THE LINE WEBTOON OF COMIC APPLICATION IN READING SKILL AT SMA YKHS SEPULU

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Abstrak

Belajar bahasa Inggris sebagai bahasa internasional memiliki perang penting dalam pendidikan di Indonesia. Bahasa Inggris memiliki empat keterampilan yang harus dipelajari yaitu mendengarkan, berbicara, membaca, dan menulis. Di antara keempat keterampilan itu, membaca masih sulit untuk dibiasakan dalam proses belajar mengajar. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan bagaimana implementasi penggunaan komik webtoon untuk mengajar membaca teks naratif, pemahaman membaca siswa, dan respon siswa terhadap media. Subjek penelitian ini adalah siswa kelas sembilan. Penelitian ini menggunakan desain deskriptif kualitatif sebagai metode pengumpulan data. Oleh karena itu, instrumen yang digunakan untuk mengumpulkan data adalah observasi,wawancara dan pertanyaan. Data dikumpulkan dan dianalisis dengan melakukan observasi selama proses belajar mengajar dan wawancara. Berdasarkan data, hasilnya menunjukkan bahwa proses menggunakan komik webtoon untuk mengajar membaca teks berhasil dilaksanakan dan menarik minat siswa dalam membaca teks naratif. Tugas siswa menunjukkan bahwa sebagian besar siswa dapat memahami teks dengan mudah dan respon siswa menunjukkan bahwa mereka tertarik untuk belajar membaca teks dengan menggunakan media digital yaitu komik webtoon.

Kata Kunci : Membaca, Webtoon, Komik

Abstract

Learning English as an international language has a great importance of education in Indonesia. The teacher needs an engaging technique to help the student's difficulty in reading skill and involve students' attention and interest. The technique that teachers use to engage can be formed as media. The use of webtoon comic as media for motivating students in reading comprehension is important. Accordingly, this study aimed to describe how the implementation of using webtoon comic to teach reading, the students reading' comprehension, and the students' response toward the media. The subjects of this study were the students of XII-grader. This study uses descriptive qualitative design as a method for collecting the data. Therefore, the instruments used to collect the data were observation, questionare, and interview guides. The data were collected and analyzed by doing observation during the teaching-learning process and interview. Based on the data, the result showed that the process of using Webtoon Comic to teach reading was successfully implemented and had the students' interest in reading text. The students' task showed that most of the students could comprehend the text easily and the response of the students showed that they were interested to learn reading text by using digital media namely Webtoon Comic.

Keywords: Reading, Webtoon, Comic.

INTRODUCTION

Language is very important for human life. Without a language people cannot communicate with others. English as a global language is very needed in this era. It has important role in the international interaction on many aspects and it means that English has become one of communication tools around the world (Christine, 1996). In Indonesia, English has been becoming one of the languages that should be learned. It is proved that all of educational levels in Indonesia always put English as a subject that have to be given to the students. All around the globe, English is learned by hundreds of millions of people in all countries, simply because it is so useful. English is viewed as the most used in the language of the world. It is showed that the quality of text in English has been increased. Learning English as an international language has a great importance in different levels of education in Indonesia, as stated in Indonesian curriculum, one of the English learning objectives is understanding and

producing speech or written texts which are realized in four skills namely listening, speaking, reading, and writing.

Among the four skills, reading is still hard to be accustomed in the teaching learning process. Reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading (Alyousef, 2005). Reading is ability that has essential role for students. Because, reading is become a part of our daily activity and of course, reading include one of skill that students' have to learn in English foreign language. Besides, through this activity, students' can improve their own language, experience, develop their reading skill and changed their mind. They will get information and ideas from what they read and what they need to know. In order to achieve the goal, the comprehension ability in reading is needed. A reading skill can be described as a cognitive ability which a person is able to use when interacting with texts. Reading as one of the language skills has a very important role. Reading cannot be separated from daily activities. Students read many kinds of written materials such as newspapers, magazines, novels, academic books and so on. Through reading, students can get a lot of information, knowledge, enjoyment and even problem solving. Reading can be seen as an interactive process between a reader and a text which leads to automatically or reading fluency. Reading requires a set of thinking skills that grow out of the spoken and written use of the English language (Alyousef, 2005).

Therefore, teacher plays important role in teaching reading. It means teacher have to up to date, have to using the best strategy and have a great knowledge in teaching learning. Teachers' knowledge of the use of appropriate technology in the learning process is one of the variations that can be done by the teacher. This will certainly increase interest, achievement of learning outcomes and new atmosphere in learning English. Besides, with the incorporation of the right strategy will be fun activity for students. In teaching reading, there are some teachers that just say "Please open page 115, Read the passage and answer the questions." The teachers who start the lesson in this way are less likely to motivate students to read. It can make students just read the text, do not comprehend the text. To comprehend the text, the students need some motivation, background knowledge, and some strategies and skills. Students may fail to comprehend the texts while researching text. Reading is one of the language skills that is quite fun for some students. However, there are some students assume that reading is a language skill that is boring. Especially if the text is long, they will be lazy to read. Most students prefer to read text that interests them, like reading the text that in which are images, short text, or certain texts that are indeed trendy or interesting to read. To help students improve their reading comprehension, it is arguable to say that the English teachers have an important role. For example, the teachers must take on the responsibility for adjusting tasks and topics that related to the students interest and can try to using technology as variation in learning English to improve students' interest in reading (Supitri, 2019).

Using a great strategy in teaching reading will be more effective to maintain student's interest in language learning (Fauziah, 2017). To increase students' interest, teachers have to find creative ways to teach language and expand students' motivation to learn. The motivation of students can be affected by using interested media in learning English. The use of media as a tool can stimulate students' interest and motivation for helping teachers to convey the materials successfully to the students. The teacher needs an engaging technique to help the student's difficulty in reading skills and involve students' attention and interest. The technique that teachers use to engage can be formed as media. By using media in the teaching-learning process is very important, a media can stimulate students to help to process the information and to attract the students' interest. In comprehending a text, students have to understand in getting the main idea, and getting specific information from the text in reading activity. After that, they will be able to find the answer to the question.

Media as a component of teaching is very influential on the learning process. In this modern era, especially for Indonesian students, they cannot be separated from their smartphone. In this case, the use of digital media will be maximized. The students are interested with something digital, online, and unique. So, the researcher focuses on study in teaching reading through Webtoon Comic. Comic has been spread out widely as the medium to entertain. The colored illustration, simple theme and plot, and the characterization will attract the person who read it (Rokhayani, Ririn, & Utari, 2014). Comics also have an extraordinary appeal so that the message conveyed is easily digested and understood and

does not seem to be patronizing. Comic tells a story by quoting characters and narrating scenes with pictures and the reader doesn't have to imagine.

Teaching reading using Webtoon Comic is really helpful for the students because Webtoon Comic consists of colorful pictures, great stories, and digital media which will be very important for the students. Using Webtoon comics as a media for teaching students' reading ability might be very pleasing and interesting for students, the pictures which are provided able to give students clues and a spark of interest which can help students to read much more easily. Some studies shows positive effect by using English Webtoon in reading comprehension. Firstly, Juniarto, 2019 stated that Webtoon is effective to learn English which can make students more interested in reading. Students would not just read a text, but also they can see illustrated with color and interesting story. Secondly, Supitri, 2019 was conducted in showed that English comic Webtoon has influence to improve students reading interest. Students more entertained and enjoy while reading the Webtoon. In this case, the researcher suggested English Comic Webtoon as a media of instruction in teaching reading comprehension. Webtoon is an online application for comic. The application is free and easy to use besides Webtoon interested to read. By using Webtoon students can develope their reading ability in English reading comprehension. Its goal is to help educators harness the power of social media customize the classroom for each and every learner.

Regarding to the two previous studies above, this study will also try to observe the use of media (comic) in teaching reading. However, there are some similarities and differences in this study and them. In general, this study and the two previous studies have the same interest in using Webtoon for teaching English to help teachers convey the materials successfully. However, there are some differences between the two. The first researcher only focused on improving the reading quality of students on narrative text, while the researcher focused on all areas in reading lessons. The second researcher used junior high school students as their research material, and the researcher here made a new breakthrough by using senior high school students as research material. Because according to previous research conducted by Juniarto, 2019 for 3 meetings, the first and second meetings focused on how Webtoon media were used in the teaching and learning process in the classroom. The last meeting focused on finding out how the teacher developed when teaching was easier for students to understand and learn and was greatly helped, as evidenced by the increase in student points and they found it easier to answer the assignment given by the teacher.

The difference between the research conducted by the researcher and the previous researchers is that previous researchers used more quantitative research and very rarely did previous researchers use qualitative research. The next difference is the place of observation, of course the resercher and the previous researchers have different places. In the use of the webtoon itself, the difference between the resercher and previous researchers is the use of the webtoon itself, the previous researchers used the webtoon during offline or face-to-face school, while in this research, the webtoon was used online. The reason why the researchers conducted learning research using Webtoon media at SMA YKHS Sepulu was that the development of modern technology had also entered SMA YKHS Sepulu. But with the development of modern technology at this time SMA YKHS Sepulu still applies the teaching and learning process in the past, for example in English reading lessons, they still use ordinary textbooks that contain only long writing. So the researcher took the initiative to provide suggestions for using the Webtoon as a medium for learning to read English. It is the reason why the researcher chose Webtoon Comic as a medium for teaching. The writer hopes that with the use of English comics they will be active as participants and they have more a chance to express their minds emotions, feelings, and attitudes. By using Webtoon Comic students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class.

LITERATURE REVIEW

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear). Reading is a receptive

skill - through it we receive information. Reading is useful for language acquisition (Harmer, 2007). Provided that students more or less understand what they read, more they read, the better they get it. Reading is an important activity in life with which one can update his/her knowledge. It means that reading has usefulness for providing more understanding in subject learning and it has important part in life which can update our knowledge (Nunan, 2003). The understanding of reading according to experts is different, but actually has the same essence. The purpose of reading is to connect the ideas on the page to what you already know (Klingner, 2007). First, reading for pleasure. If you read for pleasure you have enjoyment and you can prepare for read such as you decide sit on your comfortable chair or prop yourself up on bed ready to relax with your book and you can find out what happens. It means that when people read to enjoy they have to get comfortable place. They can read in bedroom or wherever which makes relax. Second, Reading for Meaning. Reading for meaning used to get something or message from the writer. It means reading use to get something from the text.

Reading has five aspects, first is Main idea is called the topic sentence. In other word, the main idea is the important ideas that is developed by the writer throughout paragraph and sometimes are available in key words and explicit or implicit message. Second is Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence. Third is Reference. Reference is the words or phrases these are used either before or after the reference in the reading material (Brown, 2002). They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun. Fourth is Inference. When a reader adds information that he or she already knows to what is stated, the reader is making an inference (Harmer, 2007). In other words, the readers can make conclusion after reading the text. Fifth is Vocabulary. Stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading (Brown, 2002).

Comics are a collection of images that function to convey information or generate an aesthetic response to the viewer (Chilloat, 2002). All story texts in comics are neatly arranged and interconnected between images (visual symbols) and words (verbal symbols). Images in a comic are defined as static images arranged sequentially and interconnected between one image and another to form a story. Comics can be used as teaching material in the form of comics. Comics can be used as teaching material because they can streamline the teaching and learning process, increase student interest in learning, and generate interest in student appreciation.

Webtoon is a type of digital comic that originated in South Korea (Lyyn, 2016). Webtoon is publishing portal launched by Naver Corporation in South Korea in 2005. The service gained a lot of traction during the late 2000s and early 2010s. This service was first launched in South Korea as Naver Webtoon and then globally as LINE Webtoon in July 2014 as the Naver brand is not well known overseas and some of its services are also not available outside South Korea. In 2016, the Webtoon service from Naver entered the Japanese market as XOY and the Chinese market as Dongman Manhwa. On December 18 2018,. This application is very popular in its home country, namely South Korea and globally. In it, there are various comic titles divided into several genres such as drama, fantasy, comedy, horror, and slice of life. Webtoon is an acronym for the words website and cartoon. The Webtoon contains a collection of storytelling images published online.Webtoon is considered a subgenre of Manhwa (Korean comics). However, the Webtoon and Manhwa differ in the publication media used. Manhwa are published physically in the form of books / magazines, while Webtoon is published via the internet, usually on comic hosting sites Webtoon application can be downloaded via the playstore for free. Webtoon services are available in various language choices, including English which can be used as English learning. The development of digital comics can be divided into four generations (Lyyn, 2016). First is Generation Zero. This is the very first digital comic layout, where you only read the scanned print comics uploaded by creators to the internet. The composition hasn't really been edited, because it only uses a few simple techniques such as cutting and resizing the photo. Second is First Generation. Creators began to apply effects to comic images. It is in this generation that you can start enjoying digital comics that are more visually appealing than the previous generation. Third is Second

Generation. In this generation, it is possible for readers to read comics by scrolling vertically up and down. This format is considered very suitable for arousing readers' curiosity about what events the next character will experience. Especially if you are enjoying reading, you will continue. Fourth is Third Generation. Along with technological developments, you can access the Webtoon via the mobile app on your smartphone and laptop.

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Juniarto, 2019). From the concept stated previously. The use of Webtoon media makes it easier for teachers and students to learn, because it is done using a mobile phone or laptop connected to an internet connection. For teachers who have students who are less interested in reading and writing in English, it is hoped that one of these teaching materials can generate their motivation. Steps to use webtoon as a medium for learning to read. First Fill in all the data in the registration form, don't forget to also fill in the 'Nickname' to create a username. After that, click the 'Sign Up' button. ' Press the 'Confirm' button on the email confirmation pop up. Perform email verification. After all these ways the teacher gives instructions to all students to find the title of the story that has been prepared by the teacher. After all the students found the title given by the teacher, the students began to study the title of the webtoon and read it. By reading comics that are interesting both in terms of image style, color, short conversation sentence that do not require too long interpreting the translation, students will understand the conversation easier, and in the end they will understand the contents of the comic stories they have read. In this case students can add vocabulary by themselves, so that when learning to read in a textbook and if they come across similar vocabulary it will be easy to remember them. There are some studies related to the use of Webtoon in teaching and learning process. The first study from Putri, 2018. The title of this research is Pengaruh Media Sosial Terhadap Minat Membaca Siswa. The subject of this research is the Semester 2 College Students in Riau University.The students consisting of 36 students. This class is chosen because they are having the lowest in reading interest to other classes. This study investigates how Webtoon is applied in reading. The finding of this study showed that the influence in the use of Webtoon in reading interest could successfully enhance the students' reading interest.

The second study is from Putri A. A., 2018. The title of this research is, The Use of Webtoon and KWL (Know Want Learn) Strategy to Improve Students' Reading Fluency. The objectives of the Research are to describe the implementation and to find out to what extent the Use of Webtoon And KWL (Know- Want- Learn) Strategy to Improve Students' Reading Fluency In Tenth Grade In SMK Muhammadiyah Rembang in the Academic Year 2018/2019 especially in X (TKR C) class. The technique of collecting data, the data is observation, test and documentation. The result of the research shows that the pre-test 1 score is 59.3 and the cycle 1shows score is 67.2. Meanwhile, the cycle 2 shows that the pre-test is 68.2 and the post-test cycle 2 is 83.7.this indicates that KWL strategy can improve Students' Reading Fluency Of The Tenth Grade of SMK Muhammadiyah Rembang In Academic Year of 2018/2019.

The third study is from Juniarto, 2019. The title of this research is Using Webtoon Comic as Media in Teaching Reading Narrative Text. The participants of this study are IX-G students at SMPN 1 Tulangan. This study uses descriptive qualitative design as a method for collecting the data. Therefore, the instruments used to collect the data were observation, students' task, and interview guides. The data were collected and analyzed by doing observation during the teaching-learning process and interview. Based on the data, the result showed that the process of using Webtoon Comic to teach reading narrative text was successfully implemented and had the students' interest in readingnarrative text. The students' task showed that most of the students could comprehend the text easily and the response of the students showed that they were interested to learn reading narrative text by using digital media namely Webtoon Comic.

In the current study, researcher also conducted research on Reading with Webtoon as a learning medium. In research Juniarto, 2019 explained that learning English using Webtoon was very helpful for teachers and students in SMP Tulangan. Researcher and Juniarto, 2019 have the same goal, namely to find out how the comics implementation to teach reads, students' understanding, and how students respond to the Webtoon comic media. Design of research and research instruments used are the same.

The design of his research is Qualitative Descriptive and the instruments using are observation, questionare, and interviews. As for differences in Researcher and Juniarto, 2019 research is on the research subject Juniarto, 2019 making 9th grade students of SMP Tulangan as a subject, while Researcher uses 11th grade students of SMA YKHS as a subject.

RESEARCH METHOD.

In this research, the researcher use is qualitative research. Qualitative research is descriptive research. The collecting data is in the form of words or pictures rather than number. Qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely (Bambang, 2016). The researcher selected the people or participants who know the phenomenon of the problem. The researcher used purposive sampling technique to choose the participants. . In this research, the researcher chose the eleventh grade students of SMA YKHS Sepulu as the subject of the research. The number of subject were 25 students and one English teacher. The researcher selected the people or participants who know the phenomenon of the problem. The researcher used purposive sampling technique to choose the participants. Purposive sampling technique is the technique of selecting participants and sites intentionally to learn or understand the central phenomenon. In this research, the researcher chose the eleventh grade students of SMA YKHS Sepulu as the subject of the research. The number of subject were 25 students and one English teacher.

The researcher analyzed the data qualitatively by following steps, first is Data reduction. Mean making summary, choosing the important things, so the data gave describing clearly and the researcher easily to collect the data. The researcher used data reduction as along as doing the research (Budiharso, 2004). Second is Data Display. Data display is used to explain the data in order to be meaningful. Data description finished in the form narrative, graphic or table. Through the presentation of these data, the data organized, arranged in a pattern of relationship, so it more easily understood. In this case, the researcher derived the data from observation on teaching and learning process, interview to the teacher and questionnaire to the students as the supporting data to the result of interview of the students. The last is Data Conclusion The last steps in analyzing the data is concluding the data and verifying the data. In this step, the researcher drew the conclusion and verify the answer of research question that provide in displaying data by comparing the observation data, interview data, questionnaire data (Budiharso, 2004).

RESULT AND DISCUSSION

In this part, the researcher provided the data that have been collected from observation, interview and quesioner during the research. The researcher explain in the following points:

1. **How is the implementation of using Webtoon comic in teaching reading at SMA YKHS Sepulu?**

To answer the first research question, which is about the implementation of webtoon comic in teaching reading text, the researcher decided to do an observation for about two meeting. The researcher used the observation checklist during the activity with *"Yes"* and *"No"* options. The first activity that the teacher does is greet all students starting with *"Assalamualaikum"* then answered *"Waalaikumsalam"* by all students, this is done by the teacher through their class WhatsApp group namely *"English XI IPA"* To make sure they are ready to do learning activities. Then, followed by ensuring that all class XI IPA students have joined the class group. The activity for which the researcher answers "Yes" is the teacher making sure all students fill in the attendance through the link provided by the teacher.

Furthermore, before starting the lesson the teacher explained about the learning media that day, namely webtoon. The teacher explained about the webtoon application about how to use it and asked all students to download the application on the play store before continuing learning activities. After

making sure all students have installed the application, the teacher asks all students to look for a story in the webtoon entitled "Save Me". The researcher also went along to search for the novel and see what the story was about. Webtoon Save Me tells the story of the friendship of seven men, namely Kim Seokjin, Kim Namjoon, Min Yoongi, Jung Hoseok, Park Jimin, Kim Taehyung, and Jeon Jungkook. In this webtoon, the central character is Kim Seokjin. Tells about Seokjin who just returned from America after 2 years living there and intends to find his friends. Seven boys. Best friend. Their fates intertwined through the good times together, but also the though times, as they have gone they sparate ways and suffered greatly as a result. When all is almost lost for this boys, one is given a special chance to go back in time and help his friend and fix the mistakes that led them down this path. He'll do anything to save them, but can he? Or is he too late?

In the second week meeting, the teacher continued about the previous webtoon material. The teacher asks all students to make voice notes about the sentence sent by the teacher to the class group. The sentences are, *1) He always records and takes pictures of everything. 2) He has the ability to go back in time, and he tries to help fix his friends' mistakes with it. 3) Yoongi always played piano with his mother as a child He is not truly happy there as he hates the rules and silence. 4) He is afraid of getting close to people due to the accident and prefers to keep them away. 5) He enjoys dancing and always only ever shows his bright and cheerful side to others. 6) He was diagnosed with Munchausen Syndrome. 7) He is always watches from far away and lives with the complex of not doing anything for the people he cares for. 8) Until he meets Hoseok and the five other boys from the school. 9) He later murders his father in a raged attempt to protect his sister. 10) He starts to remember and recall his memories of his time together with Yoongi upon hearing a familar tune being played by a girl with a guitar.* The students do voice notes one by one. After that the teacher gives assignments to all students, all students must do the assignments given by the teacher. After giving assignments, the teacher corrects all students' answers and provides feedback about the assignments they are doing. Feedback given by the teacher is about learning. The teacher explained that the day's learning was very effective and was helped by the webtoon. The teacher asks students to read more often to increase their new vocabulary. The teacher also asked the students to listen to English conversation more often to help students understand the correct pronunciation. The researcher did checklist observations only in the first week because in the second week the teacher did almost the same activities in the first week, except that all students did voice notes about the sentences given by the teacher, assignments and assement the task. At this observation stage, it can be concluded that the use of webtoon can increase the reading quality of students. According to the teacher, previously the teacher did not have a guide as a teaching material, students also made many mistakes when reading and lacked interest. When using a webtoon, the assignments given by the teacher were answered by many students who answered correctly. So students really read the webtoon seriously.

Researchers used interviews to strengthen on the First Research Question. Researchers gave 5 questions adopted from Previous Study, namely Juniarto (2019).

On the first question Researchers asked about the problem that the teacher faces when giving learning material to students. It turns out there are still problems facing the teacher when they will provide learning material. The lack of reference is the first problem faced by the teacher. The teacher sometimes provides learning materials only from one guidebook. The second problem The teacher faced was the teacher did not have a reference the techer could choose. Sometimes the teacher has trouble explaining the material to students.

Next, in the second question researcher asked how the teacher established or gave questions to students. On this question the teacher answered she gave the task only from the textbook the teacher used during the teaching and learning process. The teacher also did not design the question because of the lack of reference the teacher had. On these two questions only discussed how previous teaching and learning process activities use webtoon.

Furthermore, in the third question researcher began asking how differences in the teaching and learning process used webtoon from before. It turns out that the use of webtoon is very helpful for teachers. Because schools currently have to be online, according to teacher answers initially very few

students responded during online activities but when the teacher explained that the learning media at that time would use a webtoon of students' response very well.

The fourth question of researcher asked what the difficulty faced by the teacher during the use of webtoon as a learning media. It turned out that the difficulties the teacher had faced because she had to be online school, so she couldn't monitor students whether they read correctly or not.

The fifth question or last question is researcher asks if the teacher thinks this webtoon can be used in further learning or not. The teacher thinks that this webtoon is very helpful, so the teacher wants to use webtoon on the next learning even she also thinks want to use webtoon offline when school can start face to face again.

2. What is the students' responds towards the implementation of using Webtoon comic in teaching reading?

Researcher also conducted Questioners given to all students of class XI IPA. These questionnaires were conducted to answer the second research question, which is about how students respond to All students when learning use the answered webtoon. Questions are given to students using Google Forms, students can choose "Yes" or "No". Based on the questionnaire filled by the students, the researcher could describe students response was varied and it was described as follows.

Based on number one, 80% of students in class XI IPA answered that they enjoyed learning to use webtoon and 20% answered that they did not enjoy it. So it can lock that more students agree and enjoy learning to use webtoon. For students who answered that they were not happy when learning to use a webtoon, it could be that they are new users or first time using webtoon maybe they are still confused about the webtoon.

In data number two, 80% of students answered that the webtoon helped them understand the text and 20% answered that the webtoon did not help them understand the text. So here it can be said that more students are helped to understand the text when learning to use webtoon. For students who answered the webtoon did not help them understand the text, it might be due to the lack of vocabulary they understood.

Furthermore, in data number three, 68% of students answered that lessons using webtoon made them more active during lessons. 32% of students answered that learning to use webtoon did not make them active during the lesson. From the answers of students who answered more, they were more active in learning when use webtoon, it can be guaranteed that learning to read using webtoon really helped them to be active during lessons. For 20% of students who answered that it didn't make them active, maybe their cellphones couldn't be used to download webtoon or because of their lack of interest or motivation in learning.

Next, in data number four, 84% of students answered that they were very enthusiastic when studying. Another 16% answered that they were not enthusiastic. It can be said that with students' answers being more dominant and answering more that they are very enthusiastic, webtoon are very useful to encourage students' enthusiasm when learning. Students who are not enthusiastic when learning they are less motivated when learning.

In data number five, 76% answered that they had difficulty understanding sentences in the text and 24% answered that they had no difficulties. It can be said that they still have trouble understanding Long Sentences in webtoon.

In the last data, number six, 80% of students answered that they did not want to practice reading outside the classroom. And they have an interest in doing so. It can be said that students still lack confidence and do not have the confidence or motivation to read elsewhere in their class. It could be because they are ashamed and afraid of being wrong.

CONCLUSION

From the analysis, it can be concluded that that the implementation of using Webtoon Comic in teaching reading text, it can be concluded that the use of Webtoon Comic helped the students to read text easily. There were two meetings done by the teacher to teach reading by Webtoon Comic. The meetings were divided become two sections. First meeting focused on how the media was used in teaching-learning in the online class. Last meeting was focusing to know the students' reading comprehension by giving exercise. Besides the students work toward the used of Webtoon Comic to teach english reading. It can be seen that Webtoon Comic was helpful for the students to do exercises by the teacher because the students could get high points by giving the correct answer.

The media Webtoon Comic also helped the students to comprehend the text. Related to the students' response toward the use of Webtoon Comic to teach reading, it can be concluded that the students do believe that Webtoon Comic helped the student understand the flow of the story easily and they also could give some interesting pictures in the story. The students stated that by seeing the pictures could help them to understand the text easier and faster. To recap, Webtoon Comic is successful to teach reading text for senior high school.

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