The Effect of Using Webtoon Application on Students' Vocabulary Achievement at the Second Grade of SMP Negeri 3 Raha

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ABSTRACT

This study is conducted to investigate whether there is any significant effect of teaching vocabulary through Webtoon application on students' vocabulary achievement. The design of this study was quasi experimental design that consisted of two groups (experimental class and control class). The researcher took the sample by using purposive sampling established that class VIII2 which had 25 students belong to the experimental class and class VIII1 which had 25 students belong to the control class. The instrument used vocabulary tests in the form of multiple choice, complete sentence and matching to collect the data. The test consisted of 50 numbers. The researcher collected the data by giving treatment which the researcher conducted teaching and learning process by using Webtoon application and giving post-test to see the students' vocabulary achievement after being taught by using Webtoon application. The researcher used Independent Sample T-test to analyze the data. The result shows that the students' mean score for the post-test in experimental class is 79.56 and the mean score in control class is 65.88. While the result of independent sample t-test, shows that the value of Sig (2-tailed) is 0.001 in the experimental class and 0.002 in control class which is less than the alpha value (0.05). This can be concluded that there is a significant effect of teaching vocabulary through Webtoon application on students' vocabulary achievement.

Keywords:
Webtoon application, learning activities, vocabulary achievement.

1. Introduction

One of the most important aspects of teaching a foreign language is teaching vocabulary to the learners. It is a matter of what vocabulary to teach and make learners aware of how the use of words or phrases in order to inform the meaning correctly. According to (Cera et al., 2010), the first language aspect that every person learns in their mother tongue is connected to the word that helps them communicate. It means that the more vocabulary the learners know, the more glibs they are when using a foreign language.

Vocabulary plays an important role in utilizing a language. According to (Cameron, 2001) vocabulary can become the medium or stepping stone to learn a foreign language. It means that to master a foreign language, the first step to do is mastery of vocabulary. If the learners do not know the correct word, they will find it difficult to express or inform their idea.

Teaching vocabulary to learners is not an easy task. The teacher still faces difficulties in teaching vocabulary. According to (Arief et al., 2020), teaching vocabulary is quite difficult. Besides, students should know the words; they also need to know the meaning of the words. Many teachers have difficulty teaching and

enriching student vocabulary because they tend to have less creativity in creating a classroom atmosphere that is attractive for the students. For several students' learning English in the classroom is a boring activity. Schmitt and McCharty in (Alqahtani, 2015) also explain several strategies in teaching vocabulary: (1) context surmise, (2) using memorize technique and word parts, (3) using a card of vocabulary to memorize the foreign language. Based on the methods of teaching vocabulary and strategies of teaching vocabulary, the experts serve many methods and strategies to help teachers teach vocabulary, and students can also simply memorize new vocabulary. Some English teachers in teaching vocabulary just ask students to answer several questions in the textbook or to find new words in the dictionary and then memorize them several times. The teacher should give material and activities that is appropriate to student conditions. They must bring new innovative material to teaching vocabulary in the classroom.

Appropriate media are needed to make teaching vocabulary be more interesting. Media also can improve student motivation and prevent students' boredom in the learning process. There are so many media in teaching which the teacher can use to help the students learn vocabulary. One of the various media that can be used as a useful tool in teaching to draw students' interest is comic. Collier"s Encyclopedia in (Zahra, 2019) defines comic as a term applied to a series or sequence of closely related highly stimulating drawings that differs from the ordinary cartoon. They are not necessarily, but some artists make some of them serious, mysterious, and adventurous. Through comics as a media in teaching vocabulary, they will get a new atmosphere in the learning process. Also, teachers can motivate the student to learn more interestingly and enjoyably. Comic is a kind of cartoon picture which contain several continued story. Comic also appear in newspapers or comic books.

Nowadays, many innovative comics can easily to get. Without bringing a comic book or other printed comics, they can still read comics by browsing the internet. They can access webcomics on the internet or download digital comics on their smartphone. To read comics via webcomic, readers can access by visiting the site, like komikfox.net, komikid, mangaku, mangacanblog and other site. They can download digital comic or comic applications like mangaa reader, zingbox, mangazone, webtoon, and other application. One of the most interested and famous one is webtoon. Webtoon is one of the online comic applications. (Jang & Song, 2017), describe the designation webtoon is a combination word of web and cartoon. In webtoon, there are many genres of comic that can be read, namely romance, drama, fantasy, comedy, thriller, action, horror, a slice of life, heart-warming, superhero, sports, sci-fi, and informative. In every genre, many stories can be read. Several stories are made interesting with background sound and moving pictures. By using webtoon, students can choose whether they want to use and read comics in English, Chinese, Indonesian or other languages, but to increase their vocabulary mastery, they must use and read comics in English language.

The researcher finds some cases when doing pre-observation at the second-grade students of SMPN 3 Raha. In this school, students still have less vocabulary. Several students do not understand the meaning of the words and use more Indonesian language than the English Language. The researcher also finds that many students are interested in using technology. The students are familiar with online

comics or other online reading material; they are also familiar with this Webtoon application.

In connection with those problems, the researcher gives arrangements for this case in learning vocabulary. The researcher provides a solution that using Webtoon application as an alternative media of teaching. Furthermore, it is a precious resource to develop students' abilities in vocabulary. Using this media, the students can enjoy the teaching and learning process and easily memorize the words. Webtoon application provides many varieties and interesting stories. Several stories are designed with moving pictures and background sound that can increase student. Based on the reason above, the researcher is interested in conducting a study entitled "The Effect of Webtoon Application on Students' Vocabulary Achievement at Second Grade Students of SMP Negeri 3 Raha".

2. Methods

In conducting this study, the researcher applied a quasi-experimental design, which used two classes, namely experimental class, and control class (Sugiyono, 2011). Each class was given a post-test after treatment. The population of this research involved all second-year students of SMPN 3 Raha. The total numbers of population were 125 students divided into four classes. In taking the sample, this research used nonprobability sampling, namely purposive sampling. In the distribution class of SMPN 3 Raha, students' ranking and performance were ignored and determined directly. Based on those reasons, the researcher chose one class directly. Class VIII2 as the sample of this research with the total number of students was 31 because it can represent all of the population of the second-year students of SMPN 3 Raha.

The instrument used in this research was a vocabulary test consisting of 50 items which were divided into 20 numbers of multiple-choice, 20 numbers of complete the sentence, and 10 numbers of matching form. The items of the test were representative of the webtoon. The webtoon titled that read by the students were Cyko-KO and Davinchibi; the genre was comedy. Webtoon Cyko-KO and Davinchibi did not contain adult content in the story, so it was appropriate to be read with students in junior high school. Cyko-KO also contains several interesting items in the story, such as background sound and moving pictures that can draw students' interest in reading that story. This instrument was used to measure the students' vocabulary achievement after treatment. The researcher herself designed the test, and it gave in post-test. Before giving the test, the researcher checked the validity and reliability of the test by using SPSS 20 application.

The data of this research were analyzed quantitatively. Besides, the data in this research were analyzed by used descriptive statistics and inferential statistics to test the hypothesis. To know the achievement of student's vocabulary, the researcher used a pair sample t-test by using SPSS 20 to find out whether any significant effect of using webtoon in teaching vocabulary.

3. Result

Descriptive Analysis of Students' Vocabulary Score

The descriptive analysis consists of students' post-test in experimental and control classes, and comparison means score both of post-test. The detailed distribution of students' post-test in experimental class is described below:

Table 1. Distribution of Students' Vocabulary Score in Experimental Class

Category	Frequency	Precentage
Very High	6	24%
High	16	64%
Moderate	2	8%
Low	1	4%
Very Low	0	0%
Total	**25**	**100%**

As can be seen from the table, 6 students (24%) get "very high" scores. The students who get "high" scores are 16 students or 64%. There are 2 students or 8% who get a "moderate" score. There is a student or 4% who gets a "low" score. And there is no student or 0 % who gets "very low" score. Therefore, based on the students score on post-test at experimental class is dominated by high criteria.

The distribution students' vocabulary score on post-test in control class is described below:

Table 2. Distribution of Students' Vocabulary Score in Control Class

Category	Frequency	Precentage
Very High	2	8%
High	10	40%
Moderate	6	24%
Low	6	24%
Very Low	1	4%
Total	**25**	**100%**

As can be seen from the table, 2 students (8%) get "very high" scores. The students who get "high" scores were 10 students or 40%. There are 6 students or 24%, who get a "moderate" score. There are 6 students, or 24%, who get "low" scores. And there is a student or 4% who get "very low" score.

The Comparison of Vocabulary Score in Experimental and Control Class

The comparison of post-test score in experimental and control class is presented in the following table:

Table 3. Comparison of Vocabulary Score in Experimental and Control Classes

	N	Mean	Median	Modus	Minimum	Maximum	Std. Deviation
Experiment	25	79.56	79.00	75	54	96	11.128
Control	25	65.88	67.00	63	25	92	16.791

The table presents the mean score, minimum, maximum, and standard deviation differences on post-test in the experimental and control classes. The mean score on experiment class in post-test is 79.56 whereas the control class is 65.88. Then, the minimum score in the experimental class is 54, and minimum score in the control class is 25, while maximum score in the experimental class is 96 and maximum score in the control class is 92. The standard deviation score in the experimental class is 11,128, and in the control class is 16,791. The chart shows that students' vocabulary achievement in experimental class that uses Webtoon application has a significant difference from the students' vocabulary achievement in control classes that teach

without Webtoon application. It can be concluded that teaching vocabulary by using Webtoon application have a significant effect on students' vocabulary achievement.

4. Discussion

This study is aimed to know whether or not there is a significant effect of using Webtoon application on students' vocabulary achievement. Based on the findings' explanation in descriptive analysis, the mean score in the experimental class taught using Webtoon application (79.56) is higher than the mean score in the control class (65.88). Besides, the minimum and maximum score in the experimental class is higher than the minimum and maximum score in the control class. In short, teaching vocabulary by using Webtoon application has a significant effect on students' vocabulary achievement.

This result is supported by Puspitasari, who had done research using Webtoon application to improve students' reading comprehension. In her research, the aim was to improve students' reading comprehension but used the same media with the Webtoon application research. The result of her research proved that the use of Webtoon application as media in teaching reading comprehension skills of narrative text was effective.

The result also supported by Fatimah, who had done the research entitled "The Effect of English Comic on Students' Vocabulary Achievement at Second Year Students of SMPN 10 Kendari", the teaching media was different in that form, where Fatimah used comic strips and in this research used Webtoon application. However, both of the media are still comic. This study found that there is a significant effect of using Webtoon application on students' vocabulary achievement.

When using Webtoon application at the seventh-grade students of SMP Negeri 3 Raha, the researcher conducted face-to-face in the classroom. After being taught by using Webtoon application, students' vocabulary achievement was better. It was because students could memorize the words by doing some fun activities. In using Webtoon application, students read the comic story and found the difficult or new word. Then, to know the meaning of the difficult word, the researcher gave the definition or illustrative situation or example of the type of each vocabulary. After knowing the meaning of the vocabulary, the researcher taught the students how to pronounce, and after that, the students tried to master the vocabulary. After that, the students made a sentence with the words. Last, students presented the vocabulary in front of the class.

In control class, the researcher taught without using Webtoon application (conventional learning). Teaching material in control class is text material, where the students read the text and then tried to memorize the words in the worksheet. Students' post-test score in the control class was lower than experimental class because students just memorized the words without fun activities and interesting media. Academic supports (2018) explained that "people forget all kinds of information all of the time." (Waring, 2002) also stated that a normal situation if the students can memorize ten vocabularies then forget them in the next few days and maybe remember just two words of them. It is because human brains are created not for memorizing but for forgetting.

Students' motivation and interest are the two major effects that can influence students' achievement. Students' motivation increases because the researcher can create an enjoyable atmosphere in the teaching and learning process. When student's motivation is increasing, then the students want to know more and study more. The more they learn, the more word they know then they can master the vocabulary well.

Several factors make Webtoon application can improve student's vocabulary achievement. Firstly, it is because the researcher provides new media that is more interesting than books or other printed materials. Webtoon application as the media used in this research can motivate them. Webtoon application is an online comic application that is easy to access, it is supported by (Jang & Song, 2017) who stated that by downloading this comic application, it is easy to bring anywhere and can be read whenever, as long as there is an internet connection. But, this Webtoon application can also be used offline by downloading the comic series, so the student can read it without an internet connection. Then, by using this application, students do not need to carry a thick printed material in the learning process and allow students to study anywhere and anytime.

Secondly, this application offers many comic genres, such as drama, romance, fantasy, comedy, thriller, action, horror, slice of life, heart-warming, sports, sci-fi, informative and historical. In every genre, there are many varieties stories. Students can read more so they can know more about the word. By reading many stories, it can make the students easier to remember the word. Webtoon application also makes the students feel enjoyed and more motivated in the teaching and learning process. Students enjoy when presenting and learning by using application and android. In other words, they no longer learn vocabulary monotonous.

Based on some factors explained above and supported by some theories, it might be a reason why the experimental class had a higher score than the control class in the post-test. Meanwhile, in a conventional method where the students taught without Webtoon application, the students memorized the words in the worksheet provided by the researcher. The post-test score in the control class does not significantly improve because students just memorize the words without combined with fun and interesting activities, and the students learn vocabulary monotonous without variative learning. Therefore, students in control class are easy to forget the vocabulary because it was not supported by fun and interesting activity.

In using the Webtoon application, the researcher found some problems. They were time and lack of vocabulary. Time was the most crucial factor because it could affect students' performance. The second was the lack of vocabulary. It could be seen when students made sentences where they made the story in Indonesian then translated into English. So, it spent much time.

5. Conclusion

Webtoon application is one of the media that can be used in the teaching and learning process. The use of variative media can make students more enthusiastic and motivated in the learning process. Webtoon application as the teaching media can also draw student's interest and make them enjoy in the classroom.

Based on the result of the data analysis, the researcher concludes that there is a significant effect of using Webtoon application on students' vocabulary achievement

at the second-grade students of SMP Negeri 3 Raha. It can be seen from the mean score in the experimental class (79.56), which is higher than the mean score in the control class (65.88).

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