

CHAPTER V

CLOSING

5.1. Conclusion

Based on the results of the study on the role of teachers as facilitators and mediators in developing students' reading comprehension skills through webtoon applications, it can be concluded that there are two formulations of the problem in this study, namely teachers as facilitators and mediators help students find the sources and strategies needed for independent learning. To develop students' reading comprehension skills, it is necessary to increase their interest in reading, namely by applying interesting techniques, methods, and strategies in learning. One of them is by implementing technology-based learning media, as done by the informants in this study. In this study, the webtoon application was applied as an interesting and interactive learning media. The teacher as a facilitator in this study tried to ensure that students understood how to use webtoon as a fun and useful learning resource and provided several examples of interesting stories related to current learning topics in addition to providing technical instructions. This aims to increase student interest and involvement in the learning process and utilize technology positively to help them understand lessons, especially reading. In addition, involving students in choosing reading materials. So that students are more interested and motivated in learning, and asking for their opinions on the genres or themes they like.

With this strategy, teachers not only improve their reading comprehension, but also increase their involvement in the learning process. And Webtoon can be a useful tool for literacy development. Seen from the results of interviews and observations that have been carried out, as a mediator, teachers provide additional support to students who have difficulties because they are aware of variations in student 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 related 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. Based on the results of the interview, the teacher found that the use of webtoon 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 become better able to understand webtoon texts, which results in better learning.

5.2. Suggestions

After conducting this research, the researcher would like to provide some suggestions as follows:

1. For students, in learning students are encouraged to remain enthusiastic and active. Increasing interest in learning, especially reading lessons, by implementing learning using the webtoon application, it is hoped that reading comprehension skills can improve.
2. For teachers, in order to be successful in teaching English, teachers should apply learning methods using interesting and appropriate media for students. Based on the results of this study, the application of the webtoon application in reading lessons is quite effective and should be applied in teaching reading, especially to improve students' reading comprehension.
3. For further researchers, this research is not perfect, it is recommended for further researchers to conduct further research in the same field.