AN ANALYSIS OF READING LITERACY FOR COLLEGE STUDENTS THROUGH WEBTOON AS INTERACTIVE LEARNING

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Abstract

This research is about An Analysis of Reading Literacy for College Students through Webtoon as Interactive Learning. Webtoon is one of a way aimed to interest students in reading literacy. The purpose of this research is to know whether the use of webtoon can be interactive learning and increase reading literacy. Also, this research was conducted by using qualitative data with descriptive analysis approach and triangulation data. The subject of this research was the 3rd semester of As-Syafi'iyah Islamic University 2020/2021 academic year which consisted of 20 students and take 5 students randomly.

The data were gathered through observations and interviews of the instrument. The technique of data analysis in this study is thematic analysis through the answer of interview questions then the transcript to gain the topic to become a theme. The theme used to be analyzed as a result of this study. Based on the data, the result of this research showed that webtoon can be interactive learning and increase the reading literacy of students. Learning using the webtoon more simple and easy access. In other words, webtoon can be more interested in increase reading literacy for students.

Keywords: Reading Literacy, Interactive Learning, Webtoon

Introduction

Developments in technology advances help human life reach an amazing stage. Especially, advancement in communication and information technology.

Nowadays, technology is a tool for living, working, teaching, and learning. Technology is an important stage in our lives and interactions. The number one benefit of technology is that empowers what you want to do, allows people to be creative, makes people productive, and enable people to learn things they thought they could not learn before, it means that everyone must be able to adapt and be required to live with technology advances in using media.

It is undeniable that in today's modern era all people using technology easily, one of which is using mobile or called a Handphone. Using handphone as mobile technology in learning helps educators and students to mutually engage in advancing education. Understanding the interaction between pedagogy and understanding disciplines can effectively use technology for teaching (Mishra & Henriksen, 2018). Students and learners are the nation's next-generation, for that they must raise the quality and quantity of education in terms of advancing the nation by cultivating reading literacy.

Many teenagers in Indonesian are minimal in reading, this situation is also proven by students who spend more time having fun than reading. With a lack of reading, it creates a gap in themselves against science which ultimately causes someone to solve problems emotionally rather than science. For this reason, reading literacy is necessary to the advancement of the nation. Currently, literacy is a development concept in world education. The term literacy refers to individual abilities and skills in reading, writing, counting, and so on. However, in the world of education in Indonesia, literacy is still far from the basic stage due to the low access to knowledge of literacy.

Based on the statement above, it is important things to increase reading literacy. Because the way factor is one of the essential elements in achieving the aims of the learning process. The writer would like to conduct the research in As-syafi'iyah Islamic University, in the academic year 2020/2021.

Theoretical Underpinning

A.   Reading Literacy

     1.   Literacy

Their 1957 definition of literacy stated A person is a literate person who can understand and read short statements on his (her) everyday life (Keefe & Copeland, 2011). Then this term developed according to the era which adjusted the areas of life. KBBI "Kamus Besar Bahasa Indonesia" interprets the term literacy in two ways, namely : (1) The ability to read and write; (2) Competence or knowledge in a specified area. It means, literacy is aimed at solving problems in the need to understand answer information, so that literacy becomes everyone's needs.

Literacy is also defined as activities that can grow individuals to love reading to understand that reading is important. For this reason, literacy is not just reading with books, but also can use other reading media besides books. Because literacy activities are carried out for fun things. Literacy is the ability to recognize information needs, develop ideas, and to solve problems. Literacy is the ability to understand, use, and apply.The following aim of literacy, including:

a. Cultivate and develop character with the existence of literacy culture to serve as lifelong learners.

b. Developing literacy culture ecosystem for reading and writing.

c. Increase the capacity of citizens in a literate environment.

d. Maintaining the sustainability of knowledge by presenting a variety of reading books and accommodating reading strategies.

Based on the statement above, can be concluded that literacy is an activity that aims to find what is not yet known so that it can understand every text to read and makes it easier to achieve the desired goals to good understanding can be achieved through activities of literacy. In short, literacy is the capability to process and understand information into simple things.

2. Reading Literacy

Reading is one of the receptive language skills, namely the ability to understand spoken language that is heard or read. Reading literacy is the ability to understand and use written language that is needed by society and valued by individuals. Reading literacy means reading and understanding. In Journal Defining Literacy (Grant, 2017) UNESCO statement that literacy involves continuous learning to enable individuals to achieve their goals, knowledge and potential, and to participate fully in their community and wider society. Therefore, very important to increase reading literacy in society, especially students as cultural literacy in education.

Reading literacy, in general, is being able and understanding every word that has been read and can be made into interesting conclusions that are processed from the way of thinking developed through literacy. Reading literacy can be assessed from the way individuals make and provide information to other individuals from conclusions that have been obtained and conveyed well, and the recipient of the information really understands what has been conveyed. Because literacy is also defined as a repetitive activity, reading literacy must become an activity to get used as a habit to convince itself that reading is good, then gets knowledge from the experiences found in reading. The measurement of a person's reading literacy can be seen from the following levels according to Box B (as cited in Rafferty, 2000) :

a. Level 1 : Indicate persons with very poor skills, where the individual may. For example, be unable to determine the correct dose of medicine to give a child from information printed on the package.

b. Level 2 : Respondents can only deal with simple and clear information, and the tasks involved are not too

complicated. It identifies people who can read, but test poorly. They may have developed coping skills to manage everyday literacy demands, but their low level of proficiency makes it difficult for them to face novel demands, such as learning new job skills.

c. Level 3 : It is considered to be the minimum requirement for daily life and work in a complex and advanced society. It denotes roughly the skill level required for successful secondary school completion and college entry. Like higher levels, it requires the ability to integrate several sources of information and solve more complex problems.

d. Level 4 & 5: Describe respondents who demonstrate command of higher-order information processing skills.

B.   Interactive Learning

Media is defined as a tool for general communication or a tool for information. Specific purpose media means to convey information from sender and receiver. Interactive learning is a process to communicate between students and teachers. Interactive learning enables students to actively participate in the struggle of materials. It injects vitality into the classroom of students and teachers.Lectures become discussions, students and teachers become partners in the knowledge acquisition process, because one attempt of dealing with the low attraction and quality of learning is to use varying learning media (Suryani, 2016).

Based on definition above, interactive learning media is a communication process to create a reciprocal relationship between educators and students, by giving students freedom of opinion actively which can make the learning atmosphere interesting, interactive learning can be used as a process in reading literacy. Because interactive learning is a way to introduce real and active language learning, active participation in learning activities requires students to share their ideas in real, stimulating, and inspiring interactions.

C.   Webtoon

Webtoon is a term used to describe South Korean webcomics or manhwa that are published online. According to (Jin, 2019) webtoon is an internet comic that can be viewed using digital media technologies (such as tablets and smartphones). On a global scale, webtoon is one of the digital publishing platforms that can be accessed online (in the network) through the web and mobile. As digital comics have emerged as a popular medium, webtoon or comics online is a media that is fun for all people. In the modern era of technology development for learning, teachers are required to provide innovative teaching. The precise way to make learning fun is to use media suitable for classroom learning.

In sum up, webtoon is an example of the success of smart media and a way suitable for reading teaching. webtoon gives the students to establish their sense of the story. Reading literacy with webtoon is a new combination of reading activities, this is one medium that can be used as a very accessible teaching interactive learning. This media can suitable for a good way of developing reading literacy and reading literacy with webtoon is a fun activity.

Methodology

In this design, the writer use observations and interviews to collect data thorough descriptive approach and triangulation data. This research was conducted at As-syafi'iyah Islamic University. The participants are students of the English education study program faculty of teaching and educational sciences of the 3rd semester, consist of 20 students and take 5 students randomly for the observation of reading webtoon and 5 students randomly for the interviews.

This research focuses on the students reading literacy (understanding) and their perceptions of using webtoon as interactive learning. The 5 students reading webtoon and understanding the text then give their reading result as data and the writer interviewed five students to find the perceptions about this interactive learning on their reading understanding.

Findings and Discussion

This study explores how using the webtoon for reading literacy of students. The data in this study were collected from observation and interview data through a descriptive approach based phenomenon. The findings of thematically and observation data allow them to be categorized as findings of similarities and differences in their experiences in reading literacy using the webtoon. This research interested in analyzing reading literacy, perceptions, and experiences of participants in using the webtoon.

There are five in the findings to be analyzed in this researched includes Genre, Attractiveness, Interest, Hobby and Increase. And in the findings explain understanding of reading literacy through students' reading results. Based on the data in findings will be discussion are:

1. Reading Literacy

   Reading literacy is the ability to understand and use written language forms. The writing that is read does not have to be in the form of a sheet of paper in a book but can be in the form of software or other forms as long as the reading is meaningful and can be imagined in the minds of students. As a result, in the reading literacy of the participant, as follows:

I think from the webtoon I read, I learned to love myself more and accept whatever happens (Par. 1: IN)

Based on the first participant'sunderstanding that she provides a perspective on how to appreciate themselves, meaning that participants can use language forms as useful information for themselves and others.

The understanding of what I read is that bullying is not something that should be justified anywhere and to anyone when we see a victim of being bullied, we must take action.
(Par. 2: NHA)

The second participant depicted that participants understand from what they read and instilla concern for everyone.

My understanding of the reading that I read from the webtoon maybe I can better understand the storyline, without reading all the text because it is helped by the visual image (Par. 3: SA)

This third participant statement only tells that she understand the storyline without being able to provide information that is obtained from what she reads.

My understanding from this webtoon is how we have to work hard to achieve our goals despite the many obstacles that stand in our way (Part. 4:NHL)

Based on the fourth participant understanding, it depicted participant may understand what they read but does not provide complete information.

The prohibition of the father who seemed possessive and unfair in Sia's point of view, initially. It turns out that there is a reason behind it. All of that is to protect herself, Lessons learned for children, the form of prohibition from parents is usually aimed at protecting ourselves. Because of the parent's love for all time. If contrary to our wishes, whatever it should be communicated properly (Part. 5:LIL)

The results of the fifth participant understanding illustrate that the reader can feel a father's concern for his child, but does not provide information from what she read.

Based on the above analysis, proposition the research finding in reading literacy, the participants are an average level of 3, 4 & 5. Level 3 results were assessed on reading comprehension which was unable to provide information, furthermore level 4 & 5 results were shown through the participant's information command obtained after reading the webtoon by participants.

2. Genre in Reading Webtoon

Genre is a form of communication in any form that can be conveyed through writing and spoken. In this study, genres are categorized into the form of writing that is conveyed into stories through digital media. The genre in the story will help readers understand the text, be able to analyze the situation, and gain information from what they read and give the reader satisfaction from the choice of genre presented. Such participant initials LIL mentioned she love genre of reading like mistery, thriller, horror, fantasy and daily life, she like the genre because makes her happy when reading.

It means genre makes it easier for readers to understand the meaning of the text in writing /reading. Genre serves as a way to prevent text from dissolving into incomprehension, because genre provides an important way of framing and categorizing text which assist comprehension. The genre adapts its expression to the reader, as the initial participant NHA mentioned she liked drama genre, because drama can be a lesson for someone when they have to face the same situation. Hence genre knowledge leads reader of the genre towards the appropriate attitudes, and expectations of the text which essential for understanding it. Because genre is a term used in literacy pedagogy to connect various forms of text with various social goals (Montero-Arévalo Sindi Johana, 2019), genre will be very helpful for understanding and improving reading for participants.

3. Interest in using Webtoon

Interest will encourage individuals to try and do things that are rarely done such as in reading. Through interest, the information will attract and grab individual attention.This can be seen from the interview results, all participants stated that interest is the key to starting a reading. For example, from the participant, NHA mentioned that she was interested in reading webtoon because webtoon can be read anywhere and anytime. This participant stated explained how interest becomes interested is a sense of interest in reading activities without force, then results in pleasant responses and reader satisfaction.

Interest in reading using a webtoon might be used as interactive learning. This is related to the participant's statement with an initial IN which states that reading a webtoon makes her feel like can jump into the world. As an interest that many individuals read, webtoon might be used as an interactive learning media toincrease reading, especially for reading literacy. The interest of these participants must be supported in learning, although participant initials NHL mentionedshe did not really like reading webtoon because she was often confused and lost the reading text she read. However, in fact, this participant continued to read the webtoon without force because of her inner interest to keep reading the webtoon.

Participants' interest in reading using webtoon can be concluded that reading interest for activities carried out continuously can form communication patterns with oneself and can develop participant intellectuality generated through writing, how to solve participant problems and good communication. This is supported theory from Suhendar stated that interest is one of the important factors affecting reading ability (as cited in Endah et al., 2018) so that interest can be used as a strong encouragement to increase reading literacy.

4. Increase for Webtoon User Readers

In this study, all participants explained that after using the webtoon for a long time it increased their reading ability. The participant's experience in

using the webtoon can be used as a concrete example of the good use of media technology. The increase in the use of webtoon made the participants read diligently. Such as the participant's initials LIL mentioned before she knows about webtoon, she didn't like reading, she feels so pressure when some examine told her to read the text, and now she feels relaxed even interested to read the text. The increase from the use of webtoon, making participants read often and even this increase is not only wanting to read the webtoon alone but making it an increase in reading books and other text. Through increase reading, participants will find it easier to understand the meaning of the text that they are read, because Teele asserts that the purpose of reading is that all readers must understand what they are read (as cited in Kucukoglu, 2013). The relationship between increased reading using webtoon cannot be separated from using media, because webtoon is readily accessible media.

In theory, Sularso, as cited (Periyeti, 2017) stated if previously reading was synonymous with books or printed media, nowadays, which is completely digital, reading is no longer fixated on paper because all information is available on the internet and technological media. With access and use of easier media to obtain reading information as learning, the culture of reading should increase not only for students but also for society. The increase in webtoon readership among participants is explained by the finding that the use of webtoon can be used as reading to increase reading interest, especially for reading literacy. Such as the participants initial NHA said that she feels even more interested in reading after using the webtoon to increase reading literacy. Because to increase the quality of reading skills, reading activities must be increased.

5. The Attractiveness Webtoon for Reading Literacy

Attractiveness is a concept that describes a positive attitude or orientation towards something. The love of participants' reading webtoon cannot be separated from the attractiveness of the webtoon. In this study believed that the

attractiveness of webtoon could be used as an interactive learning media in increasing student skills and literacy.

Attractiveness arises from the existence of uniqueness or characteristic and ease in using or understanding something. Such as the participant's initial LIL mentioned webtoon has the picture and the story very cool, the writer did a great job when drawing some action. From the statement can be explained that the attractiveness of the webtoon can attract participants to continue reading the webtoon, as was mentioned by another participant with the initial SA that she like read a webtoon because webtoon has a long and great story, also has the story fun so that it makes participants curious about reading webtoon, besides that webtoon has many kinds of genres to read so that the attractiveness of the genre will increase readers' interest in choosing readings. Such of participant's initial NHL mentioned that she loved the comedy genre in reading because comedy story make her feels relaxed, not tense, not boring, and feel happy. Mainly, can be concluded that participant has a many time for constantly reading, from their attractiveness have helped to build their interest in reading, from the participants' experience using webtoon and alluring attraction which participants may be able to expand their reading results and increase the understanding of reading (reading literacy). Furthermore, it can be seen from the attractiveness of webtoon based participants perspective that webtoon is one of the useful technology that can be used as an interactive learning media. It is supported in theory (Suryani, 2016) one attempt of dealing with the low attraction and quality of learning is to use varying learning media. Learning and reading with interesting media very important to maintain and attract students' attractiveness.

6. Hobby of Reading

A hobby is an activity that is carried out regularly for pleasure and relaxation. In this study, participants believed that hobby of reading also helped improve reading literacy. Such mentioned by participants initial SA that a small part of them is used to reading, but most of them are hobbies. This shows that

the hobby in reading will improve reading ability and understanding, especially in reading literacy. Hobby as well as motivation to do it continuously, because a hobby is a way to alleviate stress (Daily, 2018) so that the hobby of reading will help and make participants receive more satisfaction from this hobby.

Conclusion

Based on the data and findings above that have been described, it can be concluded that the understanding and the perception of students' reading literacy fulfils the category at the general average level of reading literacy. The level that is relates to how to way provide information so that it can be understood by others. This understanding depiction also produces a positive value that interest in reading can add to skills and broader insights for students.

The supporting media used is the webtoon. The media-based webtoon applications as an effort to increase students' reading literacy can be used as interactive learning. Through the use of interactive learning, it is hoped that it can increase students' reading literacy so that students can expand critical thinking skills,succeed for literacy culture and make literacy a culture that has ideas, values and norms.

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