

**THE USE OF WEBTOON TO IMPROVE STUDENTS'  
VOCABULARY MASTERY**

**THESIS**

Submitted by:

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**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
BANDA ACEH  
2022 M /1443 H**

# SUPPERVISOR APPROVAL LETTER

## THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
in Partial Fulfillment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

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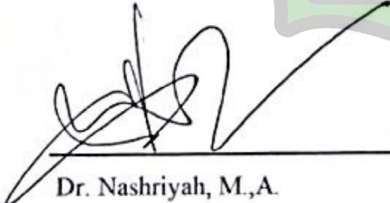
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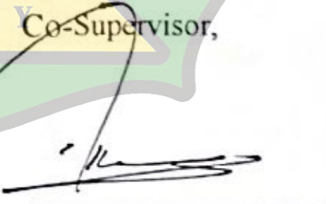
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On: 20 March 2023  
Monday, 27 Sya'ban 1444 H

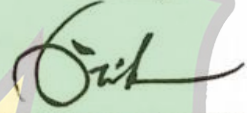
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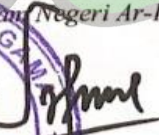
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan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

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A R - R A N I R Y

Aceh Besar, 3 Maret 2023

Saya yang membuat surat pernyataan,



Dita Aldila Aqsa

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful. *Alhamdulillah*, all praises be to Allah, the Almighty and the Sustainer, for his blessings and mercies. Allah always guides and gives me health, strength, and passion in completing this thesis. Peace and salutation to the prophet Muhammad SAW, his family, his companions, and his faithful followers until the day of judgement. The completion of this thesis is not apart from the helps, support and encouragement of numoreous people, institutions, colleagues and friends.

In writing this thesis, a lot of people have provided motivation, advice, and support for me. In this valuable chance, I intended to express my gratitude and appreciation to all of them. First, my greates gratitude to my first supervisor Dr. Nashriyah, S.Ag., M.A. for the precious time, her supervision, advice, guidance, and encouragement is given to me from the very early stage of this study. My deepest gratitude also goes to my second supervisor Dr. Maskur, S.Ag.,MA who has helped me patiently finishing this thesis by giving suggestion, guidance, support, and correction until the completion of this thesis. Besides, I would like to express my deepest appreciation to my academic supervisor Dr. Maskur, S.Ag., M.A and all the lecturers and staff in the English Education Department of UIN Ar-Raniry for their support, knowledge, and information during my study in this department.



My special appreciations are highly dedicated to my beloved parents, Saidinur Yusuf, S.T and Nur Akmal and to my sisters and brother, Dhara Monica Aqsa, S.T., M.T , Randa Gustara Aqsa, S.T, and Pinka Satria Aqsa, S.T for the great kindness, endless love and everlasting support both financial and moral. Thanks for everything I cannot describe how much I am grateful to have you all in my life.

I also greatly appreciate all the participants of this study, Mrs. Mian Saragi S.Pd for their assistance in the data collection. Moreover, my special gratitude to my best friends who always stay by my side in happiness and sadness and have always been my great listeners and supporters, Rizka Aprilya, Syarifah NurAfifah, Risca Amelia, Cut Rizky Maulina, Tria Lidadari, Rizka Khaira, Syarifah Mau'idhatil Hasanah, Riski Aulia Rahman, Hayyan Fata, Dara Nisrina, Chicka Ayu Wulandari, Shafira Mustaqima , and Alike Syafira . I dedicated my big thanks to all My friends that I could not mention one by one who has supported me either directly or remotely.

Last but not least, the author believes that this thesis is still far from perfect. Consequently, improvements are needed. Therefore, suggestions, recommendations are compulsory for further improvements. Finally, the author expects this thesis can be beneficial for the readers.

Banda Aceh, Maret 20<sup>th</sup> 2022

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## ABSTRACT

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Keywords : Webtoon; Vocabulary; Experimental Research

In the learning and teaching process, vocabulary is a component of language that contains a list of words and their limitations whose uses are based on the function. Vocabulary has many all forms of words such as basic words, affixed words, repeated words, compound words, proverbs, antonyms, and synonyms. Therefore, there are many students who need to master vocabulary, because they need to master vocabulary mastery. The purpose of this research is to examine the use of Webtoon as a learning media to improve students' vocabulary skills on the second-grade students at SMP 3 Negeri Banda Aceh. The researcher used quantitative and qualitative approach to a pre-experimental and interview as study's instruments in research design. The total number of participants were 29 students that participated in this research. The data collection was obtained by using the test (pretest and posttest) and providing a few questions, while the technique of data analysis is used T-Test and semi-structured interview. This study discovered students' vocabulary achievement improved by increasing the mean score in the experimental class 31,72 in the pre-test and 74,48 in the post-test. The result of this study shows the significant difference between pretest and posttest because  $t \text{ count} > t \text{ table}$  ( $8,84 > 2.048$ ) so that the hypothesis  $H_a$  is accepted and  $H_o$  is rejected. Hence, it can be concluded that the use of Webtoon as a learning medium can improve students' vocabulary skill and Webtoon can be used as a teaching tool in the classroom to assist all of the students grow and refine their vocabulary in SMP 3 N Banda Aceh.

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# CHAPTER I

## INTRODUCTION

This chapter emphasizes the study's background, research question, goals, and hypothesis as well as its relevance, its limitations, and its terminology.

### A. Background of Study

It is impossible to exaggerate the value of language in human life. People use language in their everyday interactions. People will convey their thoughts, feelings, and desires through language. Indonesia places a great deal of importance on English because it is used in both business and school as a language of instruction. Beside it being used in education, English is also indispensable in everyday life as a means of communication. Then, English will be the main guideline in honing the ability of students in their education as well. According to Morrow (2011), learning English at school can assist kids provided the aims and techniques employed are in accordance with the wishes of the students' age group.

Moreover, learning English is one of the difficult things which must be mastered and learned. English has four crucial elements such as listening, speaking, writing, and reading. However, in improving all of these fields, the learner needs vocabulary skills. According to Arsyad (2011), vocabulary is a set of words that are owned by a person or other entity, or are part of a particular language. Vocabulary plays an important role in human daily lives, because it is taught to students in elementary, middle, and high school, as well as on campus,

so that it is an extremely complicated thing achieved by the students, especially in enriching vocabulary mastery. Because of the important role of a vocabulary, educators must have regular learning for children so that they can sharpen vocabulary knowledge and can produce it in their lives later. In addition, because language is difficult, students and teachers must put up additional effort. Simply listening or speaking is insufficient for students. Among the four essential language abilities, teachers must create exercises for students to practice the new speech. Mastery of vocabulary habit is essential for spoken language, according to Bourdons in Nunan (1991).

The researcher believed that vocabulary is a component of language that contains a list of words and their limitations whose use is in accordance with their function. Thus, all forms of words, such as basic words, affixed words, repeated words, compound words, proverbs, antonyms, and synonyms contained in Indonesian are included in Indonesian vocabulary. Richards and Renandya (2002) also stated that vocabulary is a fundamental component of language proficiency and provides much of the foundation for how well learners speak, listen, read, and write. It means, the difficulty of foreign language vocabulary fluency will be reduced if pupils are able to practice the new speech habit throughout the day, much as youngsters do in their own language. In other words, Djiwandono (2011) who divided vocabulary mastery into two, namely passive-receptive vocabulary mastery. The point is that passive-receptive mastery is an indicator of passive-receptive mastery of vocabulary shown in the form of the ability to show objects or demonstrate attitudes, behaviors and others intended by certain words.



Krashen (1989) claimed that students learn vocabulary by chance for two reasons: familiar vocabulary and novel terminology. Familiar vocabulary is the use of vocabulary included in a text with words that are easily understood or used in everyday life. Conversely, novel vocabulary is the use of words in a reading that have their own scientific meaning in the word, and are usually a little higher level of vocabulary listed and difficult to understand quickly. The teaching of vocabulary to senior high school students is one of the most important aspects of English instruction in Indonesia. As a result, English teachers should make an effort to investigate and design a new model for delivering information in order to help students enhance their vocabulary skills. Giving a vocabulary test is more difficult than we may believe. Educators should create an appropriate vocabulary test. Read (2002) divided test design into two categories: 1) selecting a set of words that are known to be unfamiliar to test takers and developing relevant material in the form of a sentence for each one, and 2) selecting the target words and how to convey them to test takers.

On the other side, the students need some strategy and media as their assistance in mastering the skill of vocabulary. Talking about media, most of them there are lots of media in the form of online comics that can sharpen and broaden students' horizons in the ability to master this vocabulary such as Webtoon, Mangatoon, Webcomic applications, and others. Then, the researcher of this study chooses a medium as a vocabulary development for students, namely Webtoon.

Webtoon is a combination of two words from English, namely 'web' and 'toon'. It means comics published on the website. Because Webtoon is very

popular among the public, the Webtoon application comes with various comic titles in it. Naver introduced Webtoon globally in 2014. In Korea, Webcomic began to be developed in 2003, starting with the portal Daum then in 2004 Naver began to co-develop. Then, this Webtoon is growing famous in Korea reaching more than 6.2 million every day. In addition, since its appearance in 2015, this application has become one of the most popular webcomics in Indonesia.

Currently, from children to adults, workers and students also like reading the Webtoon because it is accessible through all smartphone devices for free. Webtoon has regular episode updates every week. Interestingly, it consists of a variety of colourful comic titles that make Webtoons more interesting to read. The webtoons provided also have various genres including romantic, drama, fantasy, comedy, thriller, horror, slice of life and action. Moreover, the language used can also be accessed in various languages including English.

The researcher targeted this study to students at SMP 3 Negeri Banda Aceh becoming the users of Webtoon media in increasing their English, especially the ability to master vocabulary. The results of a temporary survey conducted by researcher should that SMPN 3 Banda Aceh had not used Webtoon involved in the learning process. The researcher did a preliminary study that is suitable with the teachers' hope in the school that English language learning can be developed for the students by using media. It was really rare to teach and learn English using the media which was chosen by the teacher. Hence, this is one of the researcher's reasons for desiring to apply Webtoon as the chosen medium for the process of mastering and improving students' vocabulary skills.

Talking about Webtoon, some experts' research findings are mixed, but experts are more focused on using comic media to help students become better word masters. Webtoon is a form of comic that may also be utilized as a teaching tool. Several experts have conducted research on comics, which is being discussed below.

Bahri, Reski, and Ahmad (2022) under the title “an authentic material comic to improve students' vocabulary mastery” claimed that after students were taught vocabulary using real material, their vocabulary competency significantly increased. Students must grasp vocabulary knowledge in order to communicate effectively. because that is one of the most important language skills.

Another study conducted by Erina, Salam and Husin (2017) under the title “Teaching vocabulary by using English comics to improve vocabulary mastery” described that teaching vocabulary by using English comics was effective to improve vocabulary mastery. It concluded in the study that the researcher used a written test as a data collection method for a pre-experimental study which is considered to be poor to average and average to good. Therefore, the researcher argued that students who read comics can master vocabulary faster and significantly than those who just watch the video of vocabulary given.

Furthermore, talking about Webtoon which has a lot of good things through the students has been researched entitled “The Use of Line Webtoon Comic Strips to Upgrade Students' Vocabulary Mastery”. Maharani (2021) stated that the cornerstone to a learner's language change when learning a foreign language, including English, is vocabulary. However, Indonesian students

continue to struggle with vocabulary development, particularly memorizing the meanings of new words. As a result, they require effective methods for learning language. To assist pupils in improving their vocabulary mastery, it would be more useful to adopt an efficient vocabulary teaching strategy. Students' motivation would also rise if vocabulary education made use of pertinent content. The purpose of this study was to examine the vocabulary knowledge of the students as well as their responses to using Webtoon comics to teach vocabulary. This study involved ninth-grade students and their English teacher. The methodologies employed in this investigation were qualitative. The information was acquired through observation during Google Classroom online learning, student tasks, and the interview procedure.

In the light of the research's background, the objective of this study is to determine the effectiveness of employing online comics in enhancing students' motivation to speak English. The researcher interested to dig out about Webtoon as learning media in enhancing English skill especially at vocabulary. Therefore, the researchers are interested in conducting a research entitled “The use of Webtoon to Improve Students' Vocabulary Mastery”. Thus, SMP 3 Negeri Banda Aceh would be a research place in this study. The school has already chosen by the researcher because the students in that school fulfill the participant's criteria which would be investigated by this study. The researcher desired to observe the improvement of vocabulary skills using Webtoon and how to motivate the students gaining English skill by using online comic like Webtoon. Then, the subjects of this study were the students of 2nd grade (class 8-2) in SMP 3 Negeri

Banda Aceh who have implemented and read Webtoon as an online comic as their English skills assistance in daily life.

Therefore, the researcher assumed that the usage of appropriate media can encourage students to achieve participants' vocabulary skills. Students are psychologically eager to learn a specific content in a welcoming setting that is free of anxiety. Thus, this study has different things with one of the other researchers described above namely Maharani. Although Webtoon was the same media given in order to improve the skill of vocabulary in both studies, the methods were not. In this case, this study provided a mixed method (quantitative and qualitative) to get accurate data that Webtoon can upgrade vocabulary development. Conversely, Maharani only used qualitative methods for the research. In practice, the usage of media encourages students to study with a well-deserved strategy. On the other hand, Maharani collected the data through virtual learning using the help of Google Classroom, yet in this study focused on finding out the results by using experimental teaching in the classroom (offline learning). The learners can clearly understand the content and explore ideas as a result of this. Students can memorize learned vocabularies in terms of their meanings, spellings, and references in long-term memory when vocabulary is taught and learned. Indeed, an appealing medium is the ability for students to fossilize the contents they have learnt.



## B. Research Questions

Based on the background above, the researcher formulates study questions such as:

1. Is there any improvement in student vocabulary mastery by using webtoon as their medium of instruction?
2. What do the students' perceive about applying Webtoon as an online comic in order to improve their vocabulary mastery?

## C. Hypotesis

A hypothesis, which is a statement that comprises initial assumptions regarding the findings of the investigation, is one of the items that must exist in quantitative research, according to Creswell (2012). Additionally, in order to answer the research question, the researcher provided a forecast about how the variables would behave. It condensed the goals to the precise projection.

Likewise, the independent variable in this research is the media (Webtoon) that gives a procedure of treatment, while students' vocabulary skill is the dependent variable. Some researchers mentioned that using Webtoon in the classroom improves students' vocabulary ability. Because of these results, the researcher made the hypothesis to predict the results of this study. The hypothesis of the research is as follow:

1. Null hypothesis (Ho). It means there is no statistically significant difference. If  $t_{count} < t_{table}$ ; it indicates that there is no significant difference of using Webtoon as learning media to improve the students'

vocabulary skill at the first-grade students in SMP 3 Negeri Banda Aceh, so that  $H_0$  is accepted.

2. Alternative hypothesis means there is a statistically significant difference. It makes assumptions that it may be true if the null is rejected. It shows a change, relationship, or a difference. If  $t_{count} > t_{table}$ ; it indicates there is a significant difference of using Webtoon as learning media to improve the students' skill in vocabulary at the first-grade students in SMP 3 Negeri Banda Aceh, so that  $H_a$  is accepted.

#### **D. The Objective of Study**

Based on the aforementioned formulation, the research's goals are to investigate students' perceptions of using Webtoon as an online comic to improve their vocabulary mastery as well as determine whether there is a statistically significant difference in the mean score in vocabulary of the students' enhancement when using Webtoon or not.

#### **E. Research Significance**

The findings of this study would be beneficial to teachers, students, and other scholars. As a result, this research can assist teachers in becoming more creative in the online learning process and resolving issues that develop during the teaching and learning process, particularly when it comes to English language abilities. During the epidemic, it may be an excellent idea to learn English in a variety of ways while also increasing their involvement in the teaching and learning process. Furthermore, the researcher anticipates that future

academics looking for similar case study references will find this work useful. However, the researcher of this study believes that this research is far from ideal, which is why the researcher decides to participate in it in the hopes that the next researcher would be able to strengthen and broaden it.

## **F. Research Terminology**

### **a) Webtoon**

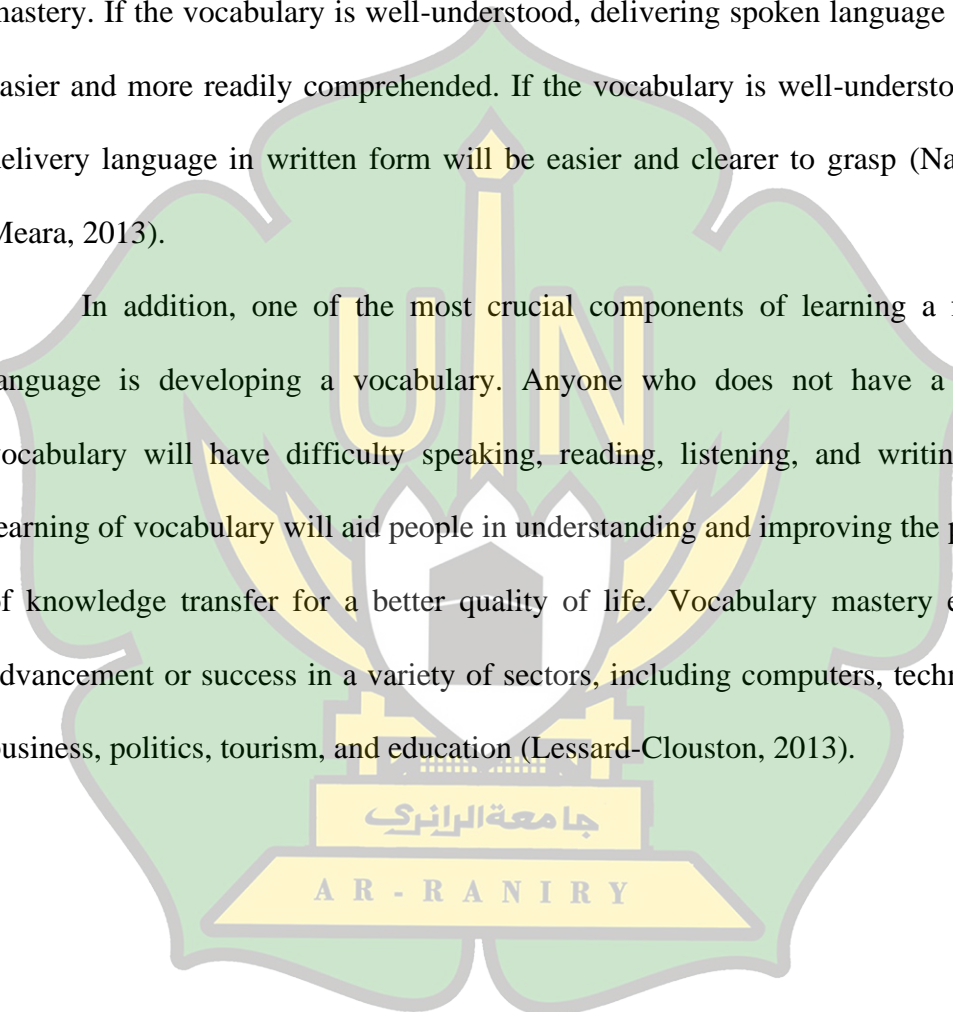
Webtoon is a combination of words from 'web' and 'cartoon', which means cartoons or comics that can be enjoyed online in the form of a website. Webtoon is a service where the latest Webtoons are released online continuously according to a predetermined schedule by a licensed comic writer. By using the Webtoon, users can enjoy comics of the latest variety every day for free. However, Jourdan (2016) also explained why the term is more widely used “webtoon” instead of “webcomic” because there are some different meanings from webcomics from other countries. For example, in the American webcomic and Europa, comic artists tend to maintain the traditional comic style by opening the next page to see the continuation of the comic on the page. In other words, the comic is a type of traditional comic whose distribution is reproduced on screen with a full-color digital image. In Japan, which is known to have its own comic style, namely manga, webcomic itself doesn't have a big influence because of conventional comics with paper.

### **b) Vocabulary**

Language requires a strong vocabulary. Speaking, listening, reading, and writing are four skills that can be connected by having a strong command of

vocabulary. According to Nunan (2003), "vocabulary is an important aspect that supports" the use of a second language because a language without the right vocabulary will be unable to operate structurally and will be challenging to understand. Language mastery will improve as a result of good vocabulary mastery. If the vocabulary is well-understood, delivering spoken language will be easier and more readily comprehended. If the vocabulary is well-understood, the delivery language in written form will be easier and clearer to grasp (Nation & Meara, 2013).

In addition, one of the most crucial components of learning a foreign language is developing a vocabulary. Anyone who does not have a strong vocabulary will have difficulty speaking, reading, listening, and writing. The learning of vocabulary will aid people in understanding and improving the process of knowledge transfer for a better quality of life. Vocabulary mastery enables advancement or success in a variety of sectors, including computers, technology, business, politics, tourism, and education (Lessard-Clouston, 2013).



## CHAPTER II

### LITERATURE REVIEW

In this chapter, the researcher actually reviews and defines theories from earlier studies in this chapter. This chapter covers topics related to vocabulary, online comics, Webtoon, and English learning media.

#### **A. The Element of English Skills**

English is one of the international languages which is most studied and used in communication between nations. This supports the assertion that English serves as a global language made by Crystal, (2003). Speaking, listening, reading, and writing are the four fundamental aspects of English that learners must accurately understand. Those terms would be discussed as below:

##### **a. Speaking**

Smith (2009) stated that speaking in general refers to the act of conveying one person's intentions (ideas, thoughts, or innermost feelings) to another using spoken language such that the other person can understand what was said. Experts proposed a certain interpretation of its meaning. Speaking is the act of expressing oneself or one's thoughts, ideas, or feelings by the use of sounds, articulation, or words. The ability to communicate verbally with anyone in English is known as speaking ability. The goal is to improve speaking skills, enrich the use and pronunciation of vocabulary, improve order language, perfecting speech vocabularies, sentences English, and train your hearing so it's easy to catch interlocutors.



Furthermore, speaking skill is essentially a skill to reproduce the current articulation sound system to convey wants, needs, feelings and desires of others. It also means, one's completeness is a natural requirement which supports the production of a wide variety of sounds articulation (Philipsen, 1976).

In addition, Nunan (1991) believed that in order to speak effectively, one must use language that their audience can comprehend. The ability to perform a conversation in the target language is judged in terms of performance, making it the single most important part of learning a second or foreign language. Unlike written language, the spoken language consists of brief, sometimes fragmentary pronunciations.

b. Listening

Hamouda (2013) said that listening skills for an activity or activity are the first thing children do when they see or acquire skills listening in language. Before children can speak, read, let alone writing, the active activity that children do is listening. Listening is a complex skill, which begins with the process of listening, understanding, evaluating and responding. Reading is the receptive skill in the written style, whereas listening is the receptive skill in the oral mode. Conversely, speaking and writing are useful talents. Speaking is produced orally, whereas writing is created orally (Harmer, 2007).

Hamouda (2013) also explained that there are three dominant factors in listening. First, factor intentionality seems clear and real. Second, the understanding factor must exist and also clearly visible. Third, the assessment factor can appear significantly anyway. Listeners also play an active role in the

teaching and learning process both in monologue or dialogue. In the dialogue the listener's reaction is more visible and also will be the speaker. It is believed that listening is fancifully viewed as a difficult, collaborative process in which listeners participate in a very dynamic creation of meaning. Foreign language learners must master it because they have a tendency to turn words into ideas in order to understand the material.

#### c. Reading

Reading requires people to use comprehension, creativity, observation, and memory, among other discrete actions, making it a complicated activity. Reading is a mental and physical activity that can become habitual (Curtis, 1980). Reading is mostly done to seek out and gather information, including content, and to comprehend what it means to read. The goal, or the reader's extensive reading, is so closely tied. It means that during reading activities in class, the instructor should establish the purpose of reading by offering acceptable particular objectives or assist students in setting their own reading goals by offering appropriate specific objectives (Bell, 1994).

#### d. Writing

Hamouda (2013) stated that because it is a comprehensive skill that supports the development of vocabulary, grammar, thinking, planning, editing, rewriting, and other features, writing has long been seen as a crucial talent in the teaching and learning of English as a Second Language (ESL). Because everything is connected, writing also aids in the development of all speaking, listening, and reading abilities.. Writing skill is a special ability that helps writers

to express their thoughts into words in a meaningful form and mentally interact with the message. Writing is an integral part of a larger activity in which the focus is on something else like language practice, acting or speaking.

Writing, on the other hand, uses a system of signs or symbols to express language media in text. Some individuals believe writing is difficult. According to Everson (1991), writing requires the capacity to generate original ideas and words as well as the capacity to evaluate them to determine which ones to employ.

### **B. English Learning Media**

Asnawir and Usman (2002) said that the media is something which is to transmit messages and can stimulate thoughts, feelings, and the will of the audience (students) so that it can encourage the process of learning. Media is one component of communication, namely as a messenger from communicator to communicant. Meanwhile, according to Sudjana (2013) learning media can be defined as anything that can transmit messages from resources in a planned way to create an environment that is conducive to learning and enables the recipient to complete the learning process successfully.

Provided by the definitions above, simply said, learning media is a way for teachers to communicate with students or for students to communicate with teachers. Media will enable learning to take place in the context of the students and can be used to improve the efficacy of learning activities, particularly in the learning of English.

Moreover, in English teaching and learning resources must be developed to achieve optimal learning outcomes. In an effort to improve the quality of the

learning process human should not forget one thing that is certain: the truth is that students must interact a lot with learning resources. Because without learning resources adequate, it will be difficult to expect the realization of the process of learning that leads to the achievement of optimal learning outcomes. The presence of the media is sufficiently significant in the teaching and learning process since, in these activities, the employment of the media as an intermediary can help with the lack of clarity of the supplied material. With the aid of the media, the difficult subject delivered to students can be made simpler. Even the abstract nature of the subject matter can be made real by the media by representing what the teacher is unable to communicate through specific words or sentences. As a result, students are better able to retain the information than they would be otherwise.

### **C. Online Comic**

#### **a. Definition of Comic Digital**

Based on comic maestro Will Einser in McCloud (2008), comics are defined as a sequential art. However, this understanding has not explained the meaning of the word comic and is still relatively vague which will lead to multiple interpretations. Sudjana (2013) defines comics as a form of cartoon that reveals characters and plays a story in a sequence that is closely related to images and is designed to provide entertainment to the readers.

Meanwhile, comics are defined as pictures and other symbols that are juxtaposed in a certain order, to convey information and/or achieve an aesthetic response from the reader (McCloud, 2008). From these definitions, comics can be defined as pictures and symbols that are arranged side by side and in a certain

reading order with the aim of conveying information and/or achieving a beautiful response from the reader. The study of comics itself is still limited even though its use has been used since ancient Egypt around 32 centuries ago and in Indonesia itself there are reliefs that we can classify as a form of comics. Digital media is any media that is encoded into a machine-readable format.

Digital media can be created, viewed, distributed, modified and maintained on digital electronic devices. The development of digital media and its widespread influence on society is leading to the beginning of a new era of paperless society, where all media is produced and consumed on computers. Based on the various explanations above, digital comics can be defined as pictures and other symbols that are arranged side by side and in a certain reading order with the aim of conveying information and/or achieving a beautiful response from the reader which is encoded into a machine-readable format.

#### b. Comics as Visual Learning Media

Media that use the sense of sight are referred to as visual media. Visual media can convey verbal and nonverbal signals, which are two different types of messages. Written words (verbal language) make up verbal-visual messages. Additionally, nonverbal-visual symbols are used to convey nonverbal-verbal messages. Position nonverbal-visual as a substitute for visual language. Broadly speaking, the elements contained in visual media consist of lines, shapes, colors and textures (Rahmiati et.al, 2019).



### 1) Lines

Lines are a collection of points. There are several types of lines including horizontal straight lines, vertical straight lines, curved lines, circle lines, and zigzag lines.

### 2) Shape

Shape is a symbol concept that is built on lines or a combination of lines with other concepts.

### 3) Color

Color is used to give the impression of separation or emphasis, also to build cohesiveness, can even increase the level of realism and create a certain emotional response.

### 4) Texture

Texture is used to give the impression of rough and smooth, as well as to give emphasis as well as color.

### c. Digital comics as a form of M-Learning

A shift from distance learning (d-Learning) to electronic learning (e-Learning) was brought about by the information and communication technology revolution in the 1980s, which also signaled the advent of the personal computer age (Meihan, 2019). In a more recent development, the creation of wireless technology provides space for the use of mobile technology in education. Thus, the style of mobile-based learning or better known as m-Learning has been introduced and developed until now.



Mobile Learning (m-Learning) is a development of e-Learning. The term mobile learning refers to handheld and mobile IT devices such as PDAs (Personal Digital Assistants), cell phones, laptops, tablet PCs, and so on. Mobile learning can make it easier for users to access learning content anywhere and anytime, without having to visit a certain place at a certain time. Mobile learning is related to learning mobility, in the sense that students should be able to engage in educational activities without having to do it in a certain physical location (Kumar, Wotto, & Belanger, 2018).

#### **D. Webtoon**

Webtoon is one of the tools that teachers can use to make their classes more engaging. In this situation, the free program to read is Webtoon. It's quite simple to use. The learner must first download it from the Apple App Store or Google Play Store, or read it on the site version (which converts to mobile immediately). The students then create a Webtoon account by signing in or logging in with their email or gmail account. Following that, the students select the theme or title they want to read. According to Arlin & Roth (1978), comics are interesting, and people will pay more attention to what they find intriguing than to what they find uninteresting.

According to Morrison, Bryan, and Chilcoat (2002), there are several reasons why webtoons are more effective than other educational materials: 1) Webtoon is clearly recognizable and popular among middle and high school students. 2) Students like webtoons as a type of reading. 3) Due to the popularity and accessibility of webtoons, pupils participate in more literacy discovery than

they would otherwise. 4) Students study the use of dialogue, concise and dramatic vocabulary, and nonverbal communication through webtoons. 5) This practice can assist enliven a classroom, preventing historical content from becoming boring and useless, as it frequently is in traditional classrooms.

### **E. The Various Criteria for Great Content**

According to Agichtein et al (2008) said that the first and most important thing is that the content or message conveyed through content does not conflict with the rules or guidelines of the social media platform itself. Even if the content you upload only contains products or services from a brand/brand that you want to sell, still pay attention to the rules and guidelines set by each social media platform. If the user violates it and the user gets the removal of the content automatically or the account of the creator of the content which is deleted, even for things that are criminal in nature, imprisonment is the toughest sanction the user can get. In conclusion, both in terms of photos or works and posts that are uploaded adhere to this principle so that you can say that the content is of high quality.

The second is the content or message conveyed through an original or original content in the sense that it does not imitate even plagiarize (plagiarize) the same as existing content. It is indeed very difficult to apply originality in the digital world, especially since access to creative platforms is increasingly open and can be taken from anywhere but impossible to implement. Many people misinterpret between being inspired or plagiarizing a content (work), they only focus on good content without giving credit to the original content creator. This is

if the original content owner sues other users as the perpetrator because copyright laws can give the user a considerable amount of time, effort and material punishment. So be careful and be aware that the users' content is well prepared, and ensure time for research to avoid plagiarism and make the content original and quality.

Thus, the third is any type of content that the user share can be of benefit or spread positive things for every user of the social media platform. With the current era of openness, it is possible for negative things to spread in every corner of the social media platform. Circumstances like this that require content creators to be even more creative in making work or promoting a brand can be of benefit to the people who see it. Sometimes as content creators, the users feel cornered into using things that are negative in order to quickly get the response the viewer want, but herein lies the challenge.

#### **F. Vocabulary**

Talking about vocabulary means talking about a field of language called lexicology or vocabulary science. Lexicology or vocabulary is the study of the intricacies of words. Tarigan and Siagian (2015) suggested that the quality of a person's language skills depends on the quantity and quality of the vocabulary they have. The richer the vocabulary we have, the more likely we are to be skilled at language. The quantity and quality of a student's vocabulary also determines his success in life.

According to Trifonov (2011), Vocabulary is all words that are owned by a language. Usually the vocabulary is arranged in a dictionary. Vocabulary is

mostly in the form of words. A small part is in the form of terms and expressions/idioms. This is in line with the opinion of Nurgiyantoro (2014) which stated that vocabulary is the wealth of words owned by (contained in) a language. Based on some of these opinions, it can be concluded that vocabulary is a component of language that contains a list of words and their limitations whose use is in accordance with their function. Thus, all forms of words, such as basic words, affixed words, repeated words, compound words, proverbs, antonyms, and synonyms contained in Indonesian are included in Indonesian vocabulary.

Moreover, passive-receptive vocabulary mastery is only in the form of the ability to understand the meaning of a word when the word is heard or read in the discourse of others without being accompanied by the ability to use it spontaneously and on its own initiative. Meanwhile, the mastery of active-productive vocabulary is not only in the form of one's understanding of the meaning of the words heard or read, but actually and on the initiative and mastery of being able to use it in discourse to express his thoughts. Djiwandono (2011) who divided vocabulary mastery into two, namely passive-receptive vocabulary mastery. The point is that passive-receptive mastery is an indicator of passive-receptive mastery of vocabulary shown in the form of the ability to show objects or demonstrate attitudes, behaviors and others intended by certain words. Example: Shows or demonstrates daydreaming. Second is to choose a word according to the meaning given from a number of words provided. Third is to choose a word that has the same or similar meaning as a word (synonym). Then, the last is to choose a word that has the opposite meaning to a word (antonym).

In addition, teachers are expected to be able to speak in plain English when teaching English vocabulary to EFL students. In other words, since the goal of teaching English is to provide an introduction to the language, the teaching methods must take advantage of the situation's current context. Teachers must do this because teaching English to youngsters differs from teaching it to adults, particularly when it comes to vocabulary instruction. By such a strategy, teachers should attempt to explain the meaning of the words being taught as simply as feasible. Nation (1928) stated that a good vocabulary teaching technique has the following things: (1) It interests the learners. (2) It makes the learners give attention to the form, meaning or use of the words. (3) It gives a chance for repetition. It affirms that choosing carefully and correctly the vocabulary which appropriate for children is the important things for teachers to consider.

### **G. Kinds of vocabulary**

According to some experts, there are many divisions of vocabulary concepts. Hatch and Brown (1995, cited in Abdillah 2017) divided vocabulary into two types based on their use. It is a receptive and productive vocabulary.

- a) Receptive vocabulary is words that the learner understands and can generate in passive skills like reading and writing but cannot use in active ones like speaking and writing. When reading a text, words can be found, but they cannot be used to talk or write.
- b) Productive vocabulary is terms that can be utilized effectively in speech and writing by learners who can comprehend them and pronounce them correctly. It entails the prerequisites for receptive vocabulary in addition to



the capacity to talk or write at the appropriate time. As a result, learning productive vocabulary can be viewed as an active process since students can create words to communicate their ideas to others..

According to Nation (2013), vocabulary is divided into four types based on the frequency and range of vocabulary that is often found in the language; they are high frequency words, low frequency words, academic words, and the technical words.

a) High-Frequency Words

High-frequency words are those that contain some 3000 of the most commonly occurring word families in spoken language. According to Schmitt's research, the 3000 word family, a more pedagogical criterion, accounts for 95% of words in casual spoken texts and 87% of words in formal texts. According to Schmitt, having a vocabulary of 3000 words will help learners converse in more contexts than they typically would.

b) Low frequency words

These are the moderate frequency words that did not make it into the high frequency list. They account for more than 5% of the words in an academic text.

c) Academic Word

Words families occur much more frequently in academic texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) than in non-academic usage, across different disciplines.

d) Technical Words

Technical words used in a particular discipline, profession, sport, culture or other specialized field. They are usually only known by people who have an interest or expertise in the relevant field.

In conclusion, from the explanation about kinds of vocabulary above, it is so important to teachers and learners to know and understand the kinds of vocabulary before doing the process of teaching-learning vocabulary. Moreover, the vocabulary itself has different dividing concepts of vocabulary kinds which can also affect teaching-learning instructions and objectives.

**H. The Important of Vocabulary and The Strategy in Mastering It**

Vocabulary has an important role in English learning. It is one element that links the four skills of speaking, listening, reading and writing all together. Ferreira et.al (2007) stated that vocabulary knowledge and the capacity to retrieve that knowledge rapidly are acknowledged as significant variables in reading, listening, speaking, and writing. In order to master all those skills, the students need to have good vocabulary mastery.

In addition, the lack of vocabulary will bring a lot of difficulties for students in learning English because without a good vocabulary they will get difficulties to communicate their ideas. Sufficient number of words acquired by students will enable them to master English skills easily. It will be easy for students to communicate their ideas either in written or oral form and understand what people are saying if they master good vocabulary. In this regard, students' academic success is determined by their vocabulary knowledge, which affects

how well they grasp materials such as reading assignments and classroom activities.

Oxford and Crookall (1989) described language learning strategies as: learning techniques, actions, problem solving, or learning skills. Thus, language learning strategies are actions, behaviors, or specific steps used by the learner to develop second language or foreign language skills (Oxford & Crookall 1990). Oxford and Crookall too concluded that whatever term was used for learning strategies, the use of strategies can result in more efficient and effective learning. The strategies used by students can also have an impact on visitors' second language. There are many different classifications of language learning strategies. Furthermore,

Oxford and Crookall (1990) explained that direct strategy is a related strategy with learning and using the target language in conducting appropriate assessments so that this strategy requires a mental process of language. Then, which included in the direct strategy are: 1) a memory strategy that stores and retrieves information, 2) cognitive strategies that enable learners to understand and generate new languages by using various ways, and 3) compensation strategies that allow students to use language even though there is a lack of language knowledge. While the indirect strategy is a strategy that helps the learning process internally, for example by organizing language learning without involving target language directly. Included in the indirect strategy are: 1) a metacognitive strategy in which learners control their own cognition, 2) affective

strategies that help to regulate emotions, motivation, and behavior, and 3) social strategies that help students to learn by interacting with other people.

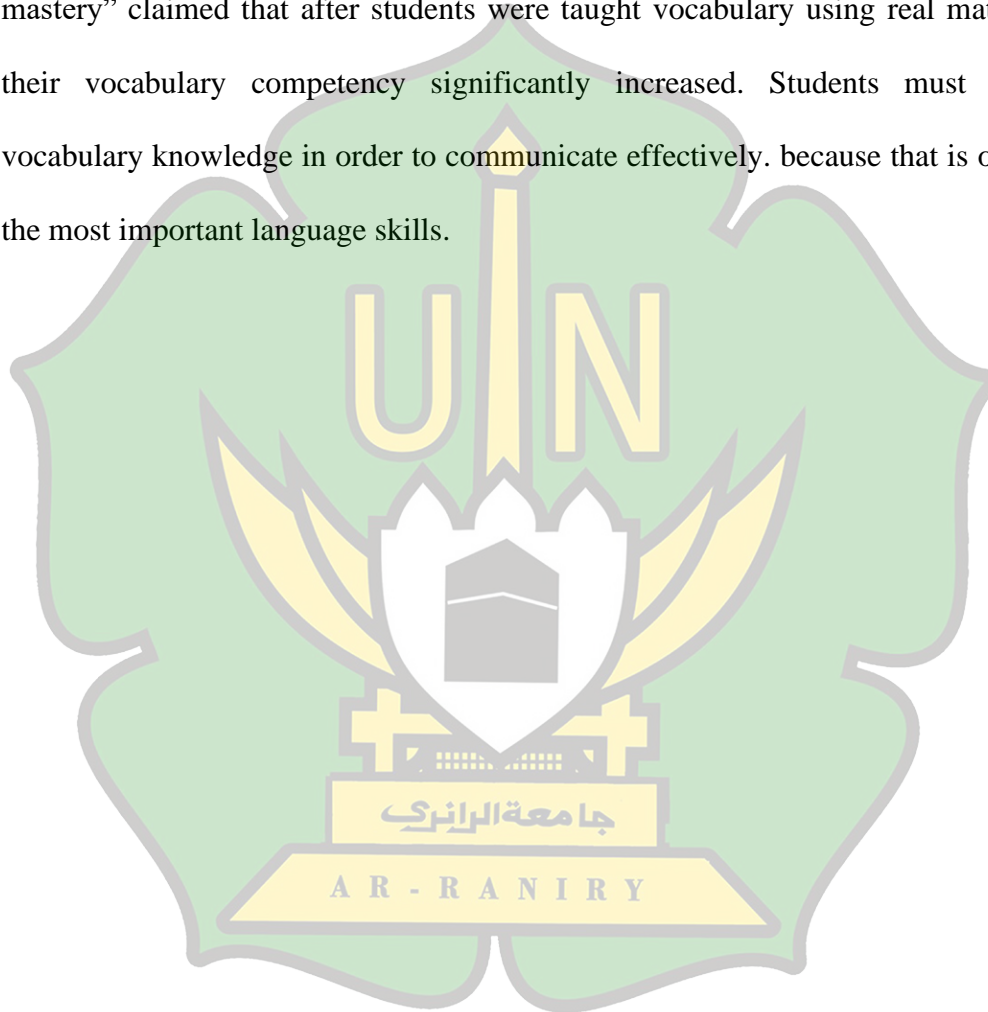
### **I. Previous Studies**

There are a lot of good things throughout the students English ability by using Webtoon as learning media. One of the studies which has been researched entitled “The Use of Webtoon to Improve Students’ Writing Ability”. Safrina (2021) said that the purpose of this study was to ascertain whether second-graders at MAN 2 Banda Aceh might improve their writing skills by using Webtoon as a learning tool. The media employed in this study is Webtoon, an online comic that offers intriguing images and stories. Pre-test, post-test, and questionnaire data were collected by the researcher utilizing a quantitative methodology. Simple random sampling, or utilizing a randomly shuffled lottery, was used to select the sample. As a result, the experimental class and the control class were chosen. Both univariate and bivariate analysis were used to calculate this data. The outcome demonstrated that students' writing skills have improved. The increase in the students' pre- and post-test mean scores served as evidence.

Moreover, another study conducted by Erina, Salam and Husin (2017) under the title “Teaching vocabulary by using English comic to improve vocabulary mastery” described that the teaching vocabulary by using English comic was effective to improve vocabulary mastery. It concluded in the study that the researcher used a written test as a data collection method for a pre-experimental study which is considered to be poor to average and average to good. Therefore, the researcher argued that students who read comic can master

vocabulary faster and significantly than those who just watch the video of vocabulary given.

Furthermore, other studies conducted by Bahri, Reski, and Ahmad (2022) under the title “an authentic material comic to improve students' vocabulary mastery” claimed that after students were taught vocabulary using real material, their vocabulary competency significantly increased. Students must grasp vocabulary knowledge in order to communicate effectively. because that is one of the most important language skills.





## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher generally discusses about the research design, the study locations and participants, the data collection and analysis methods.

#### **A. Research Design**

Based on the research question, a combination of quantitative and qualitative methods were used in this study, with a concentration on descriptive qualitative. Consequently, this study employed a hybrid methodology. A mixed technique of research, according to Tashakkori and Creswell (2007), is one in which the researcher uses both quantitative and qualitative methodologies to gather data, analyze it, and then merges the results and draws conclusions in a scientific study. The researcher used a pre-experimental research design during research. It means to measure students' ability in pronunciation, the researcher used pre-test and post-test. Arifin (2014) stated that experimental research involves observing various situations and a subject under study. The purpose is to determine the influence of cause and effect by producing the experimental group's results. In the line of this, Mahmud (2011) claimed that experimental research is one of the best methods considered the most appropriate to test a hypothesis.

Then, according to Creswell (2012), qualitative research is a type of finding a problem involving participants' perspectives. The quantitative would be treated in pre-test, treatment, and post-test. The method used to demonstrate the

impact of Webtoon on first-grade students' vocabulary mastery at SMPN 3 Banda Aceh demonstrated the significance of the different mean scores in the class's vocabulary test.

On the other hand, the method of qualitative would be used to figure out the perceptions of first grade students of SMP 3 Banda Aceh towards Webtoon as a medium. The data can be gathered through in-depth interviews, observations, diaries, documents, and other methods. Thematic analysis or grounded theory were used to examine it. Furthermore, it may be a movie, a photograph, a sound clip, and so on, rather than just words or text (MCLeod, 2019).

### **B. Research Participants**

The researcher used purposive sampling in this study. It is used to get the participants since the researcher defines specific characteristics for the individuals. Patton, Sawicki, and Clark (2015) claimed that purposive sampling is based on the idea of choosing the best case for the study that creates the best data, and the case chosen is the strongest case for the study that generates the highest amount of data, which directly affects the result. Moreover, the participants would be selected by the researcher. This study took place in SMP 3 Negeri Banda Aceh, especially the second grade students and around 10 students (class 8-2) who have experienced improving their vocabulary skill by reading online comic, would be chosen as interviewee to complete this study.

**Table 3.1*****The number of students in the second grade of SMP 3 Negeri Banda Aceh***

<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Number of Students</b>
VII	19	10	29
<b>Total</b>	<b>19</b>	<b>10</b>	<b>29</b>

**C. The Technique of Data Collection**

The information that would be used to solve the research problem is known as data. According to Arikunto (2010), data is written information or observations that researchers utilise to organise their research activities. The data for this study collected by using pre-test, treatment, post-test for investigating the mean score of students in mastering their vocabulary by using Webtoon. Moreover, interview has been choosing as the data collecting instrument. An interview is a face-to-face or virtual meeting between two people to talk about a certain topic and gather information and ideas through responses to questions (Griffie, 2012). In this research, each participant would be interviewed in 10 questions and approximately takes 5-10 minutes. Thus, the transcription will be recorded by the researcher.

In this study, the sample was only one class. The researcher decided to take an experiment group without using the control group. Creswell (2012) explained the table of one group pretest and posttest design as follow:

**Table 3.2*****The table of pre-test and post-test***

Group	Pre-Test	Treatment	Post- test
Experiment	T1	X	T2

Note :

T1 = Pre-Test

X = Treatment

T2 = Post-Test

Towards the table above, T1 was a pre-test that given before treatment in the classroom. Then, T2 was a post-test way after providing the treatment. Yet, X was a treatment in teaching and learning process in the class. The researcher conducted treatment after the pre-test happened. In addition, there were two variables in this research, Webtoon was a dependent variable, and students' vocabulary improvement was an independent variable.

In this study, experimental teaching was done three times in order to gather data. An experiment class received a vocabulary pre-test by using Webtoon from the researcher during the first meeting. In the first meeting, the researcher came to the class and provided pre-test questions which prepared on the paper, and the test was about narrative text. It involved a multiple choice question (*see appendix I*). Thus, the researcher instructed a treatment that included an explanation of vocabulary elements towards the class on proper skills during the following two meetings. The researcher also showed the Webtoon application to the students that it is one of the learning platforms which can enhance students'

skill in mastering vocabulary. After two therapy sessions, the researcher administered the post-test at the final appointment to the students by using a story of Webtoon application (*see appendix II*). The post-test questions were the same like the pre-test which used multiple choice form. Beside, in this third meeting, the researcher also provided the interview questions for students' feedback toward the whole processes (*see appendix III*).

#### **D. The Technique of Analysis Data**

Based on Nunan et al (2005), the qualitative method and the quantitative method were the two techniques employed to analyze the data. In order to analyze the data, the researcher would use both qualitative and quantitative methods. Pre-test, instrument, post-test, and interview will all be employed as study instruments. The instrument uses in this research is vocabulary test which be administered in the pre-test and post-test. Those tests provided before and after teaching and learning vocabulary in the two groups in one class by using Webtoon Application media in experimental group. The statements from the interviewees that are translated into narrative text constitute the interview's data. Because it enables a researcher to obtain a full and in-depth representation of the research, descriptive analysis is a fantastic way for evaluating and gathering interview data. The outcome of data is evaluated qualitatively and descriptively by employing analysis written in a descriptive way.

Additionally, in this study, statistical analysis was used as a method of data analysis. The researcher referred to the data analysis method to *metode statistika* written by Arikunto (2010). Analysis was done to determine how the



results of the pre-test at the first meeting and the final meeting differed (post-test). The test's data would be described in order to make reality more understandable. There are the methods that would be delivered into this study as below:

a. Normality

A crucial prerequisite for parametric analysis is normality. This is the initial stage of data analysis. The researcher must be aware of whether the data follow a normal distribution or not because this determines whether the data are deemed to be representative of the population if they do. The Kolmogorov-Smirnov test with one sample was employed in this study by the researcher using the SPSS application.

b. T-Test

Because the researcher utilized SPSS 20.0, all of the data collected were accounted for using the SPSS program, therefore the data from the pre-test and post-test were not manually computed and evaluated in this study. The data analysis is facilitated and accelerated by this strategy. To determine the impact of Webtoon application on students' vocabulary achievement, the researcher in this instance employed a paired sample T-test. Pre- and post-test results are compared in order to determine whether there is a substantial difference.

Calculating the average scores of pre-test and post-test:

$$X = \frac{\sum FK}{N}$$

„X“ = Mean

„Fx“ = Total score of frequency

„N“ = the number of samples

Finding out the significant differences between pre-test and post-test results:

$$T = \frac{md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Note :

„T“ = t- score

‘M’ = mean of differences between pre and post test

‘ $\sum X^2 d$ ’ = Amount of quadrate deviation

„N“ = total students

### c. Interview

The participants were questioned about how speaking activities affected them in a self-reflective approach, and after that, the researcher asked more specific questions to elicit further data for the study. Semi-structured interviews also given participants a chance to voice their opinions because they produce qualitative data that can be trusted and compared. The researcher also used an audio recorder to gain the participants' answers.

**Table 3.3**

### ***Participants' Questions***

<b>No.</b>	<b>Questions</b>
1.	How did you feel about the activity?
2.	What was the easiest part in improving vocabulary by using Webtoon?
3.	What was the most challenging part during the activity?
4.	What were some of the powerful learning moments that you feel in these activities?
5.	What are the most important things that you learned by using Webtoon?
6.	How did you help yourself in developing the vocab's meaning during the activities especially in using Webtoon?

**CHAPTER IV**  
**FINDING AND DISCUSSION**

The research observation results and discussion of this research are presented in this chapter. The result was information obtained through fieldwork utilizing observation, and this study's conclusion was reached through discussion.

**A. Research Findings**

*1) The result of the test*

Pre- and post-test results are provided by the researcher in order to address the study question; the data were explicitly elaborated by mean scores in order to identify any discrepancies between the results obtained before and after treatment. First, the researcher determined homogeneity and normality.

a) Normality

**Table 4. 1**

*Normality try-out pretest of students*

**One-Sample Kolmogorov-Smirnov Test**

A R - R A N I R Y		PRE TEST
N		29
Normal Parameters <sup>a,b</sup>	Mean	31.72
	Std. Deviation	23.001
Most Extreme Differences	Absolute	.212
	Positive	.212
	Negative	-.133
Kolmogorov-Smirnov Z		1.142
Asymp. Sig. (2-tailed)		.147

a. Test distribution is Normal.  
b. Calculated from data.

The output of the Kolmogorov-Smirnov test using one sample is shown in the table above. If the significant score is less than 0.05, the data can be said to be in a normal distribution; however, if the significant score is greater than 0.05, the data was in a normal distribution. According to the test above, the subject had 29 students. The pre-test tryout's significance score was 0.147. The pre-test's significant value was greater than 0.05 ( $0.147 > 0.05$ ), making it significant. It indicates that  $H_0$  was approved but  $H_1$  was rejected. The distribution of the data is normal.

**Table 4. 2**

*Normality try-out post-test of students*

One-Sample Kolmogorov-Smirnov Test		POST TEST
N		29
Normal Parameters <sup>a,b</sup>	Mean	74.48
	Std. Deviation	15.021
Most Extreme Differences	Absolute	.281
	Positive	.281
	Negative	-.195
Kolmogorov-Smirnov Z		1.512
Asymp. Sig. (2-tailed)		.021

a. Test distribution is Normal.

b. Calculated from data.

The post-test's significant value cut off was 0.021, in the meantime. The post-test tryout's significant value was higher than 0.05 ( $0.021 > 0.05$ ), making it significant. Additionally, it indicates that the data had a normal distribution and that  $H_0$  was accepted but  $H_1$  was rejected. Therefore, it might be said that both sets of data are distributed normally.

Then, these are the result of pre-test and post-test descriptive statistic as

below:

**Table 4. 3**

***Descriptive statistic***

	N	Mean	Std. Deviation	Minimum	Maximum
PRE TEST	29	31.72	23.001	0	80
	N	Mean	Std. Deviation	Minimum	Maximum
POST TEST	29	74.48	15.021	60	100

b) The Pre-test Scores

The data of pre-test is presented in the table as below:

**Table 4. 4**

***Table of students' pre-test scores***

No.	Students' Initial	Pre-test Score
1.	ABF	40
2.	AAA	40
3.	ANF	60
4.	AG	20
5.	CFN	40
6.	DNZZ	0
7.	FN	60
8.	FAZ	0
9.	GAR	80
10.	IS	60
11.	LSA	20
12.	RAF	20
13.	SAF	40
14.	MZ	20
15.	MAS	20
16.	MBZ	40
17.	MDA	20
18.	MDF	80
19.	M	20



20.	NA	20
21.	NDA	0
22.	NRP	60
23.	OT	20
24.	PAA	40
25.	RM	20
26.	RRS	0
27.	RAD	40
28.	RF	40
29.	RA	0
<b>Total</b>		<b>920</b>

From the *table 4.4* above the students' pre-test score could be displayed in the table of frequency distribution below:

**Table 4.5**

**Table of the percentage of students' pre-test score**

Score range	students' frequency	Students' Percentage
0-10	5	17,24%
10-40	18	62,06%
41-60	4	13,79%
61-70	0	0%
71-80	2	6.89%
<b>Total</b>	<b>29</b>	<b>100%</b>

The table 4.5 indicated that the lowest score got by students in pre-test was started from 0 and the highest score got 80. From the table displayed above, it showed that the students in interval 0-10 (17,24%) was 5 students, the students in interval 10-40 (62,06%) was 18 students, the students in interval 41-60 (13,79%)

was 4 students there was no student in the interval 61-70 (0%) , thus the last students in interval 71-80 (6,89%) was 2 people.

Then, from the table above, the mean score of pre-test could be counted as follow:

$$X : \sum \frac{FK}{N}$$

$$X : 920 / 29$$

$$X : 31,72$$

By dividing the total number of students by the frequency sum, the mean score was calculated. The average pre-test score was 31,72. This calculation's result revealed that the students' average level of vocabulary mastery was still low for a learner.

#### c) The Post-test Scores

The data of post-test is presented in the table as below:

**Table 4. 6**

**Table of students' post-test scores**

No.	Students' Initial	Post-test Score
1.	ABF	60
2.	AAA	60
3.	ANF	100
4.	AG	80
5.	CFN	80
6.	DNZZ	100
7.	FN	80
8.	FAZ	80
9.	GAR	80
10.	IS	60
11.	LSA	60
12.	RAF	60
13.	SAF	60

14.	MZ	60
15.	MAS	100
16.	MBZ	100
17.	MDA	80
18.	MDF	100
19.	M	60
20.	NA	80
21.	NDA	80
22.	NRP	60
23.	OT	80
24.	PAA	80
25.	RM	80
26.	RRS	60
27.	RAD	60
28.	RF	60
29.	RA	60
<b>Total</b>		<b>2160</b>

From the *table 4.6* above the students' pre-test score could be displayed in the table of frequency distribution below:

**Table 4.7**

**Table of the percentage of students' post-test score**

Score range	students' frequency	Students' Percentage
50-60	13	44,82%
61-70	0	0%
71-80	11	37,93%
81-90	0	0%
91-100	5	17,24%
<b>Total</b>	<b>29</b>	<b>100%</b>

The table 4.7 indicated that the lowest score got by students in post-test was started from 60 and the highest score got 100. From the table displayed

above, it showed that the students in interval 50-60 (44,82%) was 13 students, the students in interval 61-70 (0%) was 0 student, the students in interval 71-80 (37,93%) was 11 students, and there was no student in the interval 81-90 (0%) , thus the last students in interval 91-100 (17,24%) was 5 people.

Then, from the table above, the mean score of pre-test could be counted as follow:

$$X : \sum \frac{FK}{N}$$

$$X : 2.160 / 29$$

$$X : 74,48$$

By dividing the total number of students by the frequency sum, the mean score was calculated. The average post-test score was 74,48. This calculation's result revealed that the students' average level of vocabulary mastery was significantly improving for the students. From pre-test scores 31,72 to the post-test scores 74,48. In this case, the students' achievement mean score in mastering vocabulary improved 42,76 points.

- d) The Differences of students' scores during pre-test and post-test

**Table 4. 8**

***The Differences of students' scores during pre-test and post-test***

No.	Students' Initial	Pre-test Score	Post-test Score	Difference
1.	ABF	40	60	20
2.	AAA	40	60	20
3.	ANF	60	100	40
4.	AG	20	80	60
5.	CFN	40	80	40
6.	DNZZ	0	100	100
7.	FN	60	80	20
8.	FAZ	0	80	80

9.	GAR	80	80	0
10.	IS	60	60	0
11.	LSA	20	60	40
12.	RAF	20	60	40
13.	SAF	40	60	20
14.	MZ	20	60	40
15.	MAS	20	100	80
16.	MBZ	40	100	60
17.	MDA	20	80	40
18.	MDF	80	100	20
19.	M	20	60	40
20.	NA	20	80	40
21.	NDA	0	80	80
22.	NRP	60	60	0
23.	OT	20	80	60
24.	PAA	40	80	40
25.	RM	20	80	60
26.	RRS	0	60	60
27.	RAD	40	60	20
28.	RF	40	60	20
29.	RA		60	60

From the table above, it showed the improvement of each students in their pre-test score to post-test score. The highest improvement was 100 points, and lowest one was 0 points. The results claimed that the students can enhance their ability in mastering vocabulary effectively by using Webtoon as a media.

e) T-Test

The score of T-test would be described below at the table 4.9. From this table that showed the mean of pre-test was 31,72 and post-test score was 74,48. Then, the standard of deviation 26,03 and t-count was 8,84. Hence, t-count would be compared with T- table in significance 5% on the significance for two-tailed test.



As a result, it could be concluded as follows:

T table :  $T_{\alpha/2, n-1} = t_{0,05 / 2, 29-1} = 0,025,28 = 2,048$

The statistical test t-count = 8,84. So, it could be concluded based on the hypothesis:

1.  $H_0$  is accepted if  $t_{count} < t_{table}$  ; it indicates that there is no significant difference of Webtoon as learning media to improve the students' vocabulary.
2.  $H_a$  is accepted if  $t_{count} > t_{table}$  ; it indicates there is a significant difference of Webtoon as learning media to increase the students' vocabulary.

As a result, because  $t_{count} > t_{table}$  ( $8,84 > 2,048$ ), it means that there was the difference between pretest and posttest score. In addition, sig (2 tailed) on table paired sample T-Test is 0,000, it was less than 0,05 (5%). It could also be concluded that there was significance different between pretest and posttest score.

**Table 4. 9**

**Comparison score by using T-Test**

Paired Samples Statistics					
	Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	PRE TEST	31.72	29	23.001	4.271
	POST TEST	74.48	29	15.021	2.789

Paired Samples Test						
	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			

				Lower	Upper				
Pair 1	PRE TEST - POST TEST	- 42.759	26.035	4.835	-52.662	-32.855	- 8.844	28	.000

## B. The Result of Participants' Interview

### 1. *The participants' feeling about the activity*

In this section, the researcher discussed the results of participants' performance which involved about the pre-test and post-test activity in the classroom towards the vocabulary. Some participants agreed that the whole activity was provided by researcher was really effective (positive) and fun because the activity can train students in English language skills, get more knowledge (vocabulary in webtoon obviously) and they can feel the talent of the themselves and also measure the their ability to speak English, not only mastering the vocabulary. Here are one of their statements for the explanation that has already translated by the researcher from bahasa into English:

To be honest, by working on this problem, I can know more English vocabulary and can train myself to be knowledgeable about English vocabulary. (NDA)

By doing this problem I can know more English vocabulary and can train myself to be knowledgeable about English. (MAS)

It's very exciting, because usually at school I only use printed books issued from the school library and that for me is very monotonous. But this uses another alternative, namely Webtoon, this does not make it difficult for participants to further improve their vocabulary mastery. (MDF)

### 2. *The Most easiest and challenging part in improving vocabulary by using Webtoon (Question 2 and 3)*

In this section, the participants thought that the easiest part in increasing vocabulary in this activity was when looking for the meaning of unknown vocabulary in the webtoon in English. Besides that, the easiest part is when they don't know the meaning of English vocabulary on the webtoon, they try really hard and try hard to find the meaning of each of these words and it turns out that they think that finding the meaning of English vocabulary is a very exciting thing. The most challenging part was when working on the question that has been delivered on Webtoon story, a couple of participants were afraid that the answer would be wrong in personally, the participants felt that they are not extremely good at English, although some of them stated that English was their favorite subject. Here are one of their statements for the explanation that has already translated by the researcher from bahasa into English:

On the webtoon, there are lots of choices of fun English comics and interesting comic pictures so that the learning process of adding vocab is more interesting and not monotonous. But it's a challenge for myself to get used to using English webtoons and I have to be diligent to get used to it. (OT)

The easiest part is when you don't know the meaning of the English vocabulary on the webtoon, try to really find out what it means and the most challenging part is when you do this question, I remember the exam, because I haven't studied at all, so I really have to settle this problem completely. (CFN)

**3. *The most important thing during learning process in developing vocab's ability by using Webtoon (Question 4,5, and 6)***

All participants claimed that the most significant change in the participants' vocabulary mastery that resulted from using this Webtoon during the activity was noticeable. Additionally, they study and strengthen their memory for

words that are challenging to comprehend. Therefore, even though it was challenging yet enjoyable if done properly and effectively, all participants agreed that utilizing the Webtoon program made it easier for them to incorporate their ideas into English vocabulary. In addition, the participants admitted that they hardly ever used the Webtoon program as a tool for learning and skill development. Hence, they explore with identifying vocabulary meanings that are challenging for them to comprehend themselves by using the Webtoon tool. Here are one of their statements for the explanation that has already translated by the researcher from bahasa into English:

Usually I get used to using webtoons in English and have to work hard to get used to it. Moments of learning to use online platforms with a better purpose and to be able to make the most of it. I agree that using Webtoons or other platforms as long as we use them for good things will surely bring many benefits. For example, from this activity I became more aware that the webtoon that I have been using just for entertainment turns out to be able to learn at the same time. **(GAR)**

What I can feel is that I know more English vocabulary, and know a lot about English vocabulary that I rarely hear. Personally, this is my first time using a webtoon in this activity, so with this activity I want to read a webtoon in English with the aim of honing my English skills because the webtoon is equipped with pictures and I can link it with some English vocabulary that I don't have yet. **(ANF & NA)**

What I can feel is that I know more English vocabulary, and know a lot about English vocabulary that I rarely hear, even I seldom use Webtoon to read a story, but today's activity is really different, i fee the good way to improve my vocab's skill. **(ABF & AG)**

### **C. Discussion**

This section contained discussion of the research's findings. The purpose of the study was to determine whether or not students' vocabulary skills might be

improved after being taught using Webtoon as a learning platform in the second-grade classes at SMP 3 Negeri Banda Aceh. The researcher compared the study hypothesis (Ha), which stated above that using Webtoon can help students skill in mastering vocabulary better, to the null hypothesis (Ho), which mentioned that using Webtoon cannot help students' vocabulary skills. The researcher might presume that Webtoon was significant to boost students' vocabulary-learning abilities in order to respond to the research question, because the students can comprehend the vocabularies meaning by analyzing the picture's story contained in the Webtoon.

Moreover, the pre-test average score was 31,72, and the post-test average score was 74.48, which causes the phenomenon that has been investigated by researchers. The majority of students are interested in learning to improve and master English vocabulary with their friends or share information using Webtoon media. Based on the data analysis, the results of the posttest of students from the experimental class which totaled 29 students showed a considerable increase. There are many students who get high scores, while there are some who get low scores.

Based on that data analysis, the students' posttest results from the experimental class of 29 students showed a considerable development. There were many students who received excellent grade, whereas there were few who received poor scores. According to the findings, the rate % and mean score in the posttest were bigger than in the pretest. The hypothesis (Ho) was rejected while the hypothesis (Ha) was accepted because  $t \text{ count} > t \text{ tabel}$  ( $8,84 > 2.048$ ).



This discovery was in line with the theories presented in the preceding chapter by Mahmud (2011) , Erina, Salam and Husin (2017). It has been suggested to use criteria to classify student performance in experimental classes from poor to excellent. By implementing treatment in the classroom, the results from the pretest and posttest have been obtained. The difference between the posttest and pretest results was substantial. According to the justification given above, the conclusion came to the conclusion that using Webtoon as a teaching medium can help students master their research vocabulary word by word. As a result, it made significant advances to the study of English pronunciation and made the learning process more engaging and dynamic.

However, in this study acquired statements from participant responses by interview that described how they felt about using Webtoon activities in the classroom. All participants acknowledged that activities involving Webtoon media were quite thrilling and enjoyable after some evaluation and test. They can discover new words that are rarely used in daily speech. Furthermore, they believe by using this Webtoon is a firmly effective way to read intriguing English-language stories.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The study's result is presented in this final chapter. The study findings and discussion from the preceding chapter serve as the foundation for the conclusion. The data analysis and discussion would be condensed in this section, and suggestions for the upcoming researcher would be given.

#### A. Conclusions

In this section, the conclusion is provided after elaborating on and describing every piece of information from chapter 4. The researcher's conclusions are summarized as follows: The researcher can reach the conclusion that using Webtoon can improve students' capacity to master vocabulary from the discussion in the preceding chapter.

Based on the data obtained by the researcher, the second-grade students in SMP 3 Negeri Banda Aceh have succeeded in implementing the element of vocabulary learning through Webtoon application. The result of the T-test showed that the t-score was 8,48 and t-table was 2,048, on the degrees of significance being 0.05. It means that the t-score was higher than t-table. Therefore, the research hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. In short, the use of Webtoon improves students' vocabulary master.

Therefore, webtoon is effective in the process of teaching vocabulary. It can aid students in developing their vocabulary achievement skills. Thus, Webtoon makes significant contributions to the study of English and may also

have made the learning process more entertaining and active. The participant interviews provide evidence for this. The Webtoon can be used as a teaching tool in the classroom to assist all of the students grow and refine their vocabulary word by word.

### **B. Recommendations**

Future researchers are given some advice by the researcher on how to conduct in-depth studies on students' use of language in daily life using various media, such as Webtoon, and how to further develop the media in a variety of sectors and abilities. Additionally, the researcher expects that this study will offer pertinent information that will raise people's awareness of the challenging parts of vocabulary's element.

The researcher anticipates that the outcome would be accurate information that lecturers can use to provide resources for vocabulary subjects that are supported by any type of digital media that would be helpful in developing vocabulary skills. Last but not least, the researcher anticipates that students will be able to continuously use some digital aid, practice, and expand their vocabulary. Future kids will benefit from and find the material appropriate.

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## APPENDICES

## APPENDIX A



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
 Nomor : B - 5428/Un.08/FTK/KP.07.6/05/2023

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-**  
**RANIRY**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-11791/Un.08/FTK/KP.07.6/3/2023** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- 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 RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 06 Juli 2022
- MEMUTUSKAN**
- Menetapkan** :  
**PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: **B-11791/Un.08/FTK/KP.07.6/3/2023** tanggal **2 Maret 2023**
- KEDUA** : Menunjuk Saudara:  
 1. Dr. Nashriyah, M.A. Sebagai Pembimbing Pertama  
 2. Dr. Maskur, S.Ag., M.A Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
 Nama : Dita Aldila Aqsa  
 NIM : 180203182  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Using of Webtoon to Improve Students' Vocabulary Mastery
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
 Pada tanggal: 05 Mei 2023

Dekan,  
  
 Saiful Mujluk

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

**APPENDIX B**  
*Research Letters*



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBİYAH DAN KEGURUAN**  
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-15044/Un.08/FTK.1/TL 00/11/2022

25 November 2022

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

1. Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh
2. Kepala SMPN 3 Banda Aceh

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Dita Aldila Aqsa  
N I M : 180 203 182  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Desa Garot, Keutapang, Aceh Besar

Untuk mengumpulkan data pada:

**SMPN 3 Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Use Of Webtoon To Improve Student's Vocabulary Skill**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

جامعة الرانيري

AR-RANIRY

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Wakil Dekan Bidang Akademik  
dan Kelembagaan,

Habiburrahim

Kode 7344





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MEMBERI IZIN

Kepada :  
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 Untuk : Melakukan pengumpulan data pada SMP Negeri 3 Banda Aceh dalam rangka menyusun skripsi dengan judul :

**"The Use Of Webtoon To Improve Student's Vocabulary Skill"**

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Harus mengikuti protokol kesehatan yang ketat.
3. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah.
4. Surat ini berlaku sejak tanggal 1 s.d 24 Desember 2022.
5. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
6. Kepala sekolah dibenarkan mengeluarkan surat keterangan hanya untuk data yang benar-benar telah melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 1 Desember 2022 M  
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a.n. KEPALA DINAS PENDIDIKAN DAN  
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2. Kepala SMP Negeri 3 Kota Banda Aceh.

## APPENDIX C

### Pretest Questions

Name :

Class :

#### The Lamb and the Wolf

*One day the wolf was slaking his thirst at a stream when he chanced to see a lamb, also drinking, at some distance down the stream. Outraged, he growled, "You are muddying my drinking water, now I shall eat you." The lamb protested, "But, Sir, how can I be muddying your drinking water? I am farther downstream than you are. The water is flowing from your part of the stream to where I am." "Upstream or downstream, your drinking is muddying my water, and I shall eat you." So saying, the wolf leaped upon the lamb and devoured him.*

#### A. Translate the following story into Bahasa!

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#### B. The text above is for questions 1 to 5!

1. Where did story happen?
  - a. On the river
  - b. in the jung
  - c. In the forest
  - d. at the zoo
  
2. What is the main idea of the text?
  - a. The wolf prey the lamb
  - b. The wolf is thirsty
  - c. The lamb is drinking at the sea
  - d. The lamb is thirsty



3. "Sir" on paragraph two refers to...
- The lamb
  - The wolf
  - The tiger
  - The sheep
4. We can learn from the story that.....
- Never drink the river water
  - Never clean our body on the stream
  - The bad will always beat the good
  - The strong will always rule the weak.
5. "He" in first line of paragraph two refers to....
- The wolf
  - The tiger
  - The lamb
  - the sheep



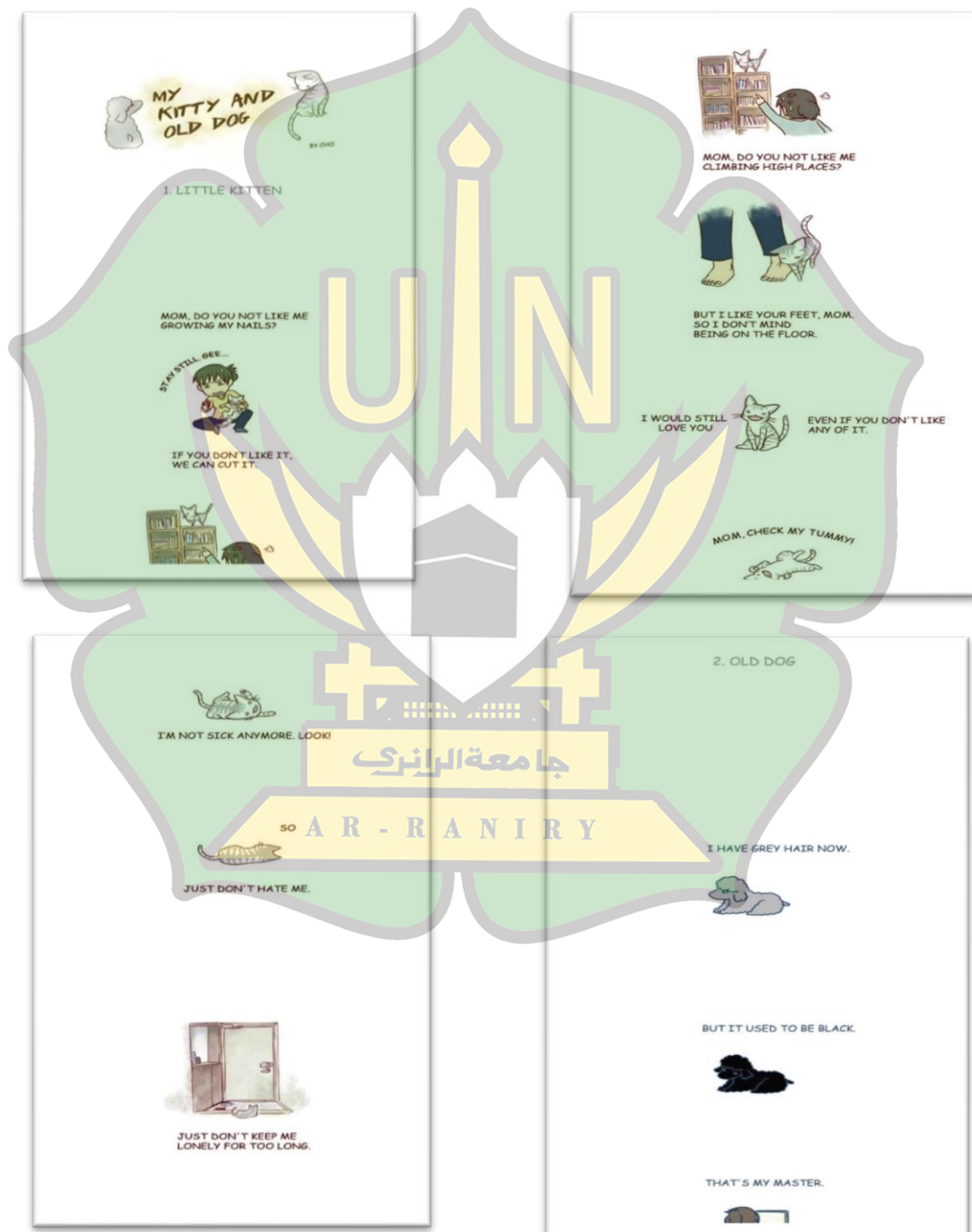
## APPENDIX D

## Post-test Questions

Name :

Class :

## MY KITTY AND OLD DOG



Translate the story above into Bahasa!

THAT'S MY MASTER.

LIKE BREATHING, IT ALWAYS FELT SO NATURAL AND HONEST.

AFTER 15 YEARS SHE HAS CHANGED A LOT,

BUT ONE DAY I STARTED SEEING MORE OF HER BACK.

SHE USED TO BE VERY YOUNG.

AND I HAVE CHANGED EVEN MORE.

IT'S ALWAYS FELT NATURAL TO BE BY HER.

AND AFTER SHE WENT OFF TO COLLEGE I COULDN'T EVEN SEE HER AT ALL.

THE ONLY THING THAT'S THE SAME IS...

I'M HOME!!

IF POSSIBLE,

MAYBE MY TAIL?

3. SICK DAY

EVEN IF I CAN'T MOVE MY BODY AT ALL, I CAN STILL WIG MY TAIL.

I WANT TO BE LOVED JUST LIKE WHEN WE WERE YOUNG.

IF POSSIBLE, I'D LIKE TO BE LOVED BY THE CHILD SHE MIGHT HAVE ONE DAY.


MY

EYES HURT A BIT.

NO, THAT'S ASKING FOR TOO MUCH.

WebTOON

**Answer the questions below based on the story above!**

1. Where did story happen?
    - a. in the house
    - b. in the zoo
    - c. In the park
    - d. at the office
  
  2. What is the main idea of the text?
    - a. The story of kitty and old dog
    - b. The family loves the kitty so much
    - c. The sadness life of an old dog
    - d. The cat does not like an old dog
  
  3. “**she** has changed a lot ” the bold word refers to...
    - a. Mom
    - b. Sister
    - c. The cat
    - d. The kid
  
  4. We can learn from the story that.....
    - a. We must continue to love the pets that we care for, both the old and the newest one.
    - b. Never forget about our lovely pet
    - c. Everything can change because human’s behaviour
    - d. The cat always wins from the dog
  
  5. “My eyes hurts a bit” this line of dialogues refers to....
    - a. The cat
    - b. The dog
    - c. Mom
    - d. Fami
- 

## APPENDIX E

### Interview Questions

1. How did you feel about the activity?
2. What was the easiest part in improving vocabulary by using Webtoon?
3. What was the most challenging part during the activity?
4. What were some of the powerful learning moments that you feel in these activities?
5. What are the most important things that you learned by using Webtoon?
6. How did you help yourself in developing the vocabs meaning during the activities especially in using Webtoon?

### Interview Transcript:

#### 1. MDF

##### **1. How did you feel about the activity?**

Sangat Efektif (positif), kegiatan tersebut dapat melatih anak dalam kemampuan bahasa inggris, mendapat pengetahuan lebih (kosa kata, webtoon) dan kita bisa melihat bakat sang anak dan juga ukuran kemampuan sang anak terhadap bahasa inggris

##### **2. What was the easiest part in improving vocabulary by using Webtoon?**

Mungkin kosa kata bahasa inggris dan juga ketika dapat berimajinasi

##### **3. What was the most challenging part during the activity?**

Bagian paling menantang ialah pada saat kita mengerjakan latihan, secara pribadi saya kurang kemampuan bahasa inggris, dan kemarin saya jawab sebagian dengan insting saya 🤔

##### **4. What were some of the powerful learning moments that you feel in these activities?**

Yang saya rasakan adalah Gaya Belajar yang menarik karena jarang bagi para public speaker atau pengajar menggunakan gaya belajar yang santai, seru tapi bisa efektif masuk ke otak sang anak

##### **5. What are the most important things that you learned by using Webtoon?**

Secara pribadi saya jarang menggunakan webtoon, tetapi webtoon juga termasuk bagian literasi, ketika saya menggunakan webtoon, saya mendapat beberapa kosa kata menarik dalam bahasa inggris ataupun indonesia, mendapat pengetahuan penulisan webtoon dan bmeningkatkan kemampuan imajinasi

##### **6. How did you help yourself in developing the vocabs meaning during the activities especially in using Webtoon?**

Mencari tau makna vocab tersebut dengan orang terdekat atau dengan kemampuan insting diri sendiri.

## 2. NDA

### 1. How did you feel about the activity?

Menurut saya kegiatan tersebut dapat melatih anak dalam kemampuan bahasa inggris, mendapat pengetahuan lebih (kosa kata, webtoon) dan kita bisa melihat bakat sang anak dan juga ukuran kemampuan sang anak terhadap bahasa inggris.

### 2. What was the easiest part in improving vocabulary by using Webtoon?

Bakalan menyenangkan dan kamu bisa mengatasi kesulitan dan tantangan belajar dalam bahasa inggris

### 3. What was the most challenging part during the activity?

Bagian paling menantang ialah pada saat kita mengerjakan latihan, secara pribadi saya kurang kemampuan bahasa inggris.

### 4. What were some of the powerful learning moments that you feel in these activities?

Yang saya rasakan gaya belajar nya sangat menarik

### 5. What are the most important things that you learned by using Webtoon?

Saya jarang memakai webtoon,tapi webtoon termasuk bagian literasi,saya mendapat beberapa koda kata menarik dalam bahasa inggris

### 6. How did you help yourself in developing the vocabs meaning during the activities especially in using Webtoon?

Makna vocab tersebut dengan org terdekat atau kemampuan diri sendiri

## 3. MAS

### 1. How did you feel about the activity?

Menurut saya kegiatan tersebut dapat melatih anak dalam kemampuan bahasa inggris, mendapat pengetahuan lebih (kosa kata, webtoon) dan kita bisa melihat bakat sang anak dan juga ukuran kemampuan sang anak terhadap bahasa inggris

### 2. What was the easiest part in improving vocabulary by using Webtoon?

Bakalan menyenangkan dan kamu bisa mengatasi kesulitan dan tantangan belajar dalam bahasa inggris

### 3. What was the most challenging part during the activity?

Bagian paling menantang ialah pada saat kita mengerjakan latihan, secara pribadi saya kurang kemampuan bahasa inggris

### 4. What were some of the powerful learning moments that you feel in these activities? Yang saya rasakan gaya belajar nya sangat menarik

### 5. What are the most important things that you learned by using Webtoon?

Saya jarang memakai webtoon,tapi webtoon termasuk bagian literasi,saya mendapat beberapa koda kata menarik dalam bahasa inggris



**6. How did you help yourself in developing the vocabs meaning during the activities especially in using Webtoon?**

Makna vocab tersebut dengan org terdekat atau kemampuan diri sendiri.

**4. OT**

**1. How did you feel about the activity?**

Jujur dengan mengerjakan soal ini saya dapat mengetahui lebih banyak kosakata bahasa Inggris dan dapat melatih diri sendiri untuk berpengetahuan luas tentang kosakata bahasa Inggris

**2. What was the easiest part in improving vocabulary by using Webtoon?**

Bagian termudahnya ketika enggak tau arti kosakata bahasa Inggris di webtoon berusaha untuk bener' cari apa artinya..

**3. What was the most challenging part during the activity?**

Bagian paling menantang ialah pada saat mengerjakan soal ini saya keingat dengan ujian,karena belum belajar sama sekali jadi harus bener' harus mengerjakan soal ini dengan selesai.

**4. What were some of the powerful learning moments that you feel in these activities?** Yang dapat saya rasakan adalah dapat mengetahui lebih banyak kosakata bahasa Inggris,

**5. What are the most important things that you learned by using Webtoon?**

Saya sendiri sering menggunakan webtoon tapi menggunakan bahasa Indonesia, pernah sekali baca webtoon yang belum diterjemahkan ke dalam bahasa Indonesia alhasil cuma nikmatin gambar nya aja, tapi dengan adanya kegiatan ini saya antusias ingin mempelajari banyak kosakata bahasa Inggris dalam webtoon.

**6. How did you help yourself in developing the vocabs meaning during the activities especially in using Webtoon?**

Mencari tau makna vocab tersebut dan mempelajari lebih lengkap apa itu vocab.

**5. CFN**

**1. How did you feel about the activity?**

Dengan mengerjakan soal ini saya dapat mengetahui lebih banyak kosakata bahasa Inggris dan dapat melatih diri untuk berpengetahuan luas tentang bahasa Inggris

**2. What was the easiest part in improving vocabulary by using Webtoon?**

Bagian termudahnya ketika gatau arti kosakata bahasa Inggris di webtoon berusaha untuk bener' cari apa artinya dan ternyata mencari arti kosakata bahasa Inggris termasuk hal yang sangat seru

**3. What was the most challenging part during the activity?**

Bagian paling menantang ialah pada saat mengerjakan soal ini takut jawabannya salah karena saya pribadi tidak terlalu pandai dalam bahasa Inggris, tetapi pelajaran bahasa Inggris adalah pelajaran favorit saya

**4. What were some of the powerful learning moments that you feel in these activities?** Yang dapat saya rasakan adalah saya lebih banyak mengetahui kosakata bahasa Inggris, dan banyak mengenal kosakata bahasa Inggris yang jarang saya dengar

**5. What are the most important things that you learned by using Webtoon?** Saya sendiri jarang menggunakan webtoon, pernah sekali baca webtoon bareng teman yang masih didalam bentuk bahasa Inggris jadinya cuma nikmatin gambarnya aja, tapi dengan adanya kegiatan ini saya jadi ingin banyak banyak mempelajari kosakata bahasa Inggris

**6. How did you help yourself in developing the vocabs meaning during the activities especially in using Webtoon?** Mencari tau makna vocab dan mempelajari lebih lengkap apa itu vocab

## 6. GAR

**1. How did you feel about the activity?**

Seru karna kita dapat lebih banyak lagi kosakata untuk lebih memahaminya.

**2. What was the easiest part in improving vocabulary by using Webtoon?**

Saat translate nya dan aku suka banget karna kita bisa melatih brain dengan mencoba untuk translate walaupun ada bbrp kata kita tdk tau/ it's doesn't got it.

**3. What was the most challenging part during the activity?**

Translate nya but, it's okay no problem we can try again.

**4. What were some of the powerful learning moments that you feel in these activities?** Momen belajar yang snggt asikk karna kita bisa melatih our brain dalam mengerjakan nya.

**5. What are the most important things that you learned by using Webtoon?**

Kosakata nya yang belum kita mengerti dan bisa menambah wawasan dalam belajar Bahasa Inggris.

**6. How did you help yourself in developing the vocabs meaning during the activities especially in using Webtoon?**

Dengan cara mengetahui dan menguasai Bahasa Inggris, dan kita dapat meningkatkan value atau nilai di dalam diri kita sendiri.

## 7. ANF

**1. How did you feel about the activity?**

Senang, karena ketemu lagi cara belajar baru.

**2. What was the easiest part in improving vocabulary by using Webtoon?**

Keliatannya lebih mudah sih belajar menggunakan webtoon, jdi cari artinya makin seru ketika kita gak tau

**3. What was the most challenging part during the activity?**

Takut gak tau artinya terus jadi takut salah jawab sih

**4. What were some of the powerful learning moments that you feel in these activities? Temuin kosakata dan cara belajar yang baru**

**5. What are the most important things that you learned by using Webtoon?**

Cara belajar baru bisa menarik perhatian saya ke bahasa inggris, dan makin tertarik baca bacaan bahasa inggris dikit-dikit.

**6. How did you help yourself in developing the vocabs meaning during the activities especially in using Webtoon?**

Cari tau artinya dan cari contoh penggunaannya

**8. NA**

**1. How did you feel about the activity?**

Dengan mengerjakan soal ini membantu saya dalam mengasah kemampuan bahasa inggris saya dan saya juga mendapatkan kosa kata baru dalam Bahasa inggris.

**2. What was the easiest part in improving vocabulary by using Webtoon?**

Bagian termudah dalam meningkatkan kosa kata pada kegiatan ini adalah ketika mencari arti kosa kata yang tidak diketahui di webtoon dalam Bahasa inggris tersebut.

**3. What was the most challenging part during the activity?**

Bagian paling menantang yaitu pada saat mengerjakan soal ini takut jawabannya salah karena saya pribadi tidak terlalu pandai dalam bahasa inggris.

**4. What were some of the powerful learning moments that you feel in these activities? Yang dapat saya rasakan adalah saya lebih banyak mengetahui kosa kata bahasa inggris,dan banyak mengenal kosakata bahasa inggris yang jarang saya dengar.**

**5. What are the most important things that you learned by using Webtoon?**

Saya pribadi baru pertama sekali menggunakan webtoon pada kegiatan ini, sehingga dengan adanya kegiatan ini saya jadi ingin membaca webtoon dalam Bahasa inggris dengan tujuan mengasah kemampuan Bahasa inggris saya karena webtoon dilengkapi dengan gambar dan saya bisa menyambungkan dengan beberapa kosa kata Bahasa inggris yang belum saya ketahui.

**6. How did you help yourself in developing the vocabs meaning during the activities especially in using Webtoon?**

Apabila terdapat kosa kata yang tidak saya ketahui, langsung saya menebak gambar lalu mencari artinya di kamus maupun google translate, kemudian saya catat dan saya hafalkan.

**9. ABF**

**1. How did you feel about the activity?**

Mengerjakan soal dengan webtoon terasa menyenangkan. saya dapat lebih mengerti maksud dari pertanyaan karena ada gambar

**2. What was the easiest part in improving vocabulary by using Webtoon?**

bagian termudahnya adalah dengan melihat gambar saya dapat menebak alur cerita dan mencari tahu vocab yang saya tidak tahu. dengan mencari tahu vocab tersebut saya bisa tau apakah benar tebakan saya tentang cerita webtoon

**3. What was the most challenging part during the activity?**

Bagian paling menantang adalah bagaimana saya bisa mengucapkan vocab dengan benar dan mengerti maksud dari pertanyaan

**4. What were some of the powerful learning moments that you feel in these activities?** Momen yang saya dapatkan dari kegiatan ini adalah keseruan karena terdapat gambar dan dapat bonus cerita webtoon

**5. What are the most important things that you learned by using Webtoon?**

Hal penting yang saya pelajari dengan webtoon adalah ternyata belajar bahasa inggris tidak sesulit itu dan seru walaupun saya juga belum pandai bahasa inggris

**6. How did you help yourself in developing the vocabs meaning during the activities especially in using Webtoon?**

Dengan mencari tau arti dari vocab dan mengingat vocab dengan gambar

**10. AG**

**1. How did you feel about the activity?**

Seru sekali, karena pada biasanya kalau di sekolah hanya menggunakan buku cetak yang dikeluarkan dari perpustakaan sekolah dan itu bagiku sudah sangat monoton

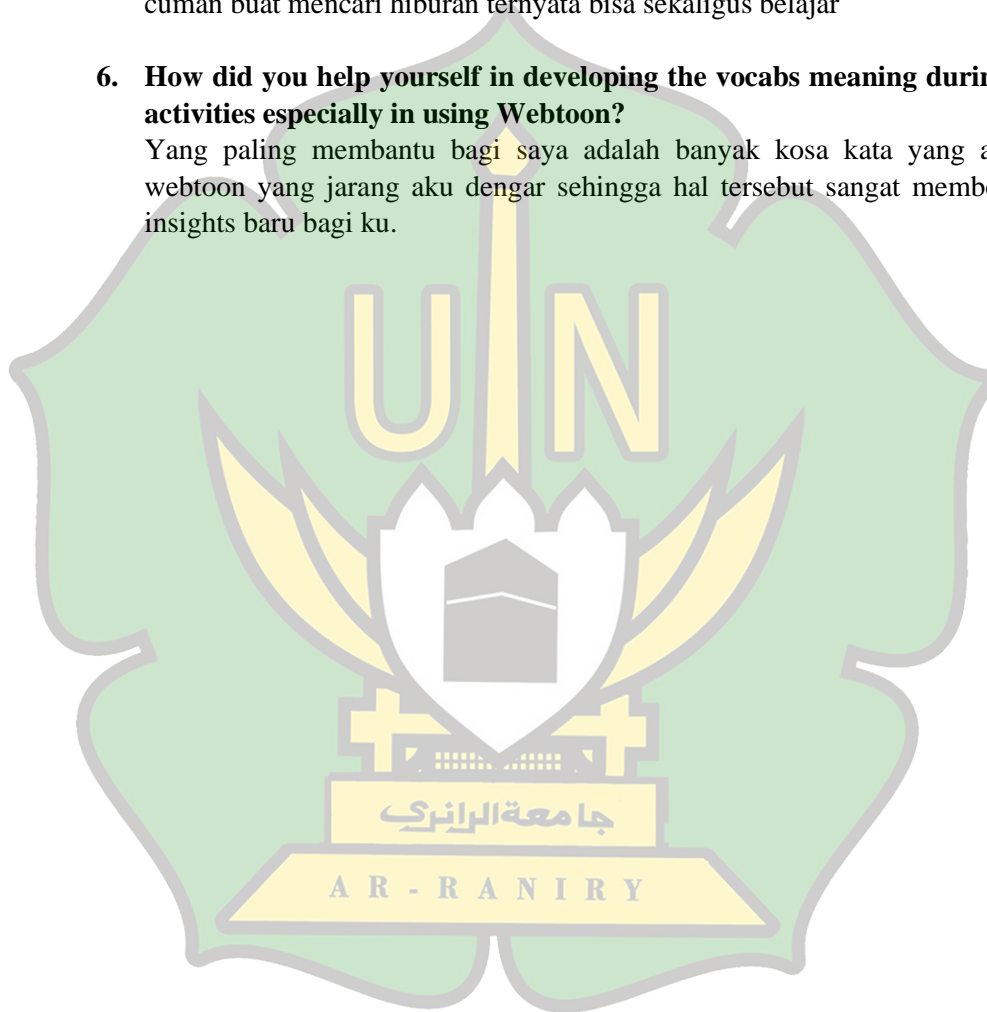
**2. What was the easiest part in improving vocabulary by using Webtoon?**

Pada webtoon banyak sekali pilihan komik bahasa inggris yang seru dan gambar komik yang menarik sehingga untuk proses belajar menambah vocab lebih menarik dan tidak monoton.

**3. What was the most challenging part during the activity?**

Membiasakan diri untuk memakai webtoon yang berbahasa inggris dan harus rajin agar lebih terbiasa

4. **What were some of the powerful learning moments that you feel in these activities?** Momen belajar untuk menggunakan platform online dengan tujuan yang lebih baik dan bisa memanfaatkannya sebaik mungkin
5. **What are the most important things that you learned by using Webtoon?** Dengan menggunakan Webtoon atau platform lainnya selama kita menggunakan untuk hal yang baik pasti akan banyak manfaat, contohnya dari kegiatan ini aku jadi lebih sadar kalau webtoon yang selama ini aku pakai cuma buat mencari hiburan ternyata bisa sekaligus belajar
6. **How did you help yourself in developing the vocabs meaning during the activities especially in using Webtoon?** Yang paling membantu bagi saya adalah banyak kosa kata yang ada di webtoon yang jarang aku dengar sehingga hal tersebut sangat memberikan insights baru bagi ku.





**APPENDIX F*****Research evidences (taking pictures)***