

**AN ANALYSIS OF STUDENTS' PERCEPTION OF WEBTOON SHORT  
STORY OF THE SECOND GRADES STUDENTS AT SMP PGRI  
PEKANBARU**

**A THESIS**

*Intended to Fulfill One of the Award of Sarjana Degree in English Language  
Teaching and Education  
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**BY**

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## ABSTRACT

**Resky Purnama Sari Mangunsong. 2020. An Analysis of Students' Perception of Webtoon Short Story of the Second Grades Students at SMP PGRI Pekanbaru. Thesis, English Education, FKIP, UIR. Advisor Dr. Sri Yuliani., M.Pd.**

**Keywords: Students' Perception, Webtoon Short Story**

The assessment tool or evaluation instrument was a measuring tool to assess and find out more about the extent of the learning process that is conveyed to students. The purposes of this research was to find out how Students' Perception of Webtoon Short Story of the Second Grade Students at SMP PGRI Pekanbaru. The use of Webtoon as a student assessment tool, it was one way to fostered student interest in learning so it could be conclude that the teacher has been able to use the Webtoon as an evaluation tool in participating in learning. With the development of technological tools in the world of education, there was a need for assessment tools that could open students' thinking patterns in learning. Researchers analyzed how teachers used online applications as an assessment tool, namely the use of Webtoon by utilizing the existing potential in schools as a media.

In this research the researcher used qualitative research with descriptive methods. This research was conducted at the SMP PGRI in Pekanbaru. The research sample was 29 students of class VIII B at SMP PGRI Pekanbaru. Sampling was done by used purposive sampling. The data collection technique used by the researcher were questionnaire and interview.

Based on the results of the study taken from questionnaire and interview, it could be conclude that the level of used social media Webtoon as an assessment tool for grade VIII B students of SMP PGRI Pekanbaru is 98.61% very high. The level of student interest in reading short stories by class VIII B students at SMP PGRI Pekanbaru is 97.75% which is classified as Very High. The overall result was 98.18% with a very high level measurement. In this research showed that there were a lot of students' perception agreed about the use of Webtoon Short Story in teaching and learning process. The benefit in this research was students with a high level of used internet media have high interest in learning, then Webtoon is an appropriate application as an assessment tool for students in SMP PGRI in Pekanbaru.

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Problem

Human life requires tools to communicate and interact with other people. This era has influenced many aspects of human life in the fields of culture, economy, politics, art, and even in education. Another aspect that affects is language because without realizing it can also build communication and interaction with other people. Through language can produce all the information contained in it and can provide great benefits to every listener. Just as technology plays an important role in aspects of human needs, from the elderly to the younger generation, this makes technology a basic human need.

In the current season, technology has become one of the means to develop knowledge, and many people even use technology as a tool to expand their knowledge. One of the rapidly developing information and communication technologies is the internet. The emergence of the internet has brought great changes to humans, both through the way of life and activities. The rapid progress towards internet use has been aimed at college students. Students can use the internet as an alternative source of learning to get more information, by using the internet students can also get information about education.

However, the main problem most often experienced by students is the lack of access to information sources. Libraries are not an easy source of information, even the price of books is now being sold at very high prices so that it can become an obstacle for students to get sources of information for learning. Another problem faced by students is the lack of completeness of books in the library in each school so that it has an impact on student activities in classroom learning. Similar to students at SMP PGRI Pekanbaru, they experience a lack of progress and completeness of the library in their school so that it has an impact on the student learning process.

According to Benson (2003), students who want to think and work strategically are more motivated to learn and have a higher sense of self-confidence in their own learning abilities. In the world of education, the use of technology really helps teachers to develop teaching styles in the teaching and learning process. That way the teacher can find many references to develop quality teaching methods and can increase students' confidence in learning. In learning, the teacher can also help students' perceptions in observation and analysis.

In education there is a process of evaluating students' perceptions in learning. Students will be taught to be able to understand short stories in each text or learning book. To simplify student learning systems, teachers will teach using Webtoon technology or media. Webtoon is a compound word consisting of 'web' and 'cartoon', which contains illustrated comics with various stories. Webtoon is an online comic that has unique images and various interesting stories, ranging from stories of legends, comedy, fantasy, and even education, etc. Therefore, students are expected



to understand Webtoon media as learning suggestions. Using Webtoon media can facilitate student learning, both in terms of perception and in terms of practice. The main ability of Webtoon is that anyone who can use Webtoon will easily enjoy it because it has a variety of stories and characters. Even readers can read it whenever and wherever they are because it can be accessed online even through a smartphone application.

### **1.2. Identification of the Problem**

Identification of the problem is needed in a study so that the problem under study is correct in the research objectives to be achieved. Problems found by researchers based on observations in the field are done directly to find out what the students lack. Researchers look for problems or difficulties faced by SMP PGRI Pekanbaru students so that researchers know the limits of student ability that can be achieved. Identification of the problem is needed in a study so that the problem under study is correct at the research goal to be achieved. Based on the background of the study, the researcher identified following the problem based on preliminary observations at SMP PGRI Pekanbaru. The first, educators do not use technology as a student assessment tool that is fast and practical, there are no assessment tools that can increase student interest in learning, and there are no technological tools available that can be used as student learning and assessment tools. In addition, the tendency of students to use smartphones does not support learning and students still work individually even though the teacher has formed a group.

The second, lack of students' interest in teaching and learning process. Students feel a lack of interest and enthusiasm in following lessons because the teacher's method is used repeatedly. Students do not understand the material presented by the teacher because there are no tools that attract students in the learning and teaching process. If there is a tool (technology) the teacher will be assisted in teaching students. At this time technology is very much needed as a learning facility, therefore it is hoped that schools can apply or keep up with the times in the use of technology during the learning and teaching process in the classroom.

### **1.3. Focus of the Problem**

This research is focused on the ability of students to analyze at SMP PGRI Pekanbaru. This research is focused on finding out whether there is an effect of Webtoon Short Story on Student Perception as an assessment tool in the classroom that leads to student learning processes. The final focus is to find out what difficulties class II students face in understanding short stories in Webtoon's media.

### **1.4. Research Questions**

1. What are the Students' Perception of the Second Grades at SMP PGRI Pekanbaru by using Webtoon Short Story?
2. What are the benefits of Webtoon Short Story of The Second Grades at SMP PGRI Pekanbaru?

### **1.5. Objective of the Research**

1. To find out the Students' Perception of the Second Grades at SMP PGRI Pekanbaru by using Webtoon Short Story.
2. To know the benefits of Webtoon Short Story of The second Grades at SMP PGRI Pekanbaru.

### **1.6. Significant of the Research**

This research is expected to bring benefits and advantages for teachers and students. Researchers want to provide some information about how students' perceptions of Webtoon short stories. Therefore, researchers assume that this research will make a significant contribution to the problem of teachers in schools in developing students' perceptions of webtoon short stories. For students, they can improve their skills in observing short stories which can also indirectly increase students' interest in English because Webtoon as a grading tool is more fun and easier to understand. Finally, the results of this study can provide new perceptions through short stories.

### **1.7. Definition of the Key Terms**

In this section the writer would like to give the definition of term that may help readers understand bas a whole:

## 1. Webtoon.

Webtoon is a new comic published via web. The word webtoon comes from Korea, which has distinctive features that cannot be found in other country web comics. Webtoon consists of images and text, most often with a sequence of images. However, webtoon use these forms in a variety of different ways to produce satisfying benefits for readers.

## 2. Short Story

Short stories can link education with entertainment to make the learning process more relaxed and interesting. Short stories can provoke emotions within us to better know a behavior or truth from a story, as well as teach us about human psychology. According to Crumbley & Smith (2010, p. 292) states that short stories connect education with entertainment to make learning easier and more interesting. Short stories provoke emotions in us. They tell us how people can behave; they teach us something about human psychology.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Relevance Theories

In this chapter, the writer would like to discuss some relevance theory to the research. According to Yuliani, S, (2019) in this study explains that the use of technology has a simple but interesting impact. The findings of the study indicated that most students responded well to the use of cell phones in language learning because the use of cell phones offered valuable opportunities to create effective teaching strategies. According to Jin Dal Yung (2019), Comic writers claim that selling comic books can make money, on the contrary not much different from webtoon, with its main features, such as unique story lines, clear visual images, and diverse genres - can provide more opportunities than printed comics.

According to the Korean Creative Content Agency (KOCCA), 2014) more than six million people read the webtoon every day, with 17 million users per month. Most webtoon content is free, and it does not require user identification unless it contains adult content. Doring (2002) also revealed that comics were also used as sociology-level class media to realize daily social activities. He found that adult students liked this approach because it easily connected their life experiences with comics. In addition, Latin America has used comic books for popular and non-formal education (Prins, 2010). The more often read stories on the webtoon it will keep the readers entertained because it produces a unique story and has an interesting genre so

that it does not bore the reader, plus also the language varies, it will further add interest in the webtoon to read the story.

Based on the opinion of the experts above, explained that the webtoon can not only be enjoyed by adults but can also be enjoyed by school children in order to arouse learning enthusiasm so it does not feel boring.

## **2.2. Definition of Webtoon**

Webtoon is a compound word consisting of 'web' and 'cartoon' and refers to Internet cartoons that are produced by mobilizing various multimedia effects rather than simply scanning comic books. It first appeared in Korea before becoming very popular in the world. In the beginning, many input terms to refer to this digital comic were only because it was published on the website. One example is webmic (a combination of words from "web" and "comic"), which was changed to webtoon (a combination of words from "web" and "cartoon"). In 2000, one of Korea's web portals created a new site for internet comics called "Webtoon". Then webtoon became the standard term for comics that were made and consumed only through the internet in South Korea, but now it has been consumed by the world, Cho (2016).

In addition, Wright (1989), media that have series images such as comic strips or webtoon can be used as a tool to create many interesting activities such as in learning vocabulary. Furthermore, this will be one of the ways for the teacher to be able to transfer his knowledge of vocabulary so that students can observe every text in the webtoon.

### 2.2.1. The Advantages of Using Webtoon

Webtoon is a new comic that has language variations. The term webtoon is no stranger to social media because of its many users. Webtoon also shows interesting stories and dialogues, such as fantasy, comedy, legend, education and even more. Besides the unique story, other advantages of webtoon can also be taken anywhere because webtoon is an online comic that can be read and taken everywhere.

According to Park (2016) statistics by the Korean Webtoon Association, around 5,700 webtoon's are officially registered on various portal sites by around 4,600 active webtoon writers, and around ten million people read this webtoon every day. Many factors contribute to the popularity of webtoon's. First, some webtoon's are free and are often published in series (most episodes are updated every week), making the content more accessible. Second, it is interactive. Readers provide feedback almost simultaneously, forming stories and webtoons style to make it more interesting. Third, a webtoon can do many things that other print comics cannot do. Some webtoon's, for example, have background music for readers to read. Finally, webtoon has more variation in subject matter and visual style.

Furthermore, another advantage of webtoon is one of fast communication with customers because it is a two-way communication media. The reason that makes researchers want to use this material is because the application is unique and not difficult to use. When the researcher makes this application a means to increase knowledge, the researcher believes that comic webtoon is able to improve English skill students'.

### **2.2.2. Webtoon as a Media of Teaching Short Story**

Webtoon's foremost potential is that anyone can enjoy Webtoon easily due to diverse stories and characters. At school, teachers can apply it to improve vocabulary. After explaining about the webtoon, the teacher can share comics for each student, and then ask them to read the story in the webtoon. This method is very easy for teachers to do in class, and will make students feel happy reading because besides the story, the webtoon also has a unique picture.

According to (Jin, 2019); Miller, 2007) Webtoon Korea has become one of the most significant young people's entertainment and also the easiest thing to do: readers will only consume 10 minutes when reading webtoon's or web dramas on their notebook or smartphone computers. Therefore, the fluency of teaching in reading using a webtoon is an appropriate and recommended method for teachers to apply in the classroom in teaching and learning activities.

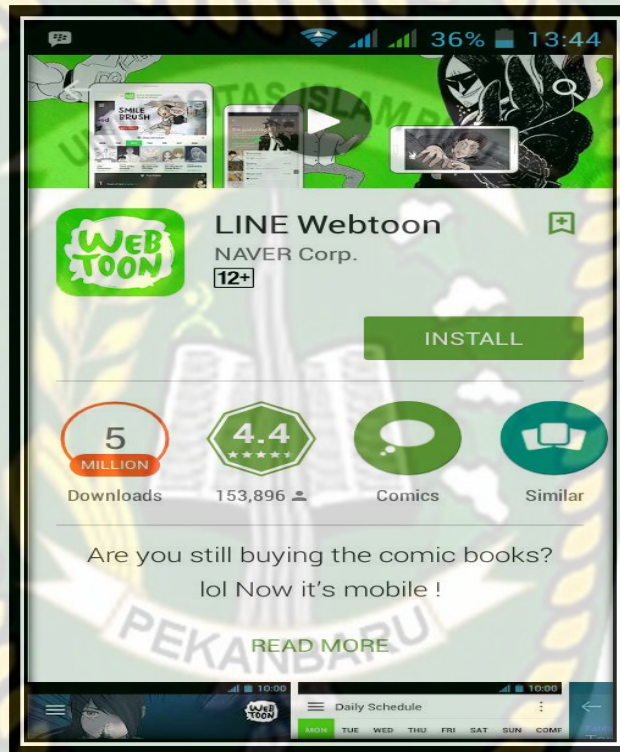
### **2.2.3. Procedure of Using Webtoon Short Story**

According to Marrison, Bryan, and Chilcoat (2002: p: 759) there are some students who are lazy to read because they consider it to be a complex and difficult English skill, sometimes many students cannot understand the meaning of a story in a sentence, almost 20% of children have memorization problems that affect their ability to learn through traditional teaching. Therefore, teachers can use a webtoon to help develop their ability to understand a picture story.

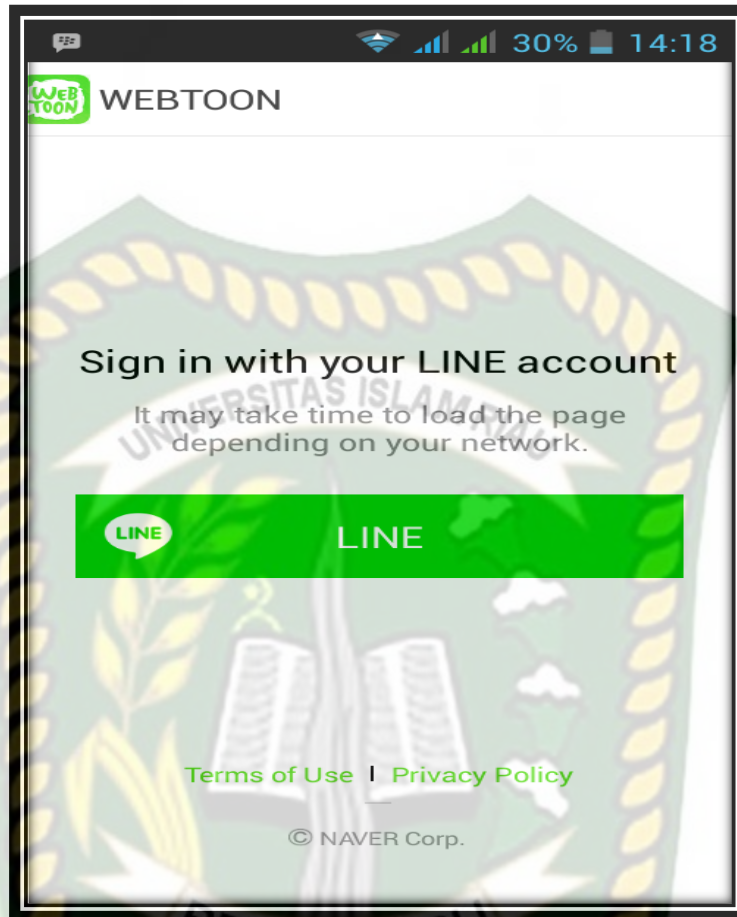
In class, the teacher can apply it to teach students fluency in understanding short stories. After explaining about the webtoon, the teacher can share comics for



each student, and then ask them to read the story in the webtoon. This media is very easy for teachers to do in class, and it will make students feel happy in reading and observing.



**Figure 2.1. First download and install Webtoon on the Google Play Store or App Store by typing Webtoon.**



**Figure 2.2. Before reading comics, you are required to log in to your account using LINE or Username.**

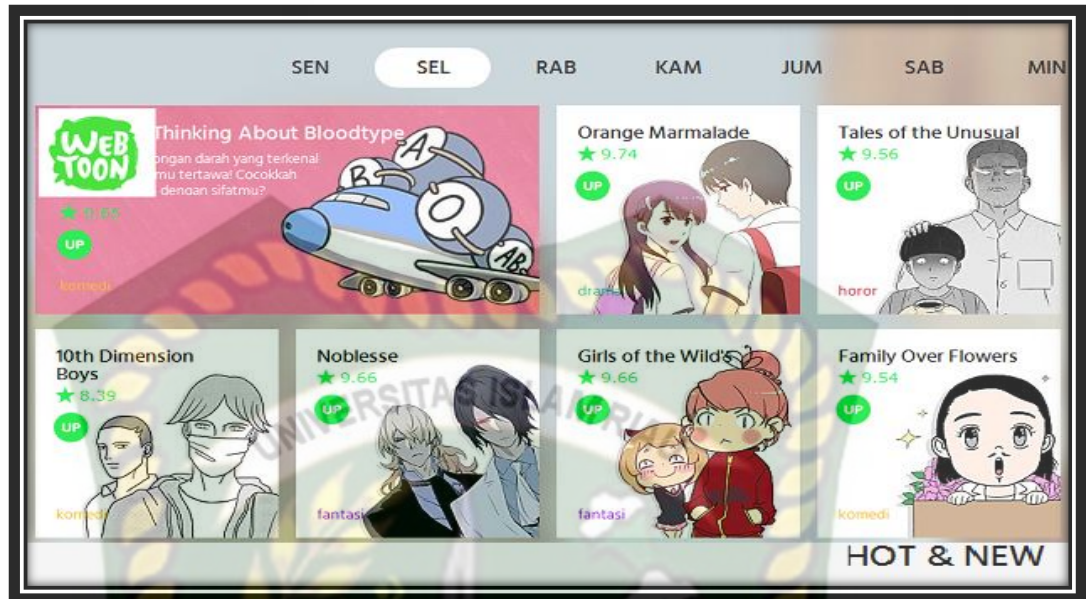


Figure 2.3. Now you are on the main page of the Webtoon service. Note, on this page there are various comic titles that you can read. And don't forget to set what language you will use.



Figure 2.4. Find out what stories you will read.



**Figure 2.5. After that, you can start to read stories on the Webtoon!**

### **2.3. Definition of Short Story**

According to Aziz (2012), cited in Qabaja, Z (2018) stated that one of the most effective methods for developing reading skills is to use short stories that are considered as unique literary genres that can be used by teachers in developing reading skills in a classroom. If the poem's main strengths are diction, sentences, and typography, then in the story there is a good description of events, which is a combination of characters, settings, and plot. The series of events that then form the short story genre so that the merits of a short story are determined in the depictions of events described by the author.

In addition, Erkaya (2005) explained that short stories have two benefits, namely: first, short stories are more entertaining for students, and make students more familiar with critical thinking. Second, stories with orderly thinking can be easily remembered. Referred to as a short story is not because the form of the story is shorter than a novel, but because the aspect of the problem is very limited. With this limitation, a problem will be described far clearer and far more impressive to every reader.

### **2.3.1. Understanding the Ability to Write Short Stories**

In writing a short story, the writer is required to create his essay while still paying attention to the structure of the short story, the appeal, and the uniqueness of a short story. From the ability to write short stories students are expected to have the competence to compose essays and write simple prose. After participating in the learning, students are expected to be able to name a number of interesting experiences (fun, unpleasant, moving, etc.), choose one, and specify the aspects to be elaborated on one of these experiences, develop a story frame, and develop an experience story frame become a solid and coherent story.

Thus, it can be concluded that the ability to write short stories is the ability or ability to give birth to thoughts and feelings with fiction-shaped writing (short stories), in which there are elements of themes, characters, plot, background, mandate, perspective and language style that delivered to the reader, presented in an interesting and suggestive language.

### 2.3.2. The Characteristic of Short Story

1. The main characteristics of a short story are: short, dense, intensive.
2. The language of the short story must be sharp, suggestive, and attract attention.
3. Short stories must contain the author's interpretation of his concept of life, both directly and indirectly.
4. Short stories should evoke feelings to the reader that it is the plot that first draws feelings, and then attracts the mind.
5. Short stories contain details and incidents deliberately chosen, and which can raise questions in the reader's mind.
6. The number of words contained in a short story is usually at under 10,000 words, no more than 10,000 words (or approx. 33 page quarto double space).

The characteristics expressed above, the author agrees with the theory because writing a short story must meet the criteria or characteristics as expressed above in order to make it easier for students to make observations of a story.

### 2.3.3. Short Story Building Elements

Learning to write a short story must begin with a comprehensive understanding of the facts of the story, because writing a short story means writing the elements to be woven into a unity of events that are beautiful, entertaining, and have interesting conflicts. These three aspects are characteristics of short stories that we need to understand before practicing seriously writing short stories.

In writing a short story, there are several elements that need attention, including:

1. Theme
2. Characterizations
3. Background
4. Plot
5. Message

#### **2.4. Relevance Studies**

There are some relevant studies related to the use webtoon short story in learning process. The studies are described as follows:

According to Yang (2003) conducted research entitled “*improve the ability to read English comprehension of class VIII A students at SMPN 3 Teluk Kuantan through English-language comic media*”. These findings indicate that there is a significant increase in student learning patterns when using webtoon media. This proves that comics facilitate student learning systems, especially for students who do not like to read or students who experience boredom. Furthermore, comics can overcome the problem of students who are reluctant to read to be fond of reading, comics are a popular part of culture.

Koreanclick (February, 2014) conducted a study entitled “*A Study on Kitschy Characteristics and its Consumers of Webtoon*”. Researchers found that webtoon as a medium to improve students' ability to master vocabulary. This research data requires quite long planning so that it can produce stories with interesting images. Based on



the analysis of researchers, webtoon users are able to reach 6.3 million people, while page views are around 900 million pages per month. Based on the information above, webtoon media can increase students' vocabulary to be more optimal.

Cohen (1998) conducted a research entitled "*The Effect of English Comics on The Students' Vocabulary Achievement at Second Year Students' of SMPN 10 Kendari*". The results of this study noted that there was a significant increase in students when using comics as a learning medium. These results prove that students learning using English comics has a significant difference compared to students who learn not to use strategies, with 1.1 points significant differences.

Duff and Maley (2008) conducted a research entitled "*The Use of Short-Stories for Developing Vocabulary of EFL Learners*". This finding found an increase in student education through vocabulary short stories. This can be proven through the pleasant pedagogical benefits among EFL students and having stories that have great potential to increase the vocabulary list of EFL students.

According to Brown (2003: 219) conducting research entitled "*The effectiveness of the webtoon to develop students' writing skills in the narrative text of class X students at SMK PGRI 13 Surabaya*". The findings show that there is a significant increase in students' vocabulary abilities. This is evidenced by observations at each vocabulary test meeting, and scores are divided into cycle one (X = 81) and cycle two (X = 76).

In this study, the researchers used Questionnaire and Interview to improve students' abilities in observing a short story on Webtoon. Then, researchers will assist students in using webtoon media.



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## CHAPTER III

### RESEARCH METHOD

#### 3.1. Research Design

The research design used in this study was Qualitative Descriptive. Sugiyono, (2015) stated that descriptive research that analyzed by describing an object from data that has been collected through data samples and make conclusions that applied to the public. Qualitative descriptive research is research that used to answer problems through careful measurement techniques on certain variables, so as to produce conclusions that can be generalized, regardless of the context of time and situation and the type of data collected.

The main purpose of this study to examined research questions related to Webtoon Short Story in Students' Perception of The Second Grades at SMP PGRI Pekanbaru as stated in Chapter One.

#### 3.2. Location and Time of the Research

Due to distance limitation, the researcher used Google Form to distribute questionnaires quickly and broadly through link to be accessed by the students' the second grade students of SMP PGRI Pekanbaru. It is located at Jl. Bridgen Katamso No. 42, Harapan Raya, Kec. Bukit Raya, Kota Pekanbaru Prov. Riau. The time of this research started from June – August 2020.

### 3.3. Population and Sample of the Research

#### 3.3.1. Population

Population is a generalization area that consists of: Object /Subjects that have certain qualities and characteristics are determined by researchers to be studied and then conclusions drawn. According to Sugiyono (2019) the population is an area consisting of an object, subject or other natural object which includes all the characteristics possessed by the object and the subject. The population is not only humans but objects and other natural objects. The population in this study were students of class VIII B of SMP PGRI Pekanbaru, which consisted of 3 classes.

**Table 3.1. The Distribution of Population of the First Year Students at SMP PGRI PEKANBARU**

| No           | Classes | Semester | Total of Student |
|--------------|---------|----------|------------------|
| 1            | Class A | <b>I</b> | <b>30</b>        |
| 2            | Class B |          | <b>29</b>        |
| 3            | Class C |          | <b>13</b>        |
| <b>Total</b> |         |          | <b>72</b>        |

### 3.3.2. Sample

Sugiyono (2019) stated that the sample was a part of the amount owned by the population and the conclusions must be clear in order to be applied to the population. In this research, the researcher used purposive sampling. According to Sugiyono, (2016) purposive sampling is a technique of taking samples not based on random, but based on considerations that focus on a specific goal. Samples selected as listed in the table. This research was taken 29 students as a research sample in VIII B. Sample description can be seen in the following table:

**Table 3.2. Sample of the Research**

| NO | NAME               | CLASS  |
|----|--------------------|--------|
| 1  | ANDRE ANANDA       | VIII B |
| 2  | ADITYA NUGRAHA     | VIII B |
| 3  | AHMAD FIRDAUS      | VIII B |
| 4  | AURELIA SALSABILAH | VIII B |
| 5  | CHAESAR AHKDAN     | VIII B |
| 6  | CHINTYA ZALIYA W   | VIII B |
| 7  | DIVANLI SAGALA     | VIII B |
| 8  | GADIS AYU A        | VIII B |
| 9  | GILANG RAMADHAN    | VIII B |
| 10 | HELVINA CINDY      | VIII B |
| 11 | JELITA ZAI         | VIII B |
| 12 | M. IRFAN ZAIN      | VIII B |
| 13 | M. RAFLI ANSYAH    | VIII B |

|    |                     |        |
|----|---------------------|--------|
| 14 | M. RAGIL ADITYA     | VIII B |
| 15 | NINDY ANISA PUTRI   | VIII B |
| 16 | RANDI PRATAMA       | VIII B |
| 17 | RAZIK DWI TAQWA     | VIII B |
| 18 | RISNA EMANUEL       | VIII B |
| 19 | RUTH ENJELIA        | VIII B |
| 20 | SARI RAMADANI       | VIII B |
| 21 | SITI FADILA         | VIII B |
| 22 | WAHYUDI             | VIII B |
| 23 | WIRANDA FERDIANSYAH | VIII B |
| 24 | YOLA NOVITA G       | VIII B |
| 25 | YUDA PRATAMA        | VIII B |
| 26 | YULIA QADIVA        | VIII B |
| 27 | ZACKY PRATAMA       | VIII B |
| 28 | ZAHRA KIRANA R      | VIII B |
| 29 | ZAKYA KHAIRUNNISA   | VIII B |

#### 3.4. Variable of the Research

Sugiyono, (2016:38) states that variable is an object around is studied and determined to be studied after that information can be obtained and conclusions are drawn.

In the research, there was only one variable (single variable), namely Webtoon short story as assessment on students' perception.

### 3.5. Data Collection Technique

The data collection techniques that the author uses in this study

#### 3.5.1 Questionnaire

The questionnaires are efficient data collection techniques in the form of closed or open questions that can be given to respondents directly or sent via the internet. According to Sugiyono (2016)

“Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer”

The distribution questionnaire in this study was used to collect data about Webtoon as a means of student assessment of students' perceptions in short stories during the learning process of class VIII SMP PGRI Pekanbaru.

The type of scale used in this study is a *Likert Scale*. Sugiyono (2016) Likert scale is a research object that is used to measure a person's perception based on indicators and then used as a starting point for arranging instrument items in the form of questions or statements. Data collection instruments used in this study were questionnaires in thesis writing. Question items compiled by researchers based on aspects of difficulty. The statements contained in this interview are favorable statements, favorable statements are behavioral concepts that are appropriate or support the attribute or variable being measured.

This questionnaire provides 4 alternative answers, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) to increase response

variability According to Putri D.M (2018). The scoring for each alternative answer for each statement item in this instrument is in table 3.3

**Table 3.3. Scoring Norm**

| Statement              | Favourable Score |
|------------------------|------------------|
| Strongly Agree (SA)    | 4                |
| Agree (A)              | 3                |
| Disagree (D)           | 2                |
| Strongly Disagree (SD) | 1                |

Respondents were asked to answer the statements contained in the questionnaire by selecting one of the alternative answers given. The assessment is done by adding up the respondent's answers on each item. The total questionnaire was twenty statements based on indicators written by Putri D.M (2018) namely, (1) Asking their opinions about social media Webtoon, (2) Asking whether there was an interest in students in reading short stories. Further data are suggestions or comments submitted in writing. The items are designed on five points as a scale, Sugiyono (2016), such as a score of 4 if the respondent answers Strongly Agree (SA), a score of 3 if the respondent answers Agree (A), a score of 2 if the respondent answers disagree (D), a score of 1 respondent answers Strongly Disagree (SD).



**Table 3.4. The Blueprint Indicator of Students' Perception through Webtoon Short Story.**

|  | <b>Indicator</b>                          | <b>Items</b>                       | <b>Total Number of Questionnaire</b> |
|--|---|------------------------------------|--------------------------------------|
| <b>Students' Perception of Webtoon Short Story</b> | Webtoon Social Media as Assessment Tool   | 1, 2, 4, 7, 9, 11, 13, 14, 16, 17  | 10                                   |
|  | Student interest in reading short stories | 3, 5, 6, 8, 10, 12, 15, 18, 19, 20 | 10                                   |
|  | <b>Total</b>                              |                                    | <b>20</b>                            |

### 3.5.2 Interview

Sugiyono (2018) interview is a conversation that is carried out between two or more people and takes place between the source and the interviewer. The interview is used as a data collection technique if the researcher or data collector already knows for certain the information to be obtained. The interview used in this study is a structured interview which means that a data collector must prepare a research instrument in the form of alternative written questions and the answers have been prepared. With structured interviews each respondent is given the same question, and the data collector records it. This guideline is only used in the form of an outline of the problem to be asked. The total questionnaire was four statements based on indicators adapt from Fuad, A, P, (2016) namely, (1) Difficulty in learning using

Webtoon Short Story, (2) The method applied by the teacher to the Webtoon Short Story, (3) Learning media as needed, (4) The expected learning media needs.

**Table 3.5. Students' Interview Guideline Grid**

| NO. | INDICATORS  | ITEMS |
|-----|---|-------|
| 1.  | Difficulty in learning using Webtoon Short Story.             | 1     |
| 2.  | The method applied by the teacher to the Webtoon Short Story. | 1     |
| 3.  | Learning media as needed.                                     | 1     |
| 4.  | The expected learning media needs.                            | 1     |

### 3.6. Data Analysis Technique

Analysis of the data used in this research is to use a qualitative descriptive method. Data were analyzed descriptively to determine the use of Webtoon on students' understanding in the short stories of class VIII students of SMP PGRI Pekanbaru. The stages of analyzing data in this study were:

Convert data suspension from the use of the webtoon assessment questionnaire as a student's assessment of the short story on the Webtoon. To further analyze the data, each answer from this questionnaire was changed to a numerical form because the problem was clear.

The score is given to each statement, for positive statements:

1. Score 4 if the respondent answers Strongly agree
2. Score 3 if the respondent answers Agree
3. Score 2 if the respondent answers Disagree
4. Score 1 if the respondent answers Strongly disagree

Next, calculate the frequency of each category of answers in each variable. To find out the students' understanding in the short story on the webtoon after collecting data with a questionnaire, the scores obtained were then calculated and entered into the percentage descriptive formula, Sugiyono (2006):

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

Information:

P = Percentage

F = Frequency of the certain score

N = Total number of sample

Based on the formulation in taking percentage of the data, it is need to identify the mean for each category that absolutely has different value in every items in the questionnaire. The formulation of mean score as follow:

$$Me = \frac{\sum x}{N}$$

Where:

Me = Mean

N = Number of cases

$\Sigma$  = Epilson

X = Total of score, Sugiyono (2019).

Researchers use Microsoft Excel to ensure that data processing has accurate results. The results of the questionnaire in the form of data will be saved in Excel format and immediately used as raw data to be analyzed with Excel software. Furthermore, from the results of the descriptive analysis the decision is made, whether using a short story Webtoon will produce very high English scores, High, Medium, Low or Very Low. Data analysis using qualitative descriptive techniques using percentages is only the first step of the entire analysis process.

Based on this, the calculation results in the form of a percentage are converted into a predicate, including (Destya, Department of Communication Studies 2018).

**Table 3.6. Indicator of Mean Score**

| Mean Score     | Frequency |
|----------------|-----------|
| 75.1% - 100.0% | Very High |
| 50.1% - 75.0%  | High      |
| 25.1% - 50.0%  | Low       |
| 0.0% - 25.0%   | Very Low  |

**CHAPTER IV**  
**RESEARCH FINDINGS**

**4.1 Description of Data**

After collecting to analyze about Webtoon in Students' Understanding of a short story consisting of two indicators, they are; Webtoon social media as an assessment tool and students' interest in reading short story

After the data is collected and processed. Detailed information about the frequency of Webtoon as an assessment in reading can be seen in the following explanation:

**Table 4.1. The Score is given to Each Positive Statements**

| No | Items             | Score | X | Sample | Total | Score Max  |
|----|-------------------|-------|---|--------|-------|------------|
| 1  | Strongly Agree    | 4     | X | 29     | 116   | <b>116</b> |
| 2  | Agree             | 3     | X | 29     | 87    |            |
| 3  | Disagree          | 2     | X | 29     | 58    |            |
| 4  | Strongly Disagree | 1     | X | 29     | 29    |            |

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

Information:

P = Percentage

F = Frequency of the certain Score

N = Total number of sample

**Table 4.2. Webtoon's Social Media as Assessment Tool**

| No Items                      | SA | A | D | SD | Total | Percentage    | Level            |
|-------------------------------|----|---|---|----|-------|---------------|------------------|
| 1.                            | 28 | 1 | 0 | 0  | 115   | 99.13%        | Very High        |
| 2.                            | 27 | 2 | 0 | 0  | 114   | 98.27%        | Very High        |
| 4.                            | 27 | 2 | 0 | 0  | 114   | 98.27%        | Very High        |
| 7.                            | 28 | 1 | 0 | 0  | 115   | 99.13%        | Very High        |
| 9.                            | 28 | 1 | 0 | 0  | 115   | 99.13%        | Very High        |
| 11.                           | 28 | 0 | 1 | 0  | 115   | 99.13%        | Very High        |
| 13.                           | 29 | 0 | 0 | 0  | 116   | 100.0%        | Very High        |
| 14.                           | 29 | 0 | 0 | 0  | 116   | 100.0%        | Very High        |
| 16.                           | 26 | 2 | 1 | 0  | 112   | 96.55%        | Very High        |
| 17.                           | 26 | 2 | 0 | 1  | 112   | 96.55%        | Very High        |
| <b>The Overall Percentage</b> |    |   |   |    |       | <b>98.61%</b> | <b>Very High</b> |

#### 4.1.1. Webtoon's Social Media as Assessment Tool

Webtoon is one of the media applications that can help teachers to improve the quality of teaching students. With the use of technology, teachers can make the classroom atmosphere look more fun because with Webtoon technology it makes students interested in using it. With its many varied stories, images, and varied language uses, it can make student learning systems more relaxed and enjoyable. Teachers can also use Webtoon as a tool to explore students' abilities in writing,

reading and also observing each new words in a Webtoon comic story, so from that, teachers can also gain students' knowledge of their abilities while reading Webtoon.

#### 4.1.1.1. Questionnaire Result

Table 4.3 shows the percentage of student responses about Webtoon media as an assessment tool, item percentage number 1 “Comic content on Webtoon can be accessed easily without barriers / password protected content.” is  $P = 99.13\%$ . The level is very high because there are 28 students who strongly agree to use Webtoon as a learning medium because it is accessed easily without obstacles. Furthermore, only 1 out of 29 students chose Agree from the statement. The amount obtained is as follows:

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

$$P = \frac{115}{116} \times 100$$

$$P = 0.9913 \times 100$$

$$P = 99.13\%$$

The percentage of items number 2 “Respondents use the comments feature to communicate with other readers.” and 4 “Respondents use the share feature to share information about comics that are read.” have the same level of score that is  $P = 98.27\%$ . Some students choose Strongly Agree as an

answer to the statement. They Strongly Agree if Webtoon is used as a tool to increase learning knowledge. In addition, some students also like the "Story" listed in the Webtoon novel because its unique and interesting story is not boring. The result can be seen when more students choose Agree and Strongly Agree in determining the existing statement. The amount obtained is as follows:

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

$$P = \frac{114}{116} \times 100$$

$$P = 0.9827 \times 100$$

$$P = 98.27\%$$

The percentage of items number 7 "Respondents open social media Webtoon every day." 9 "Respondents like likes on comics they like." and 11 "Respondents read comics that get lots of likes on social media Webtoon." have the same level of score that is  $P = 99.13\%$ . Almost all students choose Strongly Agree as an answer to the statement. One of them who chose the answer did not agree. In addition, they are also very supportive if Webtoon plays a role in the teaching and learning process in the classroom. The amount obtained is as follows:

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



$$P = \frac{115}{116} \times 100$$

$$P = 0.9913 \times 100$$

$$P = 99.13\%$$

The percentage of items number 13 “Respondents decided to read the comic after reading the information on the webtoon comic page.” and 14 “Respondents read popular webtoon comics.” has the highest percentage is  $P = 100.0\%$ . Being at a very high level, all students choose Strongly Agree as an answer because the questions given are in accordance with the topic given and the questions have variations. The amount obtained is as follows:

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

$$P = \frac{116}{116} \times 100$$

$$P = 1 \times 100$$

$$P = 100.0\%$$

The percentage of items number 16 “Respondents find out or follow the community and favorite comic fanpage.” and 17 “Respondents followed the development of the webtoon through the community found and followed.” have the same result,  $P = 96.55\%$ . Being at a Very High level, most students choose Very Agree answers and some choose Agree as answers. That means,

this media can be continued to be used as a tool for learning and teaching. The amount obtained is as follows:

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

$$P = \frac{112}{116} \times 100$$

$$P = 0.9655 \times 100$$

$$P = 96.55\%$$

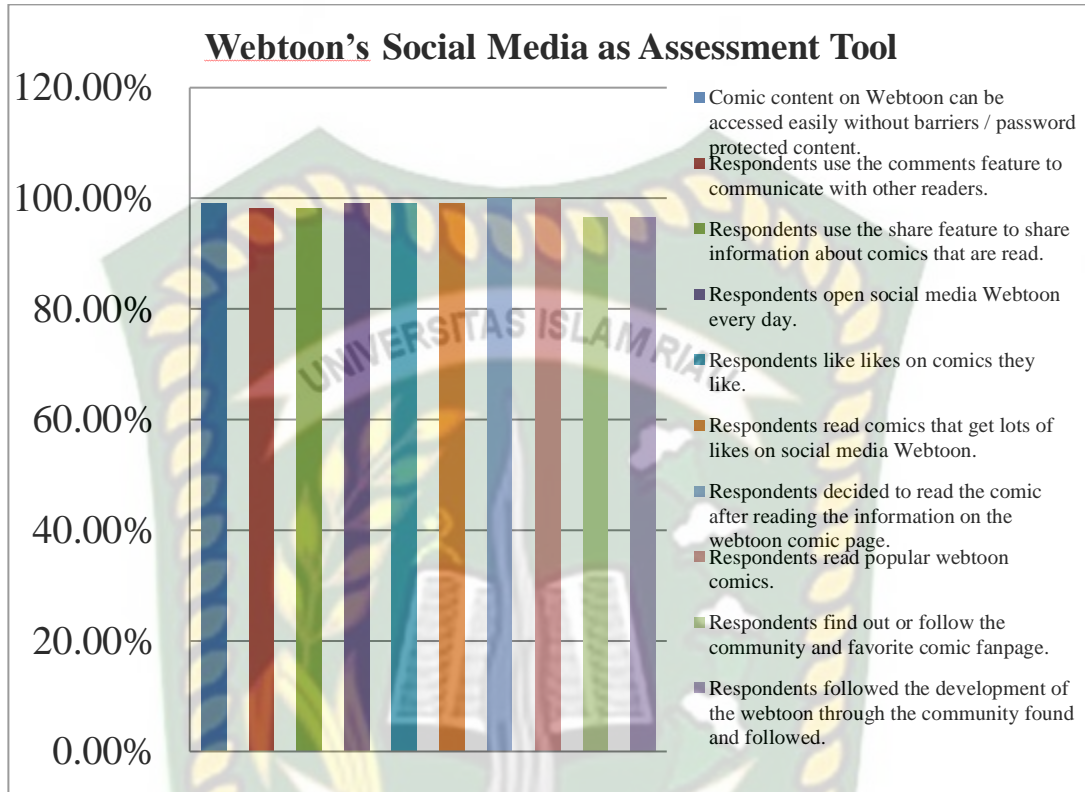
Finally, researchers can find from items number 1, 2, 4, 7, 9, 11, 13, 14, 16, and 17 that the overall percentage is 98.04% at very high levels. Because, almost all students choose Strongly Agree in the statement that the Webtoon media can be used as an assessment. With the amount obtained as follows:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{986.16}{10}$$

$$M_x = 98.61\%$$

**Figure 4.3. Webtoon's Social Media as Assessment Tool**



**Table 4.4. Student Interest in Reading Short Stories**

| No Items | SA | A | D | SD | Total | Percentage | Level     |
|----------|----|---|---|----|-------|------------|-----------|
| 3.       | 28 | 1 | 0 | 0  | 115   | 99.13%     | Very High |
| 5.       | 28 | 1 | 0 | 0  | 115   | 99.13%     | Very High |
| 6.       | 28 | 1 | 0 | 0  | 115   | 99.13%     | Very High |
| 8.       | 27 | 2 | 0 | 0  | 114   | 98.27%     | Very High |
| 10.      | 26 | 3 | 0 | 0  | 113   | 97.41%     | Very High |
| 12.      | 28 | 1 | 0 | 0  | 115   | 99.13%     | Very High |

|                               |    |   |   |   |     |               |                  |
|-------------------------------|----|---|---|---|-----|---------------|------------------|
| 15.                           | 27 | 2 | 0 | 0 | 114 | 98.27%        | Very High        |
| 18.                           | 28 | 1 | 0 | 0 | 115 | 99.13%        | Very High        |
| 19.                           | 20 | 8 | 1 | 0 | 104 | 89.65%        | Very High        |
| 20.                           | 27 | 2 | 0 | 0 | 114 | 98.27%        | Very High        |
| <b>The Overall Percentage</b> |    |   |   |   |     | <b>97.75%</b> | <b>Very High</b> |

#### 4.1.2. Student Interest in Reading Short Stories

Webtoon is a comic that has a variety of stories. In addition to its good and fun story Webtoon comic can also be used as a tool to improve student learning systems both orally and in writing. Webtoon application is also very easy to understand because there are instructions for using it. Using Webtoon as a tool to teach also has other benefits, in addition to being used anywhere, it can also be taken anywhere, so students directly understand the meanings of the story being read. Therefore, based on the above research it can be seen that students' interest in reading short stories in the novel so that this can also have a positive impact on the ability of teachers to teach students.

##### 4.1.2.1. Questionnaire Result

Table 4.4 shows the percentage of student responses about students' interest in reading short stories, percentage item number 3 "Respondents are interested in reading comics with Webtoon ." is P = 99.13%. The level is very

high because there are 28 students who agree to use Webtoon to increase students' interest in reading short stories. In addition, only 1 out of 29 students chose Agree from the statement. The amount obtained is as follows:

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

$$P = \frac{115}{116} \times 100$$

$$P = 0.9913 \times 100$$

$$P = 99.13\%$$

The percentage of items number 5 “Respondents look for and read comics with their preferred genre.”, 6 “Respondents subscribe to (+ favorite) preferred comic titles.”, 12 “Respondents felt compelled to follow every comic episode that was read.” and 18 “Respondents look for further information about Webtoon or comics that have been read at Webtoon.” have the highest percentage is  $P = 99.13\%$ . Being at a very high level, almost all students choose the Very Agree answer as the answer because many students are interested in reading short stories in the Webtoon comics. That way through this media can produce student reading results become more effective. The amount obtained is as follows:

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

$$P = \frac{115}{116} \times 100$$

$$P = 0.9913 \times 100$$

$$P = 99.13\%$$

The percentage of item number 8 “Respondents access social media Webtoon every day to find out comics up every day.” has an interesting percentage that is  $P = 98.27\%$ . Being at a very high level, some students chose Strongly Agree as the answer and some of them chose the agreed answer. The amount obtained is as follows:

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

$$P = \frac{114}{116} \times 100$$

$$P = 0.9827 \times 100$$

$$P = 98.27\%$$

The Percentage item number 10 “Respondents feel always reminded / curious if they have not accessed or read comics on Webtoon.” has a percentage  $P = 97.41\%$ . Being at a very high level, some students chose Strongly Agree as the answer and three of them chose the agreed answer.

These answers are known through students' responses about students' interest in reading short stories in novels. The amount obtained is as follows:

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

$$P = \frac{113}{116} \times 100$$

$$P = 0.9741 \times 100$$

$$P = 97.41\%$$

The percentage of item number 19 "Respondents spent a lot of time reading Webtoon comics." has a high percentage of  $P = 89.65\%$ . Being at a relatively high level, some students chose Very Agree as the answer some of them also chose to agree and one of them answered disagree as the answer to his choice. The amount obtained is as follows:

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

$$P = \frac{103}{116} \times 100$$

$$P = 0.8879 \times 100$$

$$P = 88.79\%$$

Finally, researchers can find from items number 3, 5, 6, 8, 10, 12, 15, 18, 19, and 20 that the overall percentage is 97.75% at a very high level,

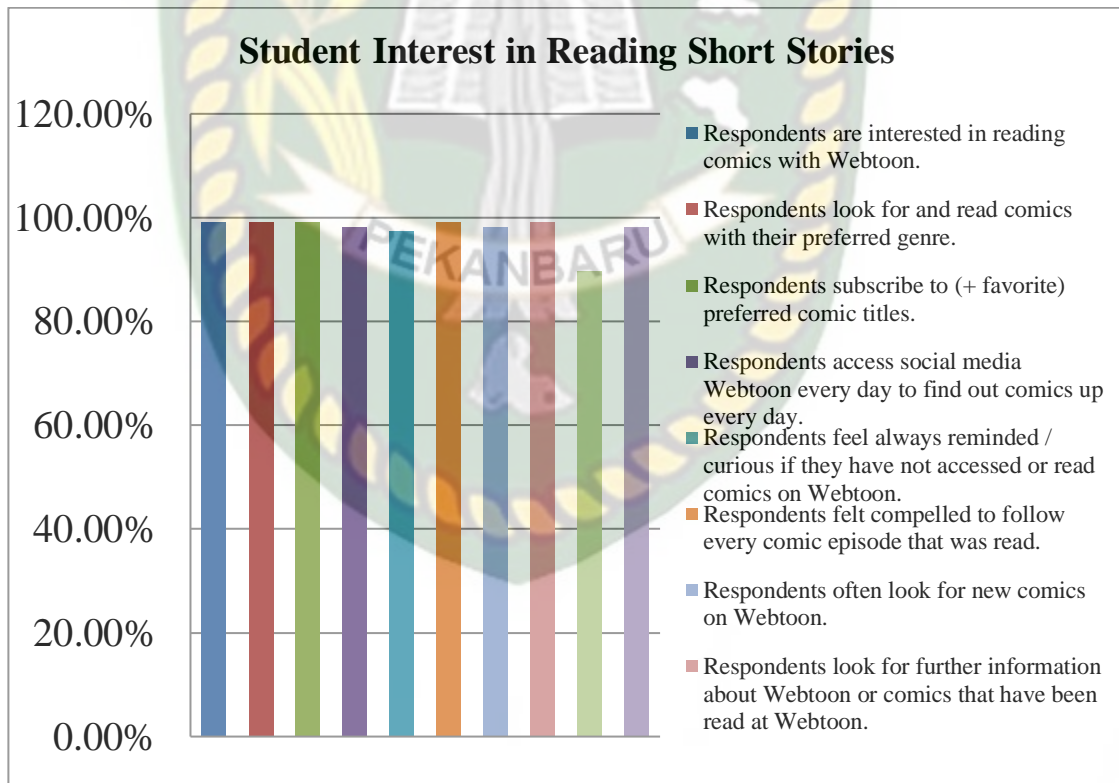
because, almost all students choose the answers strongly agree in a statement that a short story can be used as an assessment. With the amount obtained as follows:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{977.52}{10}$$

$$M_x = 97.75\%$$

**Figure 4.5. Student Interest in Reading Short Stories**





#### 4.2. The Data of Students' Interview

The purpose of this paper is to determine the problems faced by students while learning to understand short stories on the webtoon. These findings were developed from the results of student teacher interview. The interview was carried out using a purposive technique of 10 informants conducted through online interviews (WhatsApp). The interviewees who were successfully interviewed online by name using initials, namely W, AA, GA, JZ, MR, RE, SF, YQ, YN and RP. Interviews with 10 resource persons with initials carried out at Wednesday, August 12, 2020. All data from this study are described based on the focus of the research questions as follows:

**Table 4.6. The Interview of Students' Perception of Webtoon Short Story**

| Code | Question  | Answer  |
|------|---|---|
| S1   | What do you think about learning English using Webtoon Short Story? | In my opinion, learning using Webtoon Short Story is very fun because the story in this comic is very interesting and suitable for use by our circle. |
| S2   | What do you think about learning English using Webtoon Short Story? | In my opinion, the use of Webtoon Short Story supports learning because nowadays we often use Webtoon as daily activities.                            |
| S3   | What about the learning methods used by the teacher in delivering   | The method is very relaxed because we are directed to be able to interact   |

|           |   |  |
|-----------|---|--|
|           | learning materials using the Webtoon Short Story?   | with classmates through the stories in Webtoon Short Story.  |
| <b>S4</b> | What about the learning methods used by the teacher in delivering learning materials using the Webtoon Short Story? | The teaching of the teacher in the classroom is very interesting because the teacher delivers the material with the facilities provided by the school, namely Infocus, therefore the teacher displays many visual stories through Webtoon Short Story.       |
| <b>S5</b> | In your opinion, is this learning media in accordance with the needs of students?                                   | I think it really supports the learning process because it looks fun and not boring.   |
| <b>S6</b> | In your opinion, is this learning media in accordance with the needs of students?                                   | It's fun to use Webtoon Short Story because the teacher provides lots of pictures that can make students focus on the learning process being conveyed.   |
| <b>S7</b> | In your opinion, is this learning media in accordance with the needs of students?                                   | In my opinion, it is good to use Webtoon Short Story in the classroom, because from the stories and pictures presented by the teacher, students are carried away by the atmosphere in the story and enable students to build good imaginations in the story. |
| <b>S8</b> | What do you hope to support this learning?  | I hope that someday there will be teachers who can adjust the learning   |

|            |  |   |
|------------|--|---|
|            |  | atmosphere to the theory that will be presented.  |
| <b>S9</b>  | What do you hope to support this learning? | I hope that this method will continue to be used by teachers in the learning process because learning technology is very suitable for use in millennial children. |
| <b>S10</b> | What do you hope to support this learning? | I hope that in the future teachers can introduce Webtoon to students so that students can be creative in creating interesting visual stories.                     |

1. Based on questions one to twenty above, What do you think about learning English using Webtoon Short Story?

Researchers conducted interview techniques to obtain data from students.

According to W Webtoon, Short Story is very fun when used in the classroom.

Interviewee W stated that:

“In my opinion, learning using Webtoon Short Story is very fun because the story in this comic is very interesting and suitable for use by our circle.”  
 (Saturday, September 05, 2020)

2. Based on questions one to twenty above, What do you think about learning English using Webtoon Short Story?

Researchers conducted interview techniques to obtain data from students.

According to AA Webtoon are suitable to support their learning in daily life.

Interviewee AA stated that:

“In my opinion, the use of Webtoon Short Story supports learning because nowadays we often use Webtoon as daily activities.” (Saturday, September 05, 2020)

3. Based on questions one to twenty above, What about the learning methods used by the teacher in delivering learning materials using the Webtoon Short Story?

Researchers conducted interview techniques to obtain data from students.

According to GA Webtoon is very relaxed to be implemented in class. Interviewee

GA stated that:

“The method is very relaxed because we are directed to be able to interact with classmates through the stories in Webtoon Short Story.” (Saturday, September 05, 2020)

4. Based on questions one to twenty above, What about the learning methods used by the teacher in delivering learning materials using the Webtoon Short Story?

Researchers conducted interview techniques to obtain data from students.

According to JZ Webtoon is very interesting because of the visual pictures that

available in Webtoon Short Story. Interviewee JZ stated that:

“The teaching of the teacher in the classroom is very interesting because the teacher delivers the material with the facilities provided by the school, namely Infocus, therefore the teacher displays many visual stories through Webtoon Short Story.” (Saturday, September 05, 2020)

5. Based on questions one to twenty above, In your opinion, is this learning media in accordance with the needs of students?

Researchers conducted interview techniques to obtain data from students. According to MR Webtoon is really support in learning process because it looks fun and enjoy. Interviewee MR stated that:

“I think it really supports the learning process because it looks fun and not boring.” (Sunday, September 06, 2020)

6. Based on questions one to twenty above, In your opinion, is this learning media in accordance with the needs of students?

Researchers conducted interview techniques to obtain data from students. According to RE Webtoon can make students focus to the process of teaching and learning. Interviewee RE stated that:

“It's fun to use Webtoon Short Story because the teacher provides lots of pictures that can make students focus on the learning process being conveyed.” (Sunday, September 06, 2020)

7. Based on questions one to twenty above, In your opinion, is this learning media in accordance with the needs of students?

Researchers conducted interview techniques to obtain data from students.

According to SF Webtoon can make students imagine about the story. Interviewee SF stated that:

“In my opinion, it is good to use Webtoon Short Story in the classroom, because from the stories and pictures presented by the teacher, students are carried away by the atmosphere in the story and enable students to build good imaginations in the story.” (Sunday, September 06, 2020)

8. Based on questions one to twenty above, What do you hope to support this learning?

Researchers conducted interview techniques to obtain data from students.

According to YQ hope that Webtoon can adjust the learning atmosphere in class.

Interviewee YQ stated that:

“I hope that someday there will be teachers who can adjust the learning atmosphere to the theory that will be presented.” (Sunday, September 06, 2020)

9. Based on questions one to twenty above, What do you hope to support this learning?

Researchers conducted interview techniques to obtain data from students.

According to YN she stated that Webtoon can be continue to be used in class because

the use of technology is very suitable for millenials generation. Interviewee YN stated

that:

“I hope that this method will continue to be used by teachers in the learning process because learning technology is very suitable for use in millennial children.” (Sunday, September 06, 2020)

10. Based on questions one to twenty above, What do you hope to support this learning?

Researchers conducted interview techniques to obtain data from students. According to RP He said that he hope the teacher can introduce it to the students deeply, and it can makes students creative to make story through Webtoon as the tool. Interviewee RP stated that:

“I hope that in the future teachers can introduce Webtoon to students so that students can be creative in creating interesting visual stories.” (Sunday, September 06, 2020)

Based on the results of the interview it can be concluded that Webtoon the application.

#### 4.3. Microsoft Excell Results and Analysis

**Table. 4.7. Microsoft Excell Results and Analysis**

| NO        | QUESTIONS   | ANSWERS  |          |          |          | N  | Score | Mean   | TCR(%)  | CATEGORY  |
|-----------|---|----------|----------|----------|----------|----|-------|--------|---------|-----------|
|           |   | SA       | A        | D        | SD       |    |       |        |         |           |
|           | <b>Webtoon Social Media as Assessment Tool</b>  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |    |       |        |         |           |
| <b>1.</b> | Comic content on Webtoon can be accessed easily without barriers / password protected | 28       | 1        | 0        | 0        | 29 | 115   | 3.9655 | 99.1379 | VERY HIGH |

|    |   |    |   |   |   |    |     |        |         |           |
|----|---|----|---|---|---|----|-----|--------|---------|-----------|
|    | content.  |    |   |   |   |    |     |        |         |           |
|    | <i>(Konten komik pada Webtoon dapat diakses dengan mudah tanpa hambatan/konten yang terlindungi kata sandi)</i> |    |   |   |   |    |     |        |         |           |
| 2. | Respondents use the comments feature to communicate with other readers.   | 27 | 2 | 0 | 0 | 29 | 114 | 3.931  | 98.2759 | VERY HIGH |
|    | <i>(Responden memanfaatkan fitur komentar untuk berkomunikasi dengan pembaca lainnya.)</i>                      |    |   |   |   |    |     |        |         |           |
| 4. | Respondents use the share feature to share information about comics that are read.                              | 27 | 2 | 0 | 0 | 29 | 114 | 3.931  | 98.2759 | VERY HIGH |
|    | <i>(Responden menggunakan fitur share untuk membagikan informasi tentang komik yang dibaca.)</i>                |    |   |   |   |    |     |        |         |           |
| 7. | Respondents open social media Webtoon every day.  | 28 | 1 | 0 | 0 | 29 | 115 | 3.9655 | 99.1379 | VERY HIGH |
|    | <i>(Responden membuka media sosial Webtoon setiap hari.)</i>  |    |   |   |   |    |     |        |         |           |
| 9. | Respondents like likes on comics they like  | 28 | 1 | 0 | 0 | 29 | 115 | 3.9655 | 99.1379 | VERY HIGH |
|    | <i>(Responden memberikan like pada komik yang</i>   |    |   |   |   |    |     |        |         |           |



|            |  |    |   |   |   |    |     |        |         |           |
|------------|--|----|---|---|---|----|-----|--------|---------|-----------|
|            | <i>disukai.)</i>   |    |   |   |   |    |     |        |         |           |
| <b>11</b>  | <p>Respondents read comics that get lots of likes on social media Webtoon.</p> <p><i>(Responden membaca komik yang banyak mendapatkan tanda like pada media sosial Webtoon.)</i></p>                                 | 28 | 0 | 1 | 0 | 29 | 114 | 3.931  | 98.2759 |           |
| <b>13.</b> | <p>Respondents decided to read the comic after reading the information on the webtoon comic page.</p> <p><i>(Responden memutuskan untuk membaca komik setelah membaca keterangan pada halaman komik Webtoon)</i></p> | 29 | 0 | 0 | 0 | 29 | 116 | 4      | 100     | VERY HIGH |
| <b>14.</b> | <p>Respondents read popular webtoon comics.</p> <p><i>(Responden membaca komik webtoon populer.)</i></p>   | 29 | 0 | 0 | 0 | 29 | 116 | 4      | 100     | VERY HIGH |
| <b>16.</b> | <p>Respondents find out or follow the community and favorite comic fanpage.</p> <p><i>(Responden mencari tahu atau mengikuti komunitas dan fanpage komik favorit.)</i></p>   | 26 | 2 | 1 | 0 | 29 | 112 | 3.8621 | 96.5517 | VERY HIGH |
| <b>17.</b> | <p>Respondents followed the development of the webtoon through the community</p>   | 26 | 2 | 0 | 1 | 29 | 111 | 3.8276 | 95.6897 | VERY HIGH |

|           |   |    |   |   |   |    |     |        |         |           |
|-----------|---|----|---|---|---|----|-----|--------|---------|-----------|
|           | found and followed.   |    |   |   |   |    |     |        |         |           |
|           | <i>(Responden mengikuti perkembangan webtoon melalui komunitas yang ditemukan dan diikuti.)</i>   |    |   |   |   |    |     |        |         |           |
|           | <b>Student interest in reading short stories</b>  |    |   |   |   |    |     |        |         |           |
| <b>3.</b> | Respondents are interested in reading comics with Webtoon.<br><i>(Responden tertarik membaca komik dengan adanya Webtoon.)</i>              | 28 | 1 | 0 | 0 | 29 | 115 | 3.9655 | 99.1379 | VERY HIGH |
| <b>5.</b> | Respondents look for and read comics with their preferred genre.<br><i>(Responden mencari dan membaca komik dengan genre yang disukai.)</i> | 28 | 1 | 0 | 0 | 29 | 115 | 3.9655 | 99.1379 | VERY HIGH |
| <b>6.</b> | Respondents subscribe to (+ favorite) preferred comic titles.<br><i>(Responden berlangganan (+favorit) judul komik yang disukai.)</i>       | 28 | 1 | 0 | 0 | 29 | 115 | 3.9655 | 99.1379 | VERY HIGH |
| <b>8.</b> | Respondents access social media Webtoon every day to find out comics up every day.  | 27 | 2 | 0 | 0 | 29 | 114 | 3.931  | 98.2759 | VERY HIGH |

|            |   |    |   |   |   |    |     |        |         |           |
|------------|---|----|---|---|---|----|-----|--------|---------|-----------|
|            | <i>(Responden mengakses media sosial Webtoon setiap hari untuk mengetahui komik up setiap harinya.)</i>   |    |   |   |   |    |     |        |         |           |
| <b>10.</b> | Respondents feel always reminded / curious if they have not accessed or read comics on Webtoon.<br><br><i>(Responden merasa selalu teringat/penasaran apabila belum mengakses atau membaca komik pada Webtoon.)</i> | 26 | 3 | 0 | 0 | 29 | 113 | 3.8966 | 97.4138 | VERY HIGH |
| <b>12.</b> | Respondents felt compelled to follow every comic episode that was read.<br><br><i>(Responden merasa harus mengikuti setiap episode komik yang dibaca.)</i>  | 28 | 1 | 0 | 0 | 29 | 115 | 3.9655 | 99.1379 | VERY HIGH |
| <b>15.</b> | Respondents often look for new comics on Webtoon.<br><br><i>(Responden sering mencari komik baru di Webtoon.)</i>   | 27 | 2 | 0 | 0 | 29 | 114 | 3.931  | 98.2759 | VERY HIGH |
| <b>18.</b> | Respondents look for further information about Webtoon or comics that have been read at Webtoon.<br><br><i>(Responden mencari informasi lebih lanjut mengenai Webtoon atau komik yang telah dibaca di Webtoon.)</i> | 28 | 1 | 0 | 0 | 29 | 115 | 3.9655 | 99.1379 | VERY HIGH |
| <b>19.</b> | Respondents spent a lot of time reading   | 20 | 8 | 1 | 0 | 29 | 106 | 3.6552 | 91.3793 | VERY HIGH |

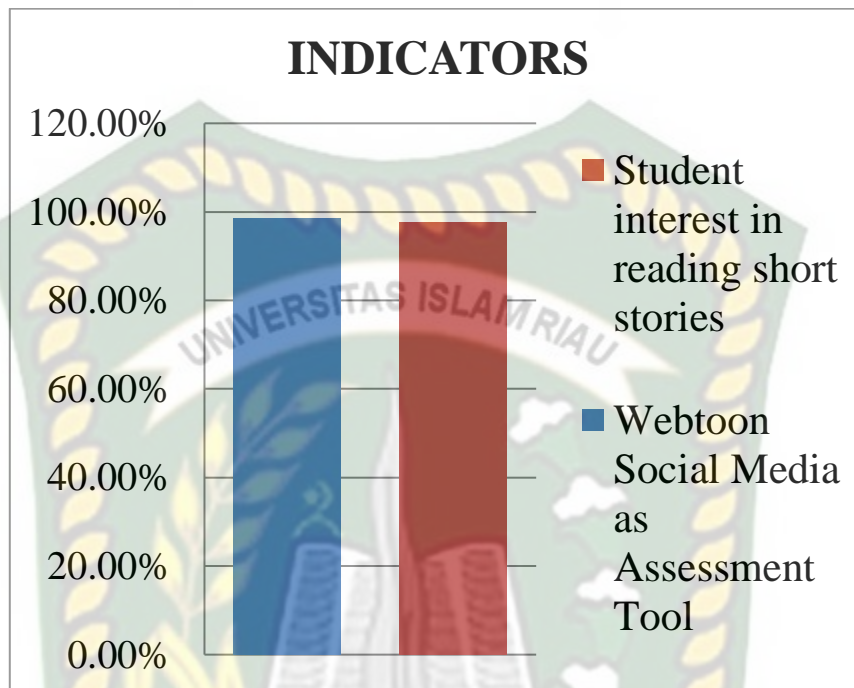
|            |   |    |   |   |   |    |      |       |         |           |
|------------|---|----|---|---|---|----|------|-------|---------|-----------|
|            | Webtoon comics.   |    |   |   |   |    |      |       |         |           |
|            | <i>(Responden menghabiskan banyak waktu untuk membaca komik Webtoon.)</i>       |    |   |   |   |    |      |       |         |           |
| <b>20.</b> | Respondents take time every day to read comics Webtoon.                         | 27 | 2 | 0 | 0 | 29 | 114  | 3.931 | 98.2759 | HIGH      |
|            | <i>(Responden meluangkan waktu setiap harinya untuk membaca komik Webtoon.)</i> |    |   |   |   |    |      |       |         |           |
|            | MEAN  |    |   |   |   |    | 2278 |       | 98.18   | VERY HIGH |

Further analysis of the data according to the two indicators below shows that Webtoon is an assessment tool:

**Table 4.8. Indicator of Students' Perception of Webtoon Short Story**

| <b>Indicator</b>                          | <b>Mean</b>   | <b>Level</b>     |
|---|---------------|------------------|
| Webtoon Social Media as Assessment Tool   | 98.61%        | Very High        |
| Student interest in reading short stories | 97.75%        | Very High        |
| <b>The Overall Mean Score</b>             | <b>98.18%</b> | <b>Very High</b> |

**Figure 4.9. Indicators of Students' Perception of Webtoon Short Story**



Based on table 4.6, there are two indicators to determine students' perceptual knowledge of the Webtoon media and the student's average score can be calculated using the following formula:

**Mean :**

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{196.36}{2}$$

$$M_x = 98.18\%$$

Furthermore, these results indicate that students generally have a very high level of whether Webtoon Media as an assessment will be applied in the classroom to improve students' understanding of a story. The average of each indicator in the questionnaire shows which statement most agree if the Webtoon is an assessment that will be applied in class to improve students' understanding of a story.

Among the two indicators, the most agreeable is the Webtoon Social Media as an Assessment Tool ( $M = 98.61\%$ ). It can be concluded that students can use the Webtoon application as a means to practice learning progress, especially in reading texts. With all the advantages the Webtoon application has, students can explore the information contained in the Webtoon application and students can find out how sophisticated the internet is in training student learning processes today. Therefore, the Webtoon interaction or the relationship between teacher and students can be more effective.

Next, about students' interest in reading short stories ( $M = 97.75\%$ ) means that students also have a great interest in reading a short story in a novel or Webtoon application. It can be seen from the results of a questionnaire which shows that the short stories in Webtoon have succeeded in increasing student interest in learning English because the Webtoon application is an interesting application for students of the current generation.

The overall average of the two indicators of student understanding as an assessment tool through the Webtoon is 4.6 which shows that the sample Strongly Agree. By looking at these data, it is clear that the total student average score is 98.18%.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1. Conclusion

According to students' perceptions, there were several student responses to Webtoon Short Story, namely, some students agreed that the use of Webtoon as an assessment tool was very effective and fast to assist teachers in overcoming the learning and teaching process of students. In addition, students' interest in reading Webtoon Short Story is very high because some students choose to strongly agree that Webtoon Short Story is used as a medium to increase students' interest in learning English in the learning and teaching process in the classroom.

There are several benefits to Webtoon Short Story, including;

1. Students become easier to interact with others,
2. Students become more open with the teacher,
3. Students are very interested in applying technology to the learning process,
4. Students become active and creative in conveying ideas related to the Short Story delivered by the teacher,
5. Students enjoy learning Short Story through the Webtoon,
6. Students become more aware of the material presented by the teacher because the teacher delivers the discussion accompanied by attractive visual works so that students do not easily feel bored,



7. Students feel entertained when reading stories on the Webtoon,
8. The media used by the teacher is in accordance with the interests of students in the millennial generation (4.0 Era),
9. Students become more responsible in doing assignments and following the learning process,
10. Teachers become easier and more practical in delivering material because of the availability of media and other facilities.

Based on the results of research conducted at SMP PGRI Pekanbaru by distributing questionnaires to 29 respondents regarding Webtoon Social Media as an assessment tool for adolescent interest in reading comic short stories, the researchers concluded that:

Social Media Webtoon affects teenagers' interest in reading comic short stories from a given questionnaires, it is known that the number is 98.61%. While the remaining 0.01% are other factors that were not part of this study.

The level of assessment of students' interest in reading short stories at SMP PGRI Pekanbaru is in the Very Strong relationship category. This can be seen from the calculation of the value of 97.75%, which means this research has interesting results.

## 5.2. Suggestion

Suggestions that can be conveyed from the results of research into the development of assessment tools using the Webtoon application in improving the understanding of junior high school students as follows:

The researcher suggests the Webtoon to further improve its quality both in appearance and in the variety of story genres to attract more readers. It is hoped that Webtoon readers will always support and appreciate the comics produced by the comic artists in Webtoon by providing constructive criticism and input so that their comic works can be even better.

It is hoped that this research can become a reference for further research related to digital comics or short story comics. The teacher can develop an evaluation tool using the Webtoon application with different question material. It is expected that students who are conducting research or for subsequent research to find and read more references so that further research results become better and obtain knowledge especially in the field of Linguistics.

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