

## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 Findings

This research was conducted at MAN 1 Medan which is located at Jalan Williem Iskandar No.7B, Sidorejo Village, Medan Tembung District, Medan City, North Sumatra Province. This madrasah is headed by Mr. Reza Faisal, S. Pd, M. PMat.

**Figure 4.1 Front View MAN 1 Medan**



Source: Google

The motto of this madrasah is spreading goodness and heirs of virtue, striving to spread honesty will undoubtedly reap prosperity.

The vision of the madrasah is to reflect the ideals of MAN 1 Medan which is oriented to the future by taking into account the potential of desire, in accordance with religious norms and expectations of society and the nation, as well as a strong desire to achieve excellence, encourage the enthusiasm and commitment of all school members, and encourage better change, to realize it MAN 1 Medan determines strategic steps.

The mission of the madrasah is to have good character, practice and convey Islamic teachings, be able to continue education to a higher level of education, productively fill national development, improve teacher professionalism, carry out systematic and technological learning, increase the participation of parents,

communities, in education management, and preserve the school environment and the environment outside the school and prevent pollution and realize an environmentally friendly school (green school).

This madrasah aims to realize the development of student creativity in both academic and non-academic fields, the realization of graduates who are faithful and devoted by mastering IMTAQ and also able to compete in the global era, and can maintain the nation's culture.

At MAN 1 Medan, there is an English teacher who applies webtoon application as a learning media especially reading comprehension so that research on the role of teachers in developing students' reading comprehension through webtoon application can be conducted. This research was conducted in class XI Sains A-1 which is located on the 2nd floor. The class consists of 37 students. This class has very adequate facilities to support a good teaching and learning process. This class has a spacious and clean room so that it can make students comfortable while learning. This class is also equipped with air conditioning, infocus, fans, tables, chairs and whiteboards which are very good for the teaching and learning process.

**Figure 4.2 Classroom Facilities**



Source: researcher

This study contains the results of interviews regarding two existing problem formulations, namely the role of the teacher as a facilitator and mediator in developing students' reading comprehension through webtoon applications. This data is also complemented by observation data conducted in July. In addition, to strengthen the interview and observation data, documentation was also conducted and all data in this study were described in accordance with the research focus. Researchers conducted semi-structured interviews, semi-structured observations and documentation to obtain data on the role of teachers in developing students' reading comprehension through the application of webtoon applications. Here are the results and findings of the two problems in this study based on the data obtained by researchers from research activities.

#### **4.1.1. The Role of Teacher as A Facilitator in Developing Students' Reading Comprehension by Using The Webtoon Application**

##### **a. Media introduction**

From the interview conducted with one of the English teachers in class XI MAN 1 Medan, she conveyed her understanding that her role as a facilitator is to help students find the resources and strategies they need to learn independently. As a facilitator, she took the initiative to apply technology-based learning media, namely using applications to learn English, especially in reading lessons.

The English teacher said that in this era of advanced technology, students often use electronic devices for learning and entertainment. Seeing this, as a facilitator and mediator, the English teacher took the initiative to use apps in teaching English lessons to students. He argues that by using a more interactive and interesting method, the use of this application as a learning medium aims to improve students' reading and comprehension skills. This is in accordance with the statement from the results of the interviews conducted.

"Nowadays technology is getting more sophisticated, and my students also use technology such as gadgets every day, both for entertainment and learning. So as a mediator and facilitator, I took the initiative to try using an application to learn English, as a medium of learning, especially reading, reading comprehension."

*“sekarang ini kan sudah semakin canggih ya, terus siswa-siswa saya juga sehari-hari nya memakai teknologi seperti gadget gitu ya baik untuk hiburan ataupun belajar. Nah jadi saya sebagai mediator dan fasilitator berinisiatif mencoba menggunakan aplikasi untuk belajar Bahasa Inggris, sebagai media nya gitu, terutama membaca, pemahaman membaca gitu ya.”*

This statement is also in line with the results of the semi-participant observation conducted on the English teacher while teaching. The researcher observed the lesson from the beginning to the end of the lesson. From the results of these observations, the English teacher carried out his role as a facilitator well. He did use the application as a learning medium, namely the webtoon application. At the beginning of the lesson, the English teacher had prepared learning facilities such as bringing a laptop as a teaching aid, and infocus which was available in the classroom. Before applying the learning media, as a facilitator, the English teacher first introduced what webtoon was to the students. As revealed in the interview process.

*"As a facilitator, I briefly introduce them, such as what webtoon is, how to access it, and what its features are. I also give some examples of interesting stories that are relevant to the topic they are studying."*

*“sebagai fasilitator ya saya memperkenalkannya secara singkat gitu, misalnya webtoon itu apa, cara mengaksesnya gimana terus fitur-fiturnya apa, gitu. Saya juga memberikan beberapa contoh cerita yang menarik yang relevan dengan topik yang sedang mereka pelajari saat ini.”*

In her role as a facilitator, the English teacher tried to introduce the concept of webtoon to her students. She gives a brief explanation of what a webtoon is, how to access it, and the features available in the app. In addition, she tried to ensure that her students understood how to use webtoon as a fun and useful learning resource. She also provides some examples of interesting stories related to the current learning topic in addition to providing technical instructions. This aims to increase students' interest and engagement in the learning process as

well as make positive use of technology to help them understand lessons, especially reading.

To improve students' reading comprehension, English teachers first select webtoons that are suitable for the age and interest of students to improve reading comprehension through webtoon apps. The first thing to do is to select webtoons that are suitable for the age category of the students and ensure that the selected content does not contain inappropriate or vulgar content. She emphasized that the content chosen should have positive messages to support their development.

In addition, she also involves her students in selecting reading materials. To keep her students more interested and motivated to learn, she asks for their opinions on genres or themes that they like.

"Yes, first find out which webtoons are suitable for their age and with their interests, then I make sure the story does not contain inappropriate content or vulgar content so the content must have a positive message, then the most important thing is to ask students as well, meaning I ask for input from students about the genre or theme they like so that they are more interested in the process of selecting their reading material."

*"ya pertama dicari tahu dulu gitu, mana webtoon yang cocok dengan umur mereka dan dengan minat mereka terus saya pastiin ceritanya tidak mengandung konten yang tidak pantas gitu ya atau konten-konten yang vulgar gitu jadi kontennya itu harus yang memiliki pesan positif, terus yang paling pentingnya siswa juga meminta, maksudnya saya tuh minta masukan ya dari siswa gitu tentang genre atau tema yang mereka sukai jadi mereka merasa lebih tertarik dalam proses pemilihan bahan bacaan mereka."*

As such, she says that her students will feel involved and can actively participate in selecting reading materials. This will increase students' interest and engagement in reading activities, and will have a positive impact on their reading comprehension. This is consistent with the interview statement.

## b. Students' Comprehension Development

As a facilitator, what the English teacher did was to use various strategies to ensure that the students understood the story in the webtoon. First, she gave an explanation of the background and main characters to provide a clear context. After that, she asked her students to read certain parts of the webtoon and make short notes, such as summaries or important lessons, as they read. In addition, she encourages students to ask questions about what they understand about the text and holds class discussions. These discussions can help students to share their views on the stories and characters they read, as well as ask about things they don't understand about the texts they read on the webtoon.

"Yes, of course I use the strategies or methods mentioned earlier, one of which is to ensure that students understand the story in the webtoon, of course I first provide an explanation of the background of the story, the main character, then I ask students to read certain parts, then I also make short notes, summaries like what when reading, then later they ask about their understanding, then hold a discussion session in class so that they can share about the story and characters they read, then they can also ask things that are not understood in the reading."

*"ya tentu saya menggunakan strategi atau metode itu tadi ya salah satunya itu untuk memastikan siswa memahami cerita di dalam webtoon, pasti yang pertama saya kasih penjelasan tentang latar belakang cerita, karakter utamanya terus saya meminta siswa membaca bagian tertentu gitu ya terus saya juga eee..apa buat catatan singkat lah gitu, apa kayak macam summary selama membaca terus nanti mereka bikin pertanyaan mengajukan pertanyaan tentang pemahaman mereka gitu terus mengadakan sesi diskusi dikelas supaya bisa mereka sharing gitu ya berbagi tentang cerita dan karakter yang mereka baca, terus mereka bisa juga menanyakan hal hal yang belum mereka pahami di teks itu gitu."*



In addition, the English teacher ensures that each webtoon story has clear learning objectives and is in line with the curriculum. She organizes activities before reading, during reading, and after reading to support deep comprehension. By using evaluation questions, quizzes, and group presentations, these activities are intended to increase students' engagement and improve their comprehension assessment. As she stated in the following interview.

"Then I also make sure that each webtoon story has clear learning objectives related to the curriculum, yes curriculum standards, then I also plan activities before reading, during reading, and after reading to ensure deep understanding while seeing student engagement so besides that I also assess student understanding through ways such as evaluation questions, quizzes, yes it can also be in groups or presentations. That's what I do as a facilitator."

*"terus saya juga memastikan setiap cerita webtoon itu ada tujuan pembelajarannya yang jelas yang terkait dengan kurikulum nya la ya standar kurikulum, terus saya juga merencanakan kegiatan sebelum membaca selama membaca dan setelah membaca untuk memastikan pemahaman yang mendalam gitu sekaligus melihat keterlibatan siswa jadi selain itu saya juga menilai pemahaman siswa melalui metode ada soal gitu evaluasi, kuis ya bisa juga kelompok atau presentasi. Itu yang saya lakukan sebagai fasilitator."*

From the statement, it can be concluded that as a facilitator, the English teacher uses a structured and inclusive approach to improve her students' reading comprehension such as, carefully selecting webtoons that are appropriate to the students' age and interests, ensuring the content does not contain inappropriate elements and has a positive message. In addition, the teacher involves students in the process of selecting reading materials. As a facilitator, she also uses various strategies to ensure students understand the story in the webtoon. By giving a brief explanation of the background of the story and the main characters in the text, encouraging students to actively learn by asking students to ask questions about the text they read to find out their understanding of the text, so that students have

the opportunity to share their opinions and help overcome their difficulties in understanding the text through the discussion session.

With this strategy, teachers not only improve students' reading comprehension, but also increase students' engagement in the learning process. And Webtoon can be a useful tool for literacy development.

#### **4.1.2. The Role of Teacher as A Mediator in Developing Students' Reading Comprehension by Using The Webtoon Application**

##### **a. Helping to Overcome Students' Difficulties**

Based on the results of the semi-structured interviews that have been conducted, the English teacher as an informant said that there were variations in students' reading comprehension regarding understanding the content during the learning process with webtoon. This happened even though the sources used were the same. Because each student has a different level of understanding, as a mediator, he provided additional support to students who experienced difficulties in overcoming these obstacles. The English teacher overcame this by providing additional explanations about difficult vocabulary, encouraging students to write short notes while reading, which helped them remember and organize what they had read, and providing teaching aids to improve students' understanding. In this way, he tried to help all students understand better and more deeply, regardless of their differences in ability. This was stated in the interview results.

"Yes, there must be difficulties, it is not the same, their understanding even though the material is the same must be different, and they also experience difficulties. So for students who have difficulties, to understand the webtoon content, I as a mediator usually provide support, which means providing additional support, for example using methods to provide additional explanations for example about difficult vocabulary, directing them to take notes while reading so that they remember what they have read, making small notes and also providing props to help them organize the information they get."



*“Iya pasti ada kesulitan, kan tidak sama gitu ya pemahaman mereka walaupun sama bahannya, pasti beda-beda, dan mereka juga punya kesulitan. Jadi untuk siswa yang mengalami kesulitan, untuk memahami konten webtoon, saya sebagai mediator biasanya kasih dukungan maksudnya menyediakan dukungan tambahan, misalnya menggunakan metode memberikan penjelasan tambahan kayak tentang kosakata yang sulit, mengarahkan mereka membuat catatan gitu selama membaca jadi supaya mereka ingat yang uda dibaca itu apa gitu, dibuat catatan kecil terus juga menyediakan alat bantu visual gitu ya supaya bisa membantu mereka mengorganisir apa ya mengatur gitu informasi yang mereka dapat.”*

The results of the interview are in accordance with the results of the semi-participant observation that was conducted when the English teacher was teaching in class. To ensure the students' understanding, in addition to explaining difficult vocabulary and making a summary, he also asked questions according to the material taught that day to ensure their reading comprehension of the webtoon content as teaching material. The English teacher also gave examples that were relevant to the material.

#### **b. Facilitating Discussion**

As a mediator, from the results of the semi-structured interview, to facilitate discussion, through various collaborative activities, the English teacher tried to invite his students to interact and talk to each other. He invited his students to talk and share their opinions about the story they had read in class. They were taught to delve deeper into the theme, characters, and storyline of the webtoon. In addition, he relates the webtoon story to the ongoing lesson topic. For example, if the lesson topic is about friendship, then he will choose a webtoon story that focuses on that theme and make the story a discussion material or other activities. This can be seen from the results of the interviews that have been conducted.

"Yes, so I encourage their discussion interaction by organizing some collaborative activities, yes they often discuss in class, share

their thoughts and opinions about the stories they read, then I also make groups so that they can discuss more deeply about the theme of the characters, the storyline in the text in the webtoon. I also relate the stories in the webtoon to the ongoing learning topic, for example if the topic is about friendship, then I will choose stories in the webtoon that focus on that theme."

*"iya jadi saya mendorong interaksi diskusi mereka itu dengan mengadakan beberapa kegiatan kolaboratif, ya mereka sering diskusi di kelas gitu ya, berbagi pendapat pikiran tentang cerita yang mereka baca terus saya juga bikin kelompok supaya mereka bisa berdiskusi lebih dalam tentang tema karakter, plot cerita yang ada di teks itu diwebtoon itu. Saya juga mengaitkan cerita dalam webtoon gitu ya dengan topik pembelajaran yang sedang berlangsung, contohnya jika topiknya tentang friendship gitu persahabatan, maka nanti saya memilih cerita di webtoon yang fokusnya tentang tema itulah gitu."*

Seen from other interviews results, the English teacher said, as a mediator he encouraged students to be more active in expressing their opinions, by using strategies such as debating and sharing ideas. This strategy not only increased student participation but also increased their understanding of the topic being discussed. According to the following interview statement,

"Continue to use stories as a starting point for discussions or other activities. In addition, we use methods such as thought-sharing, debates so that they can express their opinions more actively and more deeply."

*"terus menggunakan cerita itu sebagai titik awal atau poin awal untuk nanti jadi bahan diskusi atau kegiatan yang lain gitu ya. Selain itu ya menggunakan metode seperti berbagi pikiran, berdebat gitu ya supaya mereka kan lebih keluar lagi dia pendapatnya supaya lebih aktif lagi dan lebih mendalam lagi."*

As a result, interactions and discussions become more lively and useful for improving students' understanding.

From this statement, it can be concluded that teachers play an important role as mediators and facilitators in improving students' understanding of webtoon content. Judging from the results of interviews and observations that have been conducted, teachers provide additional support to students who experience difficulties because they are aware of variations in students' understanding. Such as additional explanations of complex vocabulary, encouragement to take small notes while reading, and the use of visual aids to organize information are part of this support.

In addition, as a mediator, teachers encourage students to interact and speak actively in collaborative activities by forming discussion groups to talk to each other, and the stories in the webtoon are linked to the current lesson material. This strategy can help increase student participation and improve their understanding. Overall, it has succeeded in creating a good and supportive learning environment, where students can overcome their difficulties, interact, and explore learning materials better. In additional interviews, English teachers stated that the use of webtoons in learning has a significant impact on students' interest and reading ability. The teacher found that the use of webtoons succeeded in increasing students' interest in reading. Students become more interested and motivated to learn more about what they read with increased interest. Ultimately, this improves their ability to understand what they read. Students are better able to understand the webtoon text, which results in better learning. This is explained in the following interview results.

"maybe besides that, the application of this webtoon has a big effect on students' reading interest ability first. If they are already interested, it means that students are more interested in delving into the reading material and it can improve their comprehension ability to get the content they read to understand what they read in the text, so as long as I apply it, I think it is worth it, good, good and effective to use to teach reading to students."

*"mungkin tambahannya, menerapkan webtoon ini ada efek yang ee, yang besar terhadap kemampuan terhadap minat la yang pertama minat siswa dalam membaca. Kalau sudah minat kan*

*berarti kan siswa itu ee apa namanya, bisa lebih tertarik untuk mendalami materi bacaan dan itu kan bisa meningkatkan kemampuan pemahaman mereka untuk mendapatkan konten-konten yang mereka baca memahami apa yang mereka baca di dalam teks itu, jadi selama saya menerapkannya saya kira ini worth it ya, ini bagus, bagus efektif dipakai untuk mengajarkan reading kepada siswa.”*

He concluded that during the implementation of webtoon, this method proved to be very feasible and effective in teaching reading comprehension skills to his students. According to him, the use of webtoon in reading learning is a good step and provides quite satisfactory results.

## **4.2. Discussion**

The research findings of the research are discussed in this section. Based on the results of previous studies, the discussion of the formulation of the problem in this study can be stated as follows:

### **4.2.1. The Role of Teacher as A Facilitator in Developing Students' Reading Comprehension by Using The Webtoon Application**

In previous findings it is known that the role of teachers as facilitators is to help students find the resources and strategies they need for independent learning. As stated by Jeremy Harmer (2003) as a learning facilitator, teachers must provide all the resources needed by students, such as teaching materials, reading materials, digital sources, and an adequate learning environment.<sup>1</sup>

From the findings above, the learning media used is the webtoon application and as a facilitator, to increase students' interest in reading in the learning process and utilize technology positively to help them understand lessons, especially reading, the first thing to do is introduce webtoon to students. Researchers also found that as facilitators, teachers use structured and inclusive strategies in an effort to improve students' reading comprehension through the use of webtoon. This strategy includes several important aspects that support each other and

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 2nd ed, vol. 57 (Longman, 2003).

contribute to the success of learning. It is said that in improving students' reading comprehension, the strategy implemented by teachers as facilitators is to involve students in the process of selecting reading materials and encourage students to learn actively by asking them to ask questions about the texts they read. That way, students have the opportunity to share opinions and help overcome their difficulties in understanding the text through this strategy. This is in accordance with the opinion of Harden & Crosby (2000) that knowledge is built in students' minds and involves students continuously.<sup>2</sup>

#### **4.2.2. The Role of Teacher as A Mediator in Developing Students' Reading Comprehension by Using the Webtoon Application**

Based on the results of previous studies, it can be seen that teachers play an important role as mediators in encouraging students to interact in various discussion activities by creating an interactive learning environment where students are invited to interact in class. Students not only gain a better understanding of the material, but this strategy also helps them improve their critical thinking and communication skills.

From the results of this study, it is known that as a mediator, teachers help students learn the themes, characters, and plots of the webtoons they read. Teachers help students improve their analytical and interpretation skills by forming discussion groups and encouraging students to explore the topics they are studying thoroughly. This encourages students to talk about what they understand and share their opinions with their classmates, which ultimately increases their involvement and active participation in the learning process.

These findings show how teachers play a role as mediators in overcoming variations in students' reading comprehension during the learning process through webtoons by providing additional support to help students who have difficulty understanding the content. Additional explanations of difficult vocabulary are one form of support provided. Teachers ensure that each student understands the

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<sup>2</sup> R. M. Harden and Joy Crosby, "AMEE Guide No 20: The Good Teacher Is More than a Lecturer - The Twelve Roles of the Teacher," *Medical Teacher* 22, no. 4 (2000): 334–47, <https://doi.org/10.1080/014215900409429>.

meaning of words that may be an obstacle in reading. This explanation helps students enrich their understanding of the current text and enrich their vocabulary for the next text.

Haywood (2016) explains that teachers as mediators are interpreted as intermediaries in student learning activities, such as mediating or resolving discussions that have reached a dead end.<sup>3</sup> In the research results, as a mediator, the teacher links the webtoon story to the ongoing lesson topic. After that, discussions or other activities are held that allow students to link the ideas they have learned to real-world situations. This method not only makes learning more interesting and relevant to students but also helps them understand how these ideas are applied in everyday life.

Overall, this teacher's efforts to encourage discussion and interaction through webtoon show that a collaborative approach can improve students' understanding and engagement in the learning process. This approach not only helps students in their academic progress but also prepares them to communicate and work together well in the future.

With this method, teachers not only help students who are having difficulties but also create an inclusive and supportive learning environment. This shows that teachers can make webtoon an effective learning tool with an active role as a mediator and improve students' overall reading comprehension. The results of this study are similar to the results of previous research conducted by Alfa Khairani (2020), the results of the study showed that the use of the webtoon application can improve students' reading comprehension.<sup>4</sup>

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<sup>3</sup> H Carl Haywood, "Teachers as Mediators," no. January 1985 (2016).

<sup>4</sup> Alfa Khairani, "Improving The Students' Reading Comprehension Through Webtoon Application At Mts Az-Zuhri Tanjung Morawa In Academic" (State Islamic University of North Sumatera, 2021).