Students' Perception of English Reading Practice Using LINE Webtoon Application

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ABSTRACT

This study investigated students' perceptions of English reading practice using the LINE Webtoon application. The study employed a quantitative survey research design, involving 65 students of the English Language Education Study Program of Universitas Kristen Indonesia Jakarta. Data were collected in June 2023 using an online questionnaire via Google Forms distributed to the participants via WhatsApp. The questionnaire comprised 30 items designed to gauge students' perceptions across seven indicators: access to the Webtoon application, Webtoon application features, content engagement, interest in using the application and reading comics, duration of Webtoon reading, curiosity about Webtoon, and language use within the application. The data was analyzed using descriptive statistical analysis. The findings showed that most participants had a positive perception of English reading practice through LINE Webtoon application. The factors contributing to this positive perception included the attractive and up-to-date illustrations, the engaging and unique storylines, and the flexibility of access that allows students to read anytime and anywhere.

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INTRODUCTION

Language serves as a fundamental tool for communication, enabling individuals to interact and connect. As English continues to gain prominence as a global lingua franca, the ability to comprehend and use the language effectively has become essential. Proficiency in English is not only beneficial for communication but also serves as a critical skill in academic and professional settings. In education, students must develop strong English language skills, as many career opportunities now demand fluency in English. Moreover, in the era of globalization, mastering English provides individuals access to a wealth of information, broadening their academic and professional prospects. The English learning process encompasses four core skills: listening, speaking, reading, and writing. According to Supina (2018), these fundamental competencies, often referred to as "macro-skills," are interrelated and collectively contribute to language proficiency. Acquiring these skills enables learners to improve their grammatical knowledge, enhance comprehension, develop fluency in communication, and effectively convey their thoughts in writing. Among these skills, reading plays a crucial role, as it facilitates the acquisition of knowledge and the ability to comprehend written material in various contexts.

Reading is a cognitive process involving the ability to interpret, analyze, and understand written texts. Effective reading skills enable individuals to absorb and process information efficiently. Pais (2020) emphasizes that before engaging with a text, readers must have a clear purpose for reading and an understanding of the information they seek to obtain. Students, in particular, need to cultivate critical and structured reading habits to maximize their learning potential. Reading not only enhances comprehension but also fosters critical thinking skills, enabling students to engage with complex ideas and develop a deeper understanding of various subjects. The development of reading skills is largely dependent on consistent reading practice. Engaging in reading activities allows students to refine their comprehension abilities, expand their vocabulary, and improve their overall language proficiency. That is why teaching this skill has long been one of the priorities in EFL learning and teaching, and printed texts have long played a great role in such programs. Yet, the current inflow of digital texts has essentially changed the ways today's students read (Pardede, 2019). Today's youth tend to prefer reading books in various formats and on various devices (Perrin, 2018) and tend to read digital texts for school, work, and research. Therefore, traditional approaches to reading instruction may fail to capture students' interest, making it essential to explore innovative and engaging alternatives. In this regard, the integration of technology in education presents an opportunity to address these challenges by providing interactive and accessible learning resources.

Technology plays an increasingly significant role in modern education, influencing how individuals acquire knowledge and engage with learning materials. The widespread use of the Internet has transformed the way information is accessed and disseminated, enabling students to utilize digital resources for educational purposes (Pardede et al,, 2023). One such technological advancement is the emergence of digital comics, which have become a popular form of online entertainment. Digital comics, which combine visual storytelling with textual elements, offer an engaging medium that appeals to readers across different age groups. Initially available on websites, digital comics are now accessible through various mobile applications, providing users with a convenient and immersive reading experience. Among the numerous digital comic platforms available, LINE Webtoon is one of the most widely used applications. Available for free

on mobile devices, LINE Webtoon offers a diverse collection of comics that cater to different genres and interests. Although the platform primarily serves as a source of entertainment, its potential as a learning tool has gained recognition. Puspitasari (2017) suggests that Webtoon can serve as an effective medium for English language learning, as it engages students through colorful illustrations and compelling narratives. By incorporating Webtoon into language learning, students can enhance their reading skills while enjoying interactive and visually appealing content. The accessibility and multimodal features of Webtoon allow students to associate text with images, which may help them understand context and infer meaning more effectively.

Several previous studies have explored the use of Webtoon in English reading practice. Supitri (2019) examined the effectiveness of English Webtoons in improving students' reading comprehension. The study revealed that students who engaged with Webtoon content demonstrated greater proficiency in reading comprehension compared to those who relied solely on traditional methods. Similarly, Khairani (2020) investigated the impact of Webtoon as a learning resource and found that its use contributed to significant improvements in students' reading comprehension. Additionally, Rosdiana (2022) analyzed the role of Webtoon in enhancing students' literal understanding, concluding that the platform could effectively support reading instruction by fostering engagement and comprehension. Building upon these existing studies, this research aims to examine students' perceptions of English reading practice using the Webtoon application. While Webtoon is widely recognized as a digital comic platform for entertainment, this study seeks to explore whether students perceive it as a valuable tool for learning English.

LITERATURE REVIEW
Perception
Perception refers to observing a specific situation or surroundings. Understanding or assigning meaning to information in an environment is the process of perception. These can be ideas, mental images, or knowledge about aspects of the environment acquired through physical feelings or physical sensations that are processed for cognition in the context of experience and eliminated. Perception is the capacity for someone to recognize what they see, hear, feel, present, or comprehend about their physical and mental surroundings and their social and professional lives (Sarkol, 2016). Azkiya (2019) states that humans' reactions to what they see, hear, and feel in their surroundings are known as "perception. Psychology defines it as the conscious act of a person's surroundings through physical sensations, demonstrating the person's capacity to comprehend and discuss what is happening around them. Perception is the reader's reaction or opinion to an object or other object as experienced by their five senses (Kiflaini, 2019). Therefore, students' "perceptions" are their views, emotions, or opinions.

Reading
Reading is a cognitive process involving the interaction between the reader and written text to derive meaning. Ulfa (2020) highlights that reading is fundamental to acquiring knowledge, particularly in science and technology. Reading serves as a medium for understanding the author's intended ideas and messages, facilitating communication between the reader and the written words (Safitri, 2016). Furthermore, Siska (2014)

suggests that comprehension in reading is enhanced when students use their prior knowledge to interpret new vocabulary and concepts. Although reading is often considered a passive skill, it requires active engagement to be effective. According to Sari and Pratiwi (2019), reading skills involve the ability to comprehend and analyze written content. Reading also serves as a valuable model for language acquisition, as it exposes students to grammar, vocabulary, punctuation, and sentence structures, which are essential for effective writing.

Reading is a fundamental skill that significantly influences cognitive and analytical abilities. The development of reading skills should begin at an early age to cultivate critical thinking and comprehension abilities (Kucukoglu, 2013). Students' attitudes toward reading affect their ability to comprehend texts effectively. The type of reading material they engage with plays a crucial role in shaping their cognitive development, making it essential for educators to guide students in selecting appropriate reading resources.

To enhance English language proficiency, students must actively develop their reading skills. Effective strategies for improving reading abilities include increasing exposure to English texts, establishing a consistent reading routine, and practicing critical reading techniques. The frequency and quality of reading engagement directly influence students' learning processes and skill development. Martika and Hermayawati (2016) emphasize that reading proficiency is essential across all educational levels, from elementary to higher education, as it supports academic success. Reading also improves self-awareness, critical comprehension, and the ability to summarize information effectively. Therefore, reading skills are necessary not only for academic achievement but also for lifelong learning.

Reading Techniques

Mikulecky and Jeffries (2003) identify six reading techniques that enhance reading efficiency and comprehension such as skimming, scanning, predicting, previewing, making inferences, and summarizing. They then said that skimming is a technique used to quickly grasp the main idea of a text by reading selectively, allowing readers to understand the overall content without focusing on every detail, while scanning involves searching for specific information within a text, enabling readers to locate key facts and details efficiently. Next, predicting relies on prior knowledge and contextual clues to anticipate the content of a text, helping readers connect new information with what they already know, while, previewing is a pre-reading strategy that involves examining elements such as titles, headings, and visual cues to gain an overview of the material before engaging in in-depth reading and making inferences requires readers to conclude by interpreting implicit information, combining textual evidence with personal knowledge to understand meanings beyond what is explicitly stated. Lastly, summarizing involves condensing a text by identifying key points and paraphrasing them concisely, helping students differentiate between main ideas and supporting details while developing a structured understanding of the material. Together, these techniques enhance reading comprehension, enabling students to engage with texts more effectively and efficiently.

Webtoon

Comic books were the first type of comics in print media. The book industry is experiencing changes in its marketing strategies as comics move towards digital

distribution over the Internet. Webtoons are another type of visual amusement that is becoming increasingly popular among young people. Webtoons are a brand-new form of online Korean comics (*manhwa*), and they are recognized as unique cases in the market for cartoons worldwide (Jang & Song, 2017). A Webtoon series is a collection of comic strips that primarily uses visuals and spoken text.

Webtoon refers to any series of comic strips made available to viewers via the Internet environment. Web (which denotes a network or relationship) and "cartoon" are combined to form the word (Choi & YeobYu, 2016). According to Cho (2016), the term "Webtoon," which combines the words "web" and "cartoon," was first used to describe webcomics in Korea. A variety of names first referred to these online digital comics from Korea. Webmic combines "web" and "comics," which is one example. Webtoon is a combination of "web" and "cartoon" that quickly overtook webcomic popularity. A new website for online comics called "Webtoon" had recently been launched in 2000 by a Korean web portal. However, most of the comics on this website adhered to traditional print forms, continuing to employ page layouts inspired by printed pages. Webtoon has the power to change the way that young people read and print ideas (Djiwandono, 2018). The digital version of Webtoon does not employ the page format; instead, its method of storytelling involves arranging the panel substantially downward. Open the first chapter for reading, then scroll the page down to finish it (Astabrata, 2019). To read a comic book without an online connection, readers can also download the episode they wish to read. Webtoon is highly suggested since it offers electronic comics that improve students' self-directed learning, motivation, and critical-thinking abilities. Webtoon encourages teachers to be more innovative by offering real media and resources and fostering a lively classroom learning environment (Ali & Emirati, 2021).

Various studies have been conducted to explore students' perceptions of Webtoon integration into their English classrooms. Torres (2021) conducted a mixed-method research involving senior high school students to investigate the effectiveness of Webtoon as a form of technology-enhanced language learning for developing narrative writing skills. The quantitative data obtained from the students' narrative writing tasks were thematically analyzed to assess the perceived effects of Webtoon. The quality of the narrative text produced after WRA utilization significantly improved particularly in terms of story organizing, the external structure, and the narration style. The thematic analysis administered to analyze data collected through interviews indicated the participants' excitement, feeling easy and amused while using Webtoon.

Novanti and Suprayogi (2021) conducted a qualitative descriptive study to explore the potential of Webtoon as a source of vocabulary learning. Involving 48 mixed high school students and college, they collected data using online questionnaires through Google form. The findings reveal that the visualization along with the dialogue in Webtoon helped the participants to acquire new words.

Sorohiti and Kirsan (2023) conducted a qualitative study to investigate students' perceptions of using LINE Webtoon and how it influenced their English reading habits and skills. Six students majoring in English Language Education at a private university in Yogyakarta were interviewed to collect the data. The results showed students' interest in reading content in the app due to the attractive illustrations, the use of easy-to-understand and simple language, and the story's relatedness to everyday life.

Employing a qualitative approach, Harapain, Sidabalok and Anita (2023) investigated students' perceptions of the use of Webtoon as a learning aid for reading

comprehension. Data was collected utilizing questionnaires and interviews from 39 senior high school students. The findings unveiled the participants' positive inclination among students towards integrating Webtoon into their reading practices, indicating their favorable view of using Webtoon for reading exercises.

The previous studies involved senior high school and college students. They employed mixed methods and descriptive qualitative designs and collected data using questionnaires, interviews, and document study. The studies revealed students' positive perceptions of Webtoon as a learning tool for writing skills, vocabulary, and reading skills enhancement. However, none of the studies employed a survey research design, and none of them explored students' perceptions in a variety of aspects. To fill in the gaps, this study was conducted to explore students' perceptions of Webtoon as a reading practice tool in terms of access to the Webtoon application, features of the Webtoon application, interest in Webtoon content, interest in using Webtoon and reading comics, duration of reading Webtoon, curiosity toward Webtoon, and language use in the Webtoon application.

METHOD
Research Design
This study employed a survey research design, which is defined by Creswell (2019) as a set of research procedures using a survey to a sample or the whole population of people to describe the trends in the population's attitudes, opinions, behaviors, or characteristics (p. 385). Since survey design helps the identification of important attitudes and beliefs of individuals, it befits the present study aiming to investigate students' perceptions of English reading practices using the LINE Webtoon application. This study is a cross-sectional survey because the data was collected at one point in time.

Research Context and Participants
The study was conducted at Universitas Kristen Indonesia. The research participants consisted of students from the English Language Education Study Program, Faculty of Letters and Languages, spanning cohorts from 2019 to 2022. All of them had experienced reading practices using the LINE Webtoon application while attending the Integrated Skills course in the first semester. The participants included 21 students from the 2019 batch, 11 students from the 2020 batch, 16 students from the 2021 batch, and 17 students from the 2022 batch, all of whom responded to the questionnaire.

Data Collection Instrument
A questionnaire was used as the primary data collection instrument. It was designed using Google Forms and distributed online to the participants. The questionnaire was adapted and modified from Putri (2018), Ali and Emirati (2021), and Wati (2020) to ensure validity and relevance. It comprised 30 statements categorized under seven key indicators, namely: access to the Webtoon application, features of the Webtoon application, interest in Webtoon content, interest in using Webtoon and reading comics, duration of reading Webtoon, curiosity toward Webtoon, and language use in the Webtoon application.

To measure the responses, the study utilized a four-point Likert scale, where participants could select one of the following options: "Strongly Disagree" (scored as 1),

"Disagree" (scored as 2), "Agree" (scored as 3), and "Strongly Agree" (scored as 4). This scale allowed for a quantifiable assessment of students' perceptions of Webtoon as a reading tool.

Data Analysis

The collected data were analyzed using descriptive statistical analysis, which involved calculating percentages and mean values to interpret students' perceptions. The interpretation was conducted using the criteria in Table 1.

Table 1. Response Interpretation Criteria

No.	Percentage (%)	Category/Quality Aspect
1.	81-100	Very High
2.	61-80	High
3.	41-60	Moderate
4.	21-40	Low
5.	0-20	Very Low

FINDINGS AND DISCUSSION

Demographic Data

This study collected data from students enrolled in the English Language Education Study Program at Universitas Kristen Indonesia, with participants from the 2019, 2020, 2021, and 2022 cohorts. A total of 65 students participated in the study, comprising 17 males (27.7%) and 47 females (72.3%). The age range of respondents was between 18 and 24 years, with the majority of participants aged 22 years.

Regarding students' experience with Webtoon, the questionnaire included the question: "How long have you been reading Webtoon?" The responses were categorized into four groups: less than one year, one to three years, four to six years, and more than six years. Based on the survey results, the majority of respondents (58.5%) had been reading Webtoon for less than one year as can be seen in Table 2.

Table 2. Demographic Data

No.	Variable	Category	Frequency	Percentage (%)
1.	Sex	Male	17	27.7%
		Female	47	72.3%
Total			65	100%
2.	Age	18-19	14	21.5%
		20-21	28	43.2%
		22-23	22	33.8%
		24-25	1	1.5%
Total			65	100%

Reading Duration of Webtoon Users

In terms of the length of time respondents had been reading Webtoon, the results indicate that the majority of participants (58.5%) had been reading Webtoon for less than one year, suggesting that many respondents are relatively new to the platform.

Meanwhile, 18.5% of the respondents reported having engaged with Webtoon for one to three years, while a smaller percentage (6.2%) had been reading Webtoon for four to six years. Lastly, 16.9% of respondents stated that they had been using Webtoon for more than six years, indicating a group of long-term users. These findings suggest that while Webtoon is gaining popularity among students, most users are still in the early stages of engagement with the platform.

In addition to the length of Webtoon usage, the study also investigated the daily time spent on the application. Respondents were asked, "How much time do you spend reading Webtoon in a day?" The responses were categorized into four groups: less than one hour, one to two hours, three to four hours, and more than four hours. The findings revealed that the majority of respondents (56.9%) spent less than one hour per day reading Webtoon. This suggests that while many students engage with Webtoon, it is primarily a casual reading activity rather than a significant time investment as shown in Table 3.

Table 3. The length of time the respondent has read the Webtoon

The length of time	Frequency	Percentage (%)
Less than 1 year	38	58.5%
1-3 years	12	18.5%
4-6 years	4	6.2%
More than 6 years	11	16.9%
Total	65	100%

Time Spent Reading Webtoon

The study also explored the amount of time respondents spend reading Webtoon daily. The results indicate that the majority of respondents (56.9%) spend less than one hour per day on the platform, suggesting that Webtoon serves primarily as a casual entertainment source rather than a significant time commitment. Meanwhile, 29.2% of respondents reported spending one to two hours daily on Webtoon, showing a moderate level of engagement. A smaller percentage (6.2%) spent three to four hours, while 7.7% of respondents engaged with Webtoon for more than four hours per day. These findings suggest that while Webtoon is popular among students, most of them engage with the platform briefly and intermittently rather than dedicating extensive daily reading time as shown in Table 4.

Table 4. Time spent by respondents reading Webtoon in a day

Time spent	Frequency	Percentage (%)
Less than 1 hour	37	56.9%
1-2 hours	19	29.2%
3-4 hours	4	6.2%
More than 4 hours	5	7.7%
Total	65	100%

Preferred Comic Genres in Webtoon

Respondents were also asked about their preferred comic genres in Webtoon. The results revealed that the romantic genre was the most popular, with 32.3% of respondents favoring it. This suggests that romantic storylines appeal strongly to the

target demographic, possibly due to their relatability and emotional engagement. The detailed distribution of genre preferences is presented in Table 5.

Table 5. The comic genres that respondents like in the Webtoon application

Comic genres	Frequency	Percentage (%)
Fantasy	11	16.9%
Kingdom	4	6.2%
Slice of life	1	1.5%
Romantic	21	32.3%
Comedy	10	15.4%
Horror	6	9.2%
Action	9	13.8%
Thriller	3	4.6%
Total	65	100%

Access to the Webtoon Application

The findings indicate that the majority of students actively engage with the Webtoon application daily. A significant 73.8% of respondents agreed and strongly agreed that they open, read, and understand comic content on Webtoon every day, while 25.48% disagreed and strongly disagreed. This suggests that Webtoon is a popular digital platform for students, serving as a regular source of entertainment and reading material. Additionally, 66.2% of students reported experiencing difficulty in finding specific comic titles due to the large volume of available content, indicating that while Webtoon offers a vast selection, content discoverability remains a challenge for some users. However, 33.9% of students did not find this to be an issue.

Table 6. **Access the Webtoon application**

No.	Statements	SD F (%)	D F (%)	A F (%)	SA F (%)	Mean
1.	I open, read, and understand comic content on Webtoon every day.	7 (10.8%)	10 (15.4%)	39 (60.0%)	9 (13.8%)	2.77
8.	I have difficulty finding comic titles I want to read for there are too many comic titles.	5 (7.7%)	17 (26.2%)	31 (47.7%)	12 (18.5%)	2.77
18.	I can easily access Webtoon app through my Email, Google, Facebook, Twitter, and LINE accounts.	2 (3.1%)	5 (7.7%)	42 (64.6%)	16 (24.6%)	3.11
25.	I access Webtoon app every day to find out about daily comic updates.	8 (12.3%)	19 (29.2%)	29 (44.6%)	9 (13.8%)	2.60
∑f		22	51	141	46	260
∑%		8.46%	19.62%	54.23%	17.69%	100%

Regarding accessibility, 89.2% of respondents agreed and strongly agreed that they could easily access Webtoon through various login options such as Email, Google, Facebook, Twitter, and LINE, demonstrating the platform's user-friendly nature. Conversely, only 10.8% of students found access to be challenging.

In terms of daily usage patterns, 58.4% of students reported that they access Webtoon daily to check for updates on their favorite comics, while 41.5% do not use

the app as frequently for this purpose. These findings align with prior research by Indah and Wibowo (2021), which highlights Webtoon's simple and accessible interface as a key factor in its widespread use among students. Similarly, Wati (2020) found that most students agree that Webtoon provides multiple easy access options, further supporting the conclusion that the application is highly accessible. Additionally, Putri (2018) observed that a majority of students engage with Webtoon content daily, reinforcing the notion that digital comics have become an integral part of students' reading habits as shown in Table 6.

Webtoon App Features

The findings suggest that the various features offered by the Webtoon application significantly contribute to user engagement and reading convenience. A majority of 72.4% of respondents reported that they subscribe to (add favorite) several comic titles to keep track of their reading preferences, while 27.7% did not find this feature necessary.

Table 7. Webtoon app features

No.	Statements	SD F (%)	D F (%)	A F (%)	SA F (%)	Mean
2.	I subscribe to (add favorite) several comic titles because I want to read them.	3 (4.6%)	15 (23.1%)	30 (46.2%)	17 (26.2%)	2.94
9.	The search feature makes it easy to find comics based on title, type, and author.	2 (3.1%)	4 (6.2%)	41 (63.1%)	18 (27.7%)	3.15
11.	I use the share feature to share information about the comics I read, new comics, or the best comics available on Webtoon app..	5 (7.7%)	14 (21.5%)	36 (55.4%)	10 (15.4%)	2.78
17.	I am aware of the language change feature in Webtoon application.	3 (6.4%)	9 (13.8%)	44 (67.7%)	9 (13.8%)	2.91
27.	I bought coins to read before the comic episodes could be read for free.	8 (12.3%)	21 (32.3%)	27 (41.5%)	9 (13.8%)	2.57
29.	I leave comments in the comments section to convey my impressions of the comics and to communicate with other readers	5 (7.7%)	19 (29.2%)	35 (53.8%)	6 (9.2%)	2.65
∑f		26	82	213	69	390
∑%		2.35%	14.84%	57.83%	24.98%	100%

One of the most valued features is the search function, with 90.8% of respondents agreeing or strongly agreeing that it enables them to find comics easily based on title, type, or author. Only 9.3% of students expressed dissatisfaction with this feature, indicating that Webtoon's search capabilities are highly effective in content navigation. Additionally, 70.8% of respondents use the share feature to recommend comics to others and to discuss new or trending content, highlighting the social aspect of the platform. However, 29.2% of students did not engage with this feature. The language change feature was recognized by 81.5% of respondents, demonstrating that a large majority are aware of Webtoon's multilingual support, while 20.2% remained unaware of or uninterested in this functionality.

In terms of monetization, 55.3% of students reported purchasing coins to access exclusive episodes before they become free, suggesting a moderate willingness to invest in paid content. However, 44.6% did not participate in coin purchases, indicating a preference for free content. Finally, 63% of respondents stated that they leave comments on comics, engaging with the Webtoon community to share their impressions and interact with other readers. Conversely, 36.9% of students do not use this feature, suggesting that while community engagement is significant, it is not a universal behavior. These findings align with Putri (2018), who found that Webtoon's features significantly enhance user convenience and reading experience. The diverse functionalities provided by the platform allow users to customize their reading habits, discover new content efficiently, and participate in interactive discussions, making Webtoon a highly accessible and engaging digital comic platform, as shown in Table 6.

Interest in Content in the Webtoon Application
The findings indicate that the visual appeal and uniqueness of content play a crucial role in attracting readers to the Webtoon application. A substantial 84.6% of respondents agreed and strongly agreed that the Webtoon application attracts readers through its visually appealing comic covers, while 15.4% did not find the covers particularly engaging. This suggests that cover design plays a significant role in influencing users' reading choices. Similarly, 84.6% of respondents acknowledged that the Webtoon application consistently updates its illustrations, keeping them fresh and engaging. Only 15.4% of respondents disagreed with this statement, indicating that most users find the visual content dynamic and engaging rather than repetitive or monotonous.

In addition to visual appeal, the uniqueness of the storytelling within the Webtoon platform was highlighted. 90.8% of respondents agreed and strongly agreed that Webtoon comics offer unique and entertaining storylines, whereas 9.2% did not share this sentiment. This suggests that the variety and originality of narratives within the platform contribute significantly to its popularity among users. Furthermore, 87.7% of respondents reported that the illustrations in Webtoon comics are visually striking, clear, and non-repetitive, which enhances their reading experience. In contrast, 12.3% of respondents expressed disagreement, implying that while the majority appreciate the illustrations, a small percentage may have different artistic preferences.

The strong interest in Webtoon content can be attributed to the compelling combination of engaging visuals and diverse storytelling. The captivating images and well-crafted narratives prevent boredom and sustain user engagement over time. These findings align with Wati (2020), who concluded that Webtoon's wide range of genres and visually appealing illustrations contribute to its effectiveness as an entertaining digital storytelling medium. Therefore, respondents widely agree that Webtoon is not only a source of entertainment but also a highly engaging platform due to its visually rich and unique content. Its detailed distribution can be seen in Table 8.

Table 8. Interest content in the Webtoon application

No.	Statements	SD F (%)	D F (%)	A F (%)	SA F (%)	Mean
3.	The content in Webtoon app attracts readers with attractive comic covers.	6 (9.2%)	4 (6.2%)	40 (61.5%)	15 (23.1%)	2.98

10.	In webtoon app, the pictures, or cartoons in it are always up to date and not boring.	3 (4.6%)	7 (10.8%)	35 (53.8%)	20 (30.8%)	3.11
20.	The Webtoon appl has unique and fun story content.	1 (1.5%)	5 (7.7%)	42 (64.6%)	17 (26.2%)	3.15
28.	The illustrations provided by Webtoon comics are eye-catching, clear, and not monotonous.	5 (7.7%)	3 (4.6%)	41 (63.1%)	16 (24.6%)	3.05
∑f		15	19	158	68	260
∑%		2%	5%	59%	34%	100%

Interest in Using the Webtoon Application and Reading Comics

The findings suggest that the Webtoon application plays a significant role in fostering students' reading habits and motivation. A total of 67.7% of respondents agreed and strongly agreed that the Webtoon app encourages them to read daily, while 32.4% disagreed and strongly disagreed. This indicates that while the platform is effective for most students in promoting daily reading, a notable minority does not find it particularly influential in this regard.

Furthermore, 87.7% of students reported that they actively search for and read comics from their preferred genre, highlighting the role of personalization in sustaining engagement. Only 12.3% of students disagreed with this statement, suggesting that the vast majority appreciate the ability to explore content tailored to their interests.

The flexibility and accessibility of the Webtoon application also contribute to its popularity among students. 78.4% of respondents agreed or strongly agreed that they feel motivated to use Webtoon because it allows them to read anywhere and study independently, while 21.5% disagreed. This finding underscores the platform's role in providing on-the-go accessibility, which enhances convenience and autonomy in reading.

In addition to fostering motivation, Webtoon also plays a role in sparking interest in reading comics, with 81.5% of students agreeing and strongly agreeing that the platform increases their enthusiasm for reading. Similarly, 80% of respondents stated that they enjoy using Webtoon because it aligns with their reading abilities, demonstrating how digital comics cater to different literacy levels.

Moreover, the Webtoon application was widely regarded as an engaging medium for reading activities, with 87.7% of students expressing agreement or strong agreement with this statement, while only 12.4% disagreed. These results indicate that students not only enjoy the platform but also find it beneficial for enhancing their reading experience.

These findings align with Khairani (2020), who found that Webtoon supports students' reading skills by providing an entertaining and immersive medium that fosters imagination. Similarly, Putri (2018) emphasized Webtoon's effectiveness in improving reading fluency and pronunciation due to its engaging content and visual storytelling. Additionally, Ali and Emirati (2021) highlighted that students appreciate Webtoon as a tool for independent reading, as it provides continuous reading encouragement in an enjoyable format.

In conclusion, the Webtoon application serves as an effective digital reading tool that enhances students' engagement, motivation, and reading abilities. Its accessibility,

personalization features, and entertaining content contribute to its widespread popularity, making it a valuable medium for fostering a reading habit among students.

Table 9. Interest in using the Webtoon application and reading comics

No.	Statements	SD F (%)	D F (%)	A F (%)	SA F (%)	Mean
4.	The Webtoon app encourages me to read every day.	4 (6.2%)	17 (26.2%)	36 (55.4%)	8 (12.3%)	2.74
12.	I search for and read comics of my preferred genre.	3 (4.6%)	5 (7.7%)	41 (63.1%)	16 (24.6%)	3.08
19.	I feel motivated to use Webtoon app because I can read anywhere and study independently.	5 (7.7%)	9 (13.8%)	40 (61.5%)	11 (16.9%)	2.88
21.	With the Webtoon app, I am interested in reading comics.	4 (6.2%)	8 (12.3%)	41 (63.1%)	12 (18.5%)	2.94
26.	I like using the Webtoon app because it is related to my reading ability.	6 (9.2%)	7 (10.8%)	43 (66.2%)	9 (13.8%)	2.85
30.	In my opinion, the Webtoon app is an interesting medium for reading activities.	4 (6.2%)	4 (6.2%)	34 (52.3%)	23 (35.4%)	3.17
∑f		26	50	235	79	390
∑%		6.66%	12.82%	60.26%	20.26%	100%

Duration of Reading Webtoon

The data presented in Table 4.10 provides insights into students' reading duration on the Webtoon application, revealing varying levels of engagement with digital comics. A significant 75.3% of students reported that they have spent less than one hour per day reading comics on Webtoon, while 24.7% disagreed with this statement. This suggests that a majority of students engage with the platform within a limited timeframe, possibly as a supplementary entertainment activity rather than a primary source of reading material.

Furthermore, 64.6% of students agreed or strongly agreed that they spend a considerable amount of time reading comics on the Webtoon application, while 35.4% disagreed. This indicates that while a substantial proportion of students dedicate a significant amount of time to reading comics, there remains a notable percentage who do not perceive their Webtoon usage as time-intensive.

In terms of daily reading duration, 63% of students reported that they frequently spend more than one hour per day reading comics on the Webtoon application, while 37% disagreed. This finding suggests that a substantial segment of students integrates Webtoon into their daily routine for extended reading sessions, highlighting the platform's appeal and immersive nature.

Additionally, 55.3% of students stated that they engage with Webtoon daily, whereas 44.5% disagreed. This finding suggests a relatively balanced distribution between students who use the application regularly and those who do not. The percentage of students who do not read Webtoon daily may reflect individual differences in reading preferences, academic workload, or alternative entertainment choices.

This finding confirms the study conducted by Wati (2020), which concluded that the majority of students allocate time daily for reading comics on the Webtoon application. The engagement levels observed in this study suggest that Webtoon serves

as a significant reading medium for students, offering an accessible and engaging format that encourages regular interaction with digital content.

Table 10. Duration of reading Webtoon

No.	Statements	SD F (%)	D F (%)	A F (%)	SA F (%)	Mean
6.	I once spent less than 1 hour a day reading comics on Webtoon app.	4 (6.2%)	12 (18.5%)	35 (53.8%)	14 (21.5%)	2.91
13.	I spend a lot of time reading comics on Webtoon app.	6 (9.2%)	17 (26.2%)	32 (49.2%)	10 (15.4%)	2.71
15.	I often spend more than 1 hour a day reading comics on Webtoon app.	7 (10.8%)	17 (26.2%)	32 (49.2%)	9 (13.8%)	2.66
23.	I spend time every day reading comics on Webtoon app.	8 (12.3%)	21 (32.3%)	27 (41.5%)	9 (13.8%)	2.57
∑f		25	67	126	42	260
∑%		9,62%	25,77%	48,46%	16,15%	100%

Curiosity Towards Webtoon

The data presented in Table 4.11 illustrates students' level of curiosity and engagement with the Webtoon application, particularly their tendency to seek additional information and maintain consistent engagement with the comics they read. A substantial 78.5% of students indicated that they feel compelled to follow every episode of the comics they read, suggesting a high level of attachment to ongoing stories. In contrast, 21.5% of students expressed disagreement, indicating that some students may not feel the same level of commitment to following comic series consistently. Furthermore, 76.9% of students agreed and strongly agreed that they actively seek additional information about the comics they have read on the Webtoon application, while 23.1% disagreed. This finding suggests that a significant portion of students not only enjoy reading comics but are also invested in exploring background details, character developments, and related content outside the Webtoon platform. Additionally, 66.1% of students reported feeling curious when they have not accessed or read comics on Webtoon, while 33.8% disagreed. This finding indicates that a considerable proportion of students develop an attachment to the comics they follow, leading to a sense of anticipation when they are unable to access the platform. However, the presence of a sizable percentage of students who do not experience such curiosity suggests that Webtoon engagement levels vary depending on individual interests, reading habits, and content preferences.

These findings align with Khairani's (2020) research, which highlights that Webtoon captivates students through its diverse and engaging storylines, fostering curiosity and sustained interest. The platform's ability to present unique narratives and visually appealing content contributes to the continued engagement of its users.

In conclusion, the data indicate that Webtoon plays a significant role in stimulating students' curiosity and engagement with digital storytelling. The platform's interactive and serialized format fosters a sense of anticipation, encouraging readers to actively follow and seek additional information about their favorite comics. However, engagement levels remain subjective, varying based on personal preferences and reading habits.

Table 11. Curiosity towards Webtoon

No.	Statements	SD F (%)	D F (%)	A F (%)	SA F (%)	Mean
7.	I feel compelled to follow every comic episode I read.	3 (4.6%)	11 16.9%)	38 58.5%)	13 20.0%)	2.94
14.	I am looking for more information about the comics I have read on Webtoon app.	4 (6.2%)	11 16.9%)	40 61.5%)	10 15.4%)	2.86
24.	I am always curious when I have not accessed or read comics on Webtoon.	6 (9.2%)	16 24.6%)	32 49.2%)	11 16.9%)	2.74
∑f		13	38	110	34	195
∑%		6.66%	19.49%	56.41%	17.44%	100%

The Use of Language in the Webtoon Application

The data presented in Table 12 examines students' language preferences when reading comics on the Webtoon application, focusing on their choice between English and Indonesian as the primary medium of engagement. The results indicate that 64.6% of students agree and strongly agree that they read comics in English more frequently than in Indonesian, whereas 37.2% of students disagree and strongly disagree. This suggests that while a majority of students engage with English-language content, a considerable proportion still prefers reading in their native language.

Table 12. The use of language in the Webtoon application

No.	Statements	SD F (%)	D F (%)	A F (%)	SA F (%)	Mean
5.	I often read comics on the Webtoon application in English than in Indonesian.	3 (6.4%)	20 (30.8%)	32 (49.2%)	10 (15.4%)	2.75
16.	The webtoon application is an appropriate medium for reading in English.	2 (3.1%)	6 (9.2%)	45 (69.2%)	12 (18.5%)	3.03
22.	I often read comics on the Webtoon application in Indonesian rather than in English.	4 (6.2%)	12 (18.5%)	35 (53.8%)	14 (21.5%)	2.91
∑f		9	38	112	36	195
∑%		4.62%	19.48%	57.44%	18.46%	100%

Additionally, an overwhelming 87.7% of students agree and strongly agree that Webtoon serves as an appropriate medium for reading in English, with only 12.3% disagreeing. This finding highlights Webtoon's potential as a tool for language learning and exposure, enabling students to develop their English reading skills enjoyably and interactively. Conversely, 75.3% of students reported that they read comics in Indonesian more frequently than in English, while 24.7% disagreed. This suggests that while a significant portion of students engage with English content, many still prefer reading in their native language for better comprehension and comfort. This finding is

in line with research conducted by Ali and Emirati (2021) and Khotimah et al. (2022), which found that students perceive Webtoon as an effective platform for English reading practice. The application provides diverse and engaging narratives, making it an accessible and motivating tool for enhancing language skills through contextual exposure.

Students' Holistic Perception

Students' Holistic Perception of English Reading Practice Using the LINE Webtoon Application. Figure 1. presents an overview of students' holistic perceptions regarding English reading practice through the LINE Webtoon application. The data reveal a range of agreement levels among students: 6.97% strongly disagreed, 17.70% disagreed, 56.15% agreed, and 19.18% strongly agreed. This indicates that while 24.67% of students expressed disagreement, a substantial majority (75.33%) demonstrated a positive perception of using Webtoon for English reading practice.
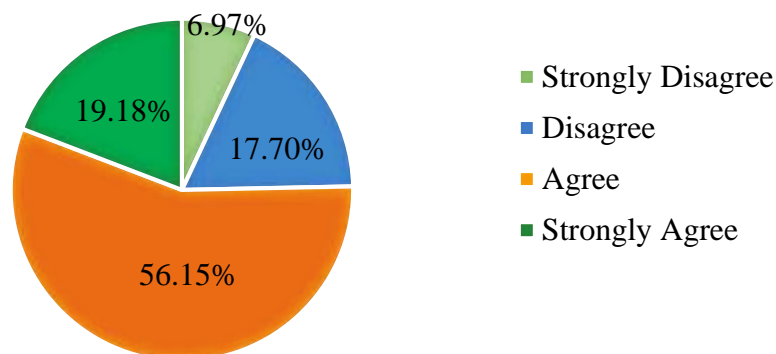

Figure 1. *Students' Holistic Perception*

The mean score of students' perceptions was 71.9%, categorizing their overall response as a "good" level of agreement. These findings suggest that most students hold favorable views toward incorporating the LINE Webtoon application into their English reading activities, recognizing it as a beneficial and engaging tool for language learning. This conclusion aligns with several previous studies. Putri (2018) demonstrated that students' reading fluency improved through the use of LINE Webtoon in combination with the KWL (Know-Want-Learn) strategy. Similarly, Supitri (2019) found that English webtoons contributed to enhanced reading comprehension among students. Khairani (2020) further supported this claim, concluding that the LINE Webtoon application effectively improved students' reading comprehension.

Moreover, Rosdiana (2022) emphasized that using LINE Webtoon facilitated an increase in students' achievement in literal reading, reinforcing its effectiveness as an educational tool. Additionally, Nurpathonah (2022) found that students who utilized LINE Webtoon for reading comprehension demonstrated higher learning effectiveness compared to those taught without the application. Overall, these findings indicate that LINE Webtoon serves as a valuable digital resource for enhancing students' reading

skills, supporting both reading comprehension and fluency in English. The positive perception among students underscores its potential as an engaging and effective medium for language learning.

CONCLUSIONS

The findings of this research indicate that students generally hold positive perceptions regarding the use of LINE Webtoon as a medium for English reading practice, with an overall agreement level of 75.33% and a disagreement level of 24.67%. The mean perception score of 71.9% suggests that students consider Webtoon an engaging and beneficial tool for improving reading skills. Several factors contributed to this positive perception, including the attractive and up-to-date illustrations, the engaging and unique storylines, and the flexibility of access that allows students to read anytime and anywhere. Moreover, the Webtoon application was found to increase students' motivation, curiosity, and reading engagement, making the learning experience more enjoyable. Furthermore, students reported that Webtoon enhances their reading habits by encouraging them to read regularly, explore different genres, and improve their comprehension skills. The study also revealed that a significant proportion of students prefer reading Webtoon comics in English, highlighting its potential as a language-learning tool.

Based on the findings and discussion, several recommendations are made for students, educators, and future researchers to maximize the benefits of using the LINE Webtoon application as a tool for English reading practice. For students, it is highly recommended to frequently engage in English reading activities, such as reading comics on Webtoon, for it can help develop reading fluency, vocabulary, and comprehension skills. Additionally, reading diverse genres within Webtoon may expose students to varied sentence structures and expressions, allowing them to expand their linguistic knowledge enjoyably and engagingly. For educators, the presence of Webtoon as a potential digital reading platform and a valuable resource for teaching English, incorporating it into the reading and language learning curricula to foster students' interest and motivation in reading is recommended. For future researchers, this study serves as a foundation for further exploration into the role of digital comics in language acquisition. Future research could investigate the long-term effects of using Webtoon on reading comprehension, vocabulary retention, and critical thinking skills. Additionally, comparative studies between digital and traditional reading materials could provide deeper insights into their effectiveness in language learning. Further research could also examine the impact of different storytelling styles, cultural contexts, and interactive features in Webtoon to assess their influence on students' engagement and comprehension.

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