

**DESIGNING WEBTOON-BASED TEACHING MATERIALS FOR
NARRATIVE TEXT AT JUNIOR HIGH SCHOOL STUDENTS**

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ABSTRAK

PERANCANGAN BAHAN AJAR BERBASIS WEBTOON UNTUK TEKS NARATIF PADA SISWA SEKOLAH MENENGAH PERTAMA

Oleh:

Jesica Hersindie

Penelitian ini bertujuan untuk merancang bahan ajar berbasis Webtoon untuk teks naratif serta mengkaji dampaknya terhadap kemampuan inferensi siswa kelas IX di SMP YBL Natar. Penelitian ini menggunakan metode deskriptif kualitatif dengan melibatkan lima siswa berkemampuan tinggi yang dipilih secara purposive. Materi yang digunakan diadaptasi dari cerita *The Wolf and Red Riding Hood* dan dikembangkan berdasarkan prinsip multimedia Mayer. Data diperoleh melalui wawancara dan analisis dokumen, kemudian dianalisis menggunakan model Miles dan Huberman. Proses pengembangan meliputi pemilihan episode, segmentasi panel untuk menekankan struktur naratif, penyederhanaan kosakata, serta pengurangan elemen visual yang tidak diperlukan. Hasil pengembangan menunjukkan bahwa materi menjadi lebih jelas dan sesuai dengan kebutuhan siswa. Temuan penelitian menunjukkan bahwa visual yang dipadukan dengan teks yang ringkas membantu siswa memahami struktur naratif, mendukung pemrosesan dua saluran (*dual-channel processing*), serta mendorong kemampuan inferensi secara aktif. Namun, beban kognitif meningkat ketika visual terlalu padat. Secara keseluruhan, siswa melaporkan peningkatan keterlibatan dan kemampuan inferensi mereka. Pengembang disarankan untuk menyeimbangkan antara visual dan teks, menyederhanakan bahasa, serta melakukan uji coba skala kecil sebelum diterapkan secara luas.

Kata kunci: *bahan ajar berbasis Webtoon, pemahaman membaca, teks naratif, prinsip multimedia*

ABSTRACT

DESIGNING WEBTOON-BASED TEACHING MATERIALS FOR NARRATIVE TEXT AT JUNIOR HIGH SCHOOL STUDENTS

By :

Jesica Hersindie

This study designs Webtoon-based teaching materials for narrative texts and examines their impact on ninth-grade students' inferencing skills at SMP YBL Natar. Using a qualitative descriptive method, five purposively selected fast learners participated. The material, adapted from The Wolf and Red Riding Hood, was developed using Mayer's multimedia principles. Data from interviews and document analysis were processed using Miles and Huberman's model. The development involved selecting episodes, segmenting panels to emphasize narrative structure, simplifying vocabulary, and reducing unnecessary visual elements. The resulting material became clearer and more suitable for learners. Findings show that visuals combined with concise text helped students understand narrative structure, supported dual-channel processing, and encouraged active inferencing. Some cognitive overload occurred when visuals were too dense. Overall, students reported increased engagement and improved inferencing skills. Developers are advised to balance visuals and text, simplify language, and conduct small-scale trials before wider use.

Keywords : Webtoon based teaching materials, Reading Comprehension, Narrative Text, Multimedia principles

**DESIGNING WEBTOON BASED-TEACHING MATERIALS FOR
NARRATIVE TEXT AT JUNIOR HIGH SCHOOL**

By :

Jesica Hersindie

Undergraduate Thesis

**Submitted in a partial fulfillment of
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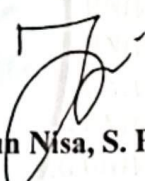
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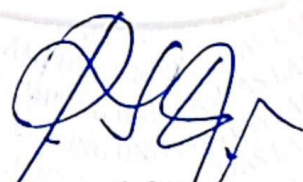
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 4 December 2025

Yang Membuat Pernyataan



Jessica Hersindie

CURRICULUM VITAE

Jesica Hersindie was born on July 24th, 2003, in Bekasi. She is the cherished daughter of Hersindie and Evi Sopotiani. She has one older brother and one younger brother.

Her formal education began at kindergarten in Merawang namely TK Kasih, then continued at SD Negeri 1 Merawang, where she graduated in 2015. She continued her studies at SMPN 1 Belinyu, and graduated in 2018. For high school, she attended SMKN 3 Pangkalpinang and graduated in 2019. After completing high school, she successfully passed the SBMPTN selection and was admitted to the English Education Department at Lampung University.

Upon entering the English Education Study Program, she also joined Society of English Education Department Students for two semesters. Within the organization, she contributed as a member of the Public Relation division, where she not only helped manage the organization's external communication but also played an active role in designing and executing various programs. This experience honed her skills in communication, negotiation, and working within a dynamic team. In addition, she took part in the Kuliah Kerja Nyata (KKN). This experience gave her a broader perspective on the challenges and potential of the community, while also improving her managerial and problem solving skills. Furthermore, she completed the Program Pengenalan Lapangan Sekolah (PLP), a field of introduction program in education. Through this program, she gained practical experience in the school environment, interacting with students and teachers, and applying the theories learned in class. The PLP experience helped her develop teaching skills and adapt to the educational setting, providing a strong foundation for her future professional career.

MOTTO

“Verily the help of Allah is (always) near!”

(QS. Al-Baqarah, 2:214).

“God have a perfect timing, never early, never late. It takes a little patience and it takes a lot of faith, but it’s a worth the wait”.

“Ica harus sabar ya, ingat bahwa Tuhan itu tidak buta dan tuli. Ica harus kuat dan memang harus banyak yang dikorbankan jika ingin berhasil. Mama selalu mendoakan kalian agar selalu sehat dan sukses”.

-Mama

“Life can be heavy, especially if you try to carry it all at once, part of growing up and moving into new chapters of your life is about catch and release. What I mean by that is, knowing what things to keep and what things to release. You can’t carry all things, all grudges, all updates on your ex, all enviable promotions your school bully got at the budge fund his uncle started. Decide what is yours to hold and let the rest go”.

-Taylor Swift

DEDICATIONS

In the name of Allah Subhanahu Wa Ta'ala, the Most Gracious, the Most Merciful, with deep humility and sincere gratitude, whose blessings have guided researcher throughout this journey. This thesis is lovingly dedicated to my beloved parents, my beloved siblings, my best friends, lecturers, and my almamater, Lampung University.

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I. INTRODUCTION

This chapter will be divided into five parts of the discussion which deals with several points; background, research question, objective of the research, uses of the research, scope of the research and also the definition of terms in order to provide explanation of this research.

1.1 Background

Students often encounter multiple challenges when learning reading comprehension, such as limited vocabulary, inadequate time to comprehend the material, and disinterest in the teaching methods employed by educators. According to research conducted by Ratri (2015), second-grade students in Indonesia struggle to identify the main objective of texts and differentiate between implicit and explicit meanings. Moreover, Yahya et al. (2017) found that Indonesian students experience a lack of motivation in their studies and face challenges in finding appropriate reading materials, primarily due to the absence of media technology integration in the teaching and learning processes. Sujana (2012) suggests that English teaching should be active, creative, and enjoyable for all levels of learners to improve their English proficiency. Different media, such as images, flashcards, and applications, can effectively facilitate the learning process.

Reading is a process carried out and utilized by readers to obtain messages that the writer wants to convey through the medium of words/written language. A process that requires groups of words that form a unity to be seen at a glance, and so that the meaning of individual words can be known. If this is not fulfilled, then the explicit and implied messages will not be captured or understood, and the reading process will not be carried out well (Hodgson in Tarigan, 2008: 7).

Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

According to Hodgson (1960:44) Reading is the procedure adopted by the Peruser recalling the ultimate goal to persuade the message, which is to be conveyed from the author by a media delegate whose words and composed dialects. In the case of express and verified messages understandable, the understanding procedure will be well done.

According to Hattie (2008), impact in education is defined as the measurable effect that educational practices, policies, and interventions have. There are various types of impacts in educational media, including cognitive, affective, social, psychomotor, learning environment, personal development, and accessibility impacts. However, in this study, the expected impact of using Webtoon as an educational medium is the affective impact. According to Merrill (2002), educational media can influence students' motivation and attitudes towards learning. Engaging and interactive media can increase students' interest and involvement in the learning process. Therefore, in this study, I expect that students will become more interested in learning through the use of Webtoon.

Webtoon is an animated cartoon or series of comic strips published online that usually use by people to read. Webtoon consist of picture. Using webtoon can increase students' interest in reading because Webtoon, or often also called webcomics, is a comic that is distributed via the Internet network. Webtoon is a typical comic originating from south korea that we can read in a long strip (one page website) and also color. Differences with manga (Japanese comics) are usually only black and white. Webtoon is a comic which distribution from internet network. Webtoon is a typical comic from south korea that can to read in one long strip (one page website) and also have colour. Webtoon is corps story picture which publication with online (webcomic) webton is acronym from cartoon website

(people of Korea difficult to speak English then, many terms which is taken a short cut for the suitable of tongue by people from Korea).

Research conducted by Arroyani (2010), Putri (2018), Juniarto (2019), Puspitasari (2017), and Roslidah (2017) has demonstrated that using Webtoon applications as a reading medium can enhance students' motivation to read, improve their reading comprehension skills, and increase their overall interest in reading.

Furthermore, Rosmiana's research in 2023 found that utilizing webtoon media significantly enhances the teaching and learning of reading. Webtoons capture students' attention and maintain their interest throughout the reading process, especially in experimental settings. When employed in group settings, webtoons facilitate enjoyable learning activities, reducing boredom and boosting students' confidence and active participation. Consequently, students' reading comprehension improves significantly. In conclusion, the study highlights webtoons as an effective tool for enhancing students' reading comprehension and suggests considering digital comics as a valuable resource for teaching reading, providing an alternative approach to increasing reading awareness.

Moreover, Lababa's study in 2022 showed that using webtoons as a teaching medium effectively enhances students' reading skills. The research indicated a notable improvement, with pre-test scores averaging 60 and post-test scores averaging 80. This substantial increase demonstrates significant progress in students' reading abilities following instruction using webtoons. Additionally, the study's low P-value (0.000), below the significance level of 0.05, supports the acceptance of the alternative hypothesis (H1). In summary, the research concludes that first-year students at MTS DDI Kulo exhibit strong reading abilities due to the integration of webtoons into their learning process, indicating genuine interest in improving English reading skills through webtoons.

Lastly, Suryani's research in 2023 highlighted successful implementation at SMAN 4 Bangkalan, demonstrating that webtoons effectively enhance students' reading

skills by introducing engaging and enjoyable reading activities. The study observed improved student achievement from preliminary tests to treatment and cycle tests, creating a conducive learning environment with increased enthusiasm, active involvement, attentive listening, and confidence in expressing opinions and discussing questions with peers.

According to the Lesson Plan (RPP) document at SMP YBL Natar, the narrative text teaching materials used in the lesson are still presented in conventional formats, such as textbooks and worksheets. These materials focus on literal activities such as identifying story content, reading the text, and completing summaries. This indicates that the available teaching materials have not been explicitly designed to encourage higher-order thinking skills such as making inferences or interpreting the implied meaning of the text.

Furthermore, although the element of "creativity" is included in the lesson plan's learning structure, its application within the material context does not involve truly creative activities such as recreating the storyline, analyzing characters through visual expression, or understanding narrative symbolism.

Therefore, there is a need to update teaching materials that can stimulate students' inferential thinking skills and creativity. One approach is to develop Webtoon-based narrative text materials, which present stories through a combination of text and visuals. Such materials provide opportunities for students not only to understand the story content but also to interpret implied information from illustrations, infer characters and conflicts, and develop the story creatively. This approach aligns with the cognitive processes in reading and supports the strengthening of 21st-century skills such as critical and creative thinking.

1.2 Research Question

Based on what has been written in the background of the study, the researcher formulates the problem as follow:

1. How is Webtoon-based teaching material for narrative text designed based on Mayer's multimedia learning principles?
2. How is students' inference-making process reflected during the implementation of the developed Webtoon-based material?

1.3 Objectives of the Research

In relation to the research question above, the objective of the research is:

- 1 To design and develop Webtoon-based teaching materials for narrative text by systematically applying Mayer's multimedia learning principles (coherence, signaling, and modality).
- 2 To analyze how students construct inferences while interacting with the developed Webtoon-based material

1.4 Uses of the Research

The use of this research are as follows:

1. Theoretically, the researcher hopes this study may contribute to future research concerning the development and use of Webtoon-based teaching materials to enhance students' inference-making skills in reading narrative texts.
2. Practically, the result of this research is expected to serve as a consideration for English teachers in using Webtoon-based materials as a medium to teach narrative text and to improve students' inference-making skills in reading comprehension.

1.5 Scope of the Research

Based on the background of the study, this research is limited to designing Webtoon-based teaching materials for narrative texts and exploring their impact on students' inference-making abilities. The study focuses on the process of developing a Webtoon story both in terms of visual and textual elements until it is ready to be used as a teaching material in reading lessons. The Webtoon titled “The Wolf & Red Riding Hood”, a modern adaptation of “Little Red Riding Hood” by author Xuann, was chosen as the main source due to its rich narrative content and visual storytelling, which are suitable for enhancing inferential reading skills.

There are many types of texts in English, but the researcher decided to focus solely on narrative texts due to their relevance to the selected Webtoon material and the emphasis on story-based comprehension. Similarly, although reading comprehension involves several components, this research focuses specifically on critical thinking and inference-making as key indicators of deeper understanding.

This research emphasizes inference-making as a crucial aspect of reading comprehension in narrative texts, since it fosters higher-order thinking skills such as critical and analytical understanding. The study also investigates the benefits and challenges students experience when using Webtoon-based materials in learning narrative texts, particularly in making inferences.

II. LITERATURE REVIEW

This chapter will be divided into six parts of the discussion which deals with several points i.e., definition of reading, reading as literacy and process, aspects of reading comprehension, teaching of reading, media in reading comprehension, webtoon as a media for teaching reading comprehension and also the related research study in order to provide more information of this research.

2.1 Definition of Reading

2.1.1 Reading

Reading is a multifaceted process that involves decoding symbols to derive meaning and understanding. It goes beyond mere word recognition to include comprehension, interpretation, and critical thinking.

Reading is one of the basic English skills that students must learn. Reading can give students a lot of information and knowledge. Praveen (2008) explains that reading means understanding the meaning of printed words, i.e., written symbols. In other words, reading is a way of acquiring meaning or knowledge from resources such as textbooks, newspapers, magazines, novels, etc. Reading helps students better understand what to write and what to say. The students learn more about what they should write and speak by reading. The relationship between writer and reader focuses on how the readers comprehend the main idea of the writer's intention. A written book has a purpose or content one wants to share with the reader.

Praveen (2008) stated that reading is an active process that consists of recognition and comprehension skills. It means reading is an important

activity in life with which one can update the knowledge and tool for academic success. In this process, the reader actively finds the message conveyed by the author. According to Kennedy (2010), reading is the human ability to identify visual forms, relate them to sounds and meanings acquired in the past, and understand and interpret their meanings based on previous experience. It means the reader can get the meaning he needs from the textual resource. Lado (2009) stated that reading a foreign language is the acquisition of the meaning of the language through its written expression.

According to Grabe & Stoller (2002), reading is the ability to draw meaning from the printed page and interpret the information properly. Moreover, reading is an important skill in many different settings especially in the educational setting (Grabe, 2009). Without the ability to read well, opportunities for personal and job success inevitably will be lost. In line with Grabe, Hiebert, Scott, & Wilkinson, Patel, and Jain (2008) also argue that reading is the most important activity in any language class. Reading is not the only source of information and pleasurable activity but also a means of improving someone's knowledge.

From the above details, reading is not just looking at words in graphic symbols but acquiring meaning word by word to understand what we are reading. In conclusion, reading is the process of understanding content and acquiring information.

Reading as literacy refers to the ability to understand and use written language. Literacy is a fundamental skill that enables individuals to engage fully in society, access information, and communicate effectively. Snow (2002) highlights that literacy encompasses the abilities to read, write, speak, listen, and think critically. In this context, reading is a foundational skill necessary for academic success and lifelong learning.

Reading as a communication skill highlights the interactive nature of reading. It is not a solitary activity but a form of communication between the writer and the reader. Rosenblatt (1994) emphasizes the transactional relationship between the reader and the text, where meaning is constructed through the interaction of the reader's experiences and the author's intent. Effective reading involves decoding text, interpreting the author's intent, understanding context, and relating the content to one's own experiences and knowledge.

Textbooks are essential resources in reading instruction as they are closely intertwined with the teaching and learning process. They serve as a structured guide for educators, offering a well-organized compilation of content designed to meet specific educational objectives. Textbooks not only provide a framework for the curriculum but also integrate key language skills, such as reading comprehension, vocabulary acquisition, and critical thinking. The materials within a textbook are curated to align with learners' proficiency levels, making them an indispensable tool for fostering literacy and supporting the development of reading strategies. Additionally, their relevance and design significantly impact the effectiveness of classroom instruction, thereby influencing the overall learning outcomes. This is in line with Jusuf (2018) that there are four interrelated aspects in the learning process, namely teachers, students, materials, evaluation and assessment. He also stated that the reasons for evaluating textbooks are to adopt new course books, to find out the particular strength and weakness, and to aid in the development of teachers and provide insight into the textbook's various components.

2.1.2 Reading as Literacy and Process

Reading as literacy encompasses the fundamental ability to decode and encode written symbols to derive meaning and express ideas, while also comprehending text through interpreting literal meaning, making inferences, and connecting information across texts. Critical thinking plays a crucial role in evaluating and analyzing textual content, fostering skills necessary to assess validity and synthesize information effectively. Contextual understanding involves interpreting text within broader cultural, social, and historical contexts, enabling practical

applications in daily life such as reading instructions and accessing digital information. Strengthening literacy not only enhances cognitive abilities but also facilitates effective communication and promotes lifelong learning, enabling individuals to engage meaningfully in academic, professional, and personal contexts.

The process of reading begins with decoding written symbols to derive surface-level meaning and progresses to comprehension, where readers extract information, make connections, and infer implicit meanings. Critical thinking plays a pivotal role by enabling readers to evaluate content, question assumptions, and consider diverse perspectives. Integration of new information with prior knowledge enhances understanding and fosters the construction of insights, while reflection on the reading experience clarifies understanding, identifies areas for further exploration, and deepens engagement with the text. This iterative and interactive process underscores reading as an active engagement with text, requiring cognitive flexibility and the application of literacy skills across diverse contexts and purposes.

Reading comprehension involves not only decoding and understanding text but also engaging in higher-order thinking. Cognitive processes such as remembering, understanding, and applying information serve as the foundation for these higher-order skills. According to Anderson and Krathwohl (2001), critical thinking encompassing analyzing, evaluating, and creating cannot be effectively developed without these underlying cognitive abilities. Similarly, Facione (2015) emphasizes that critical thinking relies on well-developed cognitive skills to interpret, analyze, and draw reasoned conclusions. Therefore, enhancing students' cognitive capacity directly supports the development of their critical thinking, enabling them to make informed judgments, solve problems, and generate creative ideas in response to the texts they read.

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text through interpreting literal meaning, making inferences, and connecting information across texts. Critical thinking plays a crucial role in evaluating and analyzing textual content, fostering skills necessary to assess validity and synthesize information effectively. Contextual understanding involves interpreting text within broader cultural, social, and historical contexts, enabling practical applications in daily life such as reading instructions and accessing digital information. Strengthening literacy not only enhances cognitive abilities but also facilitates effective communication and promotes lifelong learning, enabling individuals to engage meaningfully in academic, professional, and personal contexts.

The process of reading begins with decoding written symbols to derive surface-level meaning and progresses to comprehension, where readers extract information, make connections, and infer implicit meanings. Critical thinking plays a pivotal role by enabling readers to evaluate content, question assumptions, and consider diverse perspectives. Integration of new information with prior knowledge enhances understanding and fosters the construction of insights, while reflection on the reading experience clarifies understanding, identifies areas for further exploration, and deepens engagement with the text. This iterative and interactive process underscores reading as an active engagement with text, requiring cognitive flexibility and the application of literacy skills across diverse contexts and purposes.

In multimedia reading contexts, cognitive processes are not only activated by the act of reading itself but also triggered by external stimuli provided by the media. Webtoon, with its integration of visual and textual cues, stimulates learners to engage in deeper cognitive operations such as selecting relevant information, organizing narrative sequences, and making inferences from images and text. This aligns with Mayer's (2005) Cognitive Theory of Multimedia Learning, which states that visual-verbal combinations enhance cognitive engagement by activating both channels of processing.

In this study, the cognitive process is understood as a sequence of mental activities undertaken by students to comprehend Webtoon-based narrative texts from both explicit and implicit information. The design of these steps is based on the theory of reading as an active process (Grabe & Stoller, 2002; Anderson & Pearson, 1984) and is systematically integrated into the learning activities in line with the research procedure. The process begins with activating prior knowledge, where students observe the cover of *The Wolf & Red Riding Hood* and make predictions about the storyline based on visual cues, aiming to stimulate their schema and facilitate comprehension. It is followed by decoding and literal understanding, in which students read short texts embedded within the Webtoon panels and relate them to the accompanying illustrations, focusing on identifying the narrative structure (Orientation, Complication, Resolution) and its language features such as the Simple Past Tense, Action Verbs, and Time Conjunctions.

The next stage is integrating visual and textual information, where students synthesize details from multiple panels to form a coherent understanding of the plot, character relationships, and conflict development, while visuals are utilized to reinforce comprehension and reduce cognitive load. Subsequently, students engage in making inferences by drawing conclusions from visual cues such as facial expressions, body language, and setting and textual hints that are not explicitly stated. At this stage, the teacher provides guiding questions, for example, “What can you infer from Anna’s expression in this scene?” to stimulate deeper reasoning. The process continues with evaluating and interpreting, where students compare their interpretations with those of other groups, discuss the rationale behind their conclusions, and assess the accuracy of their inferences while connecting them to the moral values embedded in the story. Finally, students participate in reflecting on the learning process by writing personal reflections about the strategies they used, the challenges they faced, and the insights they gained after hearing their peers’ perspectives. This reflective stage fosters metacognitive awareness, enabling students to recognize their own thinking patterns and develop more effective reading strategies.

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2.1.3 Multimodality Reading

Multimodal literacy expands the traditional concept of reading to include multiple modes of communication beyond printed text. This includes digital texts, images, audio, video, and interactive media. Kress (2010) argues that in the digital age, readers often engage with content that combines various modes, requiring them to interpret and integrate information from different sources. Multimodal literacy acknowledges the diverse ways people access and process information, making it crucial for contemporary literacy education. We concluded that webtoon can be categorized as a multimodal because it combines written words and visual images to create meaning. The story is presented through both text and pictures, which work together to help readers understand the message.

The proposed research focuses on exploring the impact of Webtoon, a digital platform for reading comics and graphic novels, on the reading comprehension of narrative stories. This study aims to investigate whether engaging with Webtoon can enhance students' comprehension skills, particularly in understanding narrative structures, themes, and character development.

Webtoons combine visual and textual elements, making them an ideal medium for multimodal reading. This research will specifically examine the effectiveness of Webtoons in helping students making inference of a narrative story. The goal is to find out how significantly Webtoon can improve students' reading comprehension.

Narrative is a fundamental part of literature that involves storytelling. It includes a range of genres such as novels, short stories, and comics, each with its unique way of presenting a sequence of events. Narratives are essential for developing readers' imagination, critical thinking, and understanding of human experiences. By exploring narratives through Webtoons, the study aims to leverage the visual and interactive aspects of digital comics to engage students and enhance their reading comprehension skills, particularly in making inference.

2.1.4 Aspect of Reading Comprehension

Reading is one of the important skills in language learning. Reading is an activity that involves greater level concentration and gives conversational skill to reader. In general, there are two reasons why reading is important in daily life reading will help to achieve some aim or information. It means that reading is one of the ways to get information and there are some reading comprehension skills that should we improve for develop our skills in reading comprehension. According to Nuttal (1982), there are five aspects in reading comprehension. These aspect are regard as the difficulties that students encounter in comprehending the text.

- 1) Determining main idea: Main idea is a statement that tells the point about the topic. According to Longan (2002), idea is a key to understand the content of the text. The main idea can be located in a sentence, it is usually on the first sentence but it can be also in the middle or in the last sentence (Vener, 2002).
- 2) Locating reference: Reference defined as an antecedent of a pronoun. Antecedent is a word or phrase to which a pronoun refers (Sharpe, 2005). In identifying reference, students are expected to understand about the pronouns in the sentence are used such as the pronouns that are used to show people, place or situation.
- 3) Understanding vocabulary: Expanded students' knowledge of vocabulary while reading a passage, such as finding out the new words meaning in dictionary or guessing it's mean that from the context, Context can help students making a general prediction about the meaning (Sharpe, 2005).
- 4) Making inference: Making inference, students are expected to comprehend the text and find the conclusion of the statement in the text. Examples :
from the passage, we can conclude that...|-it can be inferred from the passage.
- 5) Detail information : The last type of question that is usually found in reading test is detail question or information. There are some example of detail questions:

According to the passage, what is Diana look likes all of the following are the true except. In addition, to find out the answer of the detail question, the reader can note the key word in the questions and then understand the passage for that words synonym.

Based on the explanation about the aspects of reading comprehension by Nutall (1982), the researcher will specifically focus on the aspect of making inferences to teach students in narrative text.

Reading is a crucial ability that should be taught in schools, and it provides a lot of information that helps students' prior knowledge (Traves, 1994:81). Even Indonesia's curriculum (KTSP and Curriculum 2013) strongly encourage the teaching of this talent.

Prior knowledge is crucial for bolstering comprehension of the text when reading for students (John-Laird, 1983 in Kwiatkowska, 2013). Kopitski (2007) emphasizes the variety of ways students might employ to interact with the text and use their English language skills (Peregoy & Boyle, 2001). It implies that pupils will comprehend the text more if they have more background knowledge of the reading material and language skills (such vocabulary and grammatical construction).

However, understanding school texts is not an easy matter due to the fact that they tend to be academic or nonfiction (the Basic Competence and the Core Competence available in 2013 Curriculum). And not only explicit messages of the text are asked but also the implicit ones. VanLehn (1998) in Imam, et al (2014) said, -Many school texts are difficult to understand because they often omit important background information and fail to make relations among concepts in the text explicit. Moreover, Carnine & Carnine (2004) in Imam, et al (2014) said, -Students may have the ability to read and know the words, identify and locate information, and recall content, but may be unable to analyze, summarize, or critique the text when asked to do so.

One of the elements of reading that must be taken into account is inference making. This is particularly important when texts require readers to go beyond the surface material and when their conclusions are backed up by the text's comprehension (Davoudi, 2005). Students can draw conclusions to a greater extent the better they understand the text. As a result, the more successful the reading process is, the more fluent they will read.

Inference is one of the most widely accepted schema notions; inferences are made on the basis of the readers' prior knowledge and input (Anderson & Pearson, 1984). During reading comprehension, readers routinely generate possible inferences to connect information for establishing coherence in understanding the text. Inferences to establish global coherence are also generated when local coherence cannot achieve the goal (Graesser, Singer, & Tenenbaum, 1994).

Inference skill is very crucial in reading comprehension. When we are trying to understand the message that is not explicitly stated in the text, it means that we are trying to do the inference skill of reading. This process of inference-making is a key component of fluent reading (Davoudi, 2005:106).

The aim of learning English is to equip students with the necessary skills in listening, speaking, reading and writing to communicate (Susilo, 2019). One of the reading subjects in English is reading texts. Based on the Class XI SMA curriculum, there are several texts that students must study, namely descriptive texts, recount texts, and narrative texts. Junior School Students must be able to understand and interpret English reading narrative texts.

A narrative text is one sort of the literary texts. The purpose of a narrative text is, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions (Anderson & Anderson, 2003).

So, among its purposes, a narrative text can convey and instill moral values/lessons/messages to their readers (Anderson & Anderson, 2003; Rosenstand, 2006; Buscemi, 2002; Pharr & Buscemi, 2005; Benyamin, 2012).

The moral value of the text is one of the very important things in which the readers need to concern about. Moral value is one of the generic structures of narrative text in English lesson. In this research, the students are ordered to identify the structure of a text, especially in narrative text. It means that moral value plays an important role in reading comprehension of a narrative text. There is a reason why the moral value is important in reading comprehension of a text especially in narrative. It is because the moral value is the good message that can be taken by the reader or students after they read the narrative text.

In preliminary research when the researcher (Widia Yunita and Patriadi) practiced of field (PPL) as teacher, the researcher was doing informal observation in SMA Negeri 6 Mandau and found some problems about teaching and learning process, especially in narrative text. Firstly, the teacher doesn't use interest media in teaching about narrative, so many students feel bored in learning process. Second, learning process no apparent variation in teaching of narrative. English teacher just give instruction to students to read book or read text and translate it, so some of students not understanding about the text.

Some of the students got difficulties to understand the generic structure of narrative text. When they got reading materials, they need more time to understand the narrative text. They feel bored when they have the reading materials even though the teacher has already tried to give them interesting materials for them. They feel lazy to have the reading materials. When the teacher asked them to do the reading exercises not all the students do it by themselves. Most of them just copied from another friend. They do not care whether the answer is right or not. The point is that they have fulfilled their task without understanding at all. Some students cannot retell what the narrative text, because many students did not know the narrative. Example when the students read a narrative text, they are only

read without knowing the reading about it. All comprehension in reading a narrative text is concentrated on two important things that are themoral value and main idea. The moral value of the text is one of the important things in which the readers need to concern about. Moral value is one of the generic structures of narrative text. Character education is an important dimension of children's education because it provides children with different social and ethical lessons (Sallabas et al, 2013). It means that moral value plays an important role in reading comprehension of a narrative text.

2.2 Teaching of Reading

In the teaching and learning process in reading subjects, a good reading comprehension achievement of the students is one of the most crucial goals. Teaching reading is not easy, a teacher must have various strategies to teach reading comprehension to students. To use any instructional technique effectively, anyone who teaches must know the principles and assumptions on which each specific technique is based.

Harmer (2007) stated that a strategy is an action that the teacher uses to achieve one or more of her/his teaching- learning goals. The strategy can also be defined as a general objective set for the teaching process. To teach reading comprehension effectively, teachers must lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but also implement many strategies and skills to help the students' needs and learning styles in the classroom. Slavin (2000) has also noted that effective instruction is not a simple thing of one person with more knowledge transferring knowledge to another. Therefore, the teaching process must be modified by the teachers depending on the students' needs. Allington (2002) notes that creative teacher guidance produces better results regardless of curriculum materials, pedagogical approaches, and/or reading programs. Teaching reading comprehension is the activity that transferring knowledge from teacher to the student to understand the mastered in reading comprehension by using techniques, strategies, or media that can promote the reading skill easier to learn. Laurillar (2002: 23) states that teaching is essentially rhetorical activity, seeking to

persuade students to change the way they experience the world through an understanding of the insights of other.

Nunan (2003: 74) state some principle for teaching reading, presented as follows: First, Exploit the reader's background knowledge. Background knowledge is essential for reading comprehension. It includes all the experiences that a reader brings to a text. Teachers should activate this knowledge by setting goals, asking questions, making predictions, teaching text structure, and other strategies to enhance comprehension.

Second, build a strong vocabulary base. Vocabulary is a fundamental influence on the reading process. Teachers should teach vocabulary explicitly and also help readers use context to infer meaning. This is crucial for learners of a second language, as they need to develop a strong vocabulary base to comprehend texts effectively.

Third, teach for comprehension. Comprehension is a critical aspect of reading. Teachers should monitor students' comprehension processes and help them discuss their strategies for understanding the text. This includes both cognitive and metacognitive skills. By doing so, teachers can ensure that students are actively engaged in the reading process and can adjust their comprehension accordingly.

Fourth, work on increasing reading rate. To develop fluency in reading, teachers must work on improving students' reading rates. This involves finding a balance between assisting students to improve their reading rate and developing their reading comprehension skills. The goal is to achieve a rate of at least 200 words per minute with at least 70% comprehension.

Fifth, teach reading strategies. Students need to learn various reading strategies that match their purposes for reading. Teachers should teach these strategies explicitly and help students realize how to use them effectively. This includes techniques such as setting goals, asking questions, making predictions, and teaching text structure.

Sixth, encourage readers to transform strategies into skills. Strategies are conscious actions that learners take to achieve desired goals. As learners practice these strategies, they become automatic skills. Teachers should encourage this transformation by providing opportunities for students to use strategies and develop them into unconscious skills.

Seventh, build assessment and evaluation into your teaching. Teachers should provide assessments to develop students' reading comprehension skills from both formal and informal perspectives. This includes both qualitative and quantitative assessments to evaluate students' progress and adjust teaching strategies accordingly.

Lastly, strive for continuous improvement as a reading teacher. Effective reading teachers continuously learn from their students and adapt their teaching methods. They should view themselves as facilitators, helping each student discover what works best for them. This involves being passionate about teaching and willing to improve teaching practices.

In order to get the best result in reading, the students must also be involved in teaching reading process to help the teacher by using their own strategies. The students must use strategies to understand the reading text well. The strategies are used as the tool to help the students enhance the comprehension and also encounter some related problems of the text comprehension.

Furthermore, the necessity that teachers should have in order to face the excellent class before teaching and learning that is: Mahendra & Rosa (2014:80) first, the teachers should prepare the material that need in class. The material should be appropriate with the curriculum and with the students' ability. Second, the teacher prepares the media that can promote students reading skill.

From the explanation above, it can be concluded that teaching reading can be done by both of teachers and students to compromise about strategies, method, and what to do in teaching reading. Teachers prepare the material and strategies and student should be ready to accept the principle that use from the teachers in class.

Reading comprehension is the ultimate goal of reading activities. This ability is a product of the decoding and language understanding process (McCardle & Connelly, 2018). In other words, reading comprehension is a person's ability to understand text during reading activities.

According to Johnson (2008), reading comprehension is strategies readers use to retrieve information and construct meaning from a text. They break down the thought process into steps that facilitate understanding. Comprehension is the process of understanding text or constructing meaning from text. Comprehension is a building process, as all elements of the reading

process work together when reading the text to create the text the reader wants to express. Furthermore, Kennedy (2010) defines reading comprehension as a thought process by which a reader becomes aware of an idea, understands its empirical context, and interprets it in light of their needs and purposes. Based on the elaboration above, reading comprehension is the ability to understand what one reads and the process of finding and interpreting.

Clarke, et al (2014) states that reading comprehension is situated within the text itself, developed understanding comes from the interaction between the text and the reader's to response it. Another definition is stated by Snow (2002) where reading comprehension will be defined as, -the process of simultaneously extracting and constructing meaning through interaction and involvement with written language||.

According to Healy (2002, p.3) reading comprehension is about understanding, that is understand about the written word, understand of the content that had been

read and understand about the construction of meaning in a text. Anastasiou and Griva (2009: 283) define reading comprehension as a complex cognitive ability which requires the capacity in integrating text information with the prior knowledge of the reader and resulting in the elaboration of a mental representation. In this research, reading comprehension plays a role as the ability to be measured by the researcher.

Nuttal (1984) also states that reading is a meaningful interpretation of verbal symbols. It means that the interaction between the understandings of visual symbols represents the language and readers' language skills, cognitive skill, and knowledge of the world.

Based on the definitions from the experts above, it can be concluded that reading comprehension can be defined as reading by understanding the text. That is, a process that reader acquires meaning from reading activity. Furthermore, it is related to the conceptual background of the reader, they get a clear understanding of what the author wants to convey.

2.3 Media in Reading Comprehension

There are some experts stated about teaching media. According to Arsyad (2009:4) is a media that carry out instructional purpose of information or messages of learning. Briggs (1977) stated that teaching media is all physical form that can convey message or information and can motivate students to learn..

Media in reading comprehension" refers to the integration of various media formats and platforms as tools to enhance and support the process of understanding and interpreting written texts. Here is a comprehensive concept of media in reading comprehension:

- 1) **Comic Books/Graphic Novels:** Comic books and graphic novels use a combination of illustrations and text to convey stories or information. In

research reading, graphic novels can provide a visual and narrative approach to complex topics, making them more accessible and engaging for readers.

- 2) **Infographics:** Infographics are visual representations of data or information, often using charts, graphs, and illustrations to present complex concepts in a clear and concise manner. Researchers use infographics to simplify and communicate key findings and statistics.
- 3) **Webcomics:** Webcomics are comic strips or series published on the internet. Some webcomics cover educational and research-related topics, presenting information in an easily digestible and visually appealing format.
- 4) **Memes:** While primarily associated with internet culture, memes can sometimes be used in research to convey humor, commentary, or cultural observations related to specific topics. However, their use in scholarly research is less common.
- 5) **Storyboarding:** Storyboarding involves creating a sequence of visual sketches or illustrations to plan or illustrate a research project, especially in fields like film studies, where it is used to plan film or animation sequences.

Based on the explanation above, in this research, the researcher would like to use webcomics, specifically Webtoon, as media for reading comprehension in narrative text.

2.3.1 Webtoon

Webtoon application is a type of digital comic originatin from South Korea (Lynn,2016). Another term for Webtoon is an application used to describe published online by Never Corporation that are published online. Presented in digital comic form which can be accessed via electronic media such as handphone, laptops, etc.

According Djiwandono (2018), Webtoon can influence the way younger generation views ideas that are read and painted. In the modern era of technological developments for learning, teachers are required to provide innovative, creative, and fun teaching so that it is easier for students to understand what the teachers

want to convey. The right way to make learning fun is to use appropriate media and are in high demand by students in classroom learning. In short, the Webtoon application is one example of the success of smart media as well as an interesting and suitable way of teaching reading. This one of tools that can be used to develop reading literacy and interactive learning which is very accessible.

2.3.2 Narrative text

In the school, we learn about many text types in reading. In senior high school, students are expected to be able to comprehend several types of the text namely procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review.

Narrative is one of those become a common text used in students teaching and learning process. According to Anderson in Saputro (2013: 3) explain that narrative text type is a text that tells a story whose purpose is to present a view of the world that entertains or informs the reader or listener. Narrative texts contain with a story or a tale. The aim of narrative text is to create joy to the readers to gain a reader's interest. Then, according to Kane (2000: 366) narrative has a meaning in that is conveying an evaluation of some kind. It means that when readers read the narrative text, they can emotional and reaction to the implied story.

Furthermore, according to Gersten, et al. (2013: 288) narrative text is easier to comprehend and remember than expository text. The two primary reason for this are (a) the content of a narrative, what it talks about, is usually more familiar than the content of an exposition; and (b) the structure of most narrative text is modest that the structure of most expository text or others. So, narrative text is easier text the other text and usually use by reading instruction.

Moreover, according to Saputro (2013: 3) narrative text is used to amuse, entertain and to deal with an actual or vicarious experience in different way; Narrative deal

with problematic events which lead to a crisis or turning point of some kind, which is turn find a resolution.

A narrative text is one sort of the literary texts. The purpose of a narrative text is, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions (Anderson & Anderson 2003). So, among its purposes, a narrative text can convey and instill moral values/lessons/messages to their readers (Anderson & Anderson, 2003; Rosenstand, 2006; Buscemi, 2002; Pharr & Buscemi, 2005; Benyamin, 2012).

There should be both positive and negative messages in narrative texts to help pupils understand the conduct of the characters. The topic of the message is whether or not what most people consider to be moral values is right or bad. It is about doing what is right or wrong, what is nice or harmful.

Teaching narrative texts does not only focus on text analysis such as generic structure and grammatical features, but also focuses on any message conveyed as a moral value. Moral values are an important part of narrative texts. It teaches a moral lesson. Students must understand the text and find the messages and moral values contained in the text.

One of the goals of education is to educate the behavior, attitudes and morals of students. As we know, there are three domains and education that must be implemented. Each of them is cognitive, affective and psychomotor. Developing students' character, behavior, attitudes and morals is part of the realm of effectiveness.

In teaching English, teachers can teach morals from a text, especially narrative texts that contain moral values. By reading the text students can learn more about one of the characters in the text. Moreover, students can understand the reasons why good or bad characters follow rules. By understanding the text students can increase their knowledge about how to do things right and wrong. Apart from

teaching English as a language, teachers also give lectures to students about moral lessons.

Based on the explanation above, narrative text is the story that tells about the past event, and contain about fiction story. And we can know that narrative text needed and important for student to learn and read, because the text easy to understand, contain joy and amusement.

2.4 Webtoon as a Media for Teaching

Webtoon is the media learning which is beneficial for teaching reading comprehension ability. Webtoon is the same with comic strips. A comic strip can be defined as —boxes contain a series of pictures inside that tell a story‖ (Graham, 2011, p. 229). Merc (2013, p. 9) investigated that comic books can be used as instructional materials for EFL students with the low stage of intermediate level and limited discourse as well as interactive competence. It was found that comic strips or English webtoon in EFL classrooms can lead students to summarize the cartoons' language, to raise pragmatic awareness and to emphasize language's rules.

Webtoon is kind of visual entertainment that is becoming more and more well-liked among the young generation. Webtoon series, which are presented as comic strips, are made up primarily of visual elements with sporadic verbal content. Reading Webtoon, despite the entertainment value one can derive from it, deprives readers of the chance for processing more sophisticated phrases (Djiwandono, 2018). The language in educational webtoon should not be obscene; instead, it should incorporate images that convey knowledge. Abusers are replaced by example moral behavior.

Webtoon is another sort of visual entertainment which is getting popular among the youth. Showing as comic strips, Webtoon series is designed of profoundly visual components facilitated with verbal texts. It was originally made by a Korean artist, quickly attracted young generation because of their easy access, wide genre variety, quick publication, optimization for hand-held gadgets, and its clever strategy of sustaining the readers' curiosity (Zur, 2016, p. 5). These materials meet the criteria of good extensive reading materials in that they cater

for the readers' interest and contain language that fall within the current proficiency level of most readers. In fact, the language style is typical of daily conversation and thus is not likely to expose the readers to sophisticated words and phrases most frequently used in academic or scientific domain.

A current study (Zur, 2016) observed the influence of comic strips (webtoon) on L2 learners' reading comprehension was divided into two proficiency groups: intermediate proficiency group and high intermediate proficiency group. Two texts were used as the research instrument: The research instruments consist of two reading texts: A high-level text and low-level text developed by Zur (2016). Each text was originally built for those at one of each proficiency level.

Research conducted by Aliifah (2023) developed learning media in the form of Webtoon comics integrated with the STEM approach to help students understand chemistry material about intermolecular forces. The results showed that the media received a very feasible assessment from material experts (96.05%) and media experts (96.02%), as well as excellent responses from teachers (100%) and students (84.59%). This study concludes that Webtoon can be used as an effective learning media in visualizing abstract concepts and increasing student engagement and understanding. Although the learning focus was on chemistry, the visual story-based approach used in the media development shows similarities with this study, which developed Webtoon as a medium for learning narrative text in English.

According to Aulia (2021), Webtoon media can be an effective tool in learning narrative text, especially to improve students' writing skills. In her research, she used a Webtoon entitled *Mera, Puti, and Emas*, which is an adaptation of a folktale, as a visual stimulus to help students write narratives. The results showed that students' writing skills improved significantly, with the average score being in the "good" category and some students reaching the "very good" category. This study indicates that Webtoon media can stimulate students' imagination and interest, and help them understand the structure and content of narratives more easily.

And also Rahmawati (2024) developed learning media in the form of Webtoon-based digital comics to increase students' interest and learning outcomes in mathematics subjects, Webtoon facilitates a more interesting and effective learning process. The results of her research show that the media developed meet the criteria of high validity and practicality, and are proven to have a positive impact on student interest and learning outcomes based on the results of the effectiveness test. This research reinforces the finding that the use of narrative visual media such as Webtoon can not only increase students' motivation and engagement in learning, but also help students build mental representations of the material more concretely.

According to Sunarti (2019), it aims to develop Webtoon-based learning media to help high school students interpret the author's views in novels. The results showed that Webtoon can be utilized as an effective literature learning media, not only as visual entertainment. The developed media was rated very feasible by experts, teachers, and students, and proved to be quantitatively effective with an average gain index of 0.71, which is included in the high category. This proves that Webtoon is able to facilitate learning through a combination of text and images that support students' understanding of the story context visually and conceptually.

In concluding, webtoon is a part of comic strips type that was used among years ago by many people in all around the world. This webtoon could be an alternative to teach English reading comprehension. So that webtoon as one of solution to the students and teacher to make a different style to teach reading.

2.5 Webtoon in Teaching Reading

Research conducted by Arroyani (2010), Putri (2018), Juniarto (2019), Puspitasari (2017), and Roslidah (2017) provides compelling evidence of these benefits. Specifically, Arroyani (2010) found that the use of Webtoon applications can enhance reading motivation in 75% of students. Putri (2018) reported that 80% of students showed improvement in their reading comprehension skills after regularly

using Webtoon applications. Juniarto (2019) noted a 70% increase in students' interest in reading when using Webtoon as a medium. Additionally, Puspitasari (2017) observed that Webtoon applications helped 85% of students become more engaged in their reading activities. Finally, Roslidah (2017) highlighted that 65% of students increased their reading frequency when Webtoon applications were incorporated into their routine. These studies collectively illustrate that the use of Webtoon applications can significantly boost students' reading motivation, comprehension skills, interest in reading, overall engagement, and reading frequency, making it a valuable tool in modern educational strategies.

Research conducted by Sri Rosmiana (2023) has demonstrated that the use of webtoon media significantly enhances the teaching and learning of reading, capturing students' attention and maintaining their interest, particularly in experimental classes. The study found that 80% of students reported increased attention and sustained interest, while 85% found learning activities involving webtoons enjoyable, reducing boredom. Additionally, 75% of students experienced a boost in their reading confidence and showed increased active participation during lessons. Furthermore, 70% of students showed marked improvements in their reading comprehension skills. These findings illustrate that utilizing webtoon media is an effective method for enhancing students' reading comprehension, making webtoons or digital comics a valuable tool for teaching reading and increasing students' reading awareness and motivation.

Research conducted by Lababa (2022) has shown that the researcher's findings and discussion lead to the conclusion that employing webtoons as a teaching medium effectively enhances students' reading skills. The research results indicate a notable improvement, with the mean score on the pre-test being 60 and increasing to 80 on the post-test. This substantial difference demonstrates a significant enhancement in students' scores after being instructed using webtoons. Additionally, the low P-value (0.000), which is below the significance level of 0.05, confirms the acceptance of the alternative hypothesis (H1). In summary, the study concludes that first-year students at MTS DDI Kulo exhibit strong reading

abilities due to the incorporation of webtoons into their learning process. This suggests that these students are genuinely interested in improving their English reading skills through the use of webtoons as a teaching tool.

Research conducted by Luluk Suryani (2023) at SMAN 4 Bangkalan successfully demonstrated that utilizing comic strips effectively enhances students' reading skills by introducing engaging and enjoyable reading activities. The study observed significant improvements in student achievements, with 78% of students showing enhanced reading skills from preliminary tests to treatment and cycle tests. The use of comics made the learning environment more conducive, as evident in three key areas: 80% of students showed enthusiasm and active involvement during the learning process; 85% attentively listened to the teacher's explanations; and 70% gained confidence in expressing their opinions and discussing questions with peers instead of simply copying answers. These findings illustrate that comic strips are an effective tool for improving students' reading skills, creating an engaging and supportive learning environment.

Based on the previous studies conducted, there are several gaps that can be identified for further research. One of them is focusing on the use of webtoons in the context of narrative texts, particularly in 9th-grade classrooms. Previous studies have extensively highlighted the influence of webtoons in enhancing reading motivation, reading comprehension skills, and overall reading interest. However, there is limited research specifically exploring how webtoons can be utilized to strengthen understanding and skills in comprehending narrative stories at the secondary education level, such as in 9th grade. By focusing research on this aspect, researchers can gain a deeper understanding of how webtoons can be an effective tool in helping students understand the structure, characters, and plot of narratives, and how this can impact their academic achievement. Therefore, the next study could make a significant additional contribution in developing innovative and effective learning approaches using webtoon media in teaching English in 9th-grade classrooms.

2.6 Procedure of Using Webtoon in Learning Reading

The procedures for using Webtoon in teaching reading comprehension in English language learning involve several steps. Sovia (2021) stated the steps to use Webtoon as a medium for learning to read as follows: First fill in all the data in the registration form, don't forget to also fill in the Nickname to create a username. After that, click the 'Sign Up' button. Press the 'Confirm' button on the email confirmation pop up. Perform email verification. After all these ways the teacher gives instructions to all students to find the title of the story that has been prepared by teacher. After all the students found the title given by the teacher, the students began to study the title of the webtoon and read it.

Integrating webtoons into reading comprehension instruction for middle school students can be highly effective, according to various experts in literacy education. Duke and Pearson (2002) emphasize the importance of selecting texts that are age-appropriate and engaging. For webtoons, this means choosing series with suitable language, relatable themes, and educational value. Snow (2002) suggests that activating students' prior knowledge is crucial before introducing new texts. In the case of webtoons, this could involve discussing the genre, setting, and characters to prepare students for the story.

Using guided reading sessions where teachers model thinking processes is highlighted by Kintsch and Kintsch (2005). Implementing think-aloud strategies during webtoon read-aloud sessions can help students internalize comprehension techniques. Beck and McKeown (2001) point out the effectiveness of interactive discussions in promoting deeper comprehension. Facilitating discussions around webtoons allows students to collaboratively analyze and infer meanings, enhancing their understanding.

Harvey and Goudvis (2000) suggest focusing on character and plot analysis to deepen comprehension. For webtoons, students can create character maps and plot diagrams to visualize and understand narrative structures. According to Dole et al. (1991), inference skills are essential for reading comprehension. Designing

exercises that require students to make inferences based on visual and textual cues in webtoons can significantly improve their inferencing abilities.

Creative activities that engage students are recommended by Gambrell and Marinak (2009). Students can engage with webtoons by creating alternate endings or designing their own webtoon panels, fostering creativity and a deeper connection to the text. Finally, Paris and Stahl (2005) advocate for incorporating assessment and reflection to monitor progress and encourage self-awareness in learning. Teachers can use quizzes, journals, and discussions to assess comprehension and reflect on learning experiences. Here are the procedures for using Webtoon in teaching reading comprehension in English language learning:

1. The teacher opens the class with a warm greeting, followed by a joint prayer, then takes attendance.
 2. The teacher asks one of the students to predict the story based on the cover, for example: “From this cover, what do you think this story is about?”
 3. The teacher briefly explains the learning objective: to recognize the structure of narrative texts for entertainment and moral lessons.
 4. The teacher introduces the generic structure of narrative texts (Orientation, Complication, Resolution) along with the key language features (simple past tense, adjectives, action verbs, time conjunctions, adverbs of time).
 5. Students are divided into nine groups with specific tasks:
 - Groups 1–3: analyze the main idea in the Orientation + grammar focus (simple past tense, time conjunctions).
 - Groups 4–6: analyze detail information in the Resolution & Re-orientation + vocabulary (action verbs, descriptive adjectives).
 - Groups 7–9: analyze inferences using visual and textual clues, including cohesive devices
- 6) The teacher guided students in creating plot diagrams to analyze the story’s progression.

To enhance collaborative learning and engagement, the worksheets will be used during the core activities (while-activity) of the lesson. Each group of students will be given a series of tasks presented in three stages (Activity 1, 2, and 3), aligned with the narrative structure of the story, covering orientation,

complication, climax, and resolution. Through these group discussions, students are expected to analyze the storyline, identify key information, and respond to comprehension questions together.

6. The teacher displays the cover of *The Wolf & Red Riding Hood*, then groups discuss and answer:
 - “What do you think this story will talk about”
7. “What clues did you see on the cover that helped you make that prediction?”
8. The teacher shows a still image of Anna before her transformation, then asks:
 - “What does Anna look like here?”
 - “How do you think she is feeling based on her expression and gesture?”
9. The teacher shows the opening segment where Anna begins to notice changes in her body, asks students to read the accompanying text, then asks, “What is the main idea of this part?”
10. The teacher asks students to read the Resolution and Re-orientation sections, displays visuals from those chapters, then asks:
 - “What happens in the Resolution?”
 - “What does Anna realize here?”
 - “How does Anna feel about magpie spirit now?”
11. The teacher guides students to find specific details in the text and visuals, then prompts inference with questions:
 - “How does Anna’s expression show her comfort as a guardian?”
 - “What can you infer from Jay’s expression?”
12. The teacher instructs each group to discuss their specific task based on their focus (main idea/detail/inference), for example:
 - “What is the main problem Anna faces here, and how might it affect the story’s progression?”
 - “Identify the simple past tense and time conjunctions in the text!”
 - “Find the visual clues that support your inference!”
13. The teacher circulates the classroom to observe group discussions, asks follow-up questions to deepen understanding, and assists groups as needed.

14. Each group presents their analysis; peers ask at least one question, and the teacher gives feedback, highlighting strong points.

After finishing the group tasks, students will continue to an individual assessment during the post-activity phase. This assessment aims to measure each student's individual understanding after engaging in collaborative learning, ensuring a balance between group work and personal comprehension. This approach is designed not only to improve reading skills but also to foster critical thinking and independent interpretation of the story.

15. The teacher asks students to write a reflection in their notebooks answering:

- “What did I learn about analyzing narrative texts?”
- “How did my understanding change after hearing my classmates?”
- “What new strategies did I learn for finding main ideas, key details, and making inferences?”

16. The teacher summarizes the main points of the lesson, checks if any student found the narrative challenging, and closes with a prayer or warm farewell.

In short, the use of Webtoons in teaching reading comprehension fosters an interactive and engaging learning environment that encourages active reading, critical thinking, language synthesis, and continuous improvement, thereby improving students' overall English skills.

2.7 The Advantages and Disadvantages of Webtoon

1) The Advantage of Webtoon

The advantage of the Webtoon application is that it is easy to access. The development of digital media such as smartphones, laptops, and PCs has made it more convenient to access Webtoons anytime and anywhere. Additionally, many Webtoons are provided for free, allowing readers to enjoy the stories without any cost. This accessibility makes it an attractive tool for students, encouraging them to read more frequently and with greater interest.

Moreover, the visual nature of Webtoons, combining text with images, helps students better understand and remember the content. The illustrations provide

context and support comprehension, particularly for students who struggle with traditional text-only formats. Webtoons can also cater to diverse learning styles, engaging students who might find conventional reading methods challenging. The interactive and engaging format of Webtoons can increase students' motivation to read, thereby enhancing their overall reading comprehension skills. Furthermore, the digital era facilitates the emergence of young creators, who, motivated by potential earnings and reader feedback, contribute fresh and diverse content to the platform.

2) The Disadvantage of Webtoon

The disadvantage of the Webtoon application is that it requires an internet network for access, which can be a barrier for students with limited or no internet connectivity. Additionally, not all Webtoon stories are available for free; some are paid based on the rating of the story, which can limit access to high-quality content for some students.

Furthermore, the reliance on visual aids in Webtoons might hinder the development of students' abilities to visualize and infer details independently from the text. This reliance on imagery could potentially limit the development of critical reading skills that are nurtured through traditional text-based reading. Moreover, the informal language and conversational tone often used in Webtoons might not align with the academic language required for educational purposes, potentially leading to challenges in understanding more formal or complex texts.

Overall, Webtoon apps represent a dynamic platform that democratizes storytelling and content creation, enabling accessibility and exposure for readers and creators. However, challenges such as internet dependency and restrictions on paid content underscore the limitations that can hinder universal access and enjoyment of the platform.

2.8 Critical Thinking in Reading

Critical thinking is an essential skill for understanding texts deeply, especially in the context of narrative reading. It not only involves the ability to analyze the content of a text but also how students draw conclusions, evaluate information, and connect it with their prior knowledge.

Facione (1990), in the Delphi Report, states that critical thinking consists of six core skills: (1) interpretation (the ability to understand and explain the meaning of information), (2) analysis (identifying relationships among parts of information), (3) evaluation (assessing the credibility of arguments), (4) inference (drawing logical conclusions from available cues), (5) explanation (clearly communicating findings or ideas), and (6) self-regulation (monitoring and correcting one's own thinking process). In this study, inferencing is the primary focus, as students are expected to grasp implicit meanings and draw conclusions based on a combination of visual (images) and verbal (text) cues presented in Webtoon media.

Meanwhile, Ennis (1985) emphasizes that critical thinking involves not only a set of skills but also dispositions that is, the tendency to be open-minded, seek reasons, consider alternative viewpoints, and think logically in making decisions. Such dispositions are important in narrative text-based learning, where students are encouraged not only to receive information passively but also to actively question, interpret, and conclude based on evidence found in the story.

In this research, the use of Webtoon as a narrative teaching material aims to facilitate students' inferencing skills through the integration of visual and textual content. This aligns with Mayer's (2001) Multimedia Learning Theory, which posits that deep understanding occurs when learners process information through two cognitive channels visual and verbal simultaneously. When students view images and read text in a Webtoon, they encounter multimodal cues that stimulate critical thinking, help them infer events, and understand the implied meaning of the story. Therefore, the theories of Facione and Ennis provide a theoretical

foundation for the importance of developing students' critical thinking skills through engaging and contextual learning media.

2.9 Multimedia Learning Theory Mayer (CTML)

Multimedia learning refers to the process of learning through a combination of verbal and visual elements. Mayer (2005) proposed the *Cognitive Theory of Multimedia Learning (CTML)*, which suggests that individuals learn more effectively when presented with both words and pictures rather than words alone.

This theory is based on three main principles:

1. **Dual-Channel:** Human cognition consist of two separate channels for processing information; the visual/pictorial channel and the auditory/verbal channel. When learners receive information through both channels, they can process and retain knowledge more effectively.
2. **Limited capacity:** Each cognitive channel has a limited capacity for processing information at one time. Overloading a channel with too much information can hinder learning.
3. **Active processing:** Learning occurs when learners actively elect relevant information, organize it into a coherent structure, and integrate it with prior knowledge.

In the context of reading comprehension, Mayer's multimedia learning theory supports the use of Webtoon as an instructional medium. Webtoons integrate textual and visual element, allowing students to process narrative information through both channels. This dual-channel processing facilitates better comprehension by reducing cognitive load and enhancing engagement.

The selection of CTML as the theoretical foundation for this study is based on its strong relevance to the development of instructional materials that involve both visual and verbal inputs. Since the research focuses on designing material based on webtoon and exploring students' experiences during the learning process, the integration of Mayer's principles ensures that the materials are cognitively efficient and appropriate. By applying CTML, the designed materials

aim to provide students with a learning experience that supports their comprehension of narrative texts through dual-channel input, while also encouraging interpretation of implied meanings and creative engagement with the story content. This alignment reflects the broader goals of 21st-century education, including critical and creative thinking.

2.9.1 Material Development by Mayer

In designing multimedia-based instructional materials, it is crucial to apply principles that support learners' understanding. Mayer (2001) outlines several essential effects that foster effective comprehension, including the signaling, modality, and coherence effects. These principles highlight a learner-centered perspective and align with the way the human cognitive system processes information through both visual and verbal channels.

First, the signaling effect refers to the use of visual or verbal cues to help learners identify essential information within the presented content. These cues may include text highlighting, color usage, arrows, numbering, or other markers designed to direct the learner's attention toward relevant parts of the material. Mayer argues that appropriate signaling supports the selection process, reduces unnecessary cognitive load, and facilitates the mental organization of knowledge.

Second, the modality effect explains that learning becomes more effective when information is delivered through two separate sensory channels namely, visual and auditory rather than through a single channel. For instance, presenting information using both images and spoken narration allows learners to process information in parallel without overloading one type of working memory. This principle is grounded in the assumption that humans have a limited capacity in each sensory channel, and distributing input across both channels enhances processing efficiency and comprehension.

Third, the coherence effect emphasizes the importance of maintaining clarity and simplicity in instructional design. This principle asserts that meaningful learning

occurs when extraneous elements such as decorative images, unrelated stories, background music, or entertaining but irrelevant information are excluded from the content. Such distractions may divert the learner's attention, increase cognitive load, and interfere with the integration of core concepts that are essential for understanding.

The selection of these three principles in material development is based on the goal of creating a learning environment that supports optimal cognitive processing. Through signaling, learners are guided to focus on key information; through modality, they benefit from a balanced distribution of visual and auditory input; and through coherence, their attention remains centered on the instructional objectives. Together, these principles form a foundational framework for designing effective and efficient multimedia learning materials.

2.10 Impact of Multimedia Learning (Mayer's)

Mayer (2005), in the Cognitive Theory of Multimedia Learning (CTML), explains that the use of a combination of text and images can enhance readers' comprehension compared to using text alone. In the context of reading instruction, especially through the use of Webtoon, this theory highlights two main impacts: benefits and challenges, which can affect the effectiveness of the learning process.

2.10.1 Impact Benefits of Multimedia Learning

According to Mayer, learning that utilizes both visual and verbal media offers advantages in information processing. Two core principles that support these benefits are the Dual-Channel Assumption and the Active Processing Assumption:

1. Dual-Channel Assumption

Mayer (2005) proposes that humans possess two cognitive channels for processing information: the verbal channel (text and sound) and the visual channel (images and animation). When both channels are used optimally, comprehension can improve as cognitive load is distributed across two separate

systems. In the context of Webtoon, students can understand the narrative better because they are not only reading text but also receiving information from the visuals. The combination of visual and textual elements helps students make inferences, understand the characters' emotions, and identify the storyline more easily.

2. Active Processing Assumption

This principle states that learning occurs when students actively select relevant information, organize it into meaningful mental structures, and connect it with prior knowledge. Webtoon helps students perform this process more efficiently because the visual elements in the story strengthen the connection between the text and the concepts being learned. With the presence of visual elements, students can more easily identify the conflict in the narrative, understand the context, and interpret information that is not explicitly stated in the text.

2.10.2 Challenges in Multimedia Learning

Although Mayer's theory suggests that multimedia can improve comprehension, there are several challenges that need to be considered. Two theories that explain these challenges are the Redundancy Effect and the Cognitive Load Theory:

1. Redundancy Effect

Mayer (2005) states that information presented excessively or repetitively in an ineffective manner can overload working memory. In Webtoon, if the dialogue text and visual information are too similar or repetitive, students may become confused or feel that the information is redundant. Rather than enhancing comprehension, unnecessary repetition of information can make students lose focus and experience difficulty in understanding the core of the story.

2. Cognitive Load Theory

This theory explains that each individual has a limited capacity for processing information simultaneously. If the amount of information received is too great, cognitive load increases, potentially hindering comprehension.

In learning with Webtoon, too many complex visual elements, the use of striking colors, or overly dense text in a single panel can cause information overload. Students who are not yet familiar with the Webtoon format in reading instruction may struggle to balance the processing of text and visuals, thereby reducing the effectiveness of their comprehension.

III. METHODS

This chapter discusses about design, variabel, data sample, instrument, data collection, data analysis, data treatment, and hyphothesis testing.

3.1 Research Design

This research employs a qualitative descriptive approach to explore the process of designing Webtoon-based teaching materials for narrative texts and to examine their impact on students' inferential reading abilities. It investigates how the Webtoon story is developed from storyline and genre selection to visual and textual adaptation until it becomes a teaching material. Additionally, the study explores students' experiences regarding the benefits and challenges of learning narrative texts through Webtoons. Data is collected through interviews to gain in-depth insights into both the development process and the influence of Webtoon on students' critical thinking, especially in making inferences. This approach provides a comprehensive understanding of how Webtoons can support reading comprehension in the classroom.

3.2 Population, Sample and Participant

Population according to Sugiyono (2008) was a generalitation area consisting of objects or subjects that have certain qualities and characteristics set by the researcher. The population of this research was the third-grade students of Junior High School. The sample is a part of the number and characteristics possessed by the population (Sugiyono, 2013: 81). The research sample consisted of two main data sources. First, five ninth-grade students from SMP YBL Natar were purposively selected for in-depth interviews. The selection of students was based on criteria of active participation in learning and the ability to quickly grasp

material (fast learners). Second, the learning medium in the form of the Webtoon “The Wolf and Red Riding Hood” by Xuann was chosen because of its systematic structure (orientation, complication, climax, resolution, and re-orientation), visual presentation that helps students make inferences, and a storyline that is not boring. The story also includes several humorous visual elements that entertain students, keeping them engaged in the plot. Additionally, each episode has a consistent number of panels (approximately 8–10 panels) and is available for free on the official Webtoon platform, making it easy to access and use in educational activities. Participants according to Creswell (2012) are individuals who are selected by the researcher to provide data through interviews, observations, or documents in qualitative research. The participants of this research were five students in the 9I class.

3.3 Instruments

According to Creswell (2015) collection procedures in qualitative research involve four basic types, those as observations, interviews, documents, and audio-visual materials. In this research, the researcher used interview and documents as instruments as follows:

1. Document

According to Merriam (2009), a document is often used as an umbrella term to refer to a wide range of written, visual, digital, and physical material relevant to the study, including visual images. In this research, the researcher used one type of document, namely a visual document. A visual document refers to materials that contain visual representations, such as images, animations, videos, or comics, which are used to support or enhance the understanding of a phenomenon.

The Webtoon titled *The Wolf & Red Riding Hood* by Xuann falls into the category of a visual document because it primarily consists of visual storytelling through sequential images, even though it was adapted into narrative text form for the purpose of this study. The Webtoon's original format, rich with illustrations, is what classifies it as a visual document.

2. Interview

In collecting data, the researcher used open-ended interviews to find out whether the Webtoon-based teaching materials had an impact on students' critical thinking skills, particularly in making inferences. The interviews aimed to determine whether the Webtoon-based teaching materials created by the researcher had an impact or not. The participants selected for the interviews were students categorized as fast learners, characterized by their active participation during learning activities and discussions.

3.4 Data Collection

This research aims to collect data on students' critical thinking skills, particularly their ability to make inferences, and to explore how the creation process of a Webtoon story contributes to its effectiveness as a learning tool. The procedure for data collection involves two main techniques: interviews and document analysis. These techniques are selected to gain both learners' perspectives and textual insights from the Webtoon stories used in class. The combination of these methods supports a deeper understanding of the students' inferencing abilities and the pedagogical value of visual storytelling. The data gathered through the following steps:

1. Interview

Data collection in this study was conducted using a semi-structured interview method, designed to explore students' perceptions of the use of The Wolf and Red Riding Hood Webtoon media in narrative text learning. The interview questions were compiled based on Richard E. Mayer's (2001) Multimedia Learning theory, which includes four main principles, namely Dual Channel, Cognitive Load, and Active Processing. Additionally, the researcher added two extra dimensions: material comprehension and Redundancy Effect. Material comprehension was included to determine whether students had truly understood the content and narrative structure presented through the Webtoon medium.

Meanwhile, the Redundancy Effect is based on one of Mayer's principles, which states that excessive verbal and visual repetition of information can disrupt the

understanding process. When text and images convey overly identical information, this can actually create additional cognitive load and reduce efficiency in information processing. Therefore, including the Redundancy Effect as one of the categories in the analysis helps researchers obtain richer and more effective data in identifying the challenges students face in understanding Webtoon stories.

In determining the interview participants, the researchers used purposive sampling criteria, selecting students classified as fast learners. These five students demonstrated the ability to understand material quickly, particularly in identifying narrative text structures such as orientation, complication, resolution, and re-orientation with minimal guidance. This category is characterized by high academic performance, such as achieving scores of 90 to 100 on practice questions related to the taught material. In addition to academic achievements, the researcher also considered students' active participation in the learning process. The selected students were those who consistently actively answered teachers' questions, asked questions, and participated in class discussions. This criterion was used to ensure that the data obtained came from individuals with a sufficiently deep understanding of the material and the learning process conducted with the assistance of Webtoon media.

In qualitative research, data validity is a crucial aspect to ensure the credibility of findings. Therefore, this study used source triangulation techniques, one of which was member checking or participant confirmation. This technique refers to Creswell's (2014) opinion, which emphasizes the importance of involving participants in reviewing the findings to assess the accuracy of the researcher's interpretation.

Member checking in this study was conducted by reconfirming the transcribed interview results with the participants. After the interview process was completed, the transcripts were compiled and sent back to the participants for review. They were given the opportunity to verify whether the written statements were consistent with their intended meaning and to add clarifications if necessary. This step was

taken to ensure that the data used in the analysis accurately represented the participants' views and experiences. Thus, through the process of triangulation and validation by the participants, the data in this study can be said to have a high level of credibility and scientific accountability.

2. Document

In addition to using interviews as a data collection instrument, this study also utilized document analysis as a method to examine in depth the learning media used, namely Xuann's Webtoon *The Wolf and Red Riding Hood*. Document analysis was conducted on the visual panels and narratives contained in the Webtoon, with the aim of understanding how the story structure, visual elements, and text intertwine to support students' understanding of narrative text.

The analysis process began by identifying important elements in the visuals, such as character expressions, settings, physical changes, and dialogue appearing in speech bubbles. Each of these elements was then converted or transformed into narrative text based on the general structure of narrative texts, namely orientation, complication, climax, resolution, and reorientation. The researcher rearranges the story sequence by considering the integration between visual and verbal aspects so that the meaning of the story remains intact and easy for students to understand.

In the adaptation process, the researcher also applies the principles of Mayer's (2001) *Cognitive Theory of Multimedia Learning*, particularly the principles of coherence, modality, and signaling. The coherence principle was used to simplify unimportant information so that students' focus remained on the core of the story. This step of applying Coherence starts from the existing outline, the researcher rewrites the dialog and descriptions to include only the essential elements, such as the characters, where the scene takes place, and what the main conflict is. Repetitive sentences or background information that does not contribute directly to the plot are discarded. For example, an overly long narrative explaining Anna's daily life story is omitted so that the reader doesn't get lost in details that don't add to the understanding of the story's core. Once the main text is complete, the Signaling

principle is applied in the script. Signaling was applied to emphasize important parts of the story. The researcher applied the signaling principle through thickening and coloring key words in the developed narrative text. This technique was used to help students recognize important parts of the story and build inference skills based on visual clues in the text.

Finally, Modality was used to combine the original image panels with the written narrative simultaneously, enabling students to process visual and verbal information in parallel. Researchers balanced the information load between images and text. Visually strong scenes, such as Anna's shocked expression upon realizing her growth, were allowed to speak through illustrations, while brief text only provided additional context. Conversely, complex scenes that are less visually vivid are given a brief narration to avoid confusion. Thus, each panel presents a complementary combination of images and text, maximizing visual and verbal dual processing without overloading students' cognition.

In addition to analyzing the Webtoon content itself, the researcher also developed and utilized a student worksheet (LKPD) as a supporting learning document. This worksheet was used during the while-activity stage of the lesson and designed based on the adapted Webtoon story. It contained comprehension exercises focused on main idea, inference, reference, vocabulary, and detailed information. As a part of the learning media, the LKPD served not only as a tool for classroom engagement but also as an instructional document that reflected the researcher's adaptation and simplification of the narrative text. Therefore, the analysis of learning documents in this study includes both the narrative and visual content of the Webtoon and the supporting worksheet developed to guide students' understanding.

3.5 Data Analysis

The data obtained in this study were analyzed through several stages in line with the qualitative data analysis model of Miles and Huberman (1994), which includes data reduction, data display, and conclusion drawing/verification. Researchers used the interview method as the main data collection technique to explore students' perceptions of the use of Webtoon-based teaching materials.

3.5.1 Data Reduction

Miles and Huberman (1994) defined data reduction refers to the process of selecting, and transforming the data that appear in written-up field notes or transcriptions. These includes writing summarizes, coding, identifying themes, clustering, partitioning and writing memos. This process is crucial in organizing and refining the data to reveal meaningful patterns and themes.

➤ Selecting and focusing information

In this stage, the researcher highlighted words or phrases that appeared repeatedly and were relevant to the research focus. The information selected by the researcher is directly related to Mayer's (2005) Cognitive Theory of Multimedia Learning, namely Cognitive load, Active processing, Dual channel, Redundancy effect, and Material understanding.

➤ Simplifying and Categorizing Answers

The next step was to simplify and categorizes the students' answers. Long answers were summarized without changing the meaning, then put into the appropriate category based on the respondents intention. For example, statements such as “gambar yang ada di webtoon itu ngebantu Nuken banget untuk memahami alur ceritanya” are categorized as Dual Channel, while “Kalau untuk memahami cerita ya Miss biasanya Nuken itu melihat gambarnya dulu Miss, kayak mencerna dulu apa maksud dari gambar ini” is categorized as Active processing.

➤ Coding

To facilitate analysis, the next step that researchers take is that each category is then given a certain code. This process is called coding, where each relevant piece of data is marked with a code. For example, for the dual channel category, researchers used the code “DC”, Active processing used the code “AC”, cognitive load used the code “CL” and others. After the coding process was complete, the researcher calculated the frequency of occurrence of each category to find out the most frequent themes or trends that emerged from students' perceptions of English language learning using Webtoon media. Thus, the data that has been systematically organized can be further analyzed to the data display and conclusion drawing stage.

3.5.2 Data Display

In the data research stage, the researcher compiles the coding results into a table or thematic matrix. The aim is to facilitate visualization and identification of patterns that appear in the data. Through this display, researchers can more easily compare the occurrence of each category and see the tendency of students' answers in responding to Webtoon materials as learning media.

3.5.3 Conclusion Drawing/Verification

The final stage is conclusion drawing and verification. Researchers interpret the results that have been categorized and analyzed to answer the problem formulation in the study. Verification was carried out continuously throughout the analysis process, including through member checking and observing the consistency of data in each category. This step ensures that the conclusions drawn truly represent student answers and are based on valid and relevant data.

3.6 Application of Mayer's Principles in Material Design

In this research, the data analysis technique is carried out with a descriptive qualitative approach that aims to describe the multimodal transformation process of Webtoon media into a narrative text that is intact and easily understood by students. The data analyzed are visual panels from *The Wolf & Red Riding Hood* Webtoon that have been selected based on their suitability with narrative text learning materials. The analysis was conducted using Mayer's (2001) multimodality principles which include Coherence, Signaling, and Modality as the main basis in compiling and assessing the results of narrative transformation.

3.6.1 Coherence Principle Step

In this step, the researcher applied Mayer's (2001) *Coherence Principle*, which emphasizes that people learn better when extraneous materials are excluded rather than included. Therefore, during the design process, unnecessary elements that might distract students' focus were removed.

The coherence step was carried out through several actions:

1. Simplifying the text – dialogues and narrative sentences were shortened or rephrased to match students' language proficiency and reduce linguistic overload.
2. Filtering irrelevant scenes – visual panels that did not contribute to the plot or moral message were excluded to maintain focus on the main storyline.
3. Eliminating distracting details – visual or textual elements such as background clutter or excessive expressions were minimized to support comprehension.

This step ensured that the Webtoon materials were concise, relevant, and cognitively efficient, allowing students to concentrate on essential information and better understand the narrative text.

3.6.2 Signaling Principle Step

In this step, the researcher applied Mayer's (2001) *Signaling Principle*, which states that people learn better when cues are added to highlight the organization of essential information. This principle helps guide students' attention to the most relevant parts of the material and clarifies the relationship between visual and textual information.

The signaling step was implemented through the following actions:

1. Highlighting key words or phrases – important expressions in the dialogues and narration were bolded or colored to emphasize their significance in the story.
2. Using visual indicators – arrows, boxes, or panel emphasis were used to direct students' focus toward crucial parts of the scene.
3. Structuring layout cues – the arrangement of panels and text bubbles was organized to reflect the narrative flow (orientation–complication–resolution), helping students recognize story progression more easily.

By applying signaling, the Webtoon-based materials guided learners' attention to important narrative elements, reducing cognitive confusion and supporting their ability to identify main ideas and make inferences.

3.6.3 Modality Principle Step

In this step, the researcher applied Mayer's (2001) *Modality Principle*, which suggests that people learn better when information is presented through both visual and auditory channels rather than using text alone. This principle helps balance cognitive processing by utilizing dual channels visual for images and auditory or verbal for spoken or written text thereby reducing cognitive overload.

The modality step was carried out through several actions:

1. Combining visuals and written text – each Webtoon panel included concise narration or dialogue that complemented, rather than duplicated, the visual content.
2. Ensuring visual–verbal balance – images were designed to support the text by illustrating key actions, emotions, and settings to help students interpret meaning effectively.
3. Avoiding text redundancy – excessive written explanations were avoided to ensure that visuals conveyed part of the meaning, allowing students to process information through both modes simultaneously.

By implementing the modality principle, the Webtoon materials allowed students to construct meaning through integrated visual and textual inputs. This encouraged them to make connections between what they read and what they saw, promoting deeper comprehension of the narrative text.

In addition to analyzing the narrative transformation process based on Mayer's principles, the researcher also examined students' responses in the student worksheet (LKPD) as supporting data. The LKPD, which consists of comprehension questions focused on main idea, inference, reference, vocabulary, and detailed information, was used during the group activity phase. Students'

written responses were analyzed qualitatively to assess their level of understanding toward the Webtoon-based narrative texts.

Overall, these analysis techniques are systematically carried out to produce narrative texts that are not only appropriate to the story structure, but also knowledge-effective. The results of this analysis process are then used as teaching materials in learning activities to see to what extent the transformation of Webtoon to narrative form helps students understand the elements of narrative text better.

V. CONCLUSION

In this chapter, the researcher formulates conclusion based on the result presented in the previous chapter as well as the suggestions from the researcher regarding to the use of Webtoon in teaching reading comprehension

5.1 Conclusion

Based on the results of the research and discussion that has been carried out, it can be concluded that this Webtoon-based material can be developed by applying three principles of Mayer's Cognitive Theory of Multimedia Learning, namely coherence (filtering), signaling, and modality, which function to manage information, direct students' attention, and integrate visual and verbal input effectively. The structured use of these principles ensures that visual panels and narrative text complement each other and support meaningful learning. Therefore, the use of Webtoon "*The Wolf and Red Riding Hood*" is effective in supporting the learning of narrative text for students in grade IX. Because it combines visual and text elements, Webtoon makes it easier for students to recognize narrative structure from orientation, complication, climax, to resolution more intuitively. The interviewed students were able to summarize the storyline coherently, mention the conflict and resolution, and capture the implied moral message. This process shows that Webtoon media facilitates "active processing," where students not only read passively but also actively process visual and verbal information to construct meaning.

In terms of Mayer's multimedia principles, the "dual channel" dimension is evident when students process information through both visual (images) and verbal (text) channels. Many reported that characters' facial expressions, panel color changes, and background illustrations helped them understand the meaning of dialogue or

actions that were difficult to read in text alone. For example, even if there is English vocabulary that has not been mastered, the visual context allows students to keep up with the story. Meanwhile, the principle of "active processing" encourages students to relate the pictures to the text in an integrated way, for example by reading the picture panels first, then examining the narrative sentences, and finally inferring the implied meaning such as the symbolism of the main character's self-change based on visual clues and dialogue. However, there were also challenges related to cognitive load ("limited capacity") and the "redundancy effect." Some students admitted to being overwhelmed by unfamiliar vocabulary or complex story conflicts without clear visual support. Furthermore, if the adapted narrative text is too similar to the information already conveyed in the images without adding new perspectives, students find the material monotonous and uninspiring, resulting in less effective learning. This situation confirms that developers of Webtoon-based materials need to maintain a balance between images and text so that each visual panel really adds value, for example by displaying emotional nuances or important symbols that are not captured through text alone.

The main benefits of using Webtoon for students were seen in the improvement of comprehension and inferential skills. Through retelling activities, the five fast learner students interviewed were able to retell the story in detail, starting from the beginning of Anna's strange transformation to finally accepting her identity as a werewolf guardian. This indicates that Webtoon helps form a complete mental representation. Some students were even able to recognize hidden meanings in the story just by paying attention to subtle visual clues, such as changes in color or character expressions, indicating better critical and inferential thinking skills. In addition, their emotional engagement increased; curiosity ("What's going to happen next?") arose due to interest in the dynamic visual illustrations, resulting in increased motivation to learn.

On the other hand, this study also identified some limitations. The cognitive load created by difficult English vocabulary and unclear panel sequences can reduce learning effectiveness. Panel vagueness such as blurry images or confusing panel

arrangements also adds to students' mental load. In addition, information redundancy when images and text are too similar makes the lesson less challenging. From a methodological point of view, validation of teaching materials has not been formally conducted by subject teachers, and there is no pilot test that presents quantitative data, so far the success of the media has only been measured through classroom observations and researcher reflections, without the support of more in-depth external analysis.

Based on these findings, there are several recommendations for the development of Webtoon-based teaching materials. First, developers should pay attention to the balance between images and text to avoid the redundancy effect; each visual panel needs to present new information that is not conveyed by the text, such as emotional nuances, settings, or important symbols. Second, it is necessary to conduct validation by subject teachers and formal pilot tests to obtain quantitative data, such as the gain index, as well as feedback from more students. This will increase the credibility and quality of the teaching materials. Third, vocabulary simplification and clarification of panel order should continue to be optimized, especially for student groups with low English proficiency, so that cognitive load can be minimized. With these improvement measures, *"The Wolf and Red Riding Hood"* Webtoon has great potential to be applied more widely as an innovative alternative in learning to read narrative texts in the digital era.

5.2 Suggestions

Based on the findings of the research on the use of Webtoons in teaching narrative texts, several suggestions can be made for schools, English teachers, and future researchers.

5.2.1 Suggestions for Schools:

Schools should provide adequate facilities and technological support to make the use of Webtoons in English learning more effective. For example, schools can set up projectors or large screens in English classrooms and ensure a stable internet connection so that students can access Webtoon smoothly. In addition, the school

library can update its digital collection by adding relevant educational e-books and Webtoons. Furthermore, schools need to encourage teachers to work together in creating and evaluating Webtoon-based materials so that the use of this media is not just an individual initiative but part of a planned and continuous curriculum.

Moreover, the integration of Webtoon media in classroom instruction should be supported because it has the potential to help students develop critical thinking and inference skills. Through the combination of visual panels and narrative text, students are encouraged to interpret implicit meanings, analyze character motivations, connect events logically, and draw conclusions based on contextual clues. This process stimulates higher-order thinking skills, as students must go beyond literal comprehension and construct meaning actively. Therefore, institutional support for Webtoon-based learning is not only related to technological readiness but also to fostering students' analytical and inferential abilities in reading narrative texts.

5.2.2 Suggestions for English Teachers:

For English teachers, it is important to understand the basics of multimedia design so that the Webtoon materials created are not overwhelming and easy for students to understand. Teachers need to ensure that each image in the Webtoon has additional information such as facial expressions or setting details that help clarify the context of the story, rather than simply repeating the text. In addition, teachers need to design activities that encourage students to think actively, for example by asking them to compare what they see in the pictures with the text they read, create a storyline map, or write conclusions based on visual clues. To reduce the burden on students' minds, teachers are also encouraged to explain difficult vocabulary before reading Webtoon and compile a simple glossary or sample images. Finally, collaboration with other teachers, such as Art or Design teachers, can enrich the quality of Webtoon illustrations and add cultural or artistic context that helps students understand the story as a whole.

In addition, teachers should continuously seek new ideas and alternative reading materials that can support students' comprehension, critical thinking, and inference skills. Exploring various digital stories, graphic narratives, or culturally relevant texts can provide richer learning experiences and prevent instructional monotony. By actively innovating and diversifying reading sources, teachers can better adapt materials to students' needs and proficiency levels, ensuring that learning remains engaging, meaningful, and cognitively stimulating.

5.2.3 Suggestions for Future Researchers:

For researchers who want to continue this study, they should make a comparison between two groups of students one who reads using Webtoon and one who uses plain text with the aim of seeing differences in learning outcomes through pre-test and post-test scores. Researchers also need to create a short questionnaire to measure the level of difficulty felt by students, such as how heavy the burden of thinking is when reading Webtoon panels or how difficult the vocabulary used is. In addition, the research should be conducted at various school levels, such as junior high and high school, and involve students with different backgrounds or test different Webtoon genres (e.g. historical stories or exposition texts) so that the results are more general and can be applied in many places. For non-technical fields, researchers should also measure students' motivation and interest in reading, for example through questionnaires or short interviews asking how interested they are in learning and how often they want to read again at home after being introduced to Webtoon. Finally, a long-term study for example, following students' progress over a semester could show whether the effects of using Webtoon on students' reading and critical thinking skills persist over a longer period of time, rather than just a momentary improvement.

Furthermore, future studies are encouraged to experiment with other multimedia learning principles beyond those previously applied, such as redundancy, spatial contiguity, temporal contiguity, personalization, or segmenting principles, in order to examine which combination most effectively supports comprehension and critical thinking. The development of Webtoon-based teaching materials

should also be implemented on a larger scale and tested more extensively across different classes and schools. A broader field trial involving a greater number of participants will strengthen the validity and reliability of the findings. In addition, the teaching materials should undergo systematic try-outs and revisions based on empirical data and expert validation, so that the final product is not only theoretically grounded but also pedagogically tested and refined for wider educational use.

By focusing on these suggestions, schools can create more engaging and effective learning environments, English teachers can enhance their teaching methods, and future researchers can further explore the potential of Webtoons as a valuable educational tool.

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