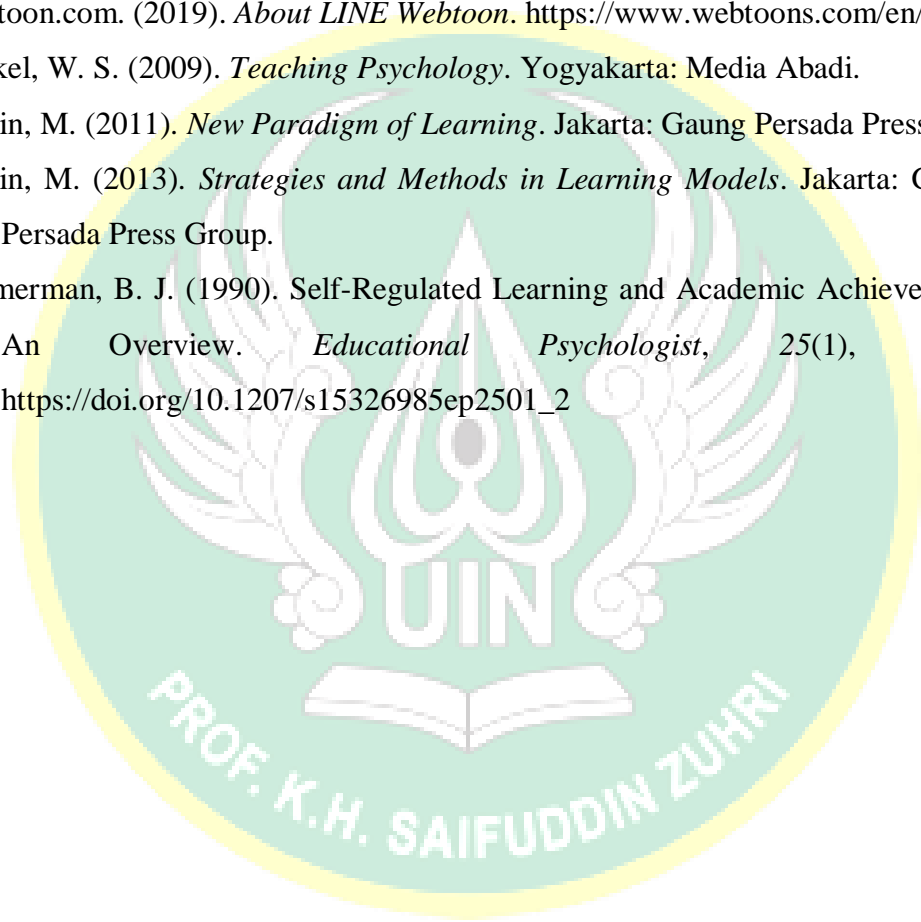
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APPENDICES



Appendix 1. Questionnaire

English Learning Motivation	1. I feel more motivated to learn English after reading Webtoon
	2. I feel more confident in using English after reading Webtoon
	3. I feel that the story content on Webtoon helps me understand English culture
Students Reading Interest	4. I feel that my interest in reading English has increased after reading Webtoon
	5. I feel happy to use Webtoon because it is free
	6. I feel happy because the story content on Webtoon has a variety of topics discussed in English
Self-Directed Learning Medium	7. I feel that Webtoon can be used to learn English outside of school hours
	8. I feel that I can learn English using Webtoon without anyone's help
	9. I find it helpful in using Webtoon with the existing features.
	10. I feel that the colorful images on Webtoon help me understand the story.
Students Reading Skills	11. I feel that my English skills have improved after reading Webtoon
	12. I feel that the English phrases on Webtoon are easy to understand
	13. I can remember English vocabulary in Webtoon easily.
	14. I can understand the sentence structure on Webtoon easily.
	15. I can understand the main idea contained in the Webtoon well.
	16. I can understand the implied information contained in the Webtoon well.

Appendix 2. Expert validation

SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Khairunnisa Dwinalida, M.Pd.

Jabatan : Dosen

Instansi : UIN Prof. K.H. Sifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa "kuesioner" yang akan digunakan untuk penelitian berjudul "*Students' Perception on Webtoon as a Self-Directed Learning Media for Reading Skill at SMP Muhammadiyah 1 Purwokerto*" yang dibuat oleh:

Nama : Naf'an Rohmatulhaq

NIM : 1917404030

Prodi : TBI

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

☐

Layak digunakan

☒

Layak digunakan dengan revisi

☐

Tidak layak digunakan

Catatan (bila perlu)

.....
.....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 21 Agustus 2024

Validator


Khairunnisa Dwinalida

Appendix 3. Questionnaire results

No	Respondents	Statements															
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16
1	R1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	R2	3	2	2	4	3	2	4	3	4	4	3	3	2	2	3	3
3	R3	2	1	2	2	2	1	4	2	2	3	2	2	1	1	1	2
4	R4	4	3	4	4	3	3	4	4	4	3	4	4	4	4	3	3
5	R5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
6	R6	4	3	3	4	3	4	4	3	4	3	4	3	4	3	4	3
7	R7	3	2	4	3	2	2	4	4	4	3	3	3	3	3	2	3
8	R8	4	4	3	4	2	3	4	3	4	3	4	4	3	3	3	3
9	R9	2	4	2	4	4	3	4	3	4	4	4	3	3	2	3	4
10	R10	4	3	3	4	1	3	1	3	4	4	4	4	3	3	3	4
11	R11	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
12	R12	3	1	2	4	2	2	3	2	3	2	3	1	2	2	2	2
13	R13	3	3	2	2	2	2	3	3	3	3	3	3	2	3	3	2
14	R14	3	3	2	2	2	2	3	3	3	3	3	3	2	3	3	2
15	R15	3	3	4	3	3	3	3	3	4	3	3	3	3	3	3	3
16	R16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
17	R17	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3
18	R18	2	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4
19	R19	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
20	R20	2	3	2	3	3	3	3	3	3	3	3	3	2	2	3	3
21	R21	3	2	2	3	2	2	3	2	3	3	3	3	3	3	3	3

22	R22	3	2	4	4	1	4	4	4	4	4	3	4	4	4	4	4
23	R23	3	3	3	3	1	4	3	3	3	3	3	3	3	3	3	3
24	R24	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
25	R25	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
26	R26	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
27	R27	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
28	R28	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
29	R29	1	4	4	1	4	4	4	4	4	1	4	1	4	4	4	4
30	R30	2	2	2	3	2	2	2	2	2	2	2	2	2	2	4	4
31	R31	3	3	2	3	2	2	3	3	4	3	3	3	3	3	3	3
32	R32	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3
33	R33	3	3	3	4	3	2	3	4	3	2	3	4	2	2	3	3
34	R34	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
35	R35	3	3	3	3	2	2	3	3	4	3	3	4	3	3	3	3
36	R36	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
37	R37	3	4	4	4	3	3	4	4	4	3	4	3	3	4	4	3
38	R38	3	4	2	4	2	3	4	3	4	3	3	2	3	3	3	4
39	R39	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
40	R40	3	2	2	3	3	3	4	2	4	3	3	2	3	3	3	3
41	R41	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
42	R42	2	2	2	2	3	3	1	2	2	2	2	2	2	2	3	3
43	R43	1	2	1	2	2	2	4	1	4	1	3	1	2	3	1	3
44	R44	4	2	3	2	2	2	2	3	3	2	2	2	2	2	2	3
45	R45	3	4	3	1	1	3	1	1	1	2	1	1	1	2	3	1

46	R46	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
47	R47	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4
48	R48	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	Total	144	142	140	150	128	140	155	145	159	145	151	142	140	143	148	150
	Percentage	75%	74%	73%	78%	67%	73%	81%	76%	83%	76%	79%	74%	73%	74%	77%	78%
	Mean	76%															



DATA PENELITIAN KELAS BAHASA

Pertanyaan Jawaban 48 Setelan

Nama

48 jawaban

Rakhshand naufal adham rafani
Heppy
adji Wicaksono
Rizky Maulana Wahyu Rasyah Putra
Rafa putra
Razka lazis maulana
Novelia indria N.S
ayu lestari
haqla gandis kinantiara

QUESTION

1. Saya merasa lebih termotivasi belajar Bahasa Inggris setelah membaca Webtoon.

Salin

48 jawaban



DATA PENELITIAN KELAS BAHASA

Pertanyaan Jawaban 48 Setelan

Nama *

MUHAMMAD ZIDAN FAUZI AKBAR

QUESTION

Pilih jawaban sesuai dengan pendapat masing-masing dengan skala 1-4.

- 1 Strongly disagree (Sangat tidak setuju)
- 2 Strongly agree (Tidak setuju)
- 3 Agree (Setuju)
- 4 Strongly agree (Sangat setuju)

1. Saya merasa lebih termotivasi belajar Bahasa Inggris setelah membaca Webtoon. *

Strongly disagree

1 ☐

2 ☒

3 ☐

4 ☐

Strongly agree

2. Saya merasa kemampuan Bahasa Inggris saya meningkat setelah membaca Webtoon. *

Strongly disagree

DATA PENELITIAN KELAS BAHASA

Pertanyaan Jawaban 48 Setelan

Nama *

annisa puspa seryadhi

QUESTION

Pilih jawaban sesuai dengan pendapat masing-masing dengan skala 1-4.

- 1 Strongly disagree (Sangat tidak setuju)
- 2 Strongly agree (Tidak setuju)
- 3 Agree (Setuju)
- 4 Strongly agree (Sangat setuju)

1. Saya merasa lebih termotivasi belajar Bahasa Inggris setelah membaca Webtoon. *

Strongly disagree

- 1 ☐
- 2 ☐
- 3 ☒
- 4 ☐

Strongly agree

2. Saya merasa kemampuan Bahasa Inggris saya meningkat setelah membaca Webtoon. *

Strongly disagree

DATA PENELITIAN KELAS BAHASA

Pertanyaan Jawaban 48 Setelan

Nama *

Terresa alsyakieb

QUESTION

Pilih jawaban sesuai dengan pendapat masing-masing dengan skala 1-4.

- 1 Strongly disagree (Sangat tidak setuju)
- 2 Strongly agree (Tidak setuju)
- 3 Agree (Setuju)
- 4 Strongly agree (Sangat setuju)

1. Saya merasa lebih termotivasi belajar Bahasa Inggris setelah membaca Webtoon. *

Strongly disagree

- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☒

Strongly agree

2. Saya merasa kemampuan Bahasa Inggris saya meningkat setelah membaca Webtoon. *

Strongly disagree

Appendix 4. Interview guideline

1. Do you feel more motivated to learn English after using Webtoon?
2. Do you feel there is an increase in your interest in reading English after using Webtoon?
3. Do you think Webtoon can be an effective medium for learning English independently outside of school hours?
4. Do you feel there is an improvement in reading skills after using Webtoon?

Appendix 5. Interview transcript

Pertanyaan 1. “Apakah kamu merasa ada peningkatan minat membaca Bahasa Inggris setelah menggunakan Webtoon?”

R1 : *“Iya, sedari awal saya memang memiliki pengalaman dalam membaca Webtoon Bahasa Inggris karena series yang saya sukai tidak tersedia dalam Bahasa Indonesia. Akan tetapi dalam prosesnya tidak di niatkan untuk belajar, hanya sekedar ingin membaca saja, dan itu tidak sering hanya beberapa kali saja”.*

R2 : *“Iya, karena saya merasa Webtoon Bahasa Inggris lumayan seru untuk di baca, apalagi ketika kita tahu maksud dari cerita nya, rasa nya seperti saat mengerjakan matematika dan berhasil menjawab dengan benar, seru”.*

R3 : *“Tidak, karena saya lebih memilih untuk baca dengan translate versi Indonesia agar dapat menikmati alur cerita nya. Kalau pakai translate Bahasa Inggris saya tidak paham dan rasanya kurang menarik”.*

R4 : *“Iya, karena menurut saya dengan baca Webtoon Bahasa Inggris kita bisa belajar sekaligus have fun, terutama untuk genre komedi. Seperti kata pepatah sambil menyelam minum air”.*

R5 : *“Tidak, karena saya memiliki kuota internet yang terbatas”.*

R6 : *“Tidak, saya kurang suka dengan gambar anime dan sejenisnya, saya lebih suka main game”.*

R7 : *“Iya, dari pada baca novel lebih baik baca Webtoon, baca Webtoon Bahasa Inggris rasanya seperti nonton film luar negeri”.*

Pertanyaan 2. “Apakah kamu merasa lebih termotivasi untuk belajar Bahasa Inggris setelah menggunakan Webtoon? Jika iya kenapa dan jika tidak kenapa?”

- R1** : *“Ya, karena jika saya ingin membaca serial Webtoon yang saya suka dengan update yang lebih cepat, saya harus membaca dengan terjemahan bahasa Inggris karena versi bahasa Indonesianya belum tersedia. Terkadang ada juga seri yang tidak ada terjemahan bahasa Indonesianya sama sekali. Oleh karena itu, saya merasa lebih termotivasi untuk belajar bahasa Inggris agar dapat memahami isi cerita dengan lebih baik.”*
- R2** : *“Iya, saya belum lama ini jadi suka membaca Webtoon Bahasa Inggris, karena itu saya merasa lebih termotivasi untuk belajar Bahasa Inggris untuk dapat memahami konten cerita yang tersedia dengan lebih baik”*
- R3** : *“Iya, menurut saya kalau belajar Bahasa Inggris menggunakan Webtoon di kelas memang seru, jadi kalau buat belajar Bahasa Inggris bareng saya merasa lebih termotivasi”*
- R4** : *“Iya, saya memang suka belajar Bahasa Inggris, jadi kalau Webtoon bisa memberikan efek yang signifikan dalam upaya saya untuk menguasai Bahasa Inggris dengan lebih baik, tentu saya akan termotivasi”*
- R5** : *“Tidak, karena memory hp saya full dengan game yang saya simpan, kalau di tambah buat baca Webtoon memory nya tidak cukup”*
- R6** : *“Tidak, saya merasa cepat bosan karena saya tidak tertarik dengan Webtoon dan bahasa Inggris. Saya tidak terlalu perlu menguasai bahasa Inggris dan tidak punya alasan untuk membaca Webtoon berbahasa Inggris karena ada banyak hal lain yang ingin saya lakukan di waktu luang”*
- R7** : *“Iya, tapi motivasi saya belajar Bahasa Inggris tidak sepenuhnya karena Webtoon, saya juga suka nonton series K-Drama pakai translate Bahasa Inggris kalau tidak tersedia versi Bahasa Indonesia”*

Pertanyaan 3. “Apakah kamu merasa ada peningkatan pada skill membaca setelah menggunakan Webtoon? Jika ada, apa itu?”

- R1** : *“Ada, saya merasa ada peningkatan dalam pemahaman tentang bagaimana cara menganalisis ide utama pada sebuah bacaan. Selain itu, saya juga merasa bahwa kosa kata yang saya miliki juga meningkat”.*
- R2** : *“Tidak, karena saya merasa memiliki pemahaman yang baik dalam Bahasa Inggris level basic dan saya juga termasuk pengguna baru Webtoon Bahasa Inggris, jadi saya belum merasakan ada efek yang signifikan”.*
- R3** : *“Ada, saya merasa ada peningkatan dalam pemahaman membaca dan kosa kata, akhir-akhir ini saya baru mengetahui bahwa kata ‘have’ memiliki arti yang berbeda tergantung dengan konteks kalimat nya, dan itu saya pahami dari Webtoon”.*
- R4** : *“Ada, saya merasa kosa kata saya bertambah dengan membaca Webtoon Bahasa Inggris yang memiliki kesulitan lebih tinggi”.*
- R5** : *“Ya, saya merasa fitur gambar di Webtoon sangat membantu saya memahami ide utama tulisan, bahkan ketika saya tidak tahu arti dari semua kalimat, saya bisa menginterpretasikan secara kasar dengan melihat gambar dengan seksama”.*
- R6** : *“Tidak, karena menurut saya terkadang gambar Webtoon tidak jelas, jadi jika kamu tidak bisa memahami kalimat dan gambarnya tidak menjelaskan artinya, akan sulit untuk dipahami. Jadi, menurut saya meningkatkan kemampuan bahasa Inggris dengan menggunakan Webtoon itu sulit walaupun bukan tidak mungkin.”.*
- R7** : *“Ada, saya merasa mengidentifikasi informasi tersirat pada Webtoon lebih mudah untuk dilakukan”.*

Pertanyaan ke 4. “Menurut kamu apakah Webtoon dapat menjadi media yang efektif untuk belajar Bahasa Inggris secara mandiri di luar jam sekolah? Jika iya kenapa dan jika tidak kenapa?”

- R1** : *“Tidak kalau minat nya sama Webtoon kecil, menurut saya jika memiliki minat yang besar terhadap Webtoon baru itu bisa menjadi media yang*

efektif untuk belajar Bahasa Inggris secara mandiri, karena membutuhkan usaha yang lebih untuk dapat memahami dengan baik alur cerita pada Webtoon Bahasa Inggris, sehingga terpaksa untuk belajar”.

R2 : *“Ya, ada banyak macam media belajar bahasa Inggris seperti quizezz, duolingo, dll. Tapi menurut saya Webtoon lebih menarik untuk dijadikan media belajar bahasa Inggris secara mandiri selain memiliki beberapa tingkat kesulitan bahasa yang berbeda juga karena mudah digunakan dan memiliki unsur hiburan yang dapat mengisi waktu luang di rumah.”.*

R3 : *“Tidak, karena saya tidak memiliki motivasi belajar Bahasa Inggris yang besar sehingga di waktu luang saya lebih memilih untuk melakukan kegiatan lain di bandingkan dengan belajar Bahasa Inggris”.*

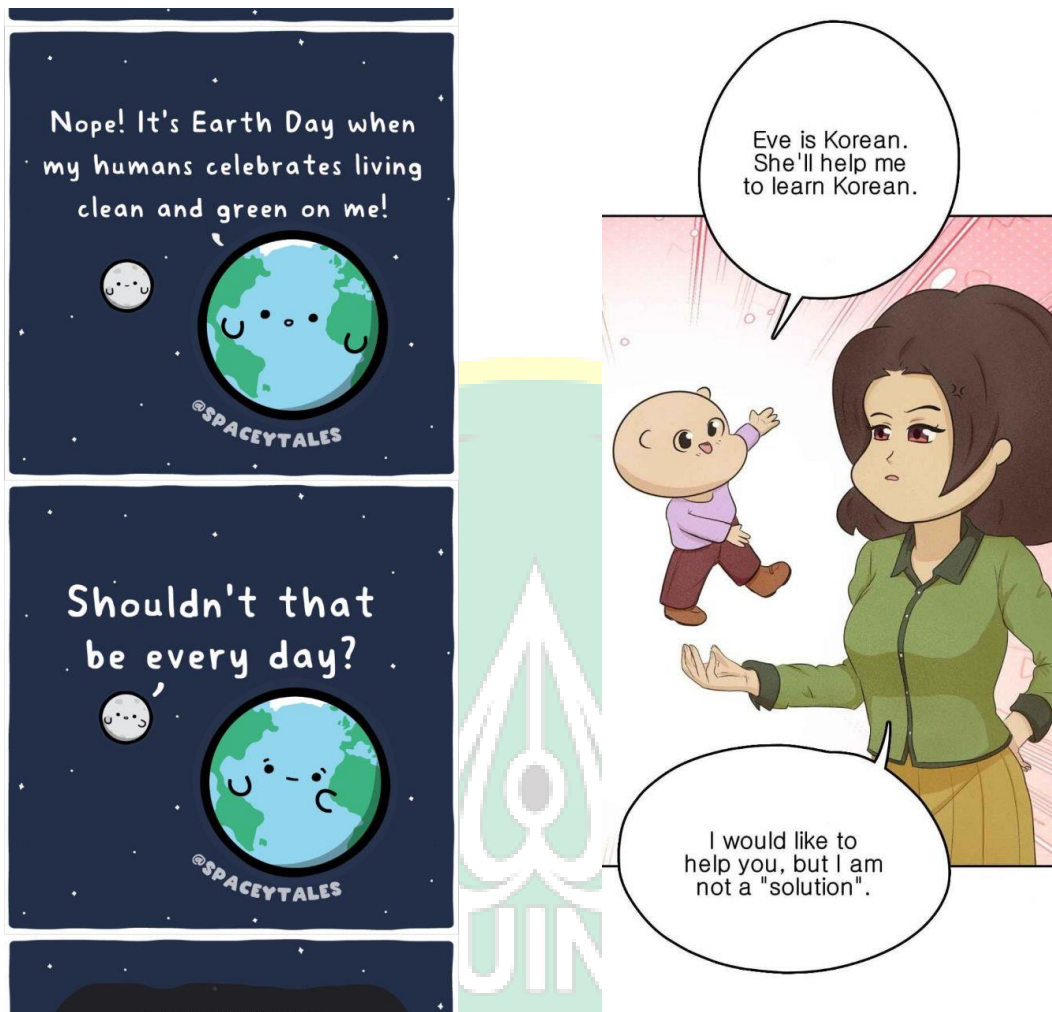
R4 : *“Iya, karena saya rasa dari pada menghabiskan waktu luang untuk hal yang tidak bermanfaat lebih baik di gunakan untuk belajar Bahasa Inggris, dan menurut saya Webtoon dapat menjadi media yang cukup efektif untuk belajar Bahasa Inggris di rumah sesekali”.*

R5 : *“Tidak, karena saya lebih memilih untuk bermain game online dengan teman”.*

R6 : *“Tidak, karena hobi saya bermain game bukan membaca Webtoon Bahasa Inggris”.*

R7 : *“Ya, saya rasa begitu, karena dengan begitu saya memiliki pilihan lain selain menggunakan film dengan terjemahan bahasa Inggris (K-Drama) untuk belajar, Webtoon bisa menjadi cadangan yang cocok ketika Anda merasa bosan dengan film, menurut saya keduanya cukup mirip, hanya berbeda dari segi fitur audio yang dimiliki film.”.*

Appendix 6. Webtoon theme used in class



Tales of solar system family

Eps. Earth Day 2024

Lullu studies Korean

Eps. I can't speak Korean!



Maru is a Puppy
Eps. The Dog Became Human

The Dog Diaries
Eps. Myeongdong Missing!

Appendix 7. Documentation



Students reading Webtoon



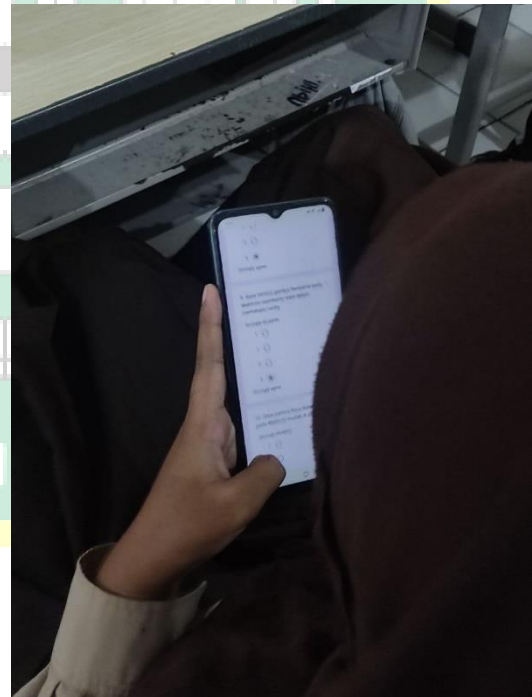
Students finding unfamiliar vocabulary



Students finding the main idea



Students finding implied information



Students fill the questioner

Appendix 8. Research permission letter

	MUHAMMADIYAH MAJELIS DIKDASMEN DAN PNF SMP MUHAMMADIYAH 1 PURWOKERTO (Terakreditasi "A") Jl. Perintis Kemerdekaan No.6, Banyumas Kode Pos : 53141 Telp : (0281) 637782, web : smpmuh1pwt.sch.id, Email : smpmuh1pwt@yahoo.com
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SURAT KETERANGAN
E6/76/I.07.02. SMPM1/Pwt/IX/2024

Dengan ini Kepala SMP Muhammadiyah 1 Purwokerto menerangkan bahwa ;

N a m a : Nafan Rohmatulhaq
N I M : 1917404030
Semester : XI
Program studi : Tadris Bahasa Inggris
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto

Benar – benar telah melaksanakan Penelitian di SMP Muhammadiyah 1 Purwokerto
pada :

Waktu Penelitian : 29 Agustus 2024
Judul penelitian : *"Students' Perception on Webtoon as a Self-Directed
Learning Media for Reading Skill at SMP Muammadiyah 1
Purwokerto"*

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya

Purwokerto, 5 September 2024
Kepala Sekolah

Drs. Bayu Santosa
NIK 660530.06.1.003

