THE USE LINE WEBTOON IN EXTENSIVE READING ACTIVITY FOR STUDENTS' MOTIVATION

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Abstract

Reading is activities boring for some people, this results in a lack of motivation to become an active reader along with increasingly rapid technological developments, there are currently a lot of media that help in the process of learning to read English texts. Such as the use of online webtoon media which can help students to continue reading coupled with extensive reading activities that can be done anywhere so that there is no reason for students to be passive in reading activities. This study aims to determine the students' motivation towards the use of line webtoons in extensive reading activities. The method used is thematic data analysis from Braun and Clark. The results of this study are that the motivation experienced by students is intrinsic motivation. Besides that, with extensive reading activities through webtoon media, students acquire new vocabulary and also help students in pronouncation when reading English sentences.

Keywords: Line Webtoon; Extensive Reading; Students' Motivation

INTRODUCTION

Reading is an important activity in learning English; This is a challenge for students to continue to be active in reading activities. Indonesia ranks 60th out of 61 countries with low interest in reading (UNESCO), some educators and librarians are worried that reading activities to find information for studying, working or just to fill free time reading will slowly disappear. Petres (2009). Because reading activities need motivation to support reading activities, the more they read, the better they understand Harmer (2007). In addition, the use of media that helps in learning English activities is very necessary, this is so that the process of learning English activities becomes more fun, such as the use of Line Webtoon where users enjoy unlimited reading in all genres, as well as applications available on the Play Store. and Google Play Store. The website can be accessed in any web browser, and users can even download episodes with the app on their mobile devices to read their favorite webtoon stories anywhere. Line webtoon was founded by Junkoo and launched by Never Corporation in Korea 2005. With this webtoon reading activity, it is also necessary to have freedom for readers to choose the genre of reading. This can be done through extensive reading, according to Uden (2013), extensive reading means reading quickly , fun, with full understanding and no need to use a dictionary. Because in this webtooin line there are illustrations that make it easier for students to understand the story, besides that with this extensive reading activity students can read anywhere and under any conditions. The importance of learning to read English texts properly and correctly is the first step for students to be able to master this second language well, it will also be a motivation that will continue to exist in a person to become an active reader, because by getting used to reading English texts train students to master English. The problem now is that the media that is the source of reading English texts is very minimal. It is also a challenge for students to become active readers, in this case such as the minimal and unattractive sources of English reading

books at school, and the unstable internet network which is a factor that makes students lack motivation to continue reading language texts. In line with previous research, Wulandari (2019) focuses on the effectiveness of using webtoons for EFL participants in learning vocabulary. McGewon (2016) focuses on children's extensive reading activities in reading texts influenced by several characteristics such as gender, age, and socioeconomic status. Gülşen, E., & Mede, E. (2017). Multi-level extensive reading proficiency in reading motivation in young learners. Related to this, the author is interested in conducting research on the use of the application with the aim of knowing the use of the LINE Webtoon application and its relationship with interest in reading the line webtoon. So the writer wants to research: "The use line webtoon in extensive reading activity for students motivation." Problem Formulation Based on the background described previously, the formulation of the problem in this study is how the use of webtoons on student motivation. The objectives of this study is intended to determine the extent to which line webtoons motivate students in reading English texts.

METHOD

The resercher used a qualitative approach because qualitative research is suitable for obtaining detailed information about values, opinions, behaviors, and contexts in extensive reading activities assisted by line webtoons. For the research design, the researcher will use a case study. Yin, R. K. (2009) defines case studies as "empirical investigations of contemporary phenomena in real-life contexts." As described above, this study discusses the use of webtoon lines in extensive reading activities in students' motivation. In this study, the students' lack of motivation towards interest in reading English texts was the main factor in this case. Participants in this study were students of class XI Madrasah Aliyah in Karawang. To see whether extensive reading activities assisted by webtoon media can have an impact on students' motivation in reading English texts in class, and the extent to which they understand the content of the stories in the titles they read from the webtoon media. This research was conducted for two weeks, the first week analyzing the problems that occurred to students regarding the low motivation of students that occurred and providing webtoon line media that helped them to do more enjoyable reading activities because of the features contained in the webtoon line. webtoon many colors and text balloons. In the second week of student activity after using webtoon media and also their interview after doing extensive reading and the researcher chose three students randomly as participants for the interview. In this study, interviews were chosen as a medium to collect data. In this method, researchers and respondents meet face to face to obtain information orally by obtaining objective data that can explain the research problem of Lexy J Moleong (1991: 135). In this study the researcher used standardized interviews and open-ended interviews – here, the same open-ended questions were asked to 3 interviewed students, they were free to choose how to answer the questions. That is, they do not choose "yes" or "no" or provide a numerical rating, this approach facilitates faster interviews that can be more easily analyzed and compared making it easier for researchers to gather information. In this study, researchers used thematic data analysis techniques (Braun and Clare 2006). To obtain a comprehensive meaning and message that is representative of the interview activities, the data is selected and transcribed in depth, selectively and analytically. Thematic conclusion is the retrieval of transcribed data, the content of the experience focuses on thematic analysis. Because each student has a different personal experience in the use of online webtoon media activities and the extent to which these activities are able to restore students' motivation when reading English texts.

RESULTS AND DISCUSSION

Results

In this study, the researcher found the students' motivation in reading English text using line webtoon.

Student motivation in extensive reading activities using line webtoon media

Students' motivation in reading activities using this line webtoon, students read on their own accord, this means that motivation arises from within students (intrinsic motivation). Factors that make students want to read English texts because of the use of full color media equipped with interesting pictures and balloon texts, which make students' reading activities not monotonous and the freedom to choose the genre they like, this is what makes reading activities possible. d at school or at home, so that students are helped to learn English. In addition, students feel that reading activities train them for their prouononciation and also find new vocabulary so that they are continuously motivated to learn English. As the results of the following participant interviews:

"By reading English text using online webtoon media, reading activities feel more fun, because there are lots of pictures so it's easier to understand the story."

"At first I was lazy to read English texts because usually the sentences were long, so I felt dizzy when reading. But by using this webtoon line media, I became more motivated to read English texts."

"I have been using the line webtoon for a long time, but I just found out that the features in the webtoon can be changed into English. So now I can learn English with what I like."

In this interview, students felt that the use of this webtoon line media helped them in reading English texts better, so that they would become active readers, besides that the use of this media helped them to practice speaking, reading, writing skills in English learning. .as the results of the following participant interviews:

"I'm actually practicing my speaking skills, with this webtoon line media my pronunciation becomes smoother so it's not complicated when reading English texts"

"By using this webtoon line media, Alhamdulillah I continue to write down the new vocabulary I found in my notebook and I look for the translation in the English dictionary."

"Using a line webtoon as a medium to help learn to read English texts is indeed a very helpful medium. So I fill my spare time by doing more useful activities such as reading line webtoons."

The use of line webtoons can help students in learning English. In addition, there are several problems in reading activities using the webtoon line media and the condition of students' motivation who is still unstable in reading English texts. As the following interview results:

"Because from the beginning I only knew this webtoon's media line but didn't use it, at the beginning of using it I had a little difficulty in finding genres and also changing the language setting to English. Still don't know where the settings can change the type of language."

"During this time of using this media, I was sometimes constrained by an unstable network, so when I read the episodes it kept loading."

"In using the webtoon line media from the application itself, I have no difficulty, it's just that when I don't know the translation of the vocabulary I don't know it makes me have to go back and forth to change languages and also when I don't change the language settings I go back and forth to the Google Translate application."

The results of interviews in this study that reading activities using line webtoons can help students to be motivated to continue to be active readers, but on the other hand, when speaking using media, there must be some problems that occur that make students feel uncomfortable. arises from within themselves so that they understand the goals they are aiming for, so that motivation will continue to grow.

Discussion

Based on the results of this study, it explains the use of line webtoons in students' extensive reading activities in learning motivation. Student activities use the line webtoon application as a medium that helps students to continue to be motivated to read English texts. Interview data were selected to collect in-depth information about students' opinions, experiences, and feelings about students' motivation for reading activities mediated by the webtoon line.

Students have intrinsic motivation towards extensive reading activities using webtoon lines to learn English, according to data collection findings. Learning to use line webtoon media is an interesting way of learning to read, more interesting because line webtoons can improve learning outcomes,interest and motivation. This is in line with motivation can be defined as a dynamically changing cumulative arousal in a person that initiates, directs, coordinates, strengthens, ends, and evaluates cognitive and motor processes in which initial desires are selected and prioritized, Dornyei and Otto (1998). the potential to make them active readers of previous research Wulandari (2019) from Tidar University, the purpose of this study was to see the effectiveness of using webtoons. The students had a good experience with classified webtoon as a medium to help the process of reading English texts. Students feel that learning to read using online webtoons is fun and comfortable so that they have a good learning situation. English. This is in line with Asmara (2021), found that extensive reading activities using line webtoons can make it easier for students to understand the context of reading, and can make it easier for students if they do not understand new vocabulary. , because it is helped by pictures. The obstacle faced by students when doing reading activities using the webtoon line is that sometimes it is constrained by the network so it is slow to download episodes besides that for new users it is still difficult to change the language contained in the webtoon feature (Indonesian -English) so sometimes they have to watch google translate to find out. new vocabulary they find.

CONCLUSION

The study found that students it helpful to use line webtoon as a media that helps students learn to read English texts. Because extensive reading activity using line webtoon can increase their pronunciation in speaking English and also they find new vocabulary in reading activites. This make students feel motivated to continue reading English text using line webtoon. As for the obstacles that occur when using this media student are often constrained by the network and they have to wait for some time until the episode is finish download and student can start reading English use line webtoon.

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