

THE STUDENTS' READING INTEREST IN MEDIA "LINE WEBTOON" AT ELEVENTH-GRADE OF SMA NEGERI 2 TEMBILAHAN

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ABSTRACT

This study analyzed the students' reading interest in media LINE Webtoon. It purposes to know the students' interest in reading toward media LINE Webtoon and some factors influencing their reading interest. The research design is descriptive research that combined qualitative and quantitative approaches. It was conducted at SMA Negeri 2 Tembilahan. The researchers used the purposive sampling technique in choosing the research samples. They distributed a questionnaire to fifty eleventh-grade students. The questionnaires were distributed to know their reading interest in media LINE Webtoon to answer the first research question. In addition, to answer the second research question, the writer used an open-ended questionnaire to know the factors influencing their interest. After collecting the data, the results were transcribed. The results of this research showed that they had a high interest in reading about media LINE Webtoon. The result of the questionnaire also supported it. The percentage was 77,84%. Furthermore, the students explained that some factors that influenced their reading interest in media LINE Webtoon were: 1) lots of good and exciting stories, 2) the students liked the picture of the story of the LINE Webtoon, 3) add students English vocabulary, 4) more motivate students to learn English, 5) helps students to understand the culture and habits of American people, 6) students can learn some slang, 7) students can learn some synonyms of a word, and 8) suggested by their friend. Based on the research results, the researchers concluded that media LINE Webtoon has a substantial positive impact on the students.

Keywords: *Reading interest, media, LINE Webtoon.*

INTRODUCTION

One of the biggest problems faced by the student is a matter of interest in reading especially teenagers of secondary school age upwards. Teen use of traditional media such as books, magazines, and television has dropped off. At the same time, time spends texting, scrolling through social media, and using other forms of digital media continues to increase.

The American Psychological Association, Twenge et al. (2019: 329-345) analyzed data from the Monitoring the Future study, an ongoing annual survey of around 50,000 eighth, 10th, and 12th graders. The study included survey responses from 1976 to 2016.

By 2016, just 2% of 10th graders said they read a newspaper almost every day, and just 16% of 12th graders reported reading a book or magazine almost every day. About a third of 12th graders also said they had not read a book or e-book for pleasure last year, which is about triple the number who said so in the 1970s.

Even television and movie consumption is declining, the research shows. 13 % of eighth-graders said they watched five or more hours of television per day in 2016, compared to 22% in the 1990s.

Digital media has largely supplanted these more traditional forms of media among teenagers, the data shows. As of the mid-2010s, the average 12th grader reported spending about six hours per day using digital media, roughly two hours each texting, surfing the internet, and using social media. Tenth graders reported an average of five hours of use per day, while eighth-graders reported four hours per day.

From this survey, the researcher can conclude that digital media influences reading teenagers' behavior in the digital age. The results indicate that the media is changing the reading interest of teenagers from the original paper-based into internet-based reading. With the intensity of 4-6 hours every day, teenagers are doing online activities above with skimming techniques to search for information related to a school assignment to search for friends or entertainment.

Based on the pre-observation which the researcher did, ask some students at the eleventh grade of SMA Negeri 2 Tembilahan (what activity they do in their home) they prefer to spend time playing or another online activity than reading a book. They think that reading a book is boring, and will only read books at certain times just as a test,

even when they get a test some of them still not reading a book. Students are generally read-only to get a good score, not for the pleasure of reading itself. Westwood (2001:25) in Maizarah (2018:59) states that reading is a very complex skill, and for this reason, it is not surprising to find that some children encounter difficulties in learning to read.

Reading is a bridge for achieving improvement. It means reading plays a critical role for people to succeed in life because one success requirement is information. Information is relating to knowledge. People have much information; it referred that people have more comprehensive knowledge. Conversely, when people have lack information, it referred that the people have little knowledge. So, when people do not have enough knowledge, they can compete and survive in their lives. Therefore, reading plays one crucial thing and also as a key for opening all the doors of information.

The researcher also asked them, "What ways could be effective to motivate them to read?" they said, "We read a LINE Webtoon."

That was inspired the researcher to conduct this research. We are talking about reading interest and media LINE Webtoon. Many apps have an identical function like LINE Webtoon, such as MangaToon, COMICA, CIAYO Comics, and so on but one of the most popular among them is app LINE Webtoon. If we see at Google PlayStore, there are more than 50 million people have downloaded this app. There are many benefits for students if they use this app; one reading contains imaginary stories of the imagination picture to explain the readings. LINE Webtoon also gives much information and knowledge that the students need, such as a new vocabulary, a word of English slang, and so on.

After doing the observation at SMAN 2 Tembilihan, the researcher was interested in conducting research entitled "*The Students' Reading Interest Toward Media LINE Webtoon at Eleventh Grade of SMA Negeri 2 Tembilihan.*"

LITERATURE REVIEW

Interest

Interest is a wish that has something is high, so happen tendency to do something. As cited by Ainley et al. (2002: 411-428), interest plays an essential and necessary role in learning. It means students could be difficult to follow the learning activities when they do not have an interest. Meanwhile, McWhaw & Abrami (2001: 311-329) explained that interest would significantly affect students' learning process and learning activity. The student who is not interested in the learning process and learning activity perhaps would tend not to learn as well as possible and eventually influence the quality of learning. When students have interest students will prepare themselves as well. So, when students are interested in learning activities, perhaps students show appropriate behavior such as more attention, more activity, and more engagement in activities that supported the learning.

According to Mc Kool (2007: 111-132), reading interest is defined as readings done when students are outside the school compound. Hasanah et al. in Dian Indramayana (2015: 9) state, "Reading interest is a strong desire a person good or not realizing that satisfied through behavior read it. Interest in determining the activity and the frequency read, encouraging the reader to choose the type of reading that is read, determine the level of participation in the class in doing the tasks, ask and answer, and the ability to read outside of class."

Furthermore, Amri, S. (2018:66) adds that one internal factor that has a vital role in reading is reading interest. It is a motivating factor that includes both emotions and intellect. Having an interest in reading is crucial because it motivates students to learn, which means they can gain from what they read. Compelling reading is important and essential since it is the principal instrument in the education process. Reading interest is required in all subjects, including science, linguistics, and social.

Based on the explanation above, the researcher concluded interest as a positive feeling, including engagement, attention, concentration, happiness, and willingness to spend more time on a specific object or activity.

The aspect of interest include:

1. Cognitive aspect

A cognitive aspect refers to personal values and goals. It is associated with anything that can be beneficial and lead to personal satisfaction derived from interest. It means interest in cognitive aspects were grow and develop base on prejudice, expectation, and conviction that lead to achieving cognitive advantage, including values and goals of the topic, object, or activity. When students discovered satisfaction and profit in their object or activity, the interest could be permanent; even it will grow stronger. Conversely, if there is no satisfaction and profit in their topic, object, or activity, the interest could weaken or even disappear. For example, the student is interested in reading a specific topic. Perhaps the student will feel confident and spend more time and effort to engage him/herself to do a reading activity because the student believes and expects that activity will benefit and value personal satisfaction. When the profit and satisfaction became a reality, interest to read that specific topic could remain, even it will grow stronger. Conversely, if the satisfaction and benefits of reading activity do not become a reality, interest to read specific topic could be weakened or even disappear and be replaced by another topic, object, or activity.

2. Affective aspect

A compelling aspect refers to feeling related to the experience. This aspect emphasized feelings and personal experiences, including attitudes toward people who assumed can influence each other, such as parents, teachers, public figures, and friends in social peers. This practical aspect has a more significant role in developing interests. It means the affective aspect tends to be the last longer to change. Therefore it is important to consider how to trigger and build the affective aspect and develop students' interest. For example, a student who has a suitable model in reading (such as parent, teacher, friends, and peers) and also has a good relationship with the model, so perhaps the student will follow and engage themselves to do a reading activity, and eventually, interest to do reading activity will become stronger and develop. Conversely, when students have a bad model and bad experience in reading activity, they will usually avoid reading activity and change it to other topics, objects or activities.

Media

According to Arsyad (2002: 4), media are all forms of intermediaries used by humans to convey or spread ideas or opinions. The ideas or opinions expressed are up to the intended recipient.

In the context of education, Arsyad (2002: 3) revealed that the media, in general, is human, material, or event that creates the conditions that create students can obtain knowledge, skills, or attitudes. Although, in this sense, teachers, textbooks, and the school environment are more specifically, the notion of media in the learning process tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information.

Thus, it can be concluded that the media is a tool to convey information to the recipient and everything that can be used to give a message from the sender to the recipient to stimulate thoughts, feelings, attention and make some effective and efficient communication occurs.

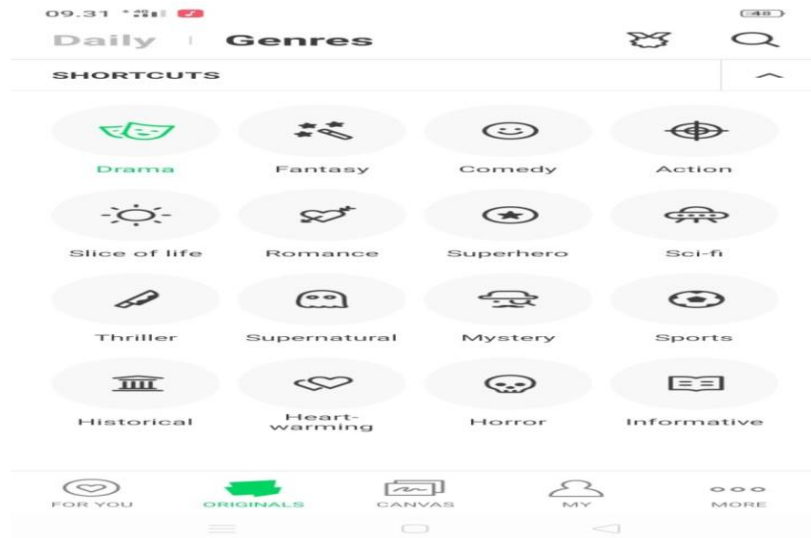
LINE Webtoon

LINE Webtoon is another kind of visual entertainment that is increasingly popular among the young generation. LINE Webtoon is an acronym from the website of the cartoon or also referred to as the world wide web + cartoon, which is an image that has a story or so-called comics and is published by using the internet network. The phenomenon of LINE Webtoon originated from the country of Korea. Judging from the picture, the LINE Webtoon is considered part of the manhwa and a manga which is a typical comic Japanese; manhwa is the hallmark of comic Korean. Presented as comic strips, the LINE Webtoon series comprises predominantly visual elements interspersed with verbal texts. According to Zur (2016: 98–115), "Webtoon, created by a Korean artist, quickly caught on among the young generation because of their easy access, a wide variety of genres, quick publication, optimization for hand-held gadgets, and its clever tactic of sustaining the readers' curiosity."

In this case, Webtoon is the free application to be read. The way to use it is so easy. First, the learner has to download it either on the Apple App Store, Google Play Store or read it on the site version (automatically switches to the mobile site). Then, the learners sign or log in with account email or Gmail to make the account in LINE

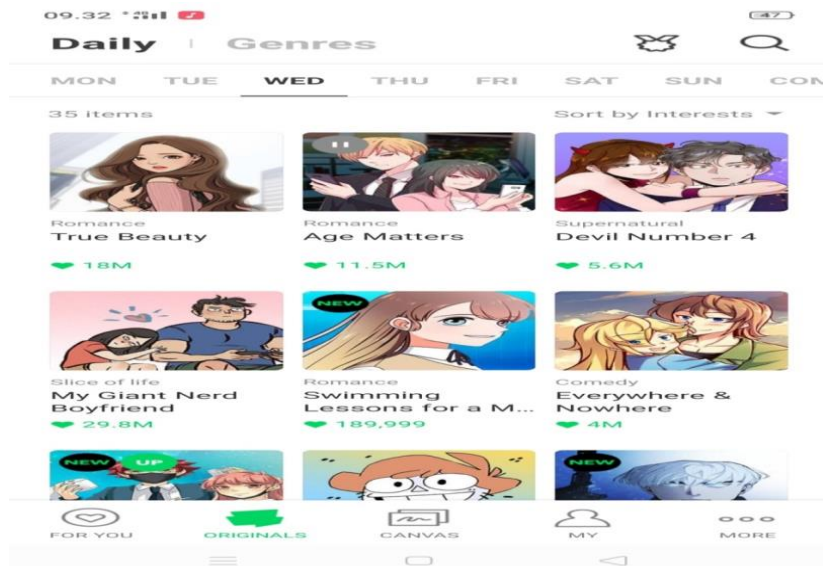
Webtoon. After that, the learners choose the theme or title that they want to read. Finally, the learners can download the story in LINE Webtoon or just read it online.

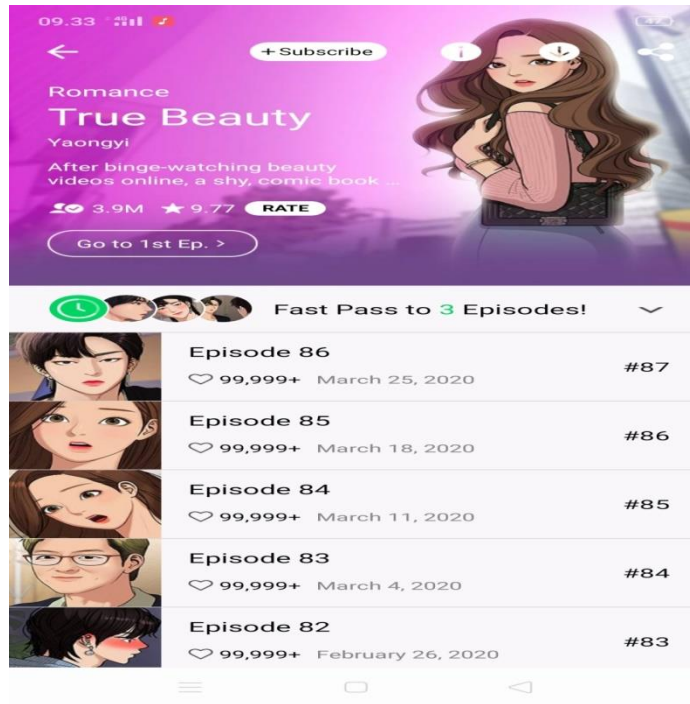
Genres of LINE Webtoon



Source: (LINE Webtoon)

The figure of LINE Webtoon by Mobile Phone





Source: (LINE Webtoon)

RESEARCH METHOD

The method used in this study was descriptive research; Suryabrata (2010: 75) states that descriptive research is research that aims to describe the method in a specific situation systematically, accurately, and factually. Descriptive research design makes use of both qualitative and quantitative data collection methods. Both these data collection methods have their relative benefits. The methods are used to find out the possible solutions to specific research problems. The qualitative method is used when we are concerned about the contents of data collected, i.e., the quality of data; it includes a personal interview, focus group, and in-depth interviews. On the other hand, the quantitative method is used when we have to cover large populations; it includes surveys, questionnaires, and schedules. This research was conducted at SMA Negeri 2 Tembilahan which located at Tanjung Harapan Street, Tembilahan, Indragiri Hilir Regency. The time of the research was conducted on August-October 2020.

The population in this research was the eleventh grade of students at SMA Negeri 2 Tembilahan in 2019/2020. The total number of eleventh grade at SMA Negeri 2 Tembilahan is 153 students. The sample was taken by using purposive sampling techniques. Arikunto (2010: 183) stated that purposive sampling is selecting a sample by using a subject that is not based on the level of the area but is taken based on the specific purpose. Here the sample was only students at the eleventh grade that relevant to the purposes of this research, which is to use media LINE Webtoon on their phone. Based on the observation, the researcher has obtained the data that 50 students use the app LINE Webtoon.

The questionnaire consisted of 15 questions in this research: ten close-ended questions and five open-ended questions. The questions will be translated into Bahasa in order to ease the respondents in answering the questions. The questionnaire in this research is designed based on the Likert Scale model. To get the data, the first thing to do, the researcher gives a link to Google form via WhatsApp; then, the students should fill the questionnaire based on the thoughts and what they experienced.

FINDINGS AND DISCUSSION**Recapitulation of Students' Choice for Each Statement**

Likert Scale	T	Pn	Total
SA	18,7	5	93,5
A	15,2	4	60,8
E	10	3	30
D	4,2	2	8,4
SD	1,9	1	1,9
Total Score	50		194,6

The percentage for Each Statement

No	Statement	Indicators	Percentage
1	Reading a media LINE Webtoon makes me interested because it adds my English vocabulary.	Cognitive Aspect	92%
2	Reading a media LINE Webtoon makes me interested because I love Korean drama, movies, and actors, so I read it.	Affective Aspect	70%
3	I read media LINE Webtoon because my friends read it that too.	Affective Aspect	83,2%
4	I read the media LINE Webtoon because it motivates me to learn about English more than before.	Cognitive Aspect	90,4%
5	I read a media LINE Webtoon because it helps me understand more about English or American people, such as their culture, habits, etc.	Cognitive Aspect	86%
6	Reading a media LINE Webtoon makes me interested because now I know some of the English slang.	Cognitive Aspect	87,2%
7	Reading a media LINE Webtoon makes me interested because now I know some synonyms and can express simple ideas in a few ways.	Cognitive Aspect	80,8%
8	I read a media LINE Webtoon because the comment feature on media LINE Webtoon help me to communicate with other readers and make some new friends.	Cognitive Aspect	52,4%
9	I read a media LINE Webtoon because spoilers make me more interested in reading.	Affective Aspect	77,6%
10	I read a media LINE Webtoon because my teachers suggested it.	Affective Aspect	58,8%

Recapitulation Answers from Open-ended Questionnaire

No	Kinds of Reasons	Total Choice
1	Adds English Vocabulary	5
2	Adds some slang	2
3	Fill the free time	6
4	Suggested by a teacher	2
5	Suggested by a friend	13
6	Free to read	5
7	Liked the picture	14
8	Liked to read a comics	4
9	Liked the author	4
10	Lots of good and interesting stories	31
11	Lots of genres	5
12	Lots of lessons that can be taken	6
13	Language that is easy to understand	3
14	Adds knowledge about the culture of Western	3
15	There are many films based on the LINE Webtoon	2
	Total	105

Based on the data presented above, the research shows that the students' reading interest toward media LINE Webtoon at the eleventh grade of SMA Negeri 2 Tembilahan based on Likert Scale was interpreted as "Agree." The students' score on the questionnaire in the tenth statements average was 77,84%, and the score in the interval scale 61% - 80%. Thus, based on the statement explained by the researcher in the previous discussion that the statements which got a score a range of values strongly agree categories, it will be considered a factor that causes students' reading interest toward media LINE Webtoon. In contrast, statements that got scores outside of the above categories are not considered as a factor.

In this research, the result of the study showed that from the tenth statements prepared by the researcher, six statements got to score a range of values strongly agree categories. That means the statements are considered as the factors of students' reading interest toward media LINE Webtoon; these were the statements. The first was "reading a media LINE Webtoon makes me interested because it adds my English vocabulary," with the total score was 230 and 92%. It means that the students' interest toward media LINE Webtoon because reading a media LINE Webtoon adds to the student's English vocabulary. The second was "I read media LINE Webtoon because my friends read it that tooa," with the total score was 208 and 83,2%, it means that the students' interest

toward media LINE Webtoon because it suggested by their friends. The third was “I read the media LINE Webtoon because it motivated me to learn about English more than before,” which total score was 226 and 90,4%. It means that the student's interest in media LINE Webtoon motivates them more to learn about English. The fourth was “I read a media LINE Webtoon because it helps me understand more about English or American people such as their culture, habits, and so on” with total of 15 and 86%, it means that the student's interest in media LINE Webtoon because media LINE Webtoon gives the students new knowledge. The fifth was ”reading a media LINE Webtoon makes me interested. Now I know some of English slang” with a total score of 218 and 87,2%, which means that the student's interest in media LINE Webtoon because media LINE Webtoon gives the students can learn some slang. The last was “reading a media LINE Webtoon makes me interested because now I know some synonyms of some words and can express simple ideas in a few ways“ with total score was 202 and 80,8%, it means that the students' interest in media LINE Webtoon because the students can learn some synonyms of some word. A close-ended questionnaire about the percentage of the influencing factors makes students interested in reading a media LINE Webtoon at the eleventh grade of SMA Negeri 2 Tembilahan.

Meanwhile, from the open-ended questionnaire, the result indicated that the most influential factor that makes students interested in reading media LINE Webtoon was its many excellent and exciting stories, like the picture of the story on media LINE Webtoon, and the last their friends suggested it. This result showed that the cognitive aspect was the dominant aspect that interested students in reading media LINE Webtoon. This result is also supported by the percentage of each statement from a close-ended questionnaire described above.

CONCLUSION

From the discussion in the previous chapter, in brief, the researcher describes the conclusion as follows: First, this research indicated that rate percentage of students' reading interest at the eleventh grade of SMA Negeri 2 Tembilahan toward media LINE Webtoon was categorized as high, which is 77,84%. It means most students in the eleventh grade of SMA Negeri 2 Tembilahan likes to read media LINE Webtoon. Second, the factors that influenced the reading interest of students toward media LINE

Webtoon were various. The dominant factors that make students interested in media LINE Webtoon were the cognitive aspect. It means the students' interest in reading media LINE Webtoon because of their values and goal. The researcher combined the result from the close-ended questionnaire and open-ended questionnaire about the most influencing factors that make students interest to read media LINE Webtoon; there were; lots of excellent and exciting stories, the students liked the picture of the story of the LINE Webtoon, add students English vocabulary, more motivated to learn English, helps to understand the culture and habits of American people, add some slang, add some synonyms of a word, and suggested by their friend.

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