

CHAPTER II

LITERATURE REVIEW

A. Webtoon Application

1. Definition of Webtoon Application

The rapid advancement of digital technology today has made nearly all human activities increasingly reliant on it. Experts from various fields continue to innovate by creating more sophisticated technologies. This progress has significantly impacted the world of entertainment media, including comics. Comics are stories conveyed through a combination of images and text. As stated by Franz and Meier (1994), comics consist of a sequence of images blended with words to express motion and action. Initially, comics appeared in the form of newspaper strips, later evolved into printed books, and now have transformed into digital formats.

One of the most popular digital comics today is Webtoon, a comic platform from South Korea that has been downloaded more than 100 million times. The term “Webtoon” is a combination of the words “web” and “cartoon,” referring to digital comics published online and accessed via devices such as computers and smartphones. This platform was launched by "NAVER Corporation" in 2005 and became globally recognized under the name "LINE Webtoon" in 2014, due to the NAVER brand being less familiar outside of Korea.

According to Cho, in the early stages, there were several terms used to describe digital comics, such as “webmic” (a combination of “web” and “comic”), but the term “webtoon” eventually gained more popularity. Today, Webtoon is not only known as a form of digital comic but also refers to the official application that offers a wide range of genres from comedy, action, mystery, thriller,

adventure, to romance and fantasy. This application is available for free through its official website or the Play Store and supports multiple languages including Korean, English, Chinese, and Indonesian.

Lynn (2016) noted that Webtoon originated as a digital comic format in South Korea. Meanwhile, Djiwandono (2018) emphasized that Webtoon has great potential in shaping how younger generations perceive and interpret text and visuals. Therefore, in this digital era, educators are encouraged to adopt creative and engaging teaching methods to make learning materials easier to understand. Utilizing the right media, such as Webtoon, is an effective solution for creating enjoyable learning experiences. Apart from serving as a form of entertainment, Webtoon can also function as an educational tool that promotes interactive learning and enhances students' reading skills.

In summary, Webtoon can be described as a digital comic that presents visually appealing stories and can be accessed anytime and anywhere through mobile devices. The application is free to download and is not only accessible to Korean users but also to international readers, thanks to its multilingual support.

2. History of Webtoon

LINE Webtoon was first introduced by Kim Junkoo in 2004 in South Korea. He observed that toward the end of the 1990s and the beginning of the 2000s, the print comic industry in the country had significantly declined due to the economic downturn. During this period, the South Korean government also viewed comics as having a negative influence on the younger generation, which led to a decrease in support for comic publishing. In response to this situation, Junkoo developed LINE Webtoon as a digital alternative, offering a new platform for both readers and comic creators to engage with and enjoy comics in a modern format. This application provided easy access, free usage, and promoted original and innovative stories, which successfully captured the interest of a wide audience, especially tech-savvy young people.

At its initial launch, the platform was named Naver Webtoon, in line with its original developer, Naver Corporation. Naver is one of South Korea's largest technology and communication companies, offering a wide range of services such as search engines, messaging apps, video streaming, and digital comics. To expand its market internationally, in 2014 Naver Webtoon partnered with LINE Corporation, a technology company headquartered in Japan that also operates in South Korea through its subsidiary, LINE Plus Corporation. Through this collaboration, the platform rebranded to LINE Webtoon and successfully expanded globally, including to Indonesia, by offering a variety of content tailored to both local and international audiences.

3. Genres of Webtoon

Webtoon offers a wide variety of genres that readers can explore according to their interests and preferences. This variety enables comic enthusiasts to continuously select and enjoy the latest content. Below are several common genres found in webtoon content:

a. Drama

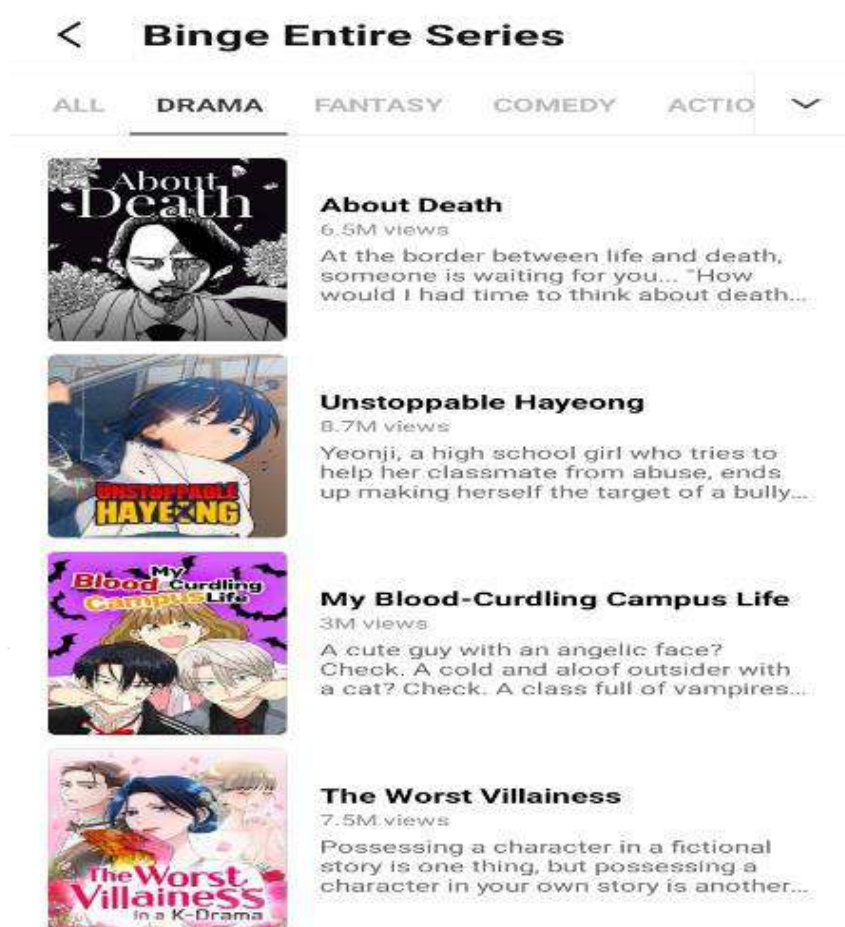


Image 2.1
Drama genre homepage on webtoon

Drama in webtoons focuses on emotional conflicts and personal struggles. The primary aim of this genre is to engage the reader emotionally and draw them deeply into the storyline.

b. Fantasy

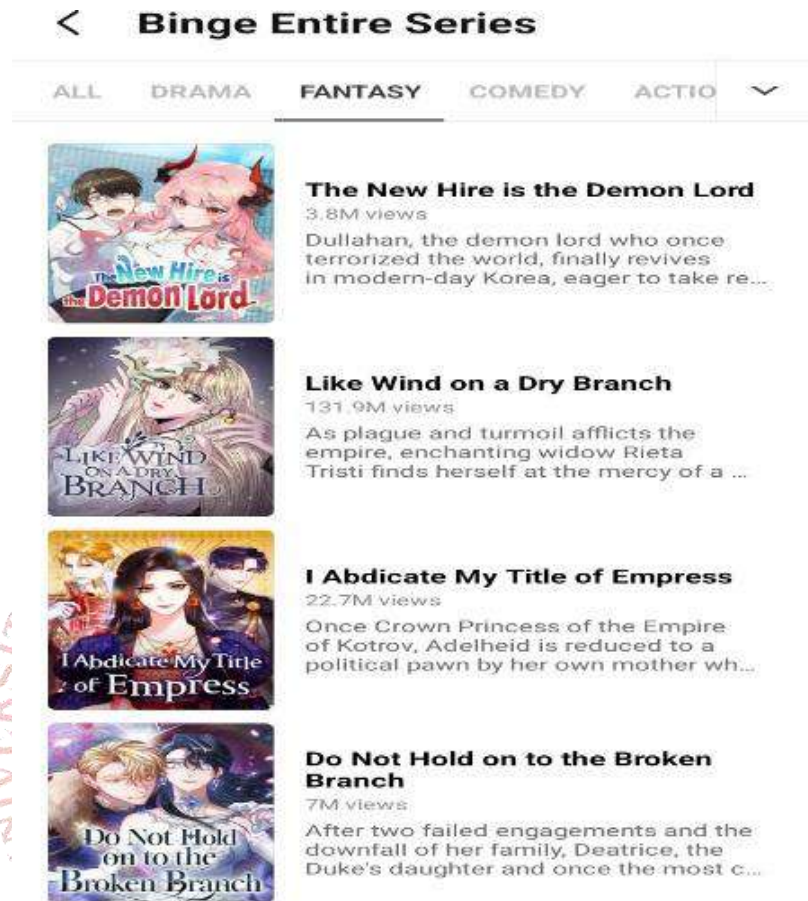


Image 2.2

Fantasy genre of homepage on webtoon

Fantasy webtoons transport readers to imaginary worlds. These stories may involve mythical elements, ancient legends, or entirely fictional universes born from the author's imagination.

c. Comedy

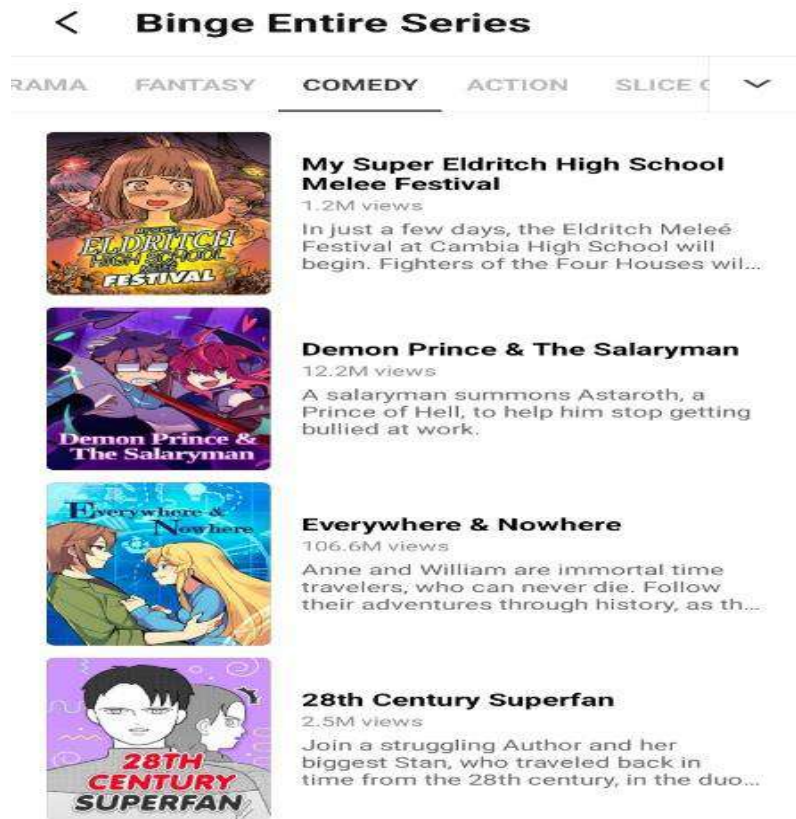


Image 2.3
Comedy genre of homepage webtoon

The comedy genre provides humorous plots designed to entertain and amuse readers. These stories aim to provoke laughter through funny scenarios and witty chawittys.

d. Action

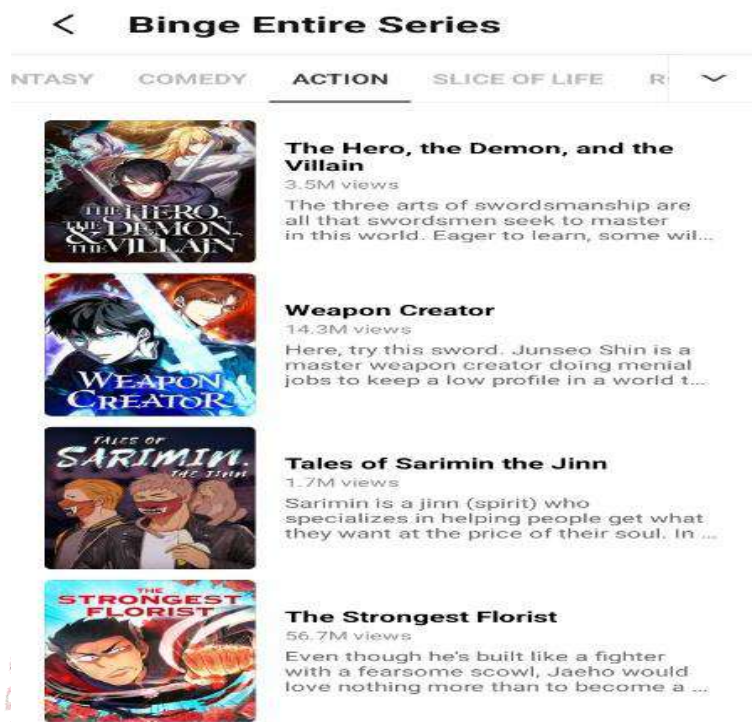


Image 2.4
Action genre homepage on webtoon

Action webtoons typically feature thrilling sequences and intense battles, often portraying characters who fight against evil, defend justice, and strive for righteousness.

e. Slice of Life

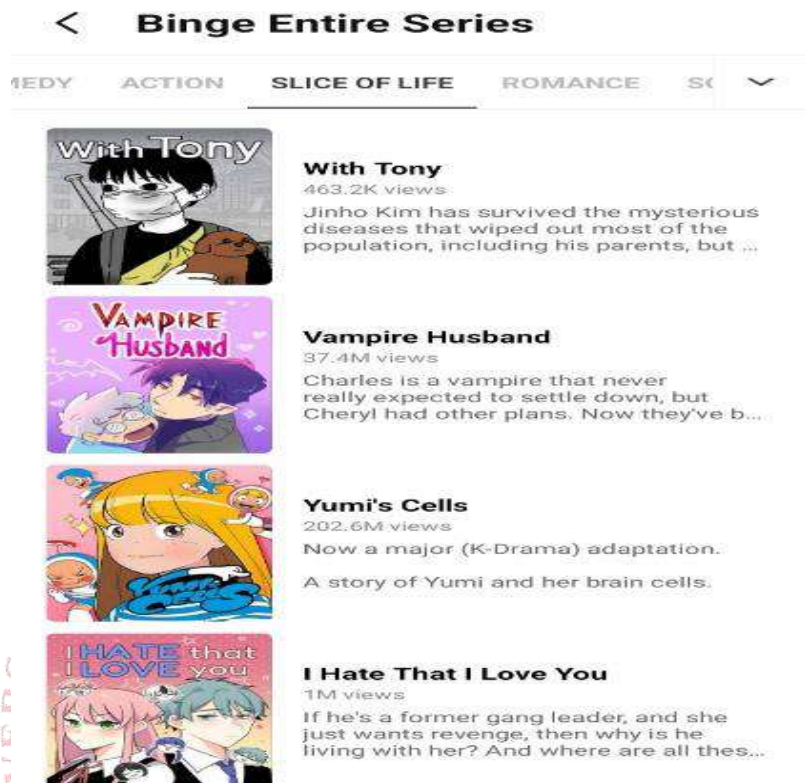


Image 2.5
Slice of Life genre homepage on webtoon

Slice of life webtoons portray everyday experiences and realistic situations, often inspired by true stories or common social occurrences. This genre highlights the authenticity of daily life events.

f. Romance

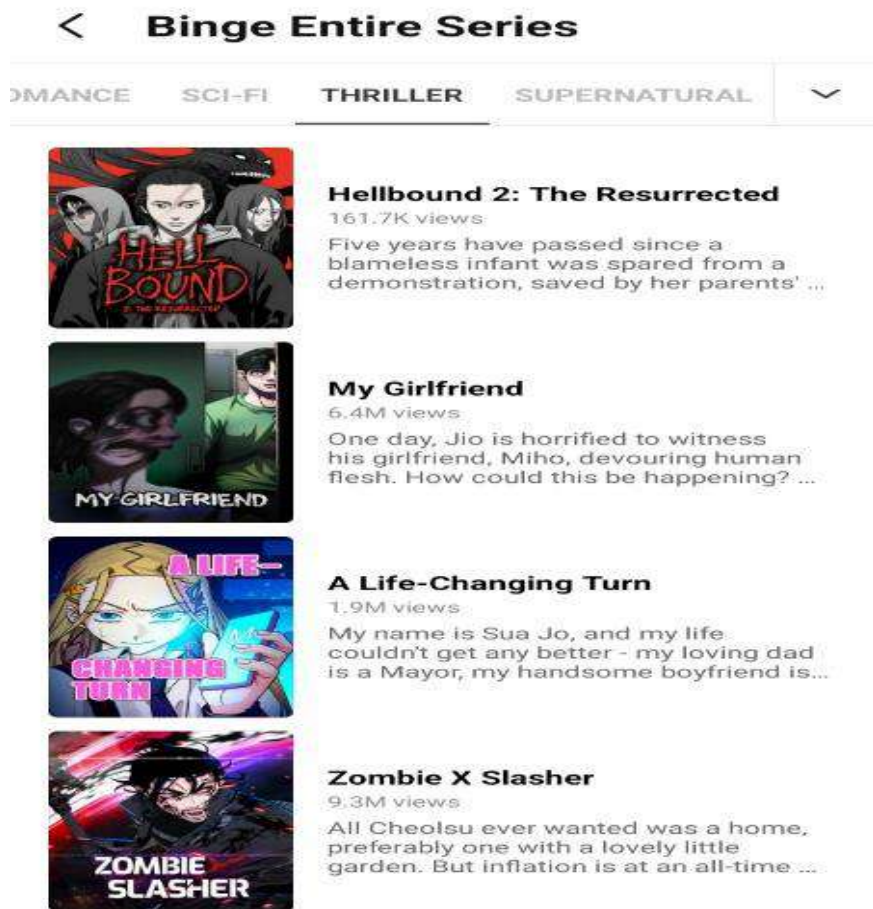
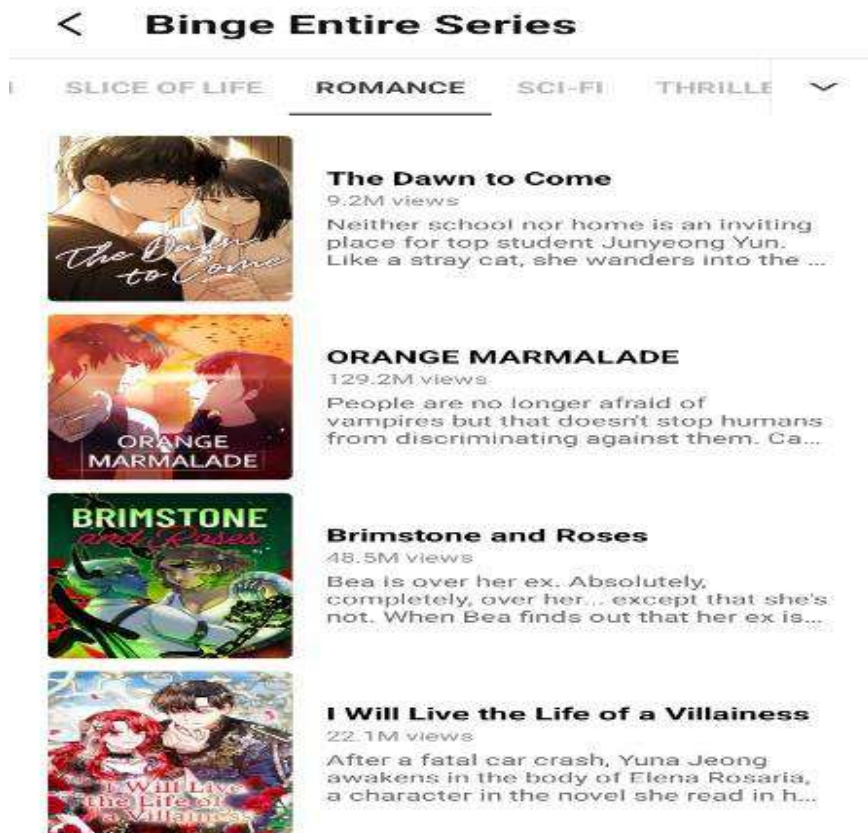


Image 2.6
Romance genre homepage on webtoon

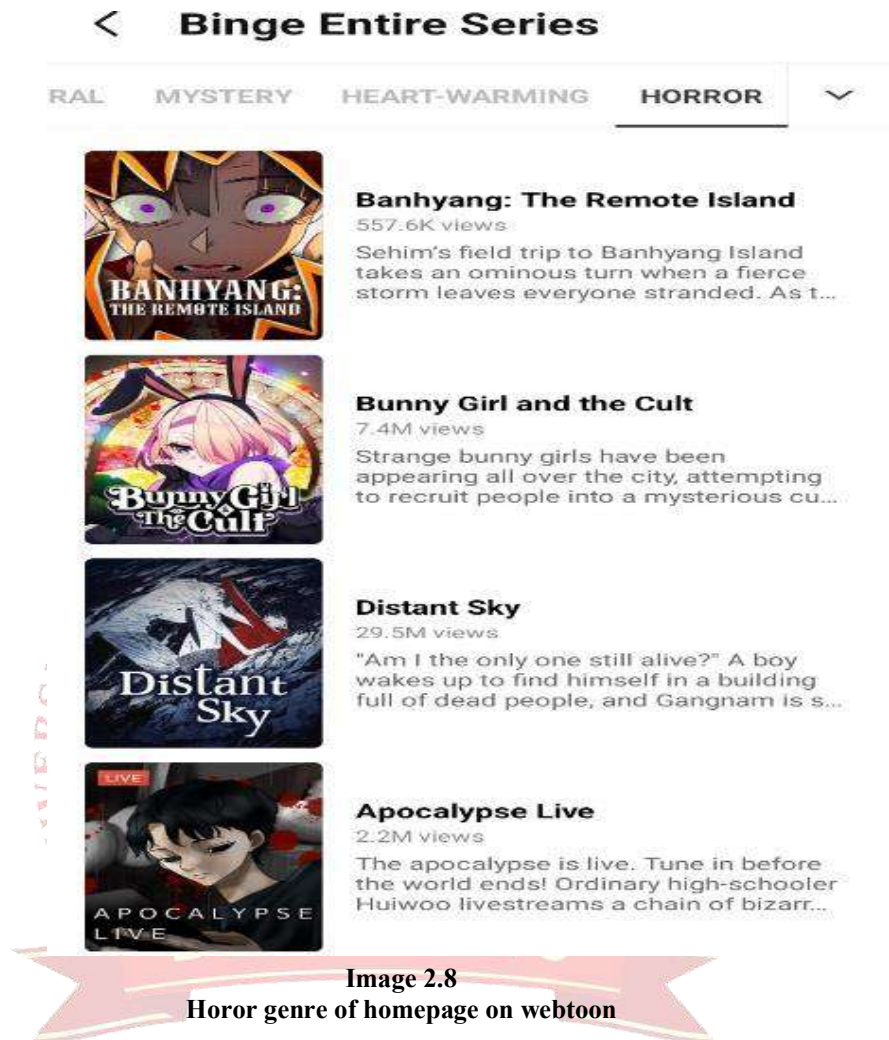
The romance genre presents stories centered around themes of love and qromantic relationships. These narratives often evoke emotional responses from readers and are particularly popular among teenagers.

g. Thriller



Thriller genre often overlaps with drama, action, and crime. Its main features include a plot full of mystery, surprises, and rising tension leading to the climax, with realistic themes such as murder, psychological disorders, mystery, or espionage. In Webtoons, suspense is enhanced through audio effects like heartbeat sounds, eerie music, and footsteps.

h. Horror



Horror webtoons deliver frightening and suspenseful stories. This genre often includes urban legends, supernatural encounters, and themes involving ghosts or terrifying phenomena.

i. Web Novel Adaptation

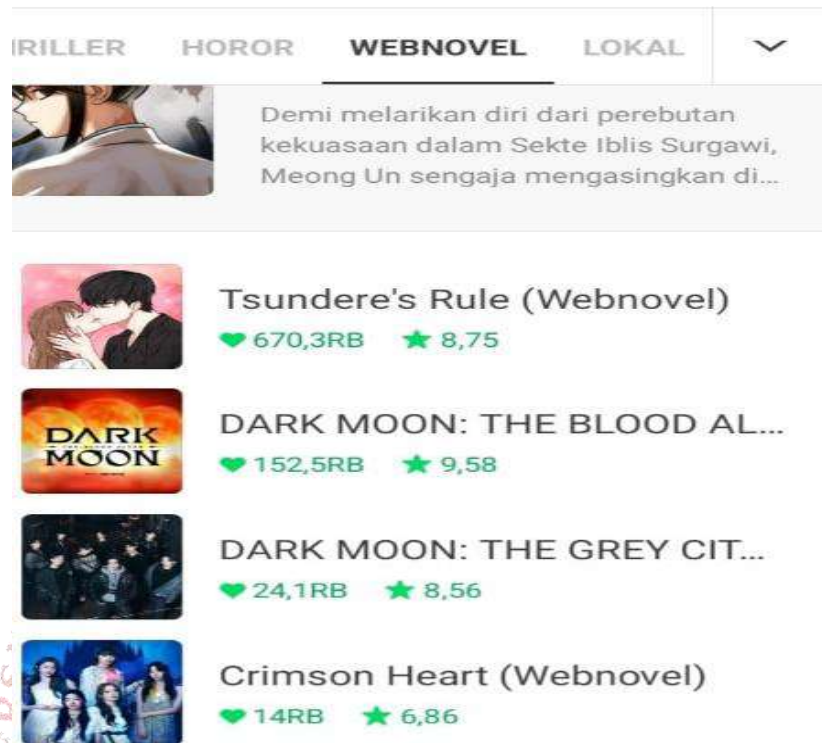


Image 2.9
Web Novel Adaptation genre of homepage on webtoon

This genre consists of stories adapted from traditional novels. As one of the newer categories in webtoon, web novel adaptations are still relatively limited in number but are steadily gaining popularity.

4. Principle of Webtoon Application

The webtoon app was inspired by research that used webtoon as a learning medium considered "read, read, and read." According to Wright & Sherman Sherman (1999), there are three reasons teachers should allow comics to be used in language arts classes. First, the students are very interested in the genre. This shows that comics are one of the most preferred genres for Comics tell about relaxed situations and are full of humorous or interesting stories and

illustrations, which attract students' interest in reading. In today's technological age, students can obtain or download literature. The webtoon app was inspired by research that used webtoon as a learning medium considered "read, read, and read."

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5. Characteristics of Webtoon

Destya explains that Webtoon is a type of application that also functions as a form of social media. Within its features, Webtoon possesses several distinct characteristics, including:

a. Participation

Participation refers to the opportunity for users or stakeholders to be actively involved in interactions. By encouraging contributions and feedback from interested parties, social media blurs the traditional boundary between content creators and audiences. Specifically, user engagement in social media can be measured through visit frequency, time spent on the platform, and level of interaction. In the Webtoon application,

user participation is reflected through features such as giving “likes” and marking stories as favorites.

b. Openness

This characteristic is supported by the open-network concept of social media and the ease with which users can create and share content. Openness is commonly seen when individuals especially younger generations freely share moments from their daily lives online. On the Webtoon platform, features like comments, ratings, sharing options, search tools, and detailed descriptions on comic landing pages all contribute to the sense of openness commonly found in social media environments.

c. Conversation

As stated by Mayfield in Destya's journal, unlike traditional media which generally operate in a one-way flow of information, social media facilitates two-way communication. Webtoon supports this conversational element through its comment feature, which allows users to interact not only with fellow readers but also directly with comic creators.

d. Community

Social media serves as an effective tool for community development, with its primary function being to connect individuals and groups who share similar interests or needs. On Webtoon, this communal aspect is fostered through shared preferences and interactions among users who enjoy the same genres or creators.

e. Connectivity

Mayfield states that social media enhances connectivity by providing links to other sites, resources, and users, enabling

seamless navigation across the virtual space. In Webtoon, the sharing feature allows users to distribute content across different social media platforms or directly to other users' personal accounts, thereby reinforcing interconnectivity.

6. Design of Webtoon Application

The abbreviation for web and cartoon is webtoon. A selection of picture-telling stories (comics) that are translated online can be found on Webtoon. Webtoon is regarded as a subgenre of Korean comics, or manhwa. However, the material used for publications varies between Webtoon and Manhwa. Whereas Webtoon discusses through the media on the Internet, Manhwa is authorised and consists of books and magazines. as well as this webtoon-based program that offers a variety of storylines and comics, including action, comedy, horror, romance, and friendship plays. One application-based learning tool that can be used as a reading medium is Webtoon. because a webtoon can pique students' interest in reading because of its appeal, which piques their curiosity and encourages them to read.

7. Strength of using webtoon in the classroom

Marrison, Bryan, and Chilcoat (2002) assert that the following factors make comics better than other teaching materials:

- a. It is evident that students in middle and high school are aware of and appreciate comics.
- b. Students view comic books as sacred media.
- c. Due to popularity, accessibility, and likability, students are more inclined to explore and learn than they would normally. Through comics, students are able to learn more than they often do.

- d. The students investigate the use of akandialog, dramatis and ringkas, and nonverbal communication through dialogue comics.
- e. Such style helps enliven a classroom that can protects historical content from being boring and meaningless, as it often is in conventional classroom.

8. How to Operate the Webtoon Application

According to Supitri (2019), there are two primary ways to operate Webtoon: through a web browser and via the official application. These methods enable students to access and enjoy digital comics conveniently based on their preferences and available devices.

First, to use Webtoon via a web browser, students can open the Google homepage and type the keyword "Webtoon" in the search engine. After that, they will find the official Webtoon link among the search results. By clicking on that link, they will be directed to the main Webtoon website. Then, students can enter the title of the Webtoon they want to read into the search box available on the site. Once the title appears, they can click on it and begin reading the story online.

Second, a more practical and enhanced way to enjoy Webtoon is by using the dedicated application. The procedure for using the Webtoon application is outlined as follows:

a. Download and Install the App

Users must download the LINE Webtoon application from the Google Play Store (for Android) or the App Store (for iOS), and install it on their smartphone or computer.

b. Open the Webtoon App

Once the installation is complete, users can open the app to start accessing Webtoon content.

c. Log In or Sign Up

Users are required to log in using their LINE, Google, Facebook, Twitter, or email account. If they do not have an account yet, they need to sign up first.

d. Select Language and Region

Upon successful login, users should select their preferred language and region to receive content recommendations that are tailored to their location.

e. Explore Favorite Genres

Within the app, users can explore a wide range of genres such as romance, action, comedy, horror, or fantasy. By selecting their favorite genres, users can get more personalized suggestions.

f. Choose a Webtoon Title

Users can search for a specific title using the app's search feature and view the details and episode lists of the selected Webtoon.

g. Read the Webtoon

After choosing a Webtoon, users can select the episode they wish to read and scroll down to enjoy the comic in a vertical format.

h. Subscribe to the Webtoon

To save the Webtoon for easier access in the future, users can tap the "+ Subscribe" button and add it to their collection.

i. Enable Notifications

Users may activate notifications to be alerted whenever new episodes of their subscribed Webtoons are released.

j. Engage with the Content

Readers can interact with the content by leaving comments on episodes and sharing their favorite Webtoons through various social media platforms.

B. Learning Media

1. Definition of Learning Media

Sadiman et al. (2014:7) stated that learning media are all forms of efforts used to deliver messages from the sender to the receiver in order to stimulate students' thoughts, feelings, attention, and interest, so that the teaching and learning process can take place.

Learning media serve as tools that support the teaching and learning process in the classroom. According to Van Els (2004), instrumedia refers to all forms of aids that can be used by both teachers and students to achieve specific learning objectives. In this context, media play an important role in enhancing instructional effectiveness, as implemented, for example, at Dharmawangsa University.

Davies (2000:193) highlights two primary functions of learning media: first, to help teachers organize instruction more efficiently, and second, to support students in learning more effectively. This suggests that teachers must be aware of the advantages offered by learning media in simplifying the delivery of subject matter or messages. This is especially important when dealing with complex or abstract content. Not all topics require media, but when the material is difficult to understand or fails to engage students, the use

of appropriate media becomes essential. Therefore, educators must be capable of selecting and applying media that align with learning objectives and student needs.

Arsyad (2011) further outlines several benefits of using media in the classroom. These include enhancing the clarity of content delivery, increasing student engagement, and stimulating learning motivation. Learning media also provide shared learning experiences for students by illustrating real-world events and allowing them to interact directly with teachers, peers, and their surroundings—for example, through educational field trips, museum visits, or zoo excursions.

One example of modern learning media is Webtoon, a digital comic platform that has educational value. Sudjana and Rifai (2011) argue that comics can be effective teaching materials because they contribute to a more engaging and enjoyable learning experience, increase students' interest in learning, and encourage their appreciation of the content. Webtoons, in particular, make the learning process more interactive and visually appealing, which can significantly capture students' attention and boost their motivation.

2. Functions of Learning Media

Functions of Learning Media According to Levie & Lentsz (1982) as Quoted by Sanaky (2009:6)

a. Attention Function

Visual media serve an essential role in capturing and directing students' attention toward the learning content, particularly through visuals accompanying the lesson. At the beginning of a lesson, students often lack interest in certain subjects, which results in low attention. Projected visual media

can calm and redirect their focus to the subject matter, thus increasing the possibility for students to absorb and remember the content more effectively.

b. Affective Function

The affective function of visual media is reflected in the students' level of perception and motivation when learning or reading illustrated texts. Images or visual symbols can stimulate students' emotions and attitudes for example, visuals related to social or racial issues may evoke emotional engagement.

c. Cognitive Function

Visual media facilitate the achievement of learning goals by aiding in the understanding and retention of the information conveyed through images or visual symbols.

d. Compensatory Function

The compensatory role of visual media is evident in their ability to provide context that helps students with reading difficulties to process and remember textual information. In other words, learning media support students who struggle to receive and comprehend lesson content presented in written or verbal form.

Functions of Learning Media According to Asyhar (2011:29–35)

a. As a Learning Resource

Learning media function as an important source of information for students during the learning process.

b. Semantic Function

Media help expand students' vocabulary and introduce new terminology.

c. Manipulative Function

This refers to the ability of media to represent an object or event in various ways, adapted to the situation, context, objective, and target audience.

d. Fixative Function

Media are capable of capturing, storing, and replaying objects or events from the past.

e. Distributive Function

Media allow the same material, object, or event to be accessed by a large number of students simultaneously, even across vast areas.

f. Psychological Function

Media have psychological effects such as attracting attention, stimulating emotions, encouraging imagination, and increasing learning motivation.

g. Socio-Cultural Function

Media usage can help overcome socio-cultural barriers among students from diverse backgrounds.

3. Benefits of Learning Media

According to Sudjana and Rivai (2002:2), the use of learning media in the learning process provides several benefits, including:

a. Enhancing Student Attention

Learning media can make the learning process more attractive to students, which helps to stimulate their interest and motivation to learn.

b. Improving Content Clarity

Learning media help present the subject matter in a clearer and more understandable way, enabling students to grasp the material

more easily and achieve the learning objectives.

c. Offering More Varied Teaching Methods

With learning media, the teaching process becomes more diverse and not solely dependent on verbal explanations from the teacher. This variation prevents students from feeling bored and helps teachers conserve energy, especially when teaching several sessions.

d. Encouraging Active Learning

Learning media allow students to be more actively involved in the learning process. Besides listening to the teacher, they can engage in activities such as observing, practicing, demonstrating, or presenting what they have learned.

4. Principles of Using Learning Media

Carvati and Priansa state that there are principles that teachers must pay attention to in selecting and using teaching aids:

- a. No single learning resource is good for all learning objectives.
- b. Media is an integral part of the learning process, so media is not only a teacher's teaching tool, but also the most important part of the learning process.
- c. The use of any learning resources used should aim to support students in their learning.
- d. Using a variety of educational tools means information tools that complement each other as much as possible.
- e. The selection of teaching materials should be guided by learning objectives and not based on the teacher's personal preferences.
- f. Well managed

Teachers must be able to deal with the advantages and disadvantages of the mass media as well as possible in order to provide a fair understanding to students.

5. Types of Learning Media

In general, there are several common types of learning media frequently used in the teaching and learning process. According to Zaman, as cited in Nurfadhillah, learning media can be categorized into three main types:

a. Visual or Graphic Media

Visual media deliver information through the sense of sight. This type is among the most widely used in educational settings. Examples include textbooks, images, photographs, magazines, posters, visual aids, and similar materials.

b. Audio Media

Audio media contain messages in auditory form, which can only be perceived through hearing. This type of media is designed to stimulate students' thoughts, feelings, attention, and willingness to engage with the subject matter. Examples include recorded sounds, music, radio broadcasts, audio cassettes, CDs, and various sound-producing musical instruments.

c. Audio-Visual Media

Audio-visual media combine both sound and visual components, allowing messages to be received simultaneously through hearing and sight. These are also referred to as audio-visual or multi-sensory media. Examples include educational films, videos, and drama performances.

Meanwhile, Arsyad, as cited in Aryadillah and Fitriansyah, classifies learning media based on technological development into four categories:

a. Print-Based Technology Media

This category includes media that present learning materials through printed formats such as textbooks and static visual materials.

b. Audio-Visual Technology Media

These media deliver content using mechanical and electronic devices to present both sound and visual information.

c. Computer-Based Technology Media

This type of media involves the use of microprocessor-based devices such as computers to generate and deliver educational content.

d. Integrated Print and Computer-Based Media

This media combines various forms of instructional materials, including printed and digital formats, which are controlled and managed using computer systems.

C. Reading Comprehension Skill

1. Definition of Reading Comprehension Skill

Reading comprehension is the ability of readers to understand the meaning of a text and connect it with what they already know. According to Nikmah (2020), reading comprehension depends on the information present in the text and the reader's prior knowledge, which helps them understand and relate new information to what they already know.

This aligns with Snow et al. (2002), who stated that reading comprehension is a process where readers extract and construct meaning through interaction and engagement with written texts. In other words, readers not only take information from the text but also

build new understanding by connecting it with their prior knowledge. To achieve this process, readers must be actively involved in it.

According to Pressley (2000) and Birsch (2011), reading comprehension is the ability to understand what is read. This includes various reading skills, such as word recognition, fluency, lexical knowledge, and prior knowledge about the text. These skills are essential to enable readers to quickly comprehend the text and gain knowledge from their reading. Reading is one of the critical language skills when learning English.

Kartawijaya (2017) stated that reading is an important skill in English teaching because students can acquire written information, which can enhance their knowledge and expand their understanding of various topics. According to Fitri and Rozimela (2020), good reading comprehension not only facilitates learning English but also serves as a prerequisite for more meaningful learning. They highlighted that good reading ability greatly helps students in acquiring knowledge comprehensively. Therefore, reading comprehension is crucial for students' education and intellectual development.

Factors that affect reading comprehension skills :

a. Reading skills

Reading skills include the skills of analyzing, understanding, and using information from texts.

b. Language skills

Language skills include the skills of understanding words, sentences, and paragraphs.

c. Reading interest

Interest in reading will encourage readers to read more and more often. The more often one reads, the better one's reading comprehension skills.

2. Concept of Reading Comprehension

A crucial step in the reading process is reading comprehension. Students make an attempt to comprehend and assess the information contained in the texts they have read. Students need to become proficient in this skill so they can identify the best answers and perform well on tests that include a variety of readings. Reading comprehension requires more than simply word and phrase recognition; it also requires critical thinking to make connections between new and existing information. It is a foundational skill that supports academic success and the ability to handle challenges in understanding various texts.

Reading is a means of communication between the author and the reader that involves letters, words, phrases, and clauses, claim Bosede and D.O. (2016). Additionally, this exercise provides a forum for the writer and reader to engage in negotiation. In this situation, the reader does more than simply absorb information; they also analyze and decipher the author's message. In this process, the reader and the text engage in a dynamic interaction in which the reader's interpretation which is shaped by their prior knowledge provides meaning in addition to the text itself.

Varita (2017) asserts that the foundation of reading is understanding. It has to do with past knowledge, the text's organization, and proactive information-finding. To put it another way, reading comprehension is an effort to use the reader's

vocabulary including collocations and idioms to find meaning in the text they are studying. This procedure demonstrates that reading is not a passive activity but rather necessitates the reader's active participation in order to comprehend the text's stated and implicit meanings.

Reading comprehension, according to Takaloo and Ahmadi (2017), is the process of organizing meaning in spoken or written communication through a mutual exchange of ideas within a particular communicative context. Reading comprehension incorporates the reader's past knowledge in addition to the fundamental skill of decoding meaning from written texts. This demonstrates that reading comprehension is a comprehensive process in which the reader connects the communicative context and their prior knowledge to extract deeper meaning in addition to interpreting the text's literal content.

In addition, Bilal, Tariq, Masood, et al. (2013) state that reading comprehension is a process in which the reader constructs meaning using the message on the printed page as well as the information stored in the reader's mind. This activity involves deliberate thinking, where meaning is built through interaction between the text and the reader. Reading comprehension is not just about understanding words or sentences; it also involves interpretation and critical evaluation of the information. This process allows the reader to connect new information with prior experiences or knowledge, resulting in a deeper understanding. Reading comprehension involves much more than readers' responses to text, since the text presents letters, words, sentences and paragraphs that encode meaning. In other words it can

be said that understand the texts means understand the words since knowing the words' meaning is very helpful in reading comprehension (Perfetti & Stafura, 2014).

Additionally, reading comprehension is the process of concurrently deriving and creating meaning through engagement with written language, according to Chair (2002:11). Although reading comprehension cannot be determined only by the text, the phrases "extraction" and "construction" highlight the significance of the text. In this way, reading comprehension entails a synergy between the reader and the text, in which the reader actively creates meaning using their prior knowledge rather than passively taking information from the text. Since reading comprehension relies on both internal (the reader's prior knowledge and experiences) and external (the text's structure and content) factors, this process illustrates how important the reader's engagement is in understanding the text.

3. Reading Comprehension Levels

The term "level" in reading comprehension does not merely refer to the complexity of a text but also reflects the reader's mindset and the kind of response a text provokes. Comprehension occurs at various levels, and the higher the level, the more sophisticated the strategies required to understand the material. In this context, Anita Burn, as cited in Anna et al., classifies reading comprehension skills into three main levels: literal, inferential, and critical or applied comprehension.

a. Literal Comprehension

At this foundational level, readers are expected to understand the information that is explicitly stated in written or

visual form. According to Saadatnia et al. (2017), literal comprehension involves students being able to extract specific details from a paragraph. This skill demands the ability to process and recognize individual words accurately to derive meaning from strings of words, propositions, and full sentences.

Literal comprehension also encompasses an understanding of "context", "facts", and "sequence" within the text. Context refers to the overall picture created by the connection between facts, where facts are pieces of information embedded in the text, and sequence refers to how those pieces of information are arranged chronologically. At this level, students must also determine the precise meanings of words or terms within the context of a sentence, gather relevant information from the text, and rephrase it in their own words. Additionally, they are expected to recall, recognize, classify, and relate specific details and main ideas presented in various texts.

b. Inferential or Interpretive Comprehension

This level of comprehension involves the ability to interpret meaning that is not directly stated in the text. Readers must use prior knowledge and personal experience to uncover underlying meanings and identify subtleties within the lines. A key skill at this level is the ability to analyze content critically and understand the relationships between different ideas and the implicit meanings behind them.

Cognitive processes such as drawing inferences, making generalizations, and predicting outcomes are essential at this stage. Teachers can guide students through this level by posing more complex tasks, such as:

- 1) Rearranging the ideas or topics presented in the text,
- 2) Explaining the author's purpose.
- 3) Summarizing the main idea when it is not clearly stated, and
- 4) Drawing logical conclusions based on the information read.

c. Critical or Applied Comprehension

While literal comprehension focuses on understanding the surface-level meaning of the text, "critical or applied comprehension" requires readers to engage more deeply with the author's ideas and apply them to real-world contexts. At this advanced level, students are expected not only to comprehend the text but also to evaluate, interpret, and synthesize the information to form new insights.

This level emphasizes higher-order thinking, where students can assess the validity of the information, form opinions, and make reasoned judgments. Their skills at this stage include:

- 1) Distinguishing between factual statements and opinions,
- 2) Identifying persuasive language or techniques, and
- 3) Evaluating the accuracy and credibility of the information presented.

4. Purpose of Reading Comprehension

The reading comprehension system is designed to answer questions related to information found in various reading sources. The main goal of this system is to achieve a deeper understanding of the content of a text by answering a series of questions related to the text being read. Reading is a complex activity that involves various levels of understanding. This is especially important in the learning process (Riani, Ngatman, & Suryandari, 2021).

The purpose of reading comprehension are as follows:

- a. Identifying the main ideas in sentences, paragraphs, and discourse;
- b. Checking important information;
- c. Understanding the structure and organization of the text;
- d. Trying to predict meanings and impacts;
- e. Information from various sources such as the internet, dictionaries, encyclopedias, atlases, etc.

Based on information found through online research, the purposes of reading comprehension can be summarized as follows:

- a. To obtain information

Every text, whether short or seemingly unimportant, contains some form of information. Even when reading unintentionally or casually, readers often come across useful information. When they read with a clear purpose, they are more likely to find meaningful and relevant content in the text.

- b. To understand ideas or theories

Readers who have limited knowledge or understanding of certain ideas or theories may read in order to find new perspectives. This helps them compare different viewpoints and reinforce their main ideas, ultimately improving comprehension.

- c. To grasp the writer's viewpoint

A writer's viewpoint reflects their attitude, opinion, or perspective on a topic. It involves not only the content but also the language and tone used to express the message. Skilled readers analyze the writer's opinions, assumptions, and potential biases. Learning to identify the author's viewpoint helps students read more critically and evaluate the credibility of the

information.

- d. To support the reader's own viewpoint

Reading comprehension equips students with valuable insights that they can use to develop and defend their own opinions or arguments.

In summary, the purpose of reading comprehension is to understand the meaning of a text, gain information, explore ideas and theories, and engage with reading in a meaningful way that supports deeper understanding.

5. Principles of Reading Comprehension

According to Agustina & Zuchdy (2020), the principles of reading comprehension include the following key elements:

- a. Reinterpreting information both perceptually and within context,
- b. Connecting ideas, identifying detailed information, and forming microstructures,
- c. Developing the main or central ideas (macrostructures),
- d. Utilizing both micro and macrostructures to determine significant ideas,
- e. Merging these key ideas with prior knowledge to draw inferences and construct situational models, and
- f. Recognizing and applying these situation models in various contexts.

These six core principles are considered essential for achieving effective reading comprehension.

6. Strategies of Reading Comprehension

According to Boardman, there are some strategies to be a good reader, below:

- a. Rapid and accurate word reading do for reader to get the point or main idea of the text, it commonly do before reader answer question of reading comprehension test to build their memorial about where the location of the answer of question,
- b. Setting goals for reading, read something with goals is exciting, it make the reader have more energy to read because they have something they want to low about the text
- c. Noting the structure and organization of the text make the text easily to understand. Some text or book only write word by word without organize by number or table that make the text boring and difficult to understand.
- d. Monitoring their understanding while reading, this strategy are about comprehension of vocabularies, knowledite or understanding of the subject.
- e. Creating notes and summaries is important, write the text personal and memorable can make the reader easily get information when they are forget sometimes.
- f. Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed.
- g. Capitalizing on what they know about the topic and integrating that with new learning.
- h. Making inferences, readers who make inferences use the clues in the text along with their own experiences to help them figure out what is not directly said, helping students make texts more memorable will help them gain more personal pleasure from

reading

- i. Using mental images such as visualization to assist them in remembering or understanding events or characters (Broadman, 2007).

There are some strategies to measure the students ability to read. The teacher can know what aspect should be measured from the students ability in reading, if the students do all strategies, they will more careful in understanding reading a text in getting ideas about whether the text means.

7. The Aspect of Reading Comprehension

According to Suparman, understanding the importance of reading in education involves recognizing that reading is the process of connecting information conveyed through written messages. There are several key aspects of reading comprehension that learners must master in order to fully understand a text. These include identifying the main idea, extracting specific details, recognizing references, making inferences, and understanding vocabulary. These aspects are described as follows:

- a. **Main Idea** : Identifying the main idea in a paragraph is a vital reading skill. Sometimes, the main idea is not directly stated, requiring the reader to deduce it. Essentially, the main idea represents the central point the author is trying to convey in the paragraph.
- b. **Specific Information** : This refers to supporting details that expand on the topic sentence. These can include definitions, examples, facts, comparisons, analogies, cause-effect relationships, statistics, and quotations.

- c. References: These are words or phrases that refer back to or forward to other parts of the text. They help avoid repetition and guide the reader in interpreting the meaning of certain words or phrases based on context.
- d. Inferences: Inference involves making educated guesses or predictions based on the information presented in the text. It is a logical process where the reader connects known facts with unknown information to draw conclusions.
- e. Vocabulary : This refers to the set of words known and used by a person or group. Vocabulary is crucial for understanding texts and expressing ideas effectivelyeffectively.

In conclusion, students need to master these five aspects main idea, specific information, references, inferences, and vocabulary to enhance their reading comprehension. These skills help them identify information accurately and are fundamental to the reading process in educational settings.

D. Some Related Previous Studies

The first research was conducted by Taslim et al. (2022) "The Effectiveness of Using Webtoon Platform on Students' Reading Comprehension to First Grade at SMA Negeri 1 Halmahera Tengah". The aim of this study is to evaluate the effectiveness of using the webtoon platform in improving reading comprehension among first-grade students at SMA Negeri 1 Halmahera Tengah. This research uses a quantitative method with a non-equivalent control group design. The study was conducted at SMA Negeri 1 Halmahera Tengah involving 50 first-grade students who were selected using stratified random sampling. The data collection procedure includes a pretest, treatment, and posttest, using test items as the research instrument. The results of

the study show that (1) students' reading comprehension before the treatment was lower, (2) the webtoon platform had a significant impact on improving students' reading comprehension, (3) the null hypothesis stating that the webtoon platform is not effective in improving students' reading comprehension was rejected, and the alternative hypothesis was accepted, and (4) the webtoon platform not only improved students' reading comprehension in English texts but also served as an alternative media that can be used in the learning process.

The second research conducted by Khudlori et al. (2022), "English Literature of Middle School Students Through Android-Based Webtoon in Pandemic Situation". This study aims to develop a learning media based on the webtoon application to improve the English language skills of high school students during the pandemic through a literacy culture. Additionally, the research also aims to utilize mobile technology advancements to enhance literacy among high school students. The subjects of this study are high school students. The research method uses triangulation, including data triangulation, researcher triangulation, and theory triangulation. Data were collected through interviews, observations, and documentation, with descriptive qualitative analysis. The results of the study show that students' English language skills and reading interest improved with the use of the webtoon application. Moreover, the use of the Android-based webtoon application allowed students not only to study the provided material but also to enhance their reading interest.

The third research conducted by Misnayanti et al. (2024), "Upaya Peningkatan Pemahaman Membaca Pada Siswa Dengan Aplikasi Webtoon: Review Literatur". The purpose of this research is to explain webtoons as a learning tool that can enhance students' interest and

reading comprehension. This research uses a library research approach focusing on the study and analysis of various sources, including published articles and other documents. The stages of library research consist of determining the theme, searching and selecting articles, analyzing articles, and presenting articles in written form. As a result of the research conducted using library research methodology, it can be concluded that webtoons as a learning medium have many interactive features that can make reading activities more engaging and enjoyable. Webtoons offer visualizations that combine images, text, writing, and other features to help students read and understand stories. Webtoons have the opportunity as a medium that can help increase students' interest in reading with episodic stories; This ongoing interest can assist students in improving their ability to read regularly regularly

The fourth research conducted by Rafida et al. (2023) entitled "Webtoon's Effect on Students' Reading Comprehension at School" aims to determine the effect of the Predicting strategy with Webtoon media on the reading comprehension of 8th grade students at MTsS Awaliyah in the 2021-2022 school year. This study uses a quantitative approach with a real experimental design using a pretest-posttest control group design. The research sample amounted to 60 students who were divided by simple randomization into two classes, each consisting of 30 students as an experimental class and a control class. The data collection instrument was in the form of multiple choice questions for pre-test and post-test. The results of the analysis using the t-test showed that the to value of 6.515 was greater than the ttable of 1.673, so H_0 was rejected and H_a was accepted. This shows that the use of Predicting strategy with Webtoon has a significant effect on improving students' reading comprehension. The average post-test

score of students in the experimental class increased from 46.83 to 82.5, while in the control class it only increased from 46.16 to 70.83. This study concludes that Webtoon media is effective in attracting students' interest, arousing curiosity, expanding background knowledge, improving vocabulary retention, and overall has a significant positive impact on students' reading comprehension skills.

The fifth research conducted by Rohmatulhaq and Sabiq (2024) entitled "Students' Perception of Webtoon as a Self-Directed Learning Medium for Reading Skill" aims to describe students' perceptions of the use of Webtoon as a self-directed learning medium in improving English reading skills. This study used mixed methods with sequential explanatory design, where quantitative data was collected through a closed Likert-scale questionnaire, followed by semi-structured interviews to strengthen the results. The subjects in this study were 48 students from the English superior class in one of the private junior high schools in Purwokerto. The results showed that Webtoon was positively perceived by students with an average percentage of 76%. Students felt that Webtoon was able to increase their motivation to learn, interest in reading, support independent learning, and help them in understanding vocabulary, sentence structure, and main idea of reading. Although there are some obstacles such as lack of confidence and device limitations, overall Webtoon is considered as a fun and effective learning media to improve English reading skills independently.

Based on the explanations from the five studies above, it can be concluded that Webtoon is an effective learning medium for improving students' reading comprehension at both junior and senior high school levels. Its use not only enhances reading skills but also stimulates

learning interest, encourages self-directed learning, and makes the reading experience more engaging and interactive.

E. Conceptual Framework

The researcher constructs a conceptual framework to analyze the use of the Webtoon application as a learning medium in improving students' reading comprehension skills. This study focuses on 11th grade students of SMA Negeri 6 Bengkulu Tengah as the research subjects. In this framework, the Webtoon application is positioned as the main learning medium that provides narrative texts in the form of digital comics. The use of Webtoon is expected to support students' reading comprehension skills by presenting visual elements, contextualized stories, and engaging narratives that help students understand the content of the text more easily.

Reading comprehension skills become the primary learning outcome in this study. These skills include students' ability to understand main ideas, identify detailed information, interpret vocabulary in context, and comprehend the overall meaning of the narrative texts presented through Webtoon. Furthermore, the framework also considers students' perceptions toward the use of the Webtoon application in the learning process. Students' perceptions play an important role in describing how students respond to the use of Webtoon as a learning medium, including their interest, motivation, and engagement during reading activities.

Through this conceptual framework, the researcher examines the relationship between Webtoon application usage, students' reading comprehension skills, and students' perceptions. The framework helps to guide the research in understanding how the use of Webtoon as a learning medium contributes to improving reading comprehension

skills among 11th grade students at SMA Negeri 6 Bengkulu Tengah.

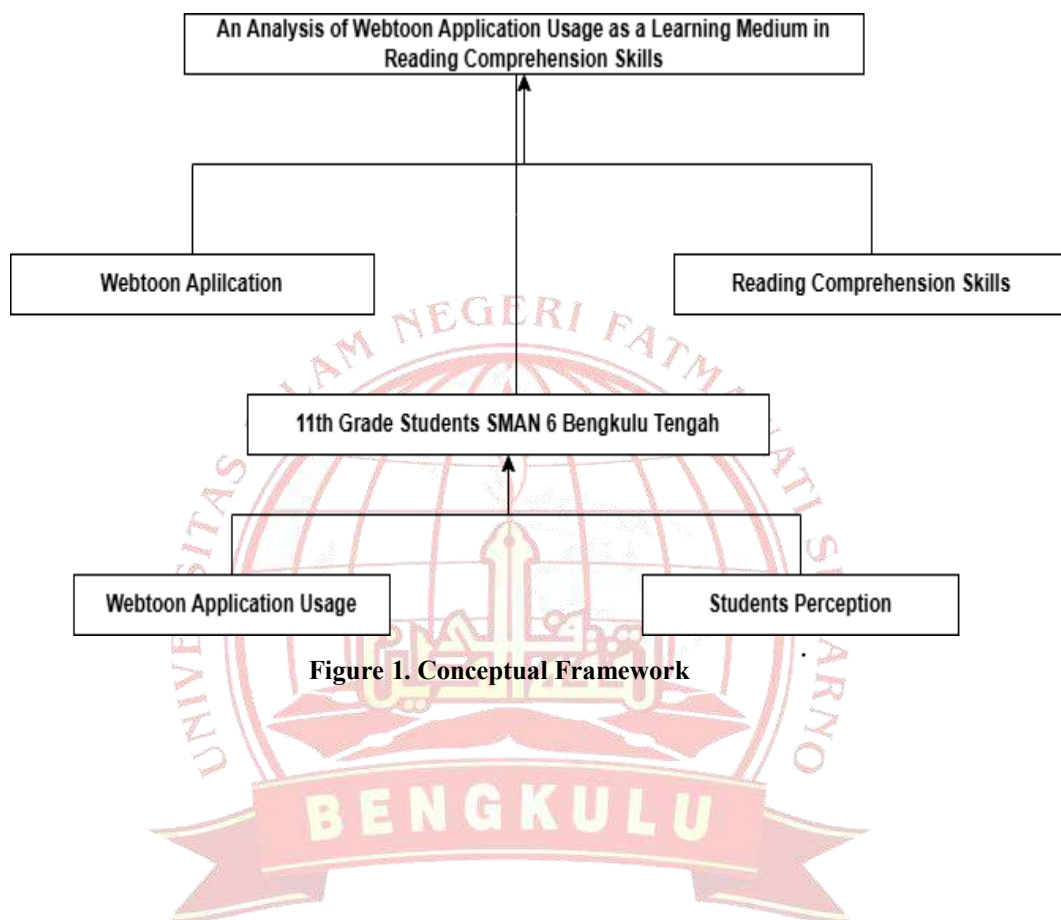


Figure 1. Conceptual Framework