

**THE IMPACT OF READING WEBTOON ON VOCABULARY
ACQUISITION AMONG ENGLISH LEARNERS**

THESIS

Submitted by:

MUHAMMAD ZAYYAN AKBAR ARONNA

NIM. 220203051

Student of Fakultas Tarbiyah dan Keguruan

Department of English Language Education



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THESIS

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By

MUHAMMAD ZAYYAN AKBAR ARONNA

NIM. 220203051

Student of English Language Education Faculty of Tarbiyah and Teacher Training
Ar-Raniry State Islamic University Banda Aceh

Approved by:

Supervisor

Head of Department

Prof. Dr. T. Zuhlikar, M. Ed.

NIP. 197804302001121002

Syarifah Dahliana, M.Ed., Ph.D.

NIP. 197504162000032001

It has been defended in *Sidang Munaqasyah* in front of the board of the Examination for the working paper and has been accepted in partial fulfillment of the requirements for the Bachelor Degree of Education in English Language Teaching

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Board of Examiners,

Chairperson

Prof. Dr. T. Zulfikar, M. Ed.

Secretary

Rusmiati, M.Pd.

Examiner 1

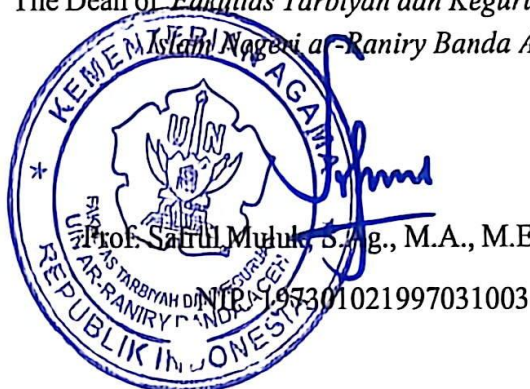
Khairiah Syahabuddin,
S.Ag., M.HSc.ESL., M.TESOL, Ph.D.

Examiner 2

Dr. Risdaneva, MA

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh*



Prof. Saiful Mukti, S.Ag., M.A., M.Ed., Ph.D.

NTP 197301021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan dibawah ini

Nama : Muhammad Zayyan Akbar Aronna
NIM : 220203051
Tempat/ tanggal lahir : Aceh Utara, 10 November 2004
Alamat : Desa Tibang, Kecamatan Syiah Kuala, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

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ACQUISITION AMONG ENGLISH LEARNERS**

adalah benar-benar saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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g membuat pernyataan:



muhammad Zayyan Akbar Aronna

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May this research contribute positively to the field of English language education and serve as a useful reference for future studies.

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The Writer

Muhammad Zayyan Akbar Aronna

ABSTRACT

Name : Muhammad Zayyan Akbar Aronna
Reg. No. : 220203051
Faculty : *Tarbiyah dan Keguruan*
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This study investigated the impact of reading webtoons on vocabulary acquisition among EFL learners at *UIN Ar-Raniry Banda Aceh*. Using an explanatory sequential mixed-methods design, data were collected from 60 English Department students (batch 2022) through a questionnaire combining 15 Likert-scale items and 3 open-ended questions. Quantitative data were analyzed using descriptive statistics and Spearman's rank correlation, while qualitative data were analyzed thematically. The findings revealed that students perceived webtoons as beneficial for vocabulary acquisition, with all post-reading items scoring above 3.0 on a 4-point scale. The highest mean was for using new words in context ($M = 3.32$), followed by understanding new words ($M = 3.30$) and illustrations helping comprehension ($M = 3.28$). The Spearman correlation showed a weak to moderate positive relationship between reading frequency and vocabulary improvement ($\rho = 0.328$, $p = 0.010$). Qualitative findings supported these results, with students reporting natural and enjoyable learning experiences (73.3%) and visual elements facilitating understanding (51.7%). Students identified slice-of-life and romance as the most helpful genres (63.3%), while also reporting challenges such as slang and informal expressions (56.7%), distraction by the story (23.3%), and translation issues (15.0%). These findings show webtoons can serve as an effective supplementary tool for vocabulary learning, though their effectiveness depends on genre selection and reading strategies.

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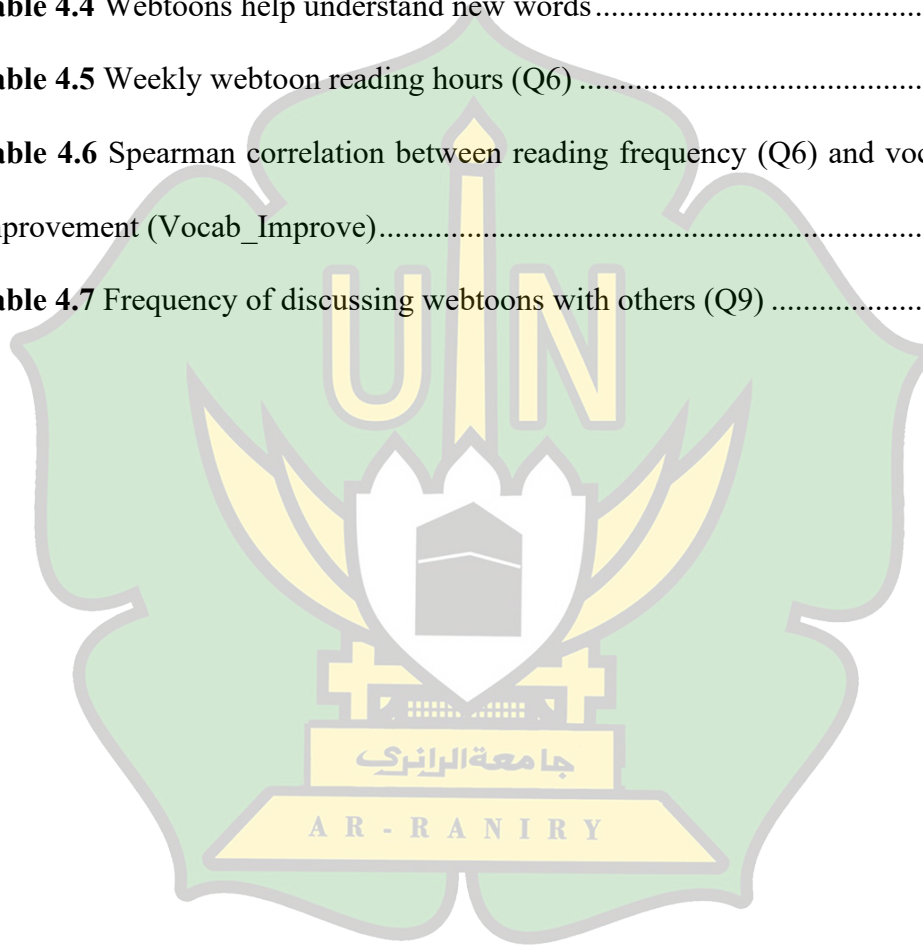
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CHAPTER I

INTRODUCTION

A. Background of the Study

In the rapidly advancing digital era, the integration of technology into education has led to significant changes in how learning is conducted. One such technological advancement gaining popularity is digital comics, specifically webtoons, which are optimized for mobile screen reading. Webtoons combine engaging visual art with text, providing an interactive experience for readers while simultaneously enhancing vocabulary acquisition. This trend aligns with the increasing demand for innovative methods in English as a Foreign Language (EFL) education, where vocabulary acquisition plays a critical role in the overall development of language proficiency (Ellis, 1994).

Vocabulary is foundational to language learning, serving as the basis for reading comprehension, speaking fluency, and writing skills (Laufer & Hulstijn, 2001). However, acquiring vocabulary can often be challenging for language learners, particularly for EFL learners who may not have consistent exposure to the target language outside of the classroom. Visual aids, such as images and videos, have been shown to significantly aid in vocabulary acquisition by providing contextual clues that enhance understanding and retention (Mayer, 2009).

While some may argue that webtoons primarily contain everyday conversational vocabulary rather than academic language, this does not diminish

their value for university-level EFL learners. Vocabulary acquisition is not limited to learning advanced or discipline-specific terms; it also involves consolidating high-frequency words and common expressions that are essential for fluent communication (Schmitt, 2010). Research on vocabulary learning emphasizes that repeated exposure to high-frequency words is crucial for developing automaticity in language use, which is a prerequisite for more advanced language skills (Nation, 2001). For university students who may have acquired a foundation in English grammar and vocabulary but lack opportunities for natural language practice, webtoons provide a low-pressure, engaging context to reinforce and expand their existing vocabulary. Moreover, the visual and contextual support offered by webtoons helps learners understand how words are used in real-life conversations, which is often missing in formal academic instruction. In this sense, webtoons serve as a bridge between classroom learning and authentic language use, making them a valuable supplementary resource even at the tertiary level.

Webtoons, as a visual and textual medium, offer a unique opportunity to bridge the gap between learning and entertainment, providing an engaging way for learners to acquire new vocabulary in a meaningful context. The integration of visuals with narrative text helps learners connect words with their meanings in a real world context, making the learning process both effective and enjoyable (Fauziah & Nasrullah, 2023) .

The integration of webtoons into language learning aligns with the growing emphasis on multimodal learning, where learners engage with content

through multiple sensory channels. This approach has been shown to improve engagement and enhance memory retention. In particular, the combination of textual and visual elements in webtoons offers learners an immersive experience, helping them better understand and remember vocabulary. Recent studies have emphasized the effectiveness of multimodal resources in vocabulary learning, highlighting that combining visual contexts with linguistic input promotes a deeper and more lasting understanding of new words (Kress, 2010).

Despite the promising potential of webtoons as a learning tool, there is limited research specifically investigating their impact on vocabulary acquisition in EFL learners. While studies have explored the effectiveness of extensive reading and multimedia in enhancing language skills (Chapelle, 2001), few studies have focused on how digital comics, particularly webtoons, can be utilized to improve vocabulary learning.

B. Research Questions

1. To what extent does reading webtoons affect vocabulary acquisition among EFL learners?
2. Is there a relationship between the frequency of webtoon reading and vocabulary improvement in EFL learners?
3. How do students perceive the role of webtoons in supporting their vocabulary acquisition based on their reading experiences?

C. Aim of the Study

The primary aim of this study is to investigate the impact of reading

webtoons on vocabulary acquisition among EFL learners. Specifically, the study will focus on:

4. Assessing the effect of webtoons on vocabulary learning.
5. Investigating the relationship between the frequency of webtoon reading and vocabulary enhancement.
6. To explore students' perceptions and experiences regarding the use of webtoons for vocabulary acquisition, particularly to explain the quantitative findings.

D. Significance of the Study

This study contributes to vocabulary teaching by exploring how webtoons can serve as an engaging supplementary tool for EFL learners. By combining text and visuals, webtoons provide a learning experience that helps students understand and remember new words in meaningful contexts. The findings may guide educators in incorporating digital media into their teaching practices, offering students a more engaging and relevant way to learn vocabulary in the digital age.

Additionally, this study offers practical implications for EFL instruction at UIN Ar-Raniry Banda Aceh, providing insights into how webtoons can enhance vocabulary acquisition. Methodologically, the study demonstrates the value of explanatory sequential mixed-methods design in investigating technology-enhanced language learning, which may serve as a model for future researchers exploring similar topics in Indonesian EFL contexts.

E. Research Terminologies

1. Webtoons: Webtoons are digital comics designed specifically for mobile devices, typically in a vertical scrolling format. They combine visual art and text to tell a story, making reading an interactive and dynamic experience. Webtoons are often updated in episodes, encouraging readers to follow ongoing storylines. The visual elements help readers understand the context and meaning of words, making them a useful tool for language learners. By incorporating both images and text, webtoons can enhance vocabulary acquisition by providing clear examples of how words are used in context (Fauziah & Nasrullah, 2023). In this study, webtoons are examined as a supplementary vocabulary learning tool for university EFL learners, with a focus on how their multimodal nature (combining text and visuals) supports incidental vocabulary acquisition through regular reading.
2. Vocabulary Acquisition: Vocabulary acquisition refers to the process of learning and retaining new words and their meanings. It is a critical aspect of language learning, as vocabulary is essential for effective communication. In language learning, vocabulary acquisition involves not only memorizing words but also understanding their use in different contexts. Repeated exposure to new words in meaningful situations, such as through reading or listening, is key to retaining vocabulary. For learners of English as a Foreign Language, acquiring vocabulary can be challenging due to limited exposure outside the classroom, making methods like reading and multimedia tools important for improving

vocabulary retention (Alqahtani, 2015). In this study, vocabulary acquisition is measured through students' self-reported perceptions of their vocabulary improvement after reading webtoons, focusing on their ability to understand, remember, and use new words in context.

3. EFL Learners: EFL learners are individuals who are learning English in a non-English speaking environment. Unlike learners in English speaking countries, EFL learners have limited exposure to English outside of formal education settings. This lack of immersion can make learning English more challenging. EFL learners rely on classroom instruction, textbooks, and digital tools to acquire language skills, including vocabulary. Since they may not use English regularly in daily life, it is important for them to engage in activities that provide contextualized learning, such as using webtoons, to improve vocabulary acquisition (Richards & Renandya, 2002). In this study, EFL learners refer specifically to university students in the English Department at UIN Ar-Raniry Banda Aceh who are actively engaged in learning English as a foreign language and have experience reading webtoons.

CHAPTER II

LITERATURE REVIEW

A. Vocabulary Acquisition

Vocabulary acquisition is central to the development of language proficiency. As a core component of language competence, a strong vocabulary is vital for understanding and producing language effectively. According to Schmitt (2010), vocabulary knowledge underpins all areas of language learning, including reading comprehension, listening, speaking, and writing. A learner's vocabulary size is often used as a key indicator of their overall language proficiency, with those possessing a larger vocabulary generally able to communicate more effectively. Studies have shown that individuals with a broader vocabulary are better able to comprehend texts, express themselves more fluently, and understand the nuances of spoken and written language (Laufer & Hulstijn, 2001).

1. Definition and Importance of Vocabulary

Vocabulary acquisition is central to the development of language proficiency. As a core component of language competence, a strong vocabulary is vital for understanding and producing language effectively. According to Schmitt (2010), vocabulary knowledge underpins all areas of language learning, including reading comprehension, listening, speaking, and writing. A learner's vocabulary size is often used as a key indicator of their overall language proficiency, with those possessing a larger vocabulary

generally able to communicate more effectively. Studies have shown that individuals with a broader vocabulary are better able to comprehend texts, express themselves more fluently, and understand the nuances of spoken and written language (Laufer & Goldstein, 2021).

In EFL contexts, where learners may not have the opportunity for constant exposure to English outside of the classroom, vocabulary acquisition becomes even more essential. EFL learners often struggle with limited exposure to the language in real life situations, making it harder to acquire new words through natural interaction. As a result, vocabulary acquisition in such contexts requires intentional strategies, such as deliberate practice, active engagement, and meaningful exposure to the target language (Laufer & Hulstijn, 2001). Schmitt (2010) emphasizes that vocabulary learning is not just about memorizing words but also understanding how words function in different contexts, which is crucial for building both receptive and productive vocabulary.

Additionally, learning vocabulary is not just about acquiring isolated words, but also about learning how these words relate to one another and how they fit within the broader language system. According to Nation (2013), effective vocabulary acquisition involves developing knowledge of word forms (e.g., prefixes, suffixes), word meanings (i.e., synonyms, antonyms, connotations), and the contexts in which words are used. This depth of vocabulary knowledge is essential for achieving high level fluency in a foreign language.

2. Theories of Vocabulary Learning

Several influential theories have been proposed to explain how vocabulary is acquired, each highlighting different aspects of the process. One key framework is Dual Coding Theory (Clark & Paivio, 1991), which posits that words and images are processed in separate cognitive channels. This theory suggests that when learners encounter new words paired with visual images, the integration of both verbal and visual information enhances memory retention and comprehension. The pairing of text with visual elements is particularly effective in vocabulary acquisition because it strengthens learners' ability to recall and use the words in real life situations. For example, in digital comics or webtoons, where text and imagery work together to tell a story, learners are exposed to vocabulary in a context that facilitates both understanding and retention.

Schmitt's (2010) Framework of Vocabulary Learning offers another important perspective. This framework outlines the stages of vocabulary acquisition, starting with initial exposure to new words and progressing to repeated encounters with those words in different contexts. Schmitt emphasizes that vocabulary learning is not a linear process but a gradual development where learners move from basic recognition to deeper understanding and eventual active use of vocabulary. Schmitt also highlights the role of repetition and contextual exposure in vocabulary learning. Through repeated encounters, learners internalize the words' meanings and uses, reinforcing their retention. Research by Nation (2001) supports this by

showing that extensive reading, which repeatedly exposes learners to new vocabulary in meaningful contexts, significantly enhances vocabulary acquisition.

Additionally, Incidental Learning Theory (Ellis, 1994) suggests that vocabulary is often acquired passively through exposure to language in context, rather than through explicit instruction. This theory aligns with the idea that learners pick up new words while engaging in activities like reading or watching videos, where they learn words indirectly through context and usage. This has important implications for language learning, as it suggests that learners can acquire vocabulary naturally without focused attention, especially if they are engaged in enjoyable and meaningful language use.

3. Challenges in Vocabulary Acquisition for EFL Learners

EFL learners face a number of challenges when it comes to vocabulary acquisition. One major challenge is the limited exposure to the target language outside the classroom. In contrast to native speakers, who naturally encounter new words through daily interactions, EFL learners often have fewer opportunities to hear and use English in real life settings. This lack of exposure limits their ability to acquire vocabulary passively through natural interactions, and they must rely more heavily on structured classroom instruction and materials (Coxhead, 2000).

Another challenge is the ineffectiveness of traditional vocabulary learning methods, such as rote memorization or the use of isolated word lists. These methods often fail to provide learners with the context in which the words are

used, making it difficult to retain and recall them. As noted by Nation (2001), words learned in isolation are less likely to be retained than those encountered in meaningful, contextualized situations. Vocabulary learning, therefore, requires engagement with words in real contexts, such as through reading, watching videos, or using digital media, where learners can see how words are used in different situations.

Additionally, learners struggle with the depth of vocabulary knowledge. Schmitt (2010) points out that vocabulary knowledge extends beyond understanding a word's meaning to include its form (e.g., prefixes and suffixes), its usage in different contexts, and its relationship with other words. This depth of knowledge is crucial for learners to use words accurately and effectively in communication. For example, knowing a word's collocations (i.e., the common words it typically occurs with) is just as important as knowing its definition. Traditional methods may focus on surface level knowledge of words, but deeper understanding is necessary for fluency.

Moreover, there is the challenge of vocabulary retention. Even if learners successfully acquire new words, retaining and recalling them over time is another hurdle. Effective vocabulary acquisition involves not only learning new words but also reinforcing them regularly through repetition and meaningful use (Schmitt, 2010). Without continuous exposure and practice, EFL learners may struggle to retain the vocabulary they have learned, which limits their ability to apply it in real communication.

B. Webtoons as a Learning Tool

Webtoons, a form of digital comics designed for mobile devices, have emerged as a dynamic and engaging medium that combines visual storytelling with written text. This section explores the definition of webtoons, their key features, and how they can be effectively utilized as a tool for learning, particularly in the context of English as a Foreign Language (EFL) (Fauziah & Nasrullah, 2023).

1. Definition and Characteristics of Webtoons

Webtoons are digital comics designed for mobile screens, primarily structured to fit the vertical scrolling format typical of mobile devices. Unlike traditional comics, which are typically arranged on pages with static images, webtoons are often serialized, providing continuous updates and storylines that engage readers over time. Originating in South Korea, webtoons have now gained global popularity, spanning genres such as drama, romance, fantasy, and action.

The distinguishing feature of webtoons is their unique format, designed for easy reading on mobile devices. Each episode is structured into long, vertical panels, allowing readers to scroll seamlessly through the content. This format caters to the fast paced, on the go nature of digital reading, particularly for younger audiences who are accustomed to mobile platforms (Kress & van Leeuwen, 2001). The integration of both visual elements (such as illustrations) and textual components (like dialogue and narration) creates an immersive,

interactive experience that is ideal for language learning (Kress, 2010).

2. Benefits of Webtoons for EFL Learners

Webtoons offer several advantages for EFL learners, particularly in enhancing vocabulary acquisition. These benefits stem from the combination of visual and textual elements, which help contextualize words and their meanings.

a. Engagement and Motivation

Webtoons are an engaging and enjoyable way to learn, blending storytelling with vibrant artwork. Unlike traditional textbooks or vocabulary lists, webtoons capture learners' attention with dynamic narratives and relatable characters, making learning fun. The visual appeal of webtoons especially resonates with younger audiences, motivating them to engage more frequently with the material. As research by Grabe (2009) suggests, the interactive nature of reading materials can boost motivation, which leads to increased reading frequency and, consequently, vocabulary acquisition.

b. Contextualized Learning

One of the most powerful aspects of webtoons as a learning tool is their ability to present vocabulary within meaningful contexts. Unlike isolated word lists, words in webtoons are embedded in narratives, allowing learners to see how words are used in real life situations. This

contextualized learning makes vocabulary acquisition more effective, as words learned in context are easier to remember and apply (Ellis, 1994). For EFL learners, this is particularly important, as it helps them understand the nuances and appropriate usage of words in different situations.

c. Enhanced Retention through Visuals

Visual aids are well known for their ability to improve memory retention. According to Dual Coding Theory (Clark & Paivio, 1991) , pairing visual elements with verbal information enhances cognitive processing and learning outcomes. In webtoons, learners are exposed to both textual and visual cues, reinforcing their vocabulary and improving retention. The use of expressive illustrations helps learners make strong associations between words and their meanings, which aids in memorization and recall.

d. Multimodal Learning

Webtoons exemplify multimodal learning, an approach that integrates various forms of media such as text, images, and sometimes sound or animation to enhance the learning experience. This approach caters to different learning styles, strengthening the overall learning process. Studies have shown that multimodal resources increase the effectiveness of learning by engaging multiple sensory channels, which helps learners better process and retain information (Kress, 2010). Webtoons, by combining narrative text with illustrations, provide a

holistic learning experience that suits a variety of learning preferences, making the vocabulary acquisition process both engaging and comprehensive.

3. Previous Research on Webtoons

Although the potential of webtoons as a learning tool is recognized, there is limited research specifically focused on their role in vocabulary acquisition in EFL settings. However, studies on similar digital tools, such as online comics and multimedia resources, suggest that combining visuals with text can significantly enhance language learning outcomes.

A systematic review by Fauziah and Nasrullah (2023) highlighted the potential of webtoons in language education, particularly for improving English skills. The review suggests that webtoons offer a contextualized and enjoyable way for learners to acquire vocabulary. However, despite these promising findings, research specifically examining the impact of webtoon reading on vocabulary retention and acquisition, particularly among EFL learners, remains sparse. This gap presents an opportunity for further research, as the full potential of webtoons for language learning has yet to be fully explored.

C. Multimodal Learning and EFL

Multimodal learning refers to the integration of multiple forms of media and sensory input, such as text, visuals, sound, and sometimes even touch, into the learning process. This approach recognizes that individuals process information

differently and that learning is most effective when multiple modes of input are combined. In the context of English as a Foreign Language (EFL), multimodal learning offers a dynamic and engaging method for language acquisition, particularly for vocabulary development.

1. Concept of Multimodal Learning

Multimodal learning is grounded in the idea that learners benefit from receiving information through multiple sensory channels. This approach incorporates visual, auditory, and kinesthetic elements, allowing learners to engage with the material in ways that align with their preferences and learning styles. According to Mayer's cognitive theory of multimedia learning (Mayer, 2009), combining both text and images in educational content enhances understanding and retention by engaging different cognitive processes.

Mayer's theory posits that humans have two distinct channels for processing information: the verbal channel (for text based input) and the visual channel (for images and visuals). When both channels are used simultaneously, learners can process the information more effectively, leading to a deeper understanding of the material. This dual channel processing is particularly important for language learners, as vocabulary acquisition benefits from both visual and verbal representations of words (Kress, 2010).

Another relevant theory is Paivio's Dual Coding Theory (Paivio,

1991), which highlights that learning is more effective when visual and verbal information are integrated. This integration helps learners process and retain information more effectively by utilizing multiple cognitive pathways. Recent studies support this view, showing that multimodal resources, including images paired with text, significantly enhance vocabulary retention and comprehension (Mayer, 2009).

2. How Multimodal Learning Affects Vocabulary Acquisition

Multimodal learning has proven especially effective in vocabulary acquisition for EFL learners, offering contextualized learning experiences that combine both visual and textual cues. By presenting vocabulary in real world contexts, learners can understand words not only through their definitions but also through how they are used in different situations.

a. Visuals Enhance Understanding

Visuals serve as powerful tools that help learners connect new words to their meanings. In a multimodal learning environment, the use of images, animations, or videos alongside text provides contextual clues that help learners understand the meaning of new vocabulary. Research by Kress (2010) shows that multimodal resources, including images paired with text, increase learners' ability to understand and remember new words. In the case of webtoons, learners can see characters using specific words in context, which aids comprehension and long term retention.

b. Contextual Learning Supports Retention

Multimodal learning emphasizes learning vocabulary in real world contexts, which significantly supports retention. When learners encounter new vocabulary in context whether through videos, webtoons, or other interactive resources they are more likely to remember and use it correctly. Richards and Renandya (2002) note that vocabulary acquired in context is more likely to be retained and applied in communication. By seeing how words are used in varied situations, learners develop a more nuanced understanding of vocabulary.

c. Engagement through Multiple Senses

The integration of multiple modes of input such as text, images, sounds, and videos engages learners more deeply than traditional methods. For example, in webtoons, learners are not only reading text but also interpreting visual elements and sometimes auditory cues, which require active engagement. This increased interaction with the learning material fosters higher levels of interest and motivation. Mayer (2009) and Kress (2010) argue that when learners are exposed to information through various media, it not only increases motivation but also enhances vocabulary retention, making learning more enjoyable and effective.

d. Interactive and Participatory Learning

Multimodal learning often involves interactive activities where learners actively engage with the content. For example, learners can label

images, match words to pictures, or engage with videos and answer questions related to the content. These activities promote active learning, requiring learners to process vocabulary in meaningful ways. Al-Seghayer (2021) argues that active engagement with multimedia content is essential for reinforcing vocabulary and ensuring long term retention.

3. Benefits of Multimodal Learning in EFL Education

In EFL education, the benefits of multimodal learning go beyond just vocabulary acquisition. By incorporating multiple forms of media, EFL teachers can create more dynamic, engaging, and effective lessons that cater to diverse learning preferences.

a. Catering to Different Learning Styles

Different learners process information in different ways. Some learners may prefer visual input, while others may be more auditory or kinesthetic. Multimodal learning addresses this diversity by offering different modes of engagement, ensuring that all learners can interact with the material in a way that suits their learning preferences. Research by Schmitt (2010) and Nation (2001) has shown that by providing learners with a variety of learning resources such as videos, comics, and interactive tasks teachers can meet the needs of a diverse student body, improving vocabulary acquisition and retention.

b. Improving Student Motivation and Engagement

By using multimodal resources like webtoons, videos, and digital games, teachers can make learning more interactive and engaging. This approach not only captures students' attention but also keeps them motivated to continue learning. Studies have demonstrated that students who engage with content through multiple formats are more likely to stay motivated and focused on their learning (Mayer, 2009). This increased motivation leads to more effective vocabulary acquisition.

c. Facilitating Deeper Understanding and Long Term Retention

Multimodal learning not only helps with initial understanding but also facilitates long term retention. According to Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2009), the combination of text and visuals leads to deeper cognitive processing, which helps learners understand vocabulary in multiple contexts. By using multimodal tools, learners are exposed to vocabulary in a variety of situations, which supports a more comprehensive understanding of the words. This deeper understanding helps students retain vocabulary in the long term, as they are able to use the words appropriately across different contexts (Mayer, 2009).

4. Multimodal Learning in EFL Classrooms

In the EFL classroom, multimodal learning can be integrated in numerous ways. Teachers can use a wide range of resources such as webtoons, videos, interactive websites, flashcards, and digital games to present

vocabulary in a multimodal format. These resources help students learn words in context, reinforcing their meanings through visual, auditory, and kinesthetic channels (Richards & Renandya, 2002).

For example, EFL teachers can use webtoons in class to have students read, analyze, and identify new vocabulary words. Students can discuss the meanings of these words and practice using them in conversation. Moreover, students can create their own webtoons or visual representations of vocabulary, deepening their engagement with the material in a creative and interactive way (Schmitt, 2010; Fauziah & Nasrullah, 2023).

D. Impact of Webtoon Reading on EFL Learners

1. Existing Studies on Visual Learning

Visual learning has long been recognized as an effective method for improving language skills, particularly in vocabulary acquisition. The use of visual aids such as images, videos, and animations provides contextual clues that help learners grasp the meaning of new words. According to Paivio's dual coding theory (Paivio, 1991), the brain processes verbal and visual information through distinct cognitive channels. By integrating both types of input, learners can build stronger mental representations of words and concepts, which leads to improved retention and recall.

In the case of webtoons, the integration of images with text enables learners to connect words with vivid visual scenarios. This multimodal approach taps into both the visual and verbal channels, reinforcing word

meanings in a way that is more holistic and memorable than text alone. Mayer's cognitive theory of multimedia learning (Mayer, 2009) further supports this, asserting that when learners engage with both text and images, they process information more effectively, leading to better understanding and retention.

Research into visual learning and language acquisition shows that students exposed to visual aids such as comics or graphic novels demonstrate enhanced comprehension and vocabulary retention (Ellis, 1994). Visual learning also fosters greater engagement, making the learning process more enjoyable and interactive. Studies suggest that learners retain vocabulary more effectively when it is presented in a context that includes both visual elements and narrative (Kress, 2010).

2. Relationship Between Frequency of Reading and Vocabulary Acquisition

The frequency with which learners engage with webtoons can significantly impact their vocabulary acquisition. Research on extensive reading shows that frequent exposure to new words in context leads to stronger retention and a deeper understanding of their meanings (Schmitt, 2010). This concept, known as incidental vocabulary learning, occurs when learners encounter words repeatedly through reading, without focusing solely on memorization or rote learning.

In the case of webtoons, the more often students read these visual texts,

the more opportunities they have to encounter new vocabulary in a variety of contexts. Repeated exposure helps learners internalize words, not just in their isolated dictionary sense, but in their various uses within real world settings. Each reading session introduces students to different themes, characters, and contexts, which enhances their ability to apply new vocabulary appropriately in different situations. For example, a student reading a webtoon with a storyline involving conflict may learn new vocabulary related to emotions, actions, and social interactions, all while understanding the word in context.

Schmitt (2010) suggests that frequent exposure to vocabulary in context helps to build both breadth (the number of words known) and depth (the understanding of how those words are used). This principle is especially important for EFL learners, who may struggle to encounter authentic language usage outside of class. By reading webtoons, students gain exposure to vocabulary in context rich environments, which facilitates both the acquisition of new words and the reinforcement of previously learned vocabulary.

Moreover, the active engagement that webtoons promote enhances vocabulary retention. When learners are consistently exposed to new words and their contextual usage, they engage with the vocabulary not only through passive reading but also through active cognitive processing. They interpret the meaning of words based on the surrounding images, narrative, and dialogue, making the learning process more interactive and participatory. Gardner and Lambert (1972) found that this active involvement with the material helps reinforce vocabulary retention, as learners are prompted to

apply their knowledge in a meaningful way.

In addition to the frequency of reading, the duration of reading sessions also plays a role in vocabulary acquisition. Extended reading sessions, where learners immerse themselves in a webtoon for longer periods, allow for greater absorption of vocabulary. These prolonged sessions encourage learners to encounter words repeatedly, improving retention over time. This is supported by studies that show vocabulary acquisition is more effective when learners spend more time engaging with the language in a meaningful context (Nation, 2001). According to Grabe (2009), learners who engage in extended reading practices demonstrate significant improvements in both vocabulary knowledge and fluency.

3. The Role of Webtoons in Providing Contextualized Learning

One of the most significant advantages of webtoons as a learning tool is their ability to contextualize vocabulary. Unlike traditional vocabulary lists, which often present words in isolation, webtoons embed words within rich, dynamic contexts. This approach helps learners understand not only the literal meaning of a word but also its connotations, nuances, and appropriate usage in different situations. By placing words in specific, real life situations, webtoons provide a deeper understanding of vocabulary, making it easier for learners to retain and use the words appropriately.

For instance, a character in a webtoon may use a particular word during a scene of conflict or emotional distress, providing learners with insight into

the emotional tone or social context associated with the word. This contextualization helps learners understand how words are used in various real world contexts, such as conversations, stories, and dialogues. For EFL learners, this is crucial, as vocabulary acquisition is not just about recognizing words, but also about knowing when and how to use them effectively in communication. Studies show that context rich learning significantly improves language retention and application (Mayer, 2009; Kress, 2010).

Webtoons provide a multimodal approach to vocabulary learning by combining both visual and textual elements. This combination enhances understanding by linking words to images, allowing learners to connect abstract concepts with concrete representations. According to Mayer's cognitive theory of multimedia learning (Mayer, 2009), learning is more effective when text and visuals are integrated, as this dual channel processing strengthens cognitive processing and supports better retention. This approach contrasts with traditional vocabulary acquisition methods, which often focus on isolated word lists, lacking the depth and practical application necessary for real world use (Kress, 2010).

Moreover, webtoons can assist learners in decoding unfamiliar words by pairing them with visuals that provide contextual clues. When learners encounter an unknown word, the accompanying image serves as a visual cue, aiding in the understanding of the word's meaning. This visual reinforcement helps learners form meaningful associations between words and their corresponding images, which improves recall and retention over time (Mayer,

2009). In this way, webtoons support both vocabulary acquisition and retention, especially for EFL learners who may struggle to encounter words in natural settings outside the classroom.

4. Motivation and Engagement through Webtoons

Another critical factor in the success of webtoons as a learning tool is their ability to motivate and engage learners. As noted by Fauziah and Nasrullah (2023), the interactive and immersive nature of webtoons makes them an appealing tool for EFL learners. Unlike traditional textbooks, which can often feel monotonous or disconnected from students' interests, webtoons offer an engaging, dynamic way to learn that resonates with younger audiences.

The combination of storytelling and artwork is a key feature that makes webtoons engaging. The ongoing narratives and episodic structure create a sense of continuity, motivating learners to return for future episodes. This creates anticipation and a desire to continue reading, enhancing both vocabulary acquisition and overall language skills. Gardner's Theory of Motivation in Language Learning (1985) emphasizes that motivation is a critical factor in language acquisition, and webtoons leverage this by keeping learners interested and invested in the learning process. Motivated learners are more likely to encounter new vocabulary and reinforce previously learned words, which supports long term language development.

Additionally, the ability to personalize the webtoon experience by

choosing genres or following ongoing series further enhances student engagement. Webtoons offer flexibility in terms of content selection, allowing students to choose material that aligns with their interests. This personal connection to the content makes learning more enjoyable, which contributes to sustained motivation (Schmitt, 2010). By combining entertainment with learning, webtoons create a balanced environment where students engage with language learning in a way that feels both fun and educational. This balance of enjoyment and learning helps increase the consistency of vocabulary acquisition over time, as learners are more likely to continue reading regularly.

The interactive aspects of webtoons also promote active engagement with language learning. Students are not merely passive recipients of information but actively engage with the material, interpreting visuals and text to understand and retain vocabulary. This active involvement deepens comprehension and aids in long term retention, making webtoons a powerful tool for vocabulary acquisition (Mayer, 2009; Kress, 2010).

E. Use of Digital Media in Language Teaching

The integration of digital media in English as a foreign language (EFL) classrooms has significantly transformed traditional teaching methods. One of the most engaging tools that combine visual and textual elements is webtoons. Webtoons, which use dynamic visuals and storytelling, offer an interactive learning experience, allowing students to engage deeply with language in context (Kress, 2010). As vocabulary acquisition plays a pivotal role in language

proficiency, it directly impacts students' ability to read, listen, speak, and write effectively (Schmitt, 2010). By incorporating visual elements, webtoons help bridge the gap between traditional vocabulary learning and context rich language use, enhancing the learning process by making it more engaging and meaningful.

For EFL learners, who often have limited exposure to the target language outside the classroom, acquiring vocabulary can be a challenge. Research shows that vocabulary acquisition is most effective when words are encountered in meaningful contexts (Nation, 2001). Webtoons, by combining both text and images, provide such contexts, enhancing comprehension and retention of vocabulary. This aligns with multimodal learning, which uses both verbal and visual stimuli, making the learning experience more holistic and effective (Mayer, 2009).

1. Incorporating Webtoons in the Curriculum

Webtoons can be a valuable addition to the EFL curriculum, offering an innovative tool for teaching vocabulary. Teachers can select webtoons that align with the students' language proficiency level and course objectives. The lessons can be structured around webtoon reading, with activities such as pre reading vocabulary exercises, interactive reading sessions, and post reading activities like discussions and vocabulary games (Fauziah & Nasrullah, 2023). This method ensures that vocabulary acquisition is both contextualized and reinforced through repeated exposure.

One effective approach for integrating webtoons is through the flipped

classroom model, where students engage with webtoon content outside of class, allowing classroom time for in depth discussions, vocabulary exercises, and language production (Schmitt, 2010). This method encourages incidental learning, where vocabulary is encountered repeatedly in different contexts, helping students internalize new words and their various meanings. Webtoons also support extensive reading, which has been proven to enhance vocabulary acquisition. By reading multiple episodes, students encounter words in different contexts, strengthening their ability to use these words in both oral and written forms (Nation, 2001).

2. Enhancing Motivation and Engagement

One of the biggest challenges in EFL education is maintaining student motivation, especially when it comes to vocabulary learning. Traditional methods, such as rote memorization, can lead to disengagement and ineffective learning. Webtoons address this challenge by offering an enjoyable and interactive way to learn vocabulary, motivating students to read and continue learning (Fauziah & Nasrullah, 2023). The narrative driven content and visually engaging artwork of webtoons capture students' attention, particularly those who are more accustomed to digital media and interactive content (Gardner, 1985).

Motivation is a critical factor in language acquisition, and using webtoons in the classroom can significantly increase student interest in learning vocabulary (Mayer, 2009). The entertainment value of webtoons

encourages active participation in vocabulary learning, which results in better retention and practical use of new vocabulary in real life contexts (Paivio, 1991). Moreover, the ability to personalize webtoon content by selecting genres and storylines that resonate with students' interests further enhances engagement, ensuring that they remain motivated throughout the learning process (Richards & Renandya, 2002).

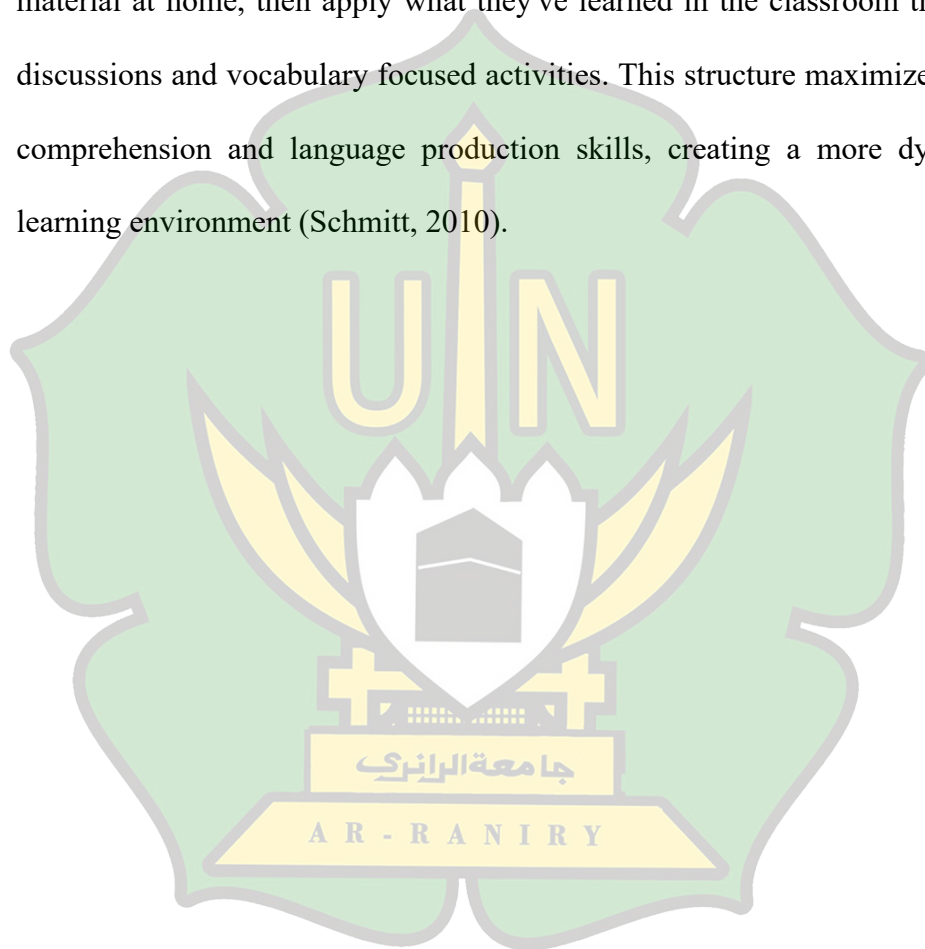
3. Classroom Implementation of Webtoons

To successfully integrate webtoons into the classroom, teachers should adopt a structured approach that combines reading with vocabulary focused tasks. Teachers can select webtoons that introduce relevant vocabulary based on the themes of the lesson. Students can read the webtoons individually or in groups, and teachers can facilitate discussions around the key vocabulary used and its meaning in context. Additionally, post reading activities such as role playing, vocabulary exercises, or writing tasks can help reinforce the vocabulary learned (Fauziah & Nasrullah, 2023).

Interactive classroom activities, where students create their own webtoons or engage in group projects, can further enhance vocabulary retention and creativity. According to Richards and Renandya (2002), such interactive and collaborative activities promote deeper cognitive engagement and better application of vocabulary. For example, students could work in pairs or small groups to create their own webtoon episodes, incorporating the vocabulary learned during class. This approach not only reinforces vocabulary

acquisition but also encourages students to use new words in context, improving their practical language skills.

Furthermore, incorporating webtoons into the flipped classroom model provides more time for interactive tasks in class. Students engage with the material at home, then apply what they've learned in the classroom through discussions and vocabulary focused activities. This structure maximizes both comprehension and language production skills, creating a more dynamic learning environment (Schmitt, 2010).



CHAPTER III

METHODOLOGY

A. Research Design

This study employs an explanatory sequential mixed-methods design (Creswell & Creswell, 2018). This design involves two distinct phases: first, collecting and analyzing quantitative data (Phase 1), and second, using qualitative data (Phase 2) to explain or elaborate on the quantitative results.

In Phase 1, the researcher collected quantitative data through a closed-ended questionnaire (Likert scale) to measure students' perceived vocabulary improvement and their webtoon reading habits. The quantitative data were analyzed using descriptive statistics (mean, standard deviation, frequency) and inferential statistics (Spearman's rank correlation) to answer research questions 1 and 2.

In Phase 2, the researcher collected qualitative data through open-ended questions included in the same questionnaire. The qualitative data were analyzed thematically (Braun & Clarke, 2006) to answer research question 3 and to help explain the quantitative findings. The qualitative data serve as a complementary component that provides depth and context to the statistical results.

This design is appropriate for this study because the quantitative phase identifies patterns and relationships between variables, while the qualitative phase helps explain why those patterns exist. The qualitative data provide insights into students' personal experiences, challenges, and perceptions, which enrich the interpretation of the quantitative findings (Creswell & Creswell, 2018; Dörnyei,

2007).

B. Participant

1. Population

The population for this study consists of students from the English Department, batch 2022, at UIN Ar-Raniry, with approximately 140 students enrolled. These students are the target population because they are studying English as a Foreign Language (EFL), which aligns with the study's focus on vocabulary acquisition and the potential influence of webtoon reading on language learning (Dörnyei & Taguchi, 2021). The students in this department are ideal participants as they are likely to have varying levels of exposure to webtoons and vocabulary acquisition, which will allow for a comprehensive analysis of the relationship between the two variables. Given that the study aims to observe natural behavior without manipulating participants, using a population of EFL learners provides a realistic and relevant sample for this type of research.

2. Sample Size Determination

To determine the appropriate sample size, the researcher used Slovin's formula (Sevilla et al., 1992; Sugiyono, 2016):

$$n = \frac{N}{1 + N e^2}$$

Where:

n = sample size

N = population size (140)

e = margin of error (10% = 0.10)

$$n = \frac{140}{1 + 140(0.10)^2} = \frac{140}{1 + 140(0.01)} = \frac{140}{1 + 1.4} = \frac{140}{2.4} = 58.3$$

Based on this calculation, the minimum sample size required is 58.3, which is rounded up to 60 participants. Slovin's formula is widely used in educational research to determine sample size when the population is known and a margin of error is acceptable (Sugiyono, 2016; Babbie, 2013). A margin of error of 10% is considered acceptable for social science research, particularly when the population is relatively small and homogeneous (Sevilla et al., 1992).

3. Sampling Method

Since the total population consists of approximately 140 students, the researcher used purposive sampling to select 60 participants who meet the criteria. Purposive sampling is a technique where participants are selected based on specific characteristics relevant to the research objectives (Sugiyono, 2016; Creswell & Creswell, 2018). This method is appropriate because the study requires participants who are active EFL learners and have experience reading webtoons.

4. Participants Criteria

- a. Students enrolled in the English Department, batch 22, at UIN Ar-Raniry.
- b. Students who engage in reading webtoons regularly (self reported).
- c. Students who voluntarily consent to participate in the study and complete the survey.

The same 60 participants who completed the quantitative questionnaire also responded to the open-ended questions, ensuring consistency and alignment between the two phases of data collection.

A total of 67 students initially completed the questionnaire. Of these, seven responses were excluded, resulting in a final sample of 60 participants. Three of the excluded responses were omitted because the participants did not answer the open-ended questions, which were essential for collecting qualitative data to address Research Question 3. In this explanatory sequential mixed-methods design, the qualitative data from open-ended questions are critical for explaining the quantitative findings, and incomplete responses would have compromised the thematic analysis. The other four excluded responses were submitted after the data collection deadline and were therefore removed to ensure consistency in the data collection period and to avoid potential bias from late responses. Thus, the final sample consisted of 60 participants.

C. Method of Data Collection

For this study, data will be collected using a survey. The survey method is

suitable because it allows for the efficient gathering of data from a large group of participants, and it is a common tool for quantitative research in educational studies (Dörnyei & Taguchi, 2021). The survey will include a combination of closed ended questions (e.g., Likert scale items) and open ended questions to gather both numerical data and qualitative insights. The closed ended questions will focus on how often students read webtoons and their self reported vocabulary improvements. The open ended questions will provide students the opportunity to elaborate on their experience with webtoons and language learning, offering valuable insights into the broader impact of webtoon reading on their vocabulary (Cohen et al., 2018).

The survey will be online, which makes it both practical and cost effective within the two month timeframe. It can be easily distributed to the entire student cohort using platforms such as Google Forms. Online surveys are widely used in educational research due to their convenience, accessibility, and cost effectiveness (Nardi, 2014). These platforms also allow for easy data collection and organization, making them ideal for this study's scale.

1. Questionnaire Structure

The instrument used in this study was a structured questionnaire designed to collect data on students' webtoon reading habits and their perceived vocabulary acquisition. The questionnaire was self-administered online and divided into four distinct sections to ensure comprehensive data collection: (1) Demographic Information, (2) Vocabulary Perception, (3) Webtoon Reading Habits, and (4) Open-Ended Questions. This structure was

chosen to capture both quantitative and qualitative data, allowing for a more holistic understanding of the impact of webtoon reading on vocabulary acquisition (Dörnyei & Taguchi, 2021; Cohen et al., 2018).

The questionnaire consisted of 15 closed-ended items using a 4-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree) and 3 open-ended questions. The 4-point scale was selected rather than a 5-point scale to avoid neutral responses, encouraging participants to make a definitive choice regarding their perceptions (Garland, 1991; Chyung et al., 2017). Higher scores on the Likert items indicate stronger agreement or higher perceived vocabulary improvement.

a. Demographic Information (Section 1)

The first section of the questionnaire collected demographic information, specifically the participant's gender. This single item was included to provide a basic profile of the sample population and to allow for a descriptive overview of the participants (Nardi, 2014). Gender was included as it is a standard demographic variable in educational research that helps researchers understand the composition of the sample and ensures balanced representation (Creswell & Creswell, 2018). No other demographic variables such as age or semester were included, as the study focused specifically on the cohort of English Department students, batch 2022, who share similar academic backgrounds and language proficiency levels.

b. Vocabulary Perception (Section 2)

The second section consisted of ten Likert-scale items (Q1, Q2, Q3, Q4, Q5, Q11, Q12, Q13, Q14, and Q15) designed to measure students' perceived vocabulary acquisition after reading webtoons. These items were grouped into this section because they directly address the dependent variable of the study: vocabulary improvement.

The items in this section were developed based on key theories of vocabulary acquisition and multimodal learning. According to Schmitt (2010) and Nation (2001), vocabulary knowledge involves not only understanding word meanings but also the ability to use words in context, retain them over time, and recognize them in various forms. Therefore, the items were designed to capture multiple dimensions of vocabulary perception. All items in this section used a 4-point Likert scale, with higher scores indicating more positive perceptions. The inclusion of these ten items allows for a comprehensive measurement of vocabulary perception, covering cognitive (understanding, retention), affective (confidence, motivation), and behavioral (using in context) aspects of vocabulary learning.

c. Webtoon Reading Habits (Section 3)

The third section consisted of five Likert-scale items (Q6, Q7, Q8, Q9, and Q10) designed to measure students' engagement with webtoons. These items address the independent variable of the study: webtoon reading frequency and habits.

Q6 asks about weekly reading hours (categorized as less than 1

hour, 1-3 hours, 4-6 hours, more than 6 hours). This item is the primary variable used in the correlation analysis (Research Question 2), as it directly measures the frequency of webtoon reading. According to Schmitt (2010) and Nation (2001), frequent exposure to vocabulary in context is a key factor in incidental vocabulary learning. Therefore, Q6 is crucial for examining whether students who read more frequently report higher vocabulary improvement.

Q7 explores genre preference (e.g., slice-of-life, romance, action, fantasy). This item is important because different genres contain different types of vocabulary. As noted by Fauziah and Nasrullah (2023), slice-of-life and romance genres tend to use everyday, practical language, while fantasy and action genres may contain rare or made-up words that are less useful for daily communication.

Q8 measures how often students read webtoons (e.g., daily, weekly, occasionally), providing another perspective on reading frequency.

Q9 assesses discussion of webtoons with others, which reflects the social dimension of reading. As Richards and Renandya (2002) argue, discussing content with peers reinforces vocabulary learning through active use and repetition.

Q10 measures whether students read webtoons specifically for learning English, indicating their intentionality in using webtoons as a learning tool.

By including these five items, the questionnaire captures multiple dimensions of webtoon engagement, including frequency, time investment, content preference, social interaction, and learning intention. This comprehensive approach allows for a more nuanced analysis of the relationship between webtoon reading habits and vocabulary acquisition.

d. Open-Ended Questions (Section 4)

The fourth section consisted of three open-ended questions designed to collect qualitative data that complement the quantitative findings. Unlike closed-ended items that restrict responses to predetermined categories, open-ended questions allow participants to express their experiences, opinions, and reflections in their own words (Braun & Clarke, 2006; Dörnyei & Taguchi, 2021). The three questions asked about: Positive experiences with webtoons for vocabulary learning (e.g., "What positive experiences have you had with webtoons for learning vocabulary?"). The most helpful genres and reasons why they were helpful (e.g., "Which webtoon genre helps you most with vocabulary and why?"). Challenges encountered when using webtoons for vocabulary acquisition (e.g., "What challenges have you faced when using webtoons to learn vocabulary?").

The inclusion of open-ended questions in this quantitative study serves several important purposes. First, they provide context and depth to the quantitative data. For example, if students rate webtoons highly on Likert items, open-ended responses can explain how and why they find

them helpful (Creswell & Creswell, 2018). Second, they allow for the emergence of unexpected insights that may not have been captured by closed-ended items, such as specific strategies students use or particular difficulties they face (Cohen, Manion, & Morrison, 2018). Third, the qualitative data support triangulation, strengthening the validity of the findings by providing multiple perspectives on the same phenomenon (Denzin, 1978; Flick, 2014). Fourth, as Dörnyei (2020) notes, open-ended questions are a standard and valuable feature in educational questionnaires because they enrich the data and provide a more complete picture of learners' experiences.

The responses to these open-ended questions were analyzed using thematic analysis (Braun & Clarke, 2006). While thematic analysis is commonly associated with qualitative research, it is also appropriate in quantitative studies for analyzing open-ended responses because it provides a structured and systematic way to identify, analyze, and report patterns within qualitative data (Nowell et al., 2017). The analysis involved six steps: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and writing up the findings. The qualitative findings were then integrated with the quantitative results in the discussion chapter to provide a comprehensive understanding of the impact of webtoon reading on vocabulary acquisition.

To ensure the validity of the instrument, the questionnaire was

developed based on relevant theories and previous studies on vocabulary acquisition, multimodal learning, and digital media in language education (Schmitt, 2010; Nation, 2001; Mayer, 2009; Fauziah & Nasrullah, 2023). The items were carefully designed to align with the research objectives and the constructs being measured. Content validity was established by ensuring that each item directly addressed either vocabulary perception or webtoon engagement as defined in the literature (Creswell & Creswell, 2018).

Prior to full distribution, a pilot test was conducted with 5 students from the same population to assess the clarity, readability, and appropriateness of the questions. Participants in the pilot test were asked to provide feedback on any ambiguous or confusing items. Based on their feedback, minor revisions were made to the wording of some items to improve clarity. The pilot test also confirmed that the questionnaire could be completed in approximately 10–15 minutes, which is a reasonable duration to maintain participant engagement (Dörnyei, 2020; Cohen et al., 2018).

2. Questionnaire Distribution

The questionnaire was distributed online using Google Forms, a platform that is free, easy to navigate, and provides automatic data collection and organization (Dörnyei & Taguchi, 2021). The survey link was sent to all students via WhatsApp group and email, and they were given one week to complete the survey. This online method is both efficient and cost-effective,

ensuring that the study can collect data from a large sample in a short period.

3. Data Collecting Procedure

The data collection procedure followed these steps:

- a. Preparation: The questionnaire was designed and reviewed based on relevant literature and the research objectives.
- b. Pilot Test: The questionnaire was pilot-tested with 5 students from the target population to check clarity and reliability.
- c. Revision: Based on pilot test feedback, minor revisions were made to improve the wording and clarity of some items.
- d. Distribution: The final questionnaire was distributed online via Google Forms to 60 selected participants from the English Department, batch 2022.
- e. Data Collection: Participants were given one week to complete the questionnaire. Responses were automatically collected and organized by Google Forms.
- f. Data Compilation: The collected data were exported to Microsoft Excel and SPSS for further analysis.

D. Methods of Data Analysis

The data collected from the questionnaire were analyzed using both quantitative and qualitative methods, following the explanatory sequential mixed-methods design. The quantitative data from closed-ended questions were analyzed using descriptive statistics and inferential statistics, while the qualitative data from open-ended questions were analyzed thematically.

The data analysis followed the explanatory sequential design, consisting of two phases:

Phase 1 (Quantitative Analysis): The quantitative data from closed-ended questions were analyzed using descriptive statistics and inferential statistics. The results of this phase answered research questions 1 and 2.

Phase 2 (Qualitative Analysis): The qualitative data from open-ended questions were analyzed using thematic analysis (Braun & Clarke, 2006). The findings from this phase answered research question 3 and were used to explain and elaborate on the quantitative results. The qualitative findings were integrated with the quantitative findings in the discussion chapter to provide a comprehensive understanding of the research problem.

1. Descriptive Statistics

The data collected from the closed-ended questions were first analyzed using descriptive statistics. Descriptive statistics allow for summarizing and organizing data in a way that makes it easier to understand (Field, 2013). The main measures used in this study are:

- a. Mean: The average score for each question, which will give an overall sense of students' vocabulary knowledge and webtoon engagement.

$$Mean(\mu) = \frac{\sum X}{N}$$

- b. Standard Deviation: This will show the variability in students' responses, helping to identify how consistent the results are across

the sample.

$$s = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n - 1}}$$

- c. Frequency Distribution: This will show how often certain responses appear, which is especially useful for the Likert scale items.

These statistics provide an initial overview of the survey data and help identify patterns in webtoon reading frequency and perceived vocabulary improvement (Schmitt, 2010).

2. Correlation Analysis

To answer Research Question 2 ("Is there a relationship between the frequency of webtoon reading and vocabulary improvement?"), a Spearman's rank correlation was conducted. Spearman's rho was chosen because the reading frequency variable (Q6) is ordinal (categorical with ordered levels: "less than 1 hour," "1-3 hours," "4-6 hours," "more than 6 hours"), and the vocabulary improvement variable is a composite score derived from Likert scale items that may not follow a normal distribution (Field, 2013; Cohen et al., 2018).

Spearman's rho measures the strength and direction of the monotonic relationship between two variables. The correlation coefficient (ρ) ranges from -1 to +1, where:

$\rho = +1$ indicates a perfect positive relationship

$\rho = 0$ indicates no relationship

$\rho = -1$ indicates a perfect negative relationship

The formula for Spearman's rho is:

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Where:

d_i = difference between the ranks of each pair of observations

n = number of observations

This analysis helps determine whether students who read webtoons more frequently tend to report higher vocabulary improvement (Schmitt, 2010; Nation, 2001).

3. Analysis of Open-Ended Questions

In addition to the quantitative data, the questionnaire included three open-ended questions to capture students' personal experiences, opinions, and challenges related to using webtoons for vocabulary learning. The open-ended questions asked about: (1) positive experiences with webtoons, (2) most helpful genres, and (3) challenges encountered.

The responses to these open-ended questions were analyzed using thematic analysis (Braun & Clarke, 2006). While thematic analysis is commonly associated with qualitative research, it is also appropriate in quantitative studies for analyzing open-ended responses because it provides a structured and systematic way to identify, analyze, and report patterns within qualitative data (Nowell et al., 2017).

The inclusion of open-ended questions in this mixed-methods study serves several important purposes. First, they provide context and depth to the quantitative data. For example, if students rate webtoons highly on Likert items, open-ended responses can explain how and why they find them helpful (Creswell & Creswell, 2018). Second, they allow for the emergence of unexpected insights that may not have been captured by closed-ended items, such as specific strategies students use or particular difficulties they face (Cohen, Manion, & Morrison, 2018). Third, the qualitative data support triangulation, strengthening the validity of the findings by providing multiple perspectives on the same phenomenon (Denzin, 1978; Flick, 2014). Fourth, as Dörnyei (2020) notes, open-ended questions are a standard and valuable feature in educational questionnaires because they enrich the data and provide a more complete picture of learners' experiences.

The thematic analysis followed these steps, based on the framework proposed by Braun and Clarke (2006):

- a. Familiarization with the data: All responses were read multiple times to gain a general understanding of the content.
- b. Generating initial codes: Significant statements and phrases were identified and labeled with codes.
- c. Searching for themes: Codes were grouped into broader themes based on recurring patterns.
- d. Reviewing themes: The themes were reviewed and refined to ensure they accurately represented the data.

- e. Defining and naming themes: Each theme was clearly defined and given a descriptive name.
- f. Writing up: The themes were presented with supporting quotes from participants.

The qualitative findings were then integrated with the quantitative results in the discussion section to provide a comprehensive understanding of the impact of webtoon reading on vocabulary acquisition (Creswell & Creswell, 2018).

4. Integration and Interpretation

Following the explanatory sequential design, the final step involved integrating the quantitative and qualitative findings (Creswell & Creswell, 2018). The qualitative findings were used to explain, elaborate on, and contextualize the quantitative results. This integration was presented in the discussion chapter, where the researcher interpreted the combined findings to answer the research questions comprehensively. This approach allowed the researcher to go beyond statistical analysis and provide a richer, more nuanced understanding of the impact of webtoon reading on vocabulary acquisition.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the study. Data were collected from 60 English Department students (batch 2022) at UIN Ar-Raniry using a questionnaire that combined closed-ended (Likert scale) and open-ended items. The findings are organized according to the three research questions of this study. The first section addresses Research Question 1 by presenting students' vocabulary perception and the extent to which they perceive webtoons as beneficial for vocabulary learning. The second section presents findings for Research Question 2, which examines the relationship between reading frequency and vocabulary improvement. The third section provides findings for Research Question 3 by presenting students' perceptions of webtoons based on their reading experiences.

A. Findings

1. The Effect of Reading Webtoons on Vocabulary Acquisition

To understand students' perceived vocabulary improvement, participants responded to ten Likert scale items (1–4, higher scores indicate stronger agreement or higher perceived improvement). Table 4.1 presents the mean and standard deviation for each item, based on the SPSS Descriptives output.

Table 4.1 Means and standard deviations for vocabulary items (n = 60)

Item	Mean	Std. Deviation
------	------	----------------

Q1	2.70	0.908
Q2	3.30	0.619
Q3	3.13	0.676
Q4	3.32	0.725
Q5	3.18	0.725
Q11	3.22	0.761
Q12	3.28	0.761
Q13	3.07	0.710
Q14	3.02	0.770
Q15	3.08	0.671

All post-reading items (Q2–Q5, Q11–Q15) have means above 3.0, indicating that students generally agree or strongly agree that webtoons benefit their vocabulary acquisition. The highest mean is for Q4 (using new words in context, $M = 3.32$), followed by Q2 (webtoons help understand new words, $M = 3.30$) and Q12 (illustrations help, $M = 3.28$). The item with the lowest mean among impact items is Q14 (learning previously difficult words, $M = 3.02$), though still above the scale midpoint (2.5).

To obtain an overall measure of perceived vocabulary improvement, a composite variable Vocab_Improve was computed as the mean of nine items (Q2, Q3, Q4, Q5, Q11, Q12, Q13, Q14, Q15). The descriptive statistics for this composite are presented in Table 4.2.

Table 4.2 *Descriptive statistics for composite vocabulary improvement*

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Vocab_Improve	60	1.56	4.00	3.1778	0.50451

The consistency of responses across items (SD range 0.62–0.77) indicates moderate agreement among participants.

To further understand students' perceived impact of webtoons, participants also rated their confidence before reading (Q1) and how often webtoons help them understand new words (Q2). Table 4.3 and Table 4.4 display these frequencies.

Table 4.3 *Students confident before reading webtoon*

Response	Frequency	Percent
Not confident	7	11.7%
Low confident	15	25.0%
Confident	27	45.0%
Very confident	11	18.3%
Total	60	100.0%

The data in Table 4.3 show that before reading webtoons, the majority of students (45.0%) considered themselves confident, and 18.3% felt very confident. However, a notable portion of students (36.7%) reported having low or no confidence in their vocabulary ability prior to engaging with webtoons. This lack

of confidence is consistent with the challenges faced by EFL learners who often have limited exposure to English outside the classroom (Coxhead, 2000; Nation, 2001). The presence of students with low confidence indicates a potential need for supportive and engaging learning tools like webtoons to help build their vocabulary self-efficacy (Schmitt, 2010).

Table 4.4 *Webtoons help understand new words*

Response	Frequency	Percent
Rarely	5	8.3%
Often	32	53.3%
Always	23	38.3%
Total	60	100.0%

Table 4.4 reveals that after reading webtoons, the majority of students perceived a positive impact on their vocabulary understanding. More than half of the participants (53.3%) stated that webtoons often help them understand new words, while 38.3% said they always do. Only a small minority (8.3%) reported that webtoons rarely help them. This finding suggests a positive shift in perceived vocabulary ability, as the majority of students acknowledged that webtoons contribute to their vocabulary acquisition. This aligns with the principles of incidental vocabulary learning, where new words are acquired naturally through meaningful exposure to language in context (Ellis, 1994; Nation, 2001). The high percentage of students who reported that webtoons often or always help them understand new words also supports the effectiveness of multimodal input in enhancing vocabulary acquisition, as theorized by Mayer's cognitive theory of

multimedia learning (Mayer, 2009) and Paivio's dual coding theory (Paivio, 1991), which emphasize the role of visual and textual elements in improving comprehension and retention.

Before reading webtoons, 45.0% of students considered themselves confident and 18.3% very confident, but 36.7% had low or no confidence. After regular reading, 53.3% said webtoons *often* help them understand new words, and 38.3% said *always*. This suggests a positive shift in perceived vocabulary ability.

To complement the quantitative findings, participants also responded to open-ended questions about their experiences. The majority of participants (73.3%) reported that webtoons make vocabulary learning feel natural and enjoyable. They described the experience as effortless and fun, unlike traditional vocabulary study methods. One participant stated, "I don't feel forced to memorize words, they just stick naturally." Another added, "It feels like leisure time, but I realize I'm actually learning new vocabulary." A third participant expressed, "I don't feel any pressure. It's fun and I get to acquire new vocab."

This finding helps explain why students in the quantitative data reported high mean scores for vocabulary improvement (Q2–Q5 and Q11–Q15, all above 3.0). When learning feels enjoyable, students are more likely to engage consistently, which supports incidental vocabulary acquisition (Ellis, 1994).

2. The Relationship Between Reading Frequency and Vocabulary Improvement

To examine whether reading frequency is associated with vocabulary improvement, participants reported how many hours per week they typically

spend reading webtoons (Q6). Responses were categorized into four levels.

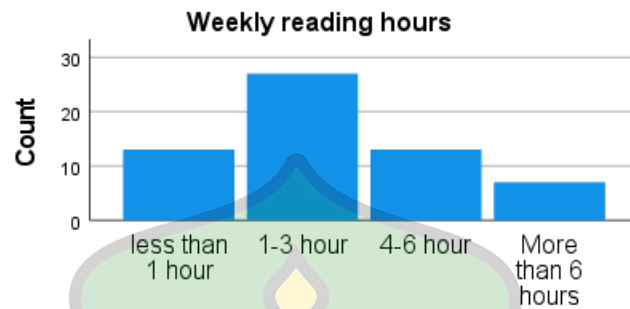
Table 4.5 presents the distribution.

Table 4.5 *Weekly webtoon reading hours (Q6)*

Hours per week	Frequency	Percent
Less than 1 hour	13	21.7%
1–3 hours	27	45.0%
4–6 hours	13	21.7%
More than 6 hours	7	11.7%
Total	60	100.0%

As shown in Table 4.5, the largest group of students (45.0%) read webtoons for 1–3 hours per week. Another 21.7% read for 4–6 hours, and 11.7% read for more than 6 hours. Only 21.7% read for less than one hour per week, indicating that the majority of participants are regular webtoon readers. While some may consider 1–3 hours per week as minimal reading time, this categorization is consistent with studies on extensive reading in EFL contexts, where even moderate reading frequency has been shown to contribute to vocabulary development (Nation, 2001; Grabe, 2009). Additionally, university students often have limited time for leisure reading due to academic demands, making 1–3 hours per week a realistic and meaningful amount of engagement with webtoons for vocabulary learning purposes.

Figure 4.1 *Distribution of weekly webtoon reading hours (n = 60).*



To further examine the relationship between reading frequency and vocabulary improvement, a Spearman's rank correlation was conducted. The frequency of reading was measured by Q6 (ordered categories from "less than 1 hour" to "more than 6 hours"), and vocabulary improvement was measured by the composite variable Vocab_Improve. Spearman's rho was chosen because both variables are ordinal or non-normally distributed.

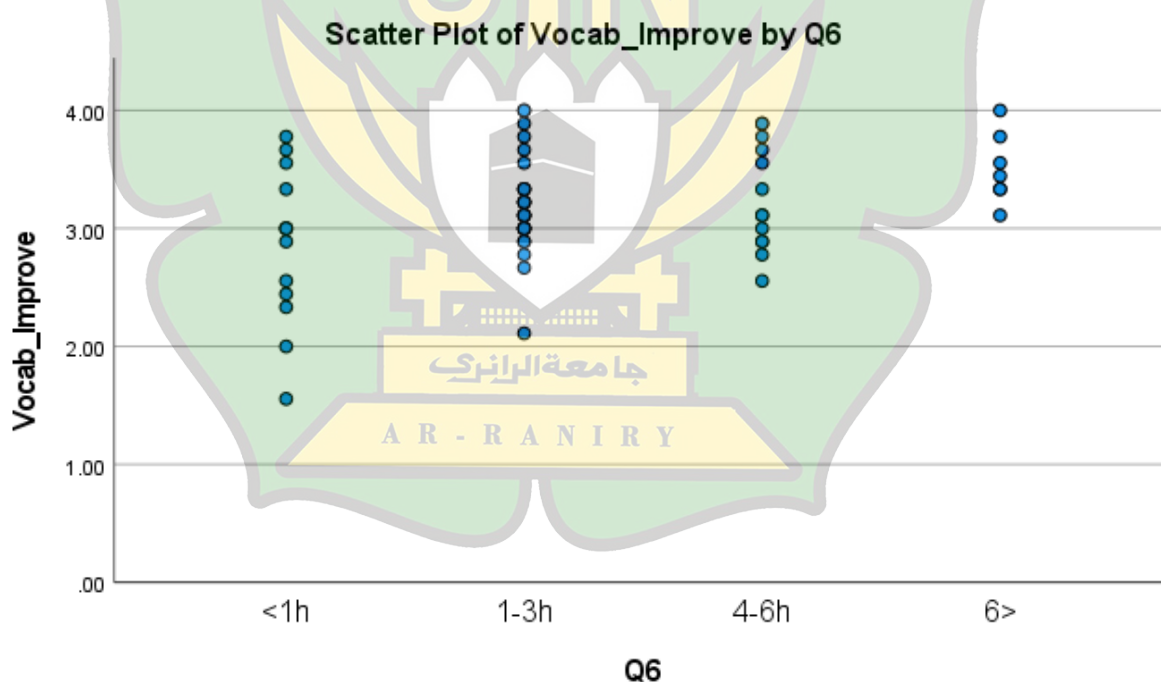
Table 4.6 *Spearman correlation between reading frequency (Q6) and vocabulary improvement (Vocab_Improve)*

Variable	Correlation (ρ)	p- value	Interpretation
Q6 vs Vocab_Improve	0.328	0.010	Significant, weak-moderate positive

The positive relationship between weekly webtoon reading hours and

vocabulary improvement is illustrated in Figure 4.2. The scatterplot displays each participant's reading frequency (Q6, on the x-axis) against their composite vocabulary improvement score (Vocab_Improve, on the y-axis). A linear fit line has been added to show the overall trend. As shown in the figure, the fit line slopes upward, indicating that students who report more hours of webtoon reading per week tend to have higher vocabulary improvement scores. Although there is some spread around the line, meaning that not all individuals follow the trend exactly, the general direction is positive. This visual pattern supports the Spearman correlation result ($\rho = 0.328$, $p = 0.010$) reported in Table 4.6.

Figure 4.2 Scatterplot of reading frequency and vocabulary improvement



The analysis revealed a weak to moderate positive correlation ($\rho = 0.328$, $p = 0.010$). This means that students who spend more hours reading webtoons per week tend to report higher levels of vocabulary improvement. The

relationship is statistically significant at $\alpha = 0.05$, so the null hypothesis (no relationship) is rejected.

To complement the quantitative findings, participants also responded to open-ended questions about their experiences. Despite the overall positive perceptions, participants reported some challenges. The most common was slang and informal expressions (56.7%). One participant wrote, "Sometimes I come across slang, idioms, or informal expressions that are difficult to understand because they are not usually explained." Another noted, "Characters use expressions that aren't taught in textbooks, so it can be confusing." A third participant added, "Sometimes the translation feels awkward because it's word-for-word."

Additional challenges included getting distracted by the story (23.3%) and cultural references or translation issues (15.0%). One participant admitted, "I can get too focused on the story and forget to check new words." Another observed, "Sometimes the translation is off from the context, like translated word-by-word instead of by meaning."

These challenges help explain why the correlation between reading frequency and vocabulary improvement is only weak to moderate ($p = 0.328$), suggesting that factors beyond frequency such as vocabulary difficulty, reading strategies, and translation quality also influence learning outcomes.

3. Students' Perceptions of Webtoons in Supporting Vocabulary Learning

To capture students' perceptions and experiences, participants responded to three open-ended questions about their experiences using

webtoons for vocabulary learning. Out of 60 participants, 56 provided meaningful responses. The qualitative data were analyzed thematically to identify patterns that help explain the quantitative results.

Participants were also asked how often they discuss webtoons with others (Q9). Table 4.7 summarises their responses.

Table 4.7 *Frequency of discussing webtoons with others (Q9)*

Response	Frequency	Percent
Never	10	16.7%
Occasionally	31	51.7%
Often	16	26.7%
Always	3	5.0%
Total	60	100.0%

More than half (51.7%) occasionally discuss webtoons, while 26.7% do so frequently. Only 16.7% never discuss them, indicating that webtoon reading is often a social or shared activity among participants.

Two main qualitative themes emerged from the open-ended responses. More than half of participants (51.7%) emphasized that illustrations and visual context help them understand unfamiliar words without needing a dictionary. One participant explained, "Because there are pictures, it helps me understand the meaning faster even if I don't know some vocabulary." Another noted, "The visuals give me clues when I don't know the word." A third participant added, "I can guess the meaning without opening a dictionary."

This directly supports the quantitative finding that students strongly agreed illustrations help them understand words (Q12, $M = 3.28$). The visual cues in webtoons provide concrete referents for abstract vocabulary, making words more memorable.

The majority of participants (63.3%) also identified slice-of-life or romance as the most helpful genres for vocabulary learning. These genres use everyday, practical language that students can immediately apply in real-life communication. One participant explained, "Slice-of-life webtoons use everyday conversations and common expressions that are practical for real-life communication." Another added, "Romance webtoons use a lot of everyday language and simple conversations." In contrast, one participant noted that "action webtoons often use terms that aren't practical for my daily life."

This finding suggests that the effectiveness of webtoons depends partly on genre selection, as practical vocabulary is more useful for daily communication.

B. Discussions

This discussion interprets the findings in relation to the research questions. Following the explanatory sequential mixed-methods design, the quantitative findings (RQ1 and RQ2) are explained and elaborated using the qualitative data from open-ended responses, which directly answer RQ3.

The quantitative data show that students generally perceive webtoons as beneficial for vocabulary learning. All post-reading items (Q2–Q5, Q11–Q15) had mean scores above 3.0 on a 4-point scale, with the highest being Q4 (using new

words in context, $M = 3.32$), Q2 (understanding new words, $M = 3.30$), and Q12 (illustrations help, $M = 3.28$). These results support previous research that webtoons provide a contextualized and enjoyable way to acquire vocabulary (Fauziah & Nasrullah, 2023). The qualitative findings, which directly address RQ3, help explain these results. Students reported that webtoons make learning feel natural and enjoyable (73.3%). One participant stated, "I don't feel like I'm studying, but I still pick up new words." This explains why students consistently rated webtoons positively across all items. The high agreement on Q12 (illustrations help) is supported by 51.7% of participants who explicitly stated that visuals help them understand unfamiliar words without a dictionary. As one participant noted, "Because there are pictures, it helps me understand the meaning faster even if I don't know some vocabulary." This aligns with dual coding theory (Paivio, 1991; Clark & Paivio, 1991) and Mayer's cognitive theory of multimedia learning (Mayer, 2009), which emphasize that combining text with visuals enhances comprehension and retention.. Students also expressed a preference for slice-of-life and romance genres (63.3%) because they use everyday language. One participant explained, "Slice-of-life webtoons use everyday conversations and common expressions that are practical for real-life communication." This supports the principle of contextualized learning (Nation, 2013), which argues that vocabulary acquisition is most effective when words are encountered in meaningful, real-world contexts.

Regarding the relationship between reading frequency and vocabulary improvement (RQ2), the Spearman correlation revealed a weak to moderate positive correlation ($\rho = 0.328$, $p = 0.010$), indicating that students who read

webtoons more frequently tend to report higher vocabulary improvement. This finding supports Incidental Learning Theory (Ellis, 1994) , which suggests that vocabulary is acquired through repeated exposure to meaningful language. However, the correlation is only weak to moderate, suggesting that frequency alone does not fully explain vocabulary improvement. The qualitative data from RQ3 help explain this limitation. The most common challenge reported was slang and informal expressions (56.7%), which can be difficult for EFL learners to interpret. One participant wrote, "Sometimes I come across slang, idioms, or informal expressions that are difficult to understand because they are not usually explained." This finding aligns with Richards and Renandya's (2002) observation that authentic texts often contain idioms and cultural references that pose comprehension difficulties. Additionally, distraction by the story (23.3%) may reduce the effectiveness of frequent reading if learners focus more on plot than on vocabulary. One participant admitted, "I can get too focused on the story and forget to check new words." Cultural references and translation issues (15.0%) were also mentioned. One participant observed, "Sometimes the translation is off from the context, like translated word-by-word instead of by meaning." These challenges help explain why the correlation between reading frequency and vocabulary improvement is only weak to moderate.

In summary, the qualitative findings (RQ3) reveal that students perceive webtoons as a natural, enjoyable, and visually supportive tool for vocabulary learning, though they also face challenges with slang, distraction, and translation issues. These perceptions explain both the positive quantitative results and the

limitations of reading frequency alone. The findings suggest that webtoons can be an effective supplementary tool for vocabulary learning in EFL contexts. Educators may consider incorporating webtoons, especially slice-of-life and romance genres, into vocabulary instruction. The visual and contextual support they provide can help lower the affective filter (Krashen, 1982) and make learning more engaging. However, teachers should address the challenges of slang and informal expressions by providing glossaries or pre-reading discussions. Students should also be encouraged to read webtoons regularly while using active vocabulary learning strategies, such as noting down new words and reviewing them afterwards. This study has several limitations. First, the data are based on self-reported perceptions rather than objective vocabulary tests. Second, the sample was limited to one university and one cohort (batch 2022), which may limit generalizability. Third, the cross-sectional design captures perceptions at a single point in time; a longitudinal study could examine vocabulary acquisition over longer periods.

The findings of this study have several practical implications for EFL teaching and learning. For Educators and Curriculum Developers. The findings suggest that webtoons can be an effective supplementary tool for vocabulary instruction. Educators may consider incorporating webtoons, especially slice-of-life and romance genres, into their lessons. The visual and contextual support they provide can help lower the affective filter (Krashen, 1982) and make learning more engaging. Teachers should also address the challenges of slang and informal expressions by providing glossaries, pre-reading discussions, or vocabulary lists before students engage with webtoon content. Additionally, vocabulary-focused

activities could be designed around webtoons, such as having students identify new words, discuss their meanings in context, and practice using them in speaking or writing tasks.

For Students. Students are encouraged to read webtoons regularly as a supplementary vocabulary learning activity. However, they should adopt active vocabulary learning strategies, such as noting down new words, using dictionaries for unfamiliar expressions, and reviewing vocabulary after reading. Students should also be selective about genres, choosing webtoons with everyday, practical language that is relevant to their communication needs. Setting vocabulary goals before reading such as learning 5–8 new words per episode can help maintain focus and reduce distraction by the story.

For Future Research. This study provides a foundation for further investigation. Researchers could conduct experimental studies to measure actual vocabulary gains through pre- and post-tests, providing more objective evidence of the impact of webtoon reading. Longitudinal studies could examine how vocabulary acquisition develops over extended periods of webtoon reading. Additionally, future studies could compare webtoon reading with other digital media, such as videos, podcasts, or online articles, to identify the most effective tools for vocabulary acquisition.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study examined the impact of reading webtoons on vocabulary acquisition among EFL learners at UIN Ar-Raniry Banda Aceh. Using an explanatory sequential mixed-methods design, data were collected from 60 English Department students (batch 2022) through a questionnaire combining closed-ended Likert-scale items and open-ended questions. The study addressed three research questions: (1) to what extent webtoons affect vocabulary acquisition, (2) whether there is a relationship between reading frequency and vocabulary improvement, and (3) how students perceive the role of webtoons in supporting vocabulary learning.

In response to the first research question, the quantitative findings revealed that students generally perceive webtoons as beneficial for vocabulary acquisition. All post-reading items (Q2–Q5, Q11–Q15) had mean scores above 3.0 on a 4-point scale, with the highest being using new words in context ($M = 3.32$), understanding new words ($M = 3.30$), and illustrations helping comprehension ($M = 3.28$). The qualitative findings supported these results, with students reporting that webtoons provide natural and enjoyable learning experiences (73.3%) and that visual elements facilitate understanding of unfamiliar words (51.7%).

For the second research question, the Spearman correlation analysis revealed a weak to moderate positive correlation between weekly reading hours and perceived vocabulary improvement ($\rho = 0.328$, $p = 0.010$). This indicates that students who read webtoons more frequently tend to report higher vocabulary gains.

However, the relationship is only weak to moderate, suggesting that frequency alone is not the sole factor influencing vocabulary improvement.

Turning to the third research question, students perceived webtoons as a supportive tool for vocabulary learning. The majority identified slice-of-life and romance genres (63.3%) as most helpful due to their use of everyday, practical language. However, students also reported challenges, including slang and informal expressions (56.7%), distraction by the story (23.3%), and cultural references or translation issues (15.0%). These perceptions help explain both the positive quantitative results and the limitations of reading frequency alone.

In conclusion, webtoons can serve as an effective supplementary tool for vocabulary learning in EFL contexts. Students perceive them as enjoyable, visually supportive, and contextually rich. However, the effectiveness depends on genre selection, reading strategies, and the ability to overcome challenges such as slang and distraction. The combination of quantitative and qualitative data provides a comprehensive understanding of the impact of webtoon reading on vocabulary acquisition.

Several limitations should be acknowledged. First, the data are based on self-reported perceptions rather than objective vocabulary tests. Second, the sample was limited to 60 students from one cohort at a single university, which may limit generalizability. Third, the cross-sectional design captures perceptions at a single point in time. Fourth, the qualitative analysis, while systematic, is interpretive and may be subject to researcher bias. Fifth, the study did not examine differences based

on factors such as gender, reading proficiency, or prior vocabulary knowledge. Despite these limitations, the study provides valuable insights into the potential of webtoons as a supplementary vocabulary learning tool in EFL contexts.

B. Suggestions

Based on the findings and limitations of this study, several suggestions are offered for educators, students, and future researchers.

1. For Educators and Curriculum Developers

EFL teachers may consider incorporating webtoons, especially slice-of-life and romance genres, into vocabulary instruction. The visual and contextual support they provide can help lower the affective filter and make learning more engaging. Teachers should also address the challenges of slang and informal expressions by providing glossaries, pre-reading discussions, or vocabulary lists before students engage with webtoon content. Additionally, educators could design vocabulary-focused activities around webtoons, such as having students identify new words, discuss their meanings in context, and practice using them in speaking or writing tasks.

2. For Students

Students are encouraged to read webtoons regularly as a supplementary vocabulary learning activity. However, they should also adopt active vocabulary learning strategies, such as noting down new words, using dictionaries for unfamiliar expressions, and reviewing vocabulary after reading.

Students should be selective about genres, choosing webtoons with everyday, practical language that is relevant to their communication needs. Setting vocabulary goals before reading such as learning 5–8 new words per episode can help maintain focus and reduce distraction by the story.

3. For Future Researchers

Future studies could build on this research in several ways. First, researchers could conduct experimental or quasi-experimental studies to measure actual vocabulary gains through pre- and post-tests, providing more objective evidence of the impact of webtoon reading. Second, longitudinal studies could examine how vocabulary acquisition develops over extended periods of webtoon reading. Third, researchers could explore the effects of different genres, levels of difficulty, or reading strategies on vocabulary learning outcomes. Fourth, studies could compare webtoon reading with other digital media, such as videos, podcasts, or online articles, to identify the most effective tools for vocabulary acquisition. Fifth, researchers could examine the influence of individual differences, such as motivation, reading proficiency, or learning styles, on the effectiveness of webtoon reading. Finally, using a larger and more diverse sample across multiple universities could improve the generalizability of the findings.

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APPENDICES

Appendix A

Appointment Letter of Supervisor


KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 024 TAHUN 2026

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :

- a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :

- 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- 6. Peraturan Presiden Nomor 84 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- 10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN :

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara
Prof. Dr. T. Zulfikar, M.Ed.
Untuk membimbing Skripsi

Nama : Muhammad Zayyan Akbar Aronna
NIM : 220203051
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Impact of Reading Webtoon on Vocabulary Acquisition among English Learners

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 6 Januari 2026
Dekan,

Saiful Muluk

Tembusan

- 1. Salinan Kementerian Agama RI di Jakarta;
- 2. Deyan Pendidikan Islam Kementerian Agama RI di Jakarta;
- 3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- 4. Kantor Pelitisan Perbendaharaan Negara (KPPN) di Banda Aceh;
- 5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- 6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- 7. Yang bersangkutan;
- 8. Arsip.



Appendix B

Recommendation Letter from The *Fakultas Tarbiyah dan Keguruan*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-4527/Un.08/FTK.1/TL.00/6/2026

Lamp : -

Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203051

Nama : MUHAMMAD ZAYYAN AKBAR ARONNA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Tgk. Meurah Lr. M. Yusuf Daud No. 130 C-1 Tgk. Meurah Tibang

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***THE IMPACT OF READING WEBTOON ON VOCABULARY ACQUISITION AMONG ENGLISH LEARNERS***

Banda Aceh, 12 Juni 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 24 Juli 2026

جامعة الرانيري

AR - RANIRY

Appendix C

Confirmation Letter of Conducting Research at The English Language Education Department



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-428/Un.08/PBI/Kp.01.2/7/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Muhammad Zayyan Akbar Aronna
NIM : 220203051
Prodi : Pendidikan Bahasa Inggris
Alamat : Tgk. Meurah Lr. M. Yusuf Daud No. 130 C-1 Tgk. Meurah
Tibang

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

**"THE IMPACT OF READING WEBTOON ON VOCABULARY ACQUISITION
AMONG ENGLISH LEARNERS"**

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 12 Juli 2026

Ketua Prodi Pendidikan Bahasa Inggris,



Syarifah Dahliana

Appendix D

Research Instrument

RESEARCH INSTRUMENT

“THE IMPACT OF READING WEBTOON ON VOCABULARY ACQUISITION AMONG ENGLISH LEARNERS”

Hello, Dear Participant! My name is Muhammad Zayyan Akbar Aronna, and I am a student in the English Language Education Department at UIN Ar-Raniry Banda Aceh. I am conducting research for my undergraduate thesis, titled:

"THE IMPACT OF READING WEBTOON ON VOCABULARY ACQUISITION AMONG ENGLISH LEARNERS."

This study aims to explore how reading webtoons can help improve vocabulary acquisition in English, particularly among English as a Foreign Language (EFL) learners. By combining text and visuals, webtoons provide a unique and engaging way for learners to acquire new vocabulary and enhance language skills.

This survey is designed to gather information on how webtoon reading impacts your ability to acquire and retain English vocabulary. Your participation will provide valuable insights into: The influence of webtoons on vocabulary retention.

- How visual and textual elements in webtoons contribute to vocabulary learning.
- The relationship between the frequency of webtoon reading and improvement in vocabulary acquisition.
- The influence of webtoons on vocabulary retention.

The survey consists of 5 sections:

1. Demographics – Basic information about you.
2. Vocabulary Knowledge – Questions about your confidence in English vocabulary before and after reading webtoons.
3. Engagement with Webtoons – Frequency and preferences in webtoon reading.
4. Impact on Vocabulary Acquisition – How webtoons have affected your vocabulary learning.
5. Open-ended Questions – Share your personal experiences and insights.

Your responses will remain confidential and will only be used for academic research purposes. The survey should take around 8-10 minutes to complete.

Thank you for your time and valuable contribution!

Section A: Demographic Information

Name:

Gender: Male/Female

Section B: Perceived Vocabulary Acquisition Through Webtoon Reading

Please indicate to what extent you agree with the following statements based on your experience reading webtoons.

(Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

No.	Statement	1	2	3	4
1	I am confident in my ability to understand new vocabulary in English.	☐	☐	☐	☐
2	Webtoons help me understand new words.	☐	☐	☐	☐
3	Webtoons help me remember new vocabulary.	☐	☐	☐	☐
4	Webtoons help me use new words in context.	☐	☐	☐	☐
5	My vocabulary improved after reading webtoons.	☐	☐	☐	☐
6	Webtoons provide a fun learning experience.	☐	☐	☐	☐
7	Illustrations help me understand unfamiliar words.	☐	☐	☐	☐
8	Webtoons motivate me to learn more vocabulary.	☐	☐	☐	☐
9	Webtoons help me learn words that were previously difficult.	☐	☐	☐	☐

10	I find webtoons effective for vocabulary acquisition.	☐	☐	☐	☐
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Section C: Webtoon Reading Habits and Engagement

Part 1: Likert Scale Question

Please answer the following questions based on your webtoon reading habits.

(Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

No.	Statement	1	2	3	4
1	I often discuss webtoons with others	☐	☐	☐	☐
2	I read webtoons specifically for learning English	☐	☐	☐	☐

Part 2: Multiple Choice

No.	Question	Response
1	How many hours per week do you spend reading webtoons?	☐ Less than 1 hour
		☐ 1–3 hours
		☐ 4–6 hours
		☐ More than 6 hours

2	What genre of webtoons do you prefer?	☐ Slice-of-life
		☐ Romance
		☐ Action
		☐ Fantasy
		☐ Other: _____
3	How often do you read webtoons?	☐ Daily
		☐ Weekly
		☐ Occasionally

Section D: Open Ended Questions

Please answer the following questions based on your personal experience with webtoons.

1. What positive experiences have you had with webtoons for learning vocabulary?

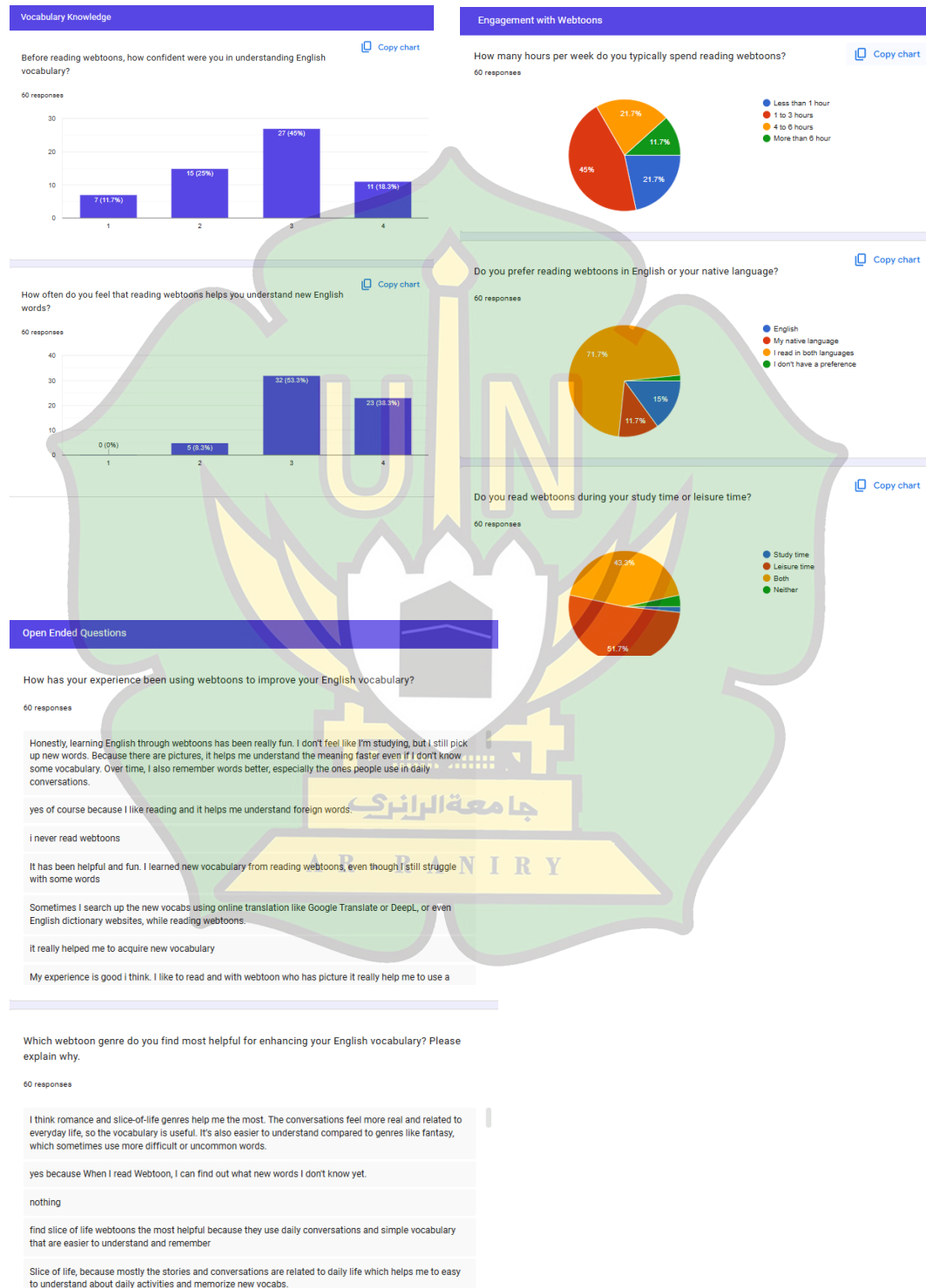
2. Which webtoon genre helps you most with vocabulary and why?

3. What challenges have you faced when using webtoons to learn vocabulary?



Appendix E

Responses from Samples



AUTOBIOGRAPHY

Name : Muhammad Zayyan Akbar Aronna

Place/Date of Birth : Aceh Utara, November 10th, 2004

Gender : Male

Religion : Islam

Nationality : Indonesia

Address : Jl. Tengku Meurah, Tibang, Kec.

Syiah Kuala, Kota Banda Aceh

Email : 220203051@student.ar-raniry.ac.id

Parents

Father's Name : Yusrizal

Mother's Name : Nurmala

Educational Background

Elementary School : SDN 28 Banda Aceh

Junior High School : Mtss Darul Ihsan

Senior High School : SMAN 2 Banda Aceh

University : English Language Education, UIN Ar-Raniry