“Webtoon” For Teaching Extensive Reading in Digital Era

Abstract: The power of internet resources had hypnotized the students to use it for everyday life in digital era. Today’s students would not be separated from using their mobile phone everywhere and everytime. Most of them had excellent digital literacy, so the teaching learning process should be transformed by utilizing information technology. Using internet based learning created meaningful and joyful learning atmosphere, because it was suitable with the students’ need and relevance to real world. “Webtoon” defined as an animated cartoon or series of comic strips published online originated from Korea. It was used as the media for teaching Extensive Reading. This study aimed to demonstrate the teaching of Extensive Reading through “Webtoon” for the students of English Education Department, Institute of Teacher Training and Education Budi Utomo Malang, Indonesia. The method of the study was descriptive research, focussed on the demonstration of using “Webtoon” in the teaching of Extensive Reading. The result showed that using “Webtoon” was potentially beneficial in enhancing students’ independent learning especially for the competence of reading.

Keywords: “Webtoon”, Extensive Reading, Digital era.

INTRODUCTION

Transformations of technology have changed the paradigm of education in digital era. Both today’s teacher and student should be adapted with these changes in the way of teaching learning process. Dwiyogo (2016:36) states that future education had changed the learning approach from traditional to digital based learning. In digital era, the teachers may create the teaching learning process by using social network, where the students can learn freely without the restrictions of time and space. They can invite friend and share some opinion, video, event, and messages by using internet access. Basically, today’s teachers and today’s students have to be ready with the new shift of web-based education system.

Supported by Pinder-Grover in Ali (2018:78) states that innovative teaching in millennial era covers creating understanding and building rapport; challenging students to be analytical and creative; facilitating the students with technology; creating opportunities to find out active learning and also exploring opportunities for experiential learning such as service learning and community field experiences.

In line with this study, there are previous researchers who have conducted the research through “Webtoon”. Firstly, Jang and Song (2017), the research professor at University of Seoul have written an article under title “Webtoon as a new Korean Wave in the Process of Glocalization”. The result of the study shows the power of “Webtoon” as glocal culture have spread to worldwide global portal sites. It means that the characteristics of Korean Webtoon encourage cultural digitalized as global cartoon.

Secondly, Clery (2018) highlight “Webtoons, a Tool for Communicating Science in Antarctica”. The result of her study shows that the digital comic “Webtoon” is highly recommended as medium of instructional to deliver knowledge and technology in Antarctica. The strengthness of digitalized comics are suitable to expose the world of science in Antarctica. The main point, “Webtoon” platforms used as a bridge to provide attracting facts about living in Antarctica.

Thirdly, Choi and Yu (2018) analyse “The Effect of the Characteristics of Brand Webtoon on Advertising Attitude and Purchase Intension: Comparison among Groups Regarding Character Fictionality”. The research finding shows that there is highly positive impact among the variables of amusement, advantages and involvement. It is proved that there is positive correlation for the Webtoon advertising.

Deal with the previous studies, it is worthwhile for the writer to dig up another research concerning the use of “Webtoon” as media for teaching Extensive Reading at university level in Indonesia.
This study aims to analyse “Webtoon” as teaching media and to bear out the students’ responses towards the implementation of teaching Extensive Reading at English Education Department, Institute of Teacher Training and Education Budi Utomo Malang, Indonesia.

As teaching media, “Webtoon” is categorized as visual media used for transmitting or delivering messages, in teaching-learning perspective delivering content to the learners, to achieve effective instruction. (Wati, 2016:2)

“Webtoon” is defined as a kind of digital comic. It stands for the word of “Web” and “Cartoon”, the platform content of animation with various genres. The genres of webtoon are simply storyline, colourful and full of wisdom messages. The readers are not only read the comic but also give a comment, follow and subscribe. (Clery, 2018)

Recently most of the students are inspired by Korean lifestyle including fashion, literature and entertainment. “Webtoon” is a type of digital comics/cartoon that originated in South Korea.

It grows so fast internationally through portal site online or download the application on free on Google Play. Students can access and read webtoon from their smartphone easily based on their interest anywhere and anytime.

It has various genres such as lifestyle, slice of life, school, sci-fi, superheroes, drama, comedy, company culture, pets, etc. Each episode is published on one long, vertical strip (making use of an infinite canvas rather than multiple pages so that it is easier to read on a smartphone or computer); they will most likely be in color rather than black-and-white since they are rarely published in physical form; and some will feature music and animations.

According Jang and Song (2018) state that “Webtoon” is the portrayal of Korean pop culture exposing Korean digital culture developed into global network.

LINE Webtoon service covers some facilities: 1) it has free access to LINE Webtoon content, with seven to 10 webtoons updated on a daily basis, 2) it used the scroll view to easily navigate comics as the screen automatically changes upon touch and tilt controls, 3) there is a list of webtoons in various genres, including school, slice of life, action, comedy, fantasy, romance, drama, and more, 4) Each episode downloaded will be available offline for up to 30 days, 5) it provides update notifications on newly-released webtoons and popular series, 6) user can share their favorite webtoons via social media such as Facebook, Twitter, or LINE, and leave comments. Users can also rate comics to raise exposure to other users. (http://www.koreaherald.com/view.php?ud= 2014 0525000 452).

Supported by Fatimah & Raulan (2018) expose the advantages of using Webtoon: 1) the students get inspirations easily from hundreds of comic stories, 2) the students are motivated to be an independent readers, 3) the students can express their idea and increase vocabulary.

The teaching of Extensive Reading in IKIP Budi Utomo Malang has the objective to arouse students’ motivation to comprehend large quantities of reading materials in order to read for enjoyment (in this study reading material based on web-based resources: webtoon digital comics).

Aliponga (2017) highlights the characteristics of successful extensive reading if the students are independent for choosing web-based reading materials; autonomous reading activities (pre, whilst, and post reading activities); teacher’s role as consultant on going reading activities; teachers’ role as facilitator and guidance.

Supoorted by Indriati (2011:108) states that the characteristics of Extensive Reading are goal, guidance, and facilities. Goal means the reading is the source of learning and enjoyment. Guidance is the role of the teacher in the teaching of Extensive Reading as facilitator. Facilities concern with learning resources used for teaching learning process.

**Method**

**Research Design**

The design of the research refers to Bogdan and Biklen in Sugiono (2013:21) defines qualitative research as a research focus on natural setting as the direct source of data and the researcher is the key instrument. While qualitative research is descriptive. The data collected is in the form of words of pictures rather than number.

The research subjects are totally 45 students of English Education Department, Institute of Teacher Training and Education Budi Utomo Malang. They join Extensive Reading Class 2017A in Academic Year 2018/2019. The location of the research is in English Education Department, Institute of Teacher Training and Education Budi Utomo, Jln. Citandui 46 Malang.

**Instruments of the Research**

The instruments of the research are observation sheet, interview guide and documentation.
Observation Sheet

The data are collected from observation sheet. It presents how the procedures in the teaching of Extensive Reading using “Webtoon” as the media of learning.

Interview Guide

Interview guide is provided for the students to gain the result how the response of the students toward the implementation of “Webtoon” in the teaching of Extensive Reading. It covers five questions as Interview Guide.

Item no 1 Agreement with the implementation of “Webtoon” for teaching Extensive Reading
Item no 2 The genres presented in “Webtoon” that students like the most
Item no 3 Some problems found in the implementation of “Webtoon”
Item no 4 IT based on learning in Extensive Reading in the implementation of “Webtoon”
Item no 5 The beneficial of “Webtoon” in the teaching of Extensive Reading

Documentation

Documentation used in this study are photographs as the supporting data about the real capture of the implementation of “Webtoon” in the teaching of Extensive Reading. In addition the other documents are syllabus and lesson plan.

Data Analysis

Data analysis adopt from Miles and Huberman model in Sugiono (2013:337). The first step is data reduction that collected from the result of observation and interview during the implementation of “Webtoon” as the media for teaching Extensive Reading.

The second step is data display covering how the procedures of teaching Extensive Reading by using “Webtoon”.

The third is conclusion: drawing/verification covering result of the observation and interview and also data supported by the documentation in the form of photograph during the implementation of “Webtoon” as the media for teaching Extensive Reading.

Research Procedures

The procedures of the research are presented in the three stages. Those are: 1) Preparation; 2) Implementation; 3) Interview.

1) Preparation stage: the teacher prepares teaching media and the materials used for teaching Extensive Reading through “Webtoon”. The media of teaching are LCD, mobile phone or laptop that already installed with the application of “Webtoon”. While the materials are the description of teaching Extensive Reading through “Webtoon”, such
2) Implementation stage: the teacher apply the teaching learning activities through the use of “Webtoon”. The implementation of “Webtoon” is integrated in Blended Learning approach. According to Bersin (in Dwiyogo, 2016:45) states that Blended Learning is the combination of different training media (technologies, activities and types of events) to create an optimum training program for a specific audience. The term “blended” means that traditional instructor led training is being supplemented with other electronic format. The composition of blended are vary, but in general the percentage are 50 % for face-to-face, 25 % for online and 25 % for offline activities.

3) Interviewer: the teacher interviews the students as the subject of the research. It will cover the responses of the students’ toward the implementation of “Webtoon” as the teaching media.

RESULTS AND DISCUSSION

Result
The result of the study refer to the objective of the research. It aims to describe how the implementation of “Webtoon” and how the students’ responses towards the implementation of “Webtoon” as the media for teaching Extensive Reading. This is the implementation:

a. Preparation
1) Preparing Media
Media that is used are laptop and Smartphone that has already Webtoon application being installed in it, which every student must have had. In spite of Webtoon application.

2) Choose the Material
The learning materials that are needed is a webtoon that are choosen by the students. Before reading the webtoon independently, students are asked to focus on the question the teacher provides. Before starting to write, or explore with another skill such as speaking (retell the story), students need to enrich their literacy by reading Webtoon.

b. Teaching Process Implementation
The procedures of teaching learning process are integrated in Blended Learning approach. It combines face-to-face, offline and online activities.

1) Pre-Activities
a) Greeting and brainstorming (face-to-face activity) by giving some questions for them. Teacher gives some questions that should be logical, factual, and related to the experience of students to the students related to the material that will be given.
b) Explaining of the use “Webtoon” as the media in the teaching of Extensive Reading.
c) Giving simulation how to browse “Webtoon” and select the genre i.e school, slice of life, sport, drama, etc. (online activity)
d) Selecting and observing the genre of “slice of life” as a sample. (online activity)

2) Whilst-Activities
a) Asking the student to read and observe “Webtoon” under title “The life of three bears” as groupworks (offline activity).
b) Motivating the students to analyse and summarizing the “Webtoon”. Teacher needs to enhance students’ knowledge by asking the students to explore and gather information of webtoon.
c) Asking the student to retell the result of analysis each group.
d) Guiding forum group discussion among the groupwork

c. Interview
Based on the result of the the data collection concerning the students’ responses toward the implementation of “Webtoon, there are some responses provided by students.

1) Students’ Opinion in the implementation of “Webtoon” in teaching Extensive Reading
The research participants were selected from 45 fifth-semester students. Students were asked about their consent in learning extensive reading through webtoon. Regarding the students’ need for the objective course in implementation webtoon in Extensive Reading, most of them 25 students (55.5 %) chose that implementation of webton in the course is most needed, followed by ten students (22.2%) agreed that they have needed the implementation of webton. There were seven students (15.5%) chose that they have not need yet for the implementation of webtoon in Extensive Reading, and the rest 3 of the students (0.07 %) said that they do not need to learn Extensive reading use webtoon.
2) The genres presented in “Webtoon” that students like the most

The research participants were selected from 45 first-semester students. Students were asked about the favourite genre that they like most from the webtoon. Regarding the students’ favour from webtoon genre, most of them 20 students (44%) chose that genre those are most read is slice of life, followed by fifteen students (38%) agreed that they really like drama from the webtoon story. There were five students (11%) chose that they like to read the adventure story, while the rest of the student, 5 students (7%) said that they like to read romance from the webtoon.

3) Some problems finding in the implementation of “Webtoon”

The research participants were selected from 45 first-semester students. Students were asked about theirs’ problem face when they study Extensive Reading use webtoon. Regarding the problems finding in reading webtoon, most of them 20 students (44%) chose that they often found some unresponsible words or dirty words that always include in webtoon. Followed by seventeen students (38%) agreed that they often found some unartistic picture in webtoon. There were five students (11%) chose that they always found many sexual scenes in webtoon. And the rest of the student, three students (6.6 %) said that they suddenly realize that they are lazy to read novel or some book with many words in it.
problems finding in the implementation of “Webtoon”

Figure 3. Some problems finding in webtoon

4) The IT based /current technology in webtoon

The research participants were selected from 45 first-semester students. Students were asked about current technology in reading webtoon, especially in Extensive Reading course. Regarding the students’ need for current technology in the teaching and learning process, most of them 23 students (51%) chose that current technology in the teaching and learning process is the most needed, followed by fifteen students (33%) agreed that they need the current technology in the teaching and learning process. There were five students (11%) not needed the current technology / IT based in teaching and learning process. And the rest of them 2 students (4%) said that they do not need the current technology in the teaching and learning process in Extensive Reading course.

Current Technology in Webtoon

Figure 4. Current technology in webtoon

5) The beneficial of “Webtoon” in teaching Extensive Reading

The research participants were selected from 45 first-semester students. Students were asked about the beneficial of Webtoon in Extensive Reading. Regarding the students’ opinion about the benefit use Webtoon in teaching extensive Reading, most of them 30 students (77.7%) agreed that Webtoon is really benefit, followed by thirteen students (28.8 %) do not agreed that Webtoon give some beneficial in teaching Extensive Reading. There were 2 students (4.4 %) chose none for the beneficial of Webtoon.
The beneficial of "Webtoon" in teaching extensive Reading

**DISCUSSION**

There are three steps in the implementation of "Webtoon" as the media for teaching Extensive Reading are presented below.

The first step is pre-activities. The teacher asks the students to install the application of "Webtoon" through their laptop or mobile phone in the application of Google Playstore. The next, they can login "Webtoon" by using email or application of LINE free in charge. The materials for “Webtoon” are selected based on the genre that is still relevant with education. The genres are various such as slice of life, school, history, drama, sci-fi, romance, comedy, thriller, superhero. The teacher select the genre of slice of life as the sample of material.

The second step is whilst-activities in the form of group work. The teacher asks the students to read and observe the selected genre of "Webtoon". Motivating the students to analyse and summarizing the "Webtoon". The following activities the students are given the the task to retell the analysis of "Webtoon". It covers the content and the messages behind the "Webtoon". The teacher is the facilitator in guiding forum group discussion the result of analyzing "Webtoon".

The third step is post-activities. The teacher asks the student to do the reflection and evaluation by asking the student to browse and summarize their own selected materials of “Webtoon” independently. Moreover, the teacher asks the student to retell their summary for the next meeting. The last the teacher give feedback and evaluation concerning the implementation of “Webtoon”.

The process of implementing “Webtoon” are continued for all members of the class. The students are free to retell and analyze the “webtoon” independently. The session of publishing, the students have to upload their summary in SIAKAD.

Based on the result of the the data collection concerning the students’ responses toward the implementation of “Webtoon”, there are some responses provided by students.

The students agree to use “Webtoon” for teaching Extensive Reading, those are most needed of webtoon around 55.5 %, followed by 22.2% agreed that they have needed the implementation of webton. There were 15.5% chose that they have not need yet for the implementation of webton in Extensive Reading, and the rest 0.07 % said that they do not need to learn Extensive reading use webton

The students like the genres of “Webtoon”. 44% like the genre of slice of life, 38% like drama, 11% like adventure, and 7% like romance.

The students find some problems in webton students 44% said that they often found some unresponsible words or dirty words that always include in webton. Followed by 38% agreed that they often found some unartistic picture in webton. There were 11% said that they always found many sexual scenes in webton . And the rest of 6.6% said that they suddenly realize that they are lazy to read novel or some book with many words in it.

The students agree that most of them 51% chose that current technology in the teaching and learning process is the most needed, followed by 33% agreed that they needed the current technology in the teaching and learning process. There Students’ not needed the current technology / IT based were 11% , and the rest of 4% said that they do not need the current technology in the teaching and learning process in Extensive Reading course

The students agree 77.8 % that “Webtoon” give some benefit in the teaching of Extensive Reading. The the benefits are arouse students’ motivation to read,
it relevance with the daily life, it reduces the students’ boredom in learning and increase reading competence. While 28.8 % do not agreed that Webtoon give some beneficial in teaching Extensive Reading. There were 2 4.4 % chose no answering for the beneficial of Webtoon.

Some obstacle finding that need to be conveyed are 1). before using the Webtoon, some students have not already understand how to use the webtoon 2). The limited acces support from campus such as the provision of wi-fi facilities, computers, laptops related to product operations, 3). Some of the student have not already addressed about the technology, it need support from campuss such as providing training or workshops on website utilization for student and also teachers if it necessary. 4). there is a need for wi-fi or modern facilities have limited acces and connections at campus, so students are bothered by a slow internet connection.

**CONCLUSION**

The result of this study indicates that he implementation of Webtoon in teaching Extensive Reading is really beneficial in Ikip Budi Utomo Malang. The analysis results have stated that the students of Ikip Budi Utomo Malang for Extensive Reading class perceive Webtoon as one of supporting media for their formal study. Moreover, from their opinion, they agreed that the Webtoon use in Extensive Reading. Having similar response, they also agreed that the most favourite genre for Webtoon are slice of life, drama, adventure and romance. This results are supported also in Students’ need for current technology in the teaching and learning process. They absolutely agreed that Webtoon use as a media Extensive Reading support their’s English learning, especially reading. They also believe that by blended learning system can facilitate their’s meeting in the class face to face and also online. Addressing the needs of Webtoon in Extensive Reading, the researcher believe that the Webtoon that use as a media will support soon in this institution. Different field and situation may have different analysis results. It is suggested that further studies of Webtoon use as a media in Extensive Reading would be a recommendation to the institution, lecturer and course designer to consider the result of this research. The Webtoon as a common media should be recommended.

Some suggestions that need to be conveyed are 1). Before using the webtoon, teachers and students should already understand how to use the webtoon in learning Extensive Reading, 2). policy support from campus is needed such as the provision of wi-fi facilities, computers, laptops related to product operations, 3). Need policy support from campus such as providing training or workshops on website utilization 4), there is a need for wi-fi or modern facilities with fast connections at campus or at home so students are not bothered by a slow internet connection so students can do.

**REFERENCES**