CHAPTER II
THEORETICAL REVIEW

In conducting a research, theories are needed to explain some of the data applied in the research concerned. The author presents several theories related to this research to focus this research.

2.1 The Role of Teacher

The role of teachers in the teaching and learning process, among others, affects the success of education. If teachers perform their duties well and professionally, they make a significant contribution to education. According to (Brown, 2007), teachers can play an important role in teaching and can assist learning. They will rely heavily on the relationships they build with their students, as well as their own level of knowledge and skills. The role of teachers in the classroom is very diverse, and they can do it in different and better ways to provide high quality education to students. To improve students' reading comprehension, teachers should be able to facilitate students by using interesting strategies and media both material and non-material, so as to attract students' interest in learning, especially reading. In this case, the teacher must apply his function as an mediator and facilitator. The following is an explanation of the teacher's function as an mediator and facilitator to apply strategies or media in learning, especially in improving students' reading comprehension.

2.1.1 Teachers as Mediator

The teacher acts as a mediator, triggering important cognitive reactions between students and events in their lives. One important component of mediation teaching is helping students understand the shared meaning of their experiences, new knowledge, and relationships. The goal is to generate as much generalizable knowledge about understanding, thinking, learning, and problem solving as possible that is systematic, clear, and effective from each child's encounter with the material. The teacher as a mediator can be interpreted as an intermediary in

student learning activities, such as mediating or resolving deadlocked discussions. (Haywood, 2016)

Mediator can also be interpreted as a media provider. How to use the media and organize it. As a mediator, teachers must understand educational media because media is a communication tool used to further streamline the teaching and learning process. Educational media is a very important basis that complements and is an important part of the success of the educational process in schools. Teachers must not only understand educational media, but must also know how to select, use and optimize them. To achieve this, teachers should regularly and systematically follow practical exercises before and after work. The objectives, materials, methods, evaluation and abilities of the teacher as well as the interests and abilities of the students should ensure that the educational media selected and used are appropriate. (Abida Ferindistika Putri et al., 2019)

In addition, teachers as mediators are also intermediaries between people. Teachers must have the ability to use their knowledge of how people interact and communicate to create the highest quality interactive environment. In this regard, teachers can do three things: encourage good social behavior, establish a personal interaction style, and build good relationships with students.

2.1.2 Teachers as Facilitator

As a facilitator, the teacher's role is to assist and encourage students by providing the resources and tools they need to become more independent and problem-focused. According to the constructivism teaching method, "knowledge is built in the minds of students and continuously involves students," therefore this function is very important (Harden & Crosby, 2000). The teacher's role as a facilitator is to help students learn as much as possible by using various techniques, approaches, media, and learning materials.

Neary (2002: 63) lists some qualities of teachers that make them good facilitators, namely: student-centered, sharing, collaborative, participatory, aware of each student's unique learning needs, open to learning, allowing students to set boundaries, and having a broader perspective. Teachers often focus on learning in

their role as facilitators. For teachers to fulfill their function as facilitators, each of them must be considered. Teachers know that they must engage their students in learning and provide effective instruction using a variety of instructional methods as well as technology (Novi Dewi Purnama, 2015). There are several indicators of teachers who act as facilitators in learning according to (Jeremy Harmer, 2003), namely:

a) As a learning facilitator, teachers must provide all the resources students need, such as learning materials, reading materials, digital resources, and an adequate learning environment. In addition, teachers must also provide guidance and support to students when they experience difficulties in learning, so that each student can build their own knowledge.

b) To create a safe, supportive and positive learning environment for all students, teachers should prepare themselves to avoid safety risks, create spaces that support learning and make spaces accessible to students with special needs. Teachers have the ability to manage a variety of learning experiences to create a positive and productive learning environment for all students. Classroom procedures and policies are an important part of creating a positive learning environment. Teachers regularly evaluate and implement effective classroom management techniques.

c) Using Educational Technology. Teachers can use educational technology when assisting students. Technology such as computers, tablets, learning software and online learning platforms can enhance students' learning experience. Teachers can use these technologies in their learning activities, provide access to digital resources, and use creative aids such as videos, apps, multimedia presentations, or interactive simulations to support student understanding.

d) Encourage students to cooperate with each other in class. Teachers model and encourage democratic principles and processes that are important in the real world.

e) Encourage students' curiosity and intrinsic motivation to learn.

f) Help students become independent, creative and critical thinkers by providing experiences that build their ability to think and solve problems independently,

critically and creatively.

g) Allow sufficient time for students to complete tasks and provide clear explanations of their expectations.

h) Connect with students in an effective way. By using language, teachers encourage self-expression, identity development and learning for their students.

i) Teachers also encourage students to learn about other cultures and instill respect for others and their differences.

2.2. Reading Comprehension

2.2.1. Definition Of Reading Comprehension

According to (Francoise Grellet, 1981), reading is an active skill that involves guessing, predicting, checking and asking questions to oneself. Therefore, readers are actively involved in various activities that help them understand the text.

A reader's ability to understand a text is defined as reading comprehension. It requires different reading skills, such as word recognition, fluency, lexical knowledge, and the ability to read quickly, so that readers can obtain information from the text. (Wolley, 2011)

Allah Swt explained about comprehension in Surah Maryam verse 42-48:

إِذْ قَالَ لِأَبِيهِ يَٰٓأَبَتِ لِمَ تَعْبُدُ مَا لَا يَسْمَعُ وَلَا يُبْصِرُ وَلَا يُغْنِي عَنكَ شَيْـًٔا ۝ يَٰٓأَبَتِ إِنِّي قَدْ جَآءَنِي مِنَ ٱلْعِلْمِ مَا لَمْ يَأْتِكَ فَٱتَّبِعْنِيٓ أَهْدِكَ صِرَٰطًا سَوِيًّا يَٰٓأَبَتِ لَا تَعْبُدِ ٱلشَّيْطَٰنَ إِنَّ ٱلشَّيْطَٰنَ كَانَ لِلرَّحْمَٰنِ عَصِيًّا يَٰٓأَبَتِ إِنِّيٓ أَخَافُ أَن يَمَسَّكَ عَذَابٌ مِّنَ ٱلرَّحْمَٰنِ فَتَكُونَ لِلشَّيْطَٰنِ وَلِيًّا قَالَ أَرَاغِبٌ أَنتَ عَنْ ءَالِهَتِي يَٰٓإِبْرَٰهِيمُ لَئِن لَّمْ تَنتَهِ لَأَرْجُمَنَّكَ وَٱهْجُرْنِي مَلِيًّا قَالَ سَلَٰمٌ عَلَيْكَ سَأَسْتَغْفِرُ لَكَ رَبِّيٓ إِنَّهُ كَانَ بِي حَفِيًّا وَأَعْتَزِلُكُمْ وَمَا تَدْعُونَ مِن دُونِ ٱللَّهِ وَأَدْعُوا۟ رَبِّي عَسَىٰٓ أَلَّآ أَكُونَ بِدُعَآءِ رَبِّي شَقِيًّا

Meaning: "And (remember) when he (Ibrahim) said to his father: "O my father, why do you worship that which cannot be heard and cannot be seen and does not benefit you in the least? O my father, verily there has come to me knowledge which has never come to you, so follow me, and I will show you the straight path. O my father, do not worship the devil! Verily, the devil is a denier of the Most Gracious Lord. O my father, I fear that the punishment of the Most

Gracious Lord will befall you and you will become a companion of the devil." He (his father) said, "Do you hate my gods, O Ibrahim? If you do not stop (denouncing the gods I worship), I will surely stone you and leave you for a long time." He (Ibrahim) said, "May salvation be for you. I will seek forgiveness for you from my Lord. Verily He is the Most Forgiving, the Most Merciful to me. I will distance myself from you and what you worship besides Allah. I will pray to my Lord that I may not be disappointed in my prayer to my Lord."

From read the story of the verse above, we can comprehend and take the lesson from that verse. It relates with the comprehension in reading. Readers must use the skills they have to understand the text because reading comprehension is a complicated process. (Adams, 1994) states that reading ability is based on the ability to recognize words easily. Individual cognitive growth, which is the structure of the reasoning process, shows this.

To succeed in reading comprehension, students need to actively process what they read, such as reading a written text and they must understand the meaning of the written text. According to (Caroline T. Linse, 2005), there are two main motivations in reading. The first is reading for pleasure. Readers read books to get entertainment, such as novels or comics. Secondly, they read books to get information, such as reading articles or newspapers. Therefore, reading comprehension can provide benefits for readers, not only in school but also as entertainment.

2.2.2. Level Of Comprehension

Comprehension has four levels, namely literal level, inferential level, critical level, and creative level, the four levels will be explained as follows:

1. Literal Comprehension

Literal comprehension is the easiest level of reading comprehension because the reader does not need to go beyond what is actually stated by the author or take ideas and facts that are directly stated on the printed page. At this level, readers can gain a clear understanding of the text, which includes text details, pronouns, and story order. (Safitri & Melati, 2023)

2. Inferential Comprehension

   Includes reorganization and inferential understanding. At this level, readers can make inferences from the text and understand the implied meaning of sentences. In addition, they can identify the main idea, cause-and-effect relationships, pronouns, and words or expressions that are not in the text.

3. Critical Comprehension

   Critical comprehension refers to the ability to make analyses, evaluations, judgments, and personal assessments about the informational ideas the author offers in a passage.

4. Creative comprehension

   Creative comprehension is the highest stage of reading comprehension. During this creative comprehension process, readers have the opportunity to expand their own thinking and develop new ideas as well as new methods and perspectives. Various strategies can be used by students to achieve this level of reading, depending on how the text is read and the context. (Judy Willis, 2008)

2.2.3. The Important of Reading Comprehension

Understanding and evaluating the text we read is an important part of reading comprehension. Reading is a process that allows students to communicate with the text and use what they know beforehand to improve their understanding of what the author is saying. Reading comprehension is the term for this. Reading comprehension is influenced by many cognitive and language acquisition processes. Developing the ability to understand, analyze, and respond to texts and writing is one of the many advantages students can gain if they master this skill. Ultimately, good reading comprehension skills can make students look more professional in their field. In the language learning process, students' way of thinking and creativity are influenced by reading mastery. Therefore, the level of students' reading mastery can determine the quality of their language learning (Widiyanto, 2017). Al – Qur'an also states the important of reading in some if its verses. One of them is surah Al – alaq 1-5:

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِي خَلَقَ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ٱلَّذِي عَلَّمَ بِٱلْقَلَمِ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ

Meaning: "Read: In the name of the Lord Who create. Create the man from a

clot. Read: And the Lord is the Most Bounteous, who teach by the pen. Teach the man that which he knew not." (Al – Alaq: 1-5)

These verses begin with the word "Iqro!", which means "read". From his first revelation, Prophet Muhammad received the first word, "Iqra'," or read. This word "iqra'" is so important that it is repeated twice at the beginning of surah Al Alaq because of its value. It shows how important it is to learn and gain knowledge by reading in the name of God. This command was given to Prophet Muhammad as an invitation to all humanity to continue learning, developing themselves, and seeking knowledge. (Putri et al., 2023)

In addition, Allah has promised to raise the degree of those who learn and have knowledge. This is in accordance with surah Al-Mujadalah verse 11:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِي ٱلْمَجَٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ لَكُمْ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَٰتٍۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: "O you who believe, when it is said to you, "Make room in the assemblies," then make room, and Allah will make room for you. And when it is said: "Stand up," then stand up, surely Allah will elevate those who believe among you and those who are given knowledge a few degrees. Allah will elevate those who believe among you and those who are given knowledge by a few degrees. Allah is meticulous about what you do."

Regarding the above verse, Anshori Umar Sitanggal et al.'s book Tafsir Al-Maraghi explains that Allah raises the degrees of those who believe by adhering to His and the Messenger's commands, especially those who are knowledgeable among them, several degrees in terms of rewards and levels of enjoyment. The foregoing verse makes it clear that Allah will bestow praise onto believers and knowledgeable people to a greater extent in their life. (Maraghi, n.d.)

These verses lead to the conclusion that Allah loves those who learn. Therefore, Allah promises to raise the status of those who learn in the way of Allah. Reading and understanding the material then applying it in real life is one way to encourage us to learn.

The Prophet Rasulullah in some of his traditions also commanded the pursuit of knowledge for every Muslim.

وَعَنْ أَنَّس رَضِيَ الله عَنْهُ قَالَ : قَالَ رَسُوْلُ اللهِ صَلَّي اللهُ عَلَيْهِ وَسَلَّمَ : مَنْ خَرَجَ فِىْ طَلَبِ الْعِلْمِ فَهُوَفِىْ سَبِيْلِ

اللهِ حَتَّى يَرْخِعَ (رَوَاهُ التِّرْمِيْذِى).

"From Anas ra, he said: The messenger of Allah SAW said: a person who goes out to seek knowledge, then he is in the path of Allah until he returns." (HR.At-Tirmidzi).

The above verses and hadiths show low important science is. Therefore, Omar Mohammad al-Toumy al –Syaibany states that one cannot build himself into an expert or clever in a particular field without understanding its theoretical basis. Moreover, he cannot develop a positive attitude towards work or anything else without knowing it.

2.2.4. Factor Affecting Reading Comprehension

There are many factors that affect reading comprehension, including:

1. Complexity of the reading text

   Text comprehension can be affected by text complexity, such as difficult vocabulary, sentence structure, and overall readability. Readers will not be able to understand what they are reading if they do not know the meaning of most words. Children learning to read more complex texts must learn new vocabulary (Manguilimotan et al., 2024). Texts that are too complex may challenge readers, while texts that are too simple may fail to attract readers' attention (Abbas Pourhosein Gilakjani, 2016). Having an interest in reading and learning is important to improve their understanding of the text.

2. Background Knowledge

   Students' prior knowledge greatly affects their ability to understand what they read (Middleton, 2020) . A child's ability to understand what he or she reads is greatly influenced by these traits. The main purpose of reading is to comprehend. This is an important reading technique because making connections between texts helps readers to share the relationship between the text, the world, and themselves. A skill that demonstrates students' prior knowledge is making connections through visual aids, writing, or speech. Background information can be very helpful in understanding nonfiction writing, which is often a difficult genre for students to understand.

3. Environmental Influences

One of the most influential factors in improving students' reading comprehension is parental involvement with students. In other words, if students have highly educated parents, they also tend to have good reading comprehension (Mindy Gabriela, Garcia Cicerchi, Hernando Colin, 2022). For example, parents' participation in literacy activities, access to books at home, and encouragement of reading habits can affect children's reading comprehension ability.

4. Technology and Multimedia

(Jeremy Harmer, 2003) states that when students have the opportunity to see and engage in the use of media, most show greater interest in language learning. In addition, Miller (2003) states that written text and technology are two types of media that teachers and lecturers can use in teaching reading and reading comprehension. When they have the opportunity to see and engage in the use of media, this will increase their interest in language learning. Not only can this improve their comprehension in reading, but it can also improve their knowledge of the use of technology and synthesis in learning (Resy Oktadela,M. Zaim, 2014). The use of digital tools, multimedia resources and interactive platforms can both enhance and distract from reading comprehension. How effectively these tools are integrated into the reading experience.

5. Motivation and interest

Having motivation and interest in the topic being read can help improve comprehension (Manguilimotan et al., 2024). If readers find the reading material monotonous, they will find it difficult to concentrate on understanding it, so their comprehension will be reduced. However, if the reading material is interesting to students, they will easily understand it and remember it easily. EFL teachers should provide interesting reading materials to encourage their students' interest. The selection of media that attracts students' attention is very important. There are several suitable media to use, including:

1) Books from various genres

This can help create variety and cater to students' diverse interests. They can choose books based on their interests, such as fiction, non-fiction, fantasy, mystery or history.

2) Educational games

Games such as charades, puzzles, or board games that require reading comprehension can capture students' interest and support talent-based learning.

3) Videos and animations

This media can help students understand difficult concepts in a more visual and dynamic way. Short videos or animations related to the subject matter can increase students' interest in learning the material.

4) Webtoon or comics

Webtoon or comics are suitable media to overcome motivation and interest factors. Interesting pictures can help visualize the story and attract students who prefer visuals or artistic.

2.3. Webtoon Applications

2.3.1. Definition of Webtoon

"Webtoon" is an abbreviation of the words "web and cartoon" and means "a cartoon created for publication on the internet according to the features of the web." On August 16, 2000, Hankyoreh newspaper used the term "Webtoon" for the first time in Korean media. At that time, "Cheollian" managed a portal site and launched a new internet cartoon service called "Webtoon." Since the cartoons were first published on major portal sites in the early and mid-2000s, webtoons have become very popular. Webtoon writers have created good content and welcomed a golden age thanks to good payments from major portal sites. Webtoons are distinguished from comic books in that they are created for viewing over the internet. However, the idea of webtoon has evolved after the advent of smart media. Now webtoons are defined as creative products that organically combine stories, images, and ICT techniques. (Lee Eunkoung, Choi Myoungsik, 2015)

Webtoons are a combination of the web and cartoons that serve to increase students' reading interest and help them understand texts more easily as they contain simple words, colorful illustrations, background sounds, and great drawings to ensure that students enjoy learning while reading them. Both educators and students can choose from a variety of storylines and genres in these comics that suit the topic they are studying. The webtoon app is also available in

five languages. (Suhada et al., 2022)

Digital comics such as webtoon can be used as a collaborative tool that allows English language students to practice language in an interactive context, share information with friends, and interpret events. In addition, webtoon can be used as a tool that encourages students to read and compete to complete tasks first, which will eventually turn them into English students. Digital comics can help you learn English better both in class and independently. Therefore, teachers should always keep up with the digital world to help their students. Students who enjoy using technology in their daily lives are most likely to read books that are presented in an interactive digital form. Moreover, introducing webtoon to students at an early age will help them learn technology and master important 21st century skills that will be useful throughout their lives. (Daikh, 2022)

The main purpose of webtoon is to entertain readers as they scroll through their mobile devices. Readers love webtoon because it has interesting images and dialog. In addition, the dominance of smart phones and technology has allowed apps like this to compete with the print version. Therefore, webtoon is designed to help students better understand what they are reading. In this case, webtoon helps people learn English. Students are attracted to reading webtoon because of its visual elements. Therefore, webtoon has the ability to change the reading habits of the current generation. This digital app can be used as a learning medium to encourage students' interest in English. Students can use the webtoon app to memorize their newly learned English vocabulary from the webtoon stories. This will help them become smarter learners, problem solvers and independent learners. In addition, by using this learning method, it can encourage students to work in groups to help each other solve complicated problems. It can also help students complete academic tasks, help them understand difficult concepts, and improve critical thinking skills. webtoon also has various types of stories, including comedy, action, mystery, thriller, adventure, and romance. (Amin Khudlori, Achmad Bahtiar Efendi, 2022)
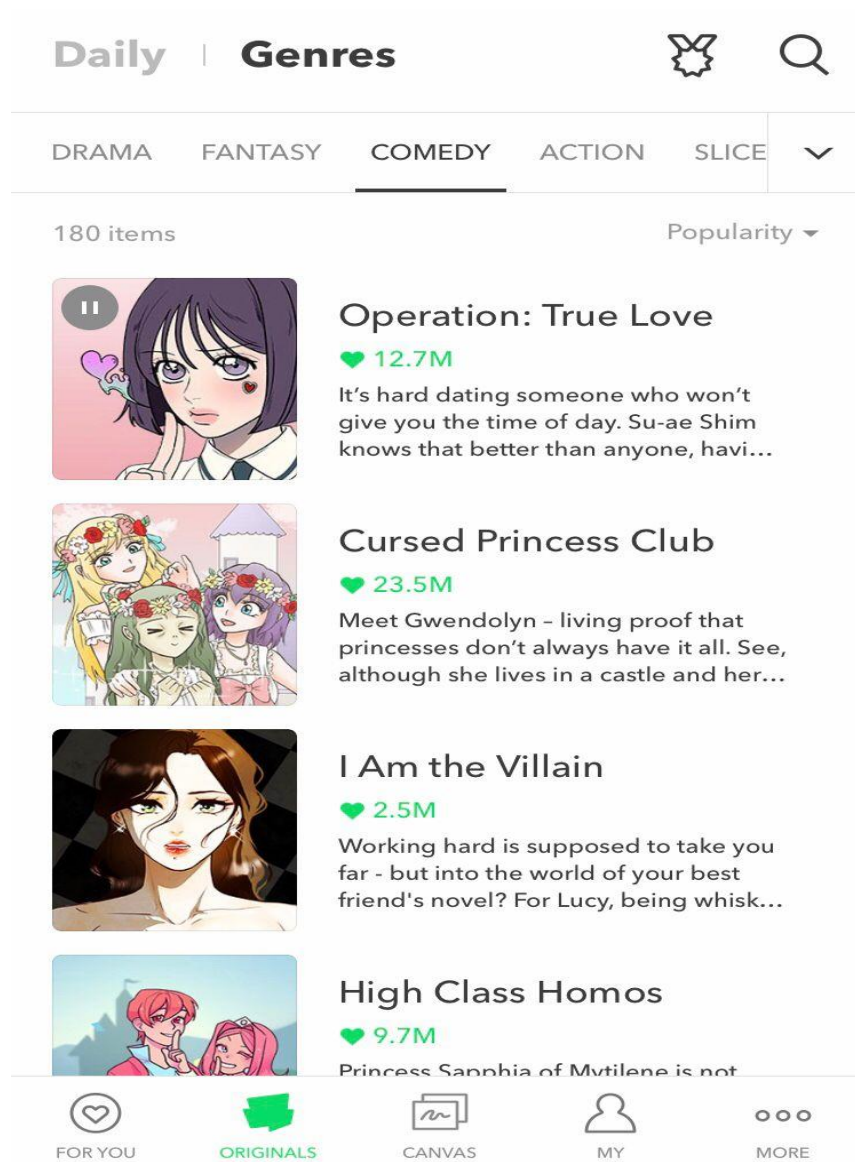
Figure 2.1 Types of Story

2.3.2. How To Operate Webtoon

Webtoons can be accessed through three main types of media: websites, apps, and social media. The webtoon website can be found here: https://www.webtoons.com/. This website serves as the main tool for new readers who want to read webtoon comics but don't have the app yet. In addition, new readers can take a quick look at this media site before using the webtoon app.
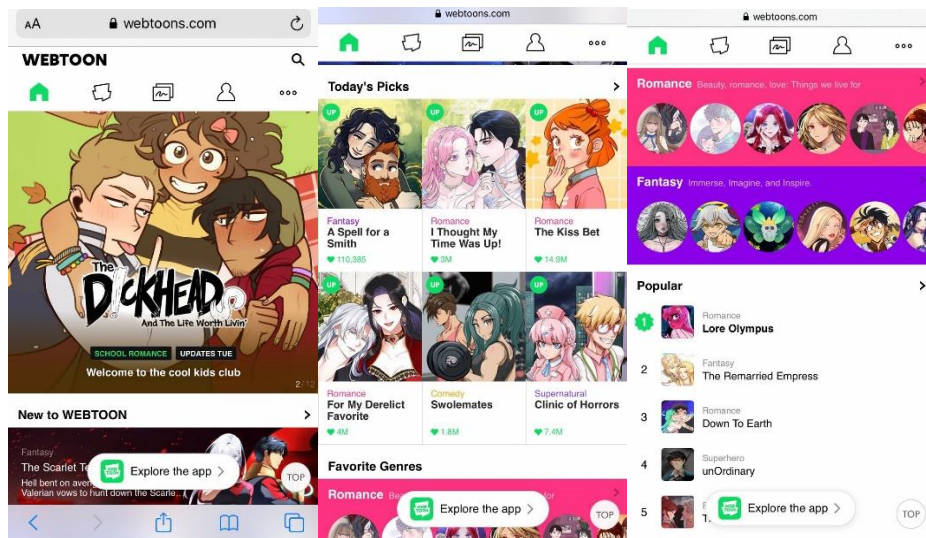
Figure 2.2 Webtoon on The Website

You will be on the first page, or Home, when you open the webtoon. Readers will be spoiled with the wide variety of comics presented on this page, which have very attractive and colorful illustrations. In addition, this "Home" page displays recently published comics, readers' favorite genres, the most popular comics on the webtoon, and the most readers' picks of the day (today's picks). As the layout and visual elements of this "Home" page show, the webtoon company prioritizes the convenience of readers, allowing them to choose and read comics according to their tastes without having trouble finding them. However, the following method is to open the webtoon through the app:

Download and install the Webtoon app on your phone. Search for the app by typing Webtoon in the Play Store or App Store.

Figure 2.3 Webtoon App on Playstore

Once installed, click open to register for the Webtoon app.

Figure 2. 4 Downloaded Webtoon App

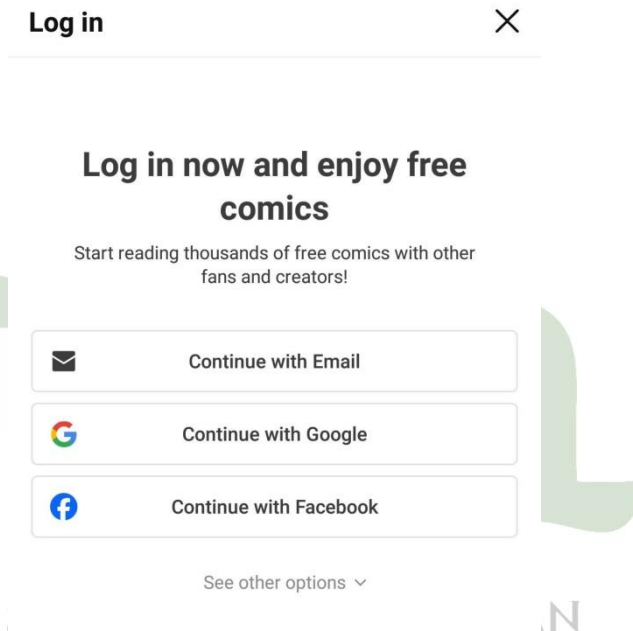Login can be with Email, Google, or Facebook. Choose one of the three

Figure 2.5 Login Page

Once you have successfully logged in, the home page will appear as shown. Just like when logging in using the web, this "Home" page displays recently published comics, readers' favorite genres, the most popular comics on webtoon, and the most readers' choices today (today's choice). The app will also display the most popular titles based on reader reviews. Try tapping on one of the titles.
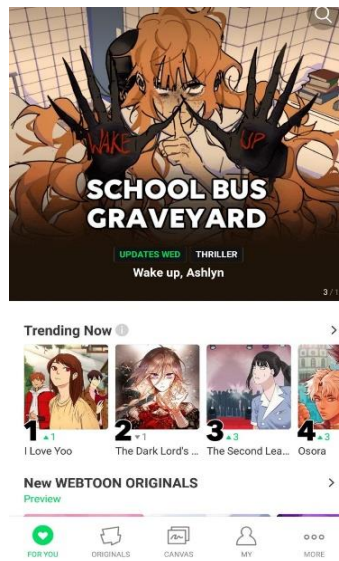
Figure 2.6 Home Page

You will see a number of buttons at the top and bottom of the screen if you tap it once. Each button has a unique function. The three-dot button at the top shows the Download and Share buttons. Comics can be downloaded and shared with these buttons.
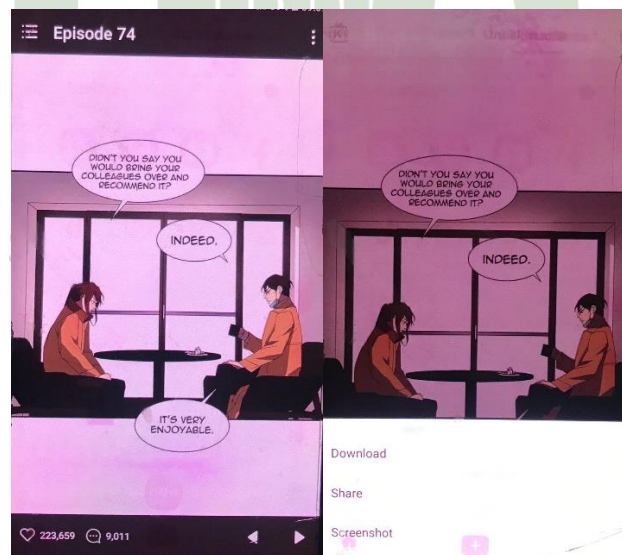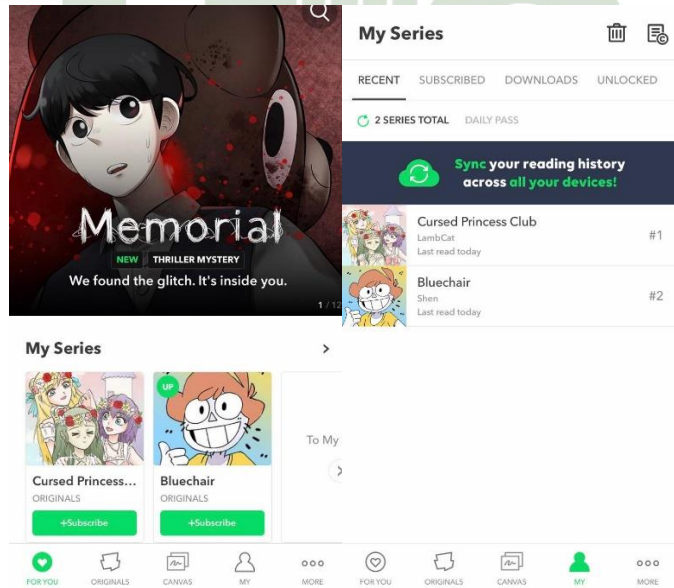

Figure 2.7 Download, Share And Screenshot Buttons

The comment button creates a dedicated panel for readers' messages and impressions. You can also leave a testimonial or give a brief appreciation to those who created it.

Figure 2. 8 Comment page

You can also press the "My Series" menu button to view your reading list, favorites, and downloads.
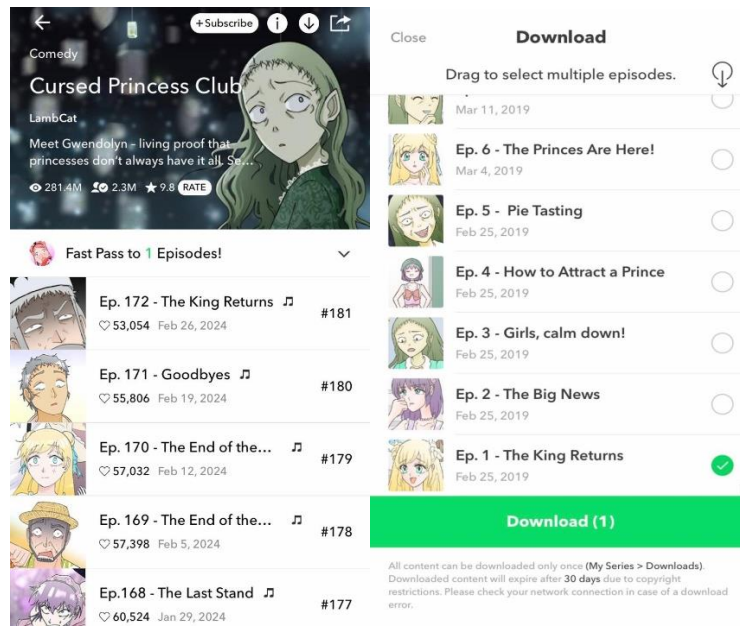
Figure 2.9 Reading List

On the image are the texts of webtoon stories from several titles written in English. Contextually, the stories will go into their subconscious and learning English becomes more fun. Students will gain new vocabulary from the stories they read. In each webtoon story, there are different moral values.

Figure 2.10 A Menu of Selected Webtoon Stories From Various Titles

2.4. Webtoon Application to Improve Students' Reading Comprehension

The pictures in Webtoon can help readers understand concepts without using a dictionary. The depicted storylines can capture students' attention. In addition, excellent features that explain character expressions and cinematic effects can replace dictionaries. Since Webtoon offers various genres of comics in English, so students can learn English while having fun, this app will make students more interested in reading. In addition, this digital comic resource made in South Korea can interest students to try new things which encourages them to learn to read. In this kind of situation, using the right English learning method can make learning easier and more fun for students. This method is very easy for teachers to do in the classroom and is recommended to be applied in their teaching and learning activities.

2.5. Advantages and Disadvantages of Webtoon in Teaching Reading Comprehension

2.5.1. The Advantages of Using Webtoons in The Classroom

In today's technological era, Webtoon is familiar and much favored by middle and high school students. Webtoon presents comics with various genres to entertain its readers and can be a medium for learning languages such as English, Mandarin, Korean, and others. There are several reasons why comics have more power than other subject matter. Comics are one of the most preferred types of literature for students. Comics are popular and accessible and can help students learn to use dialog, concise and dramatic vocabulary, and nonverbal communication. Webtoon can increase students' interest in the learning process. Students can also generate ideas easily and these ideas can be developed with new vocabulary acquired by reading webtoons. Another advantage is that students are more motivated to read and train them to understand the meaning of the text easily with the illustrated stories on webtoon. These techniques prevent the class from becoming boring and meaningless as usual.

2.5.2. Disadvantages of Using Webtoon in The Classroom

Webtoon also has some disadvantages in its application for learning. To use

webtoon in the learning process, ICT devices such as laptops, projectors, white screens, smartphones, and of course internet connections are required, which are not necessarily available in all schools. Teaching using webtoon requires students and teachers to provide the media before the learning time starts, so that learning time can be used effectively. Based on the researcher's experience, teachers must be able to manage the teaching time using webtoon because it takes a lot of time. Students are required to read the text in order to understand the storyline given. In addition, the teacher must choose the comics to be used and must check both in terms of images and language whether it is appropriate to be given to students. Webtoon application is not necessarily the main media in learning English. Therefore, it is possible that the short stories in the Webtoon application do not have good value. As the controller of learning, teachers certainly have their own challenges. One additional problem is how teachers can use Webtoon apps to teach English at school. This should be carefully considered to get the maximum benefit. In addition, there may be teachers who still have difficulties in using the app. (Darmawati, 2022)

2.6. Previous Research

In this section, researchers list the results of previous studies related to the research to be carried out, then summarize the results of these studies, both published and unpublished. The results of this previous research are still related to this research.

First, research conducted by Nuratikah (2018) in her research entitled "The Effect of Using Webtoon on the Ability to Write Pantun". This research is quantitative research. The purpose of this study was to see the effect of Webtoon on the ability to write rhymes. The method used is True Experimental Design with Posttest-Only Control Design design, with the hypothesis that there is an effect of using Webtoon on the ability to write rhymes in class VII students of SMP Islam Ruhama Ciputat. The results of this study indicate that there is a significant effect of using Webtoon on the rhyming writing skills of seventh grade students of SMP Islam Ruhama Ciputat. This is evident from the calculation of the tcount of 5.732 which is greater than the ttable of 2.00856. Thus it can be concluded in this study

that the use of Webtoon has an influence on the rhyming writing skills of seventh grade students of SMP Islam Ruhama Ciputat.

The differences between previous research and this study are;

1) The previous research was conducted at SMP Islam Ruhama Ciputat which is located at Jalan Tarumanegara number 67, Cirendeu, East Ciputat, South Tangerang, Banten. While this research was conducted at

2) The focus of the previous study was the effect of webtoon on the ability to write rhymes, while the focus of this study is how the teacher's role in developing students' reading comprehension through the application of webtoon.

3) The previous research was quantitative research while this research is qualitative research.

Second, research conducted by Alfa Khairani (2020) in her research entitled "Improving Students' Reading Comprehension Through the Webtoon Application at Mts Az-Zuhri Tanjung Morawa in the 2020/2021 School Year". The research method used in this previous study was classroom action research which was conducted in two cycles. The data obtained were analyzed qualitatively and quantitatively. Qualitative data is obtained through interviews and observations. For quantitative data obtained through pre-test and post-test. Based on the qualitative data found in this study, the use of Webtoon application can improve students' response in reading comprehension. This can be seen from the test results. In the first cycle, it consisted of two meetings. In the first meeting, the percentage of student results was 32.5% (fair) and for the second meeting, the percentage of student results was 63.8% (good). In the second cycle, the score obtained by students was 83.3% (very good). This value shows that the average value of students has increased in each test. The average score of students in the pre-test was 13 out of 36 students (32.5%). The percentage of students who scored 70 or more on posttest I was 23 out of 36 students (63.1%). The percentage of students who scored 70 or more in post-test II was 30 out of 36 students (83.3%). The increase in the percentage of competent students from pre-test to post-test I has increased by about 50.6%, from post-test I to post-test II by 20.2%, pre-test to post-test II by 50.8%. From these data, it shows that the increase in students' reading ability is quite significant, the results of research in this previous study

show that using the Webtoon application can improve students' reading comprehension.

The differences between previous research and this study are:

1) The subjects in the previous study were class VIIA MTs Az-zuhri students totaling 36 students, with a sample of 36 students. While the subjects in this study were the remaining XI SAINS A-1 MAN 1 Medan class students totaling 33 students.

2) In the previous study, the focus of the research was on improving students' reading comprehension skills by using the webtoon application. Whereas in this study, it focuses on how the teacher's role in developing students' comprehension skills through the application of webtoon.

3) The previous study used the Classroom Action Research method which was conducted in two cycles. Data were analyzed qualitatively and quantitatively. While in this study using a descriptive qualitative approach method.