

## The Implementation of Using *Webtoon* Media to Improve Eleventh-Grader Students' Vocabulary Achievement

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### ABSTRACT

The research aimed to explore the application of Webtoon media in increasing the vocabulary achievement of grade 11 students at SMAN 1 Karangbinangun. This was because learning had been perceived as boring, which made it difficult for students to memorize vocabulary. The lack of technology integration in learning contributed to this issue. The research employed the classroom action research method. It was carried out in two cycles. Data collected through observation sheets, tests, and questionnaires indicated significant enhancement in students' vocabulary achievement. The research results showed that in cycle 1 and cycle 2, students achieved a score of >75, with 0% of students in the pre-test, 25% in post-test 1, and 84% in post-test 2. Furthermore, the results of observations and questionnaires revealed that the use of Webtoon media had helped improve students' vocabulary mastery. The study concluded that Webtoon media, combined with contextualized vocabulary activities, effectively enhanced students' engagement, creativity, and knowledge. It not only motivated students but also supported the integration of technology and materials in English language teaching.

**Keywords:** webtoon application, vocabulary achievement, high school.

### ABSTRAK

*Penelitian ini bertujuan untuk mengeksplorasi penerapan media Webtoon dalam meningkatkan pencapaian kosakata siswa kelas 11 di SMAN 1 Karangbinangun. Hal ini disebabkan karena pembelajaran dianggap membosankan, yang membuat siswa sulit menghafal kosakata. Kurangnya integrasi teknologi dalam pembelajaran telah berkontribusi terhadap masalah ini. Penelitian ini menggunakan metode penelitian tindakan kelas. Itu dilakukan dalam dua siklus. Data yang dikumpulkan melalui lembar observasi, tes, dan angket menunjukkan peningkatan yang signifikan dalam pencapaian kosakata siswa. Hasil penelitian menunjukkan bahwa pada siklus 1 dan siklus 2, siswa mencapai skor >75, dengan 0% siswa pada pre-test, 25% pada post-test 1, dan 84% pada post-test 2. Lebih lanjut, hasil observasi dan angket mengungkapkan bahwa penggunaan media Webtoon telah membantu meningkatkan penguasaan kosakata siswa. Studi ini menyimpulkan bahwa media Webtoon, yang dikombinasikan dengan aktivitas kosakata kontekstual, secara efektif meningkatkan keterlibatan, kreativitas, dan pengetahuan siswa. Hal ini tidak hanya memotivasi siswa tetapi juga mendukung integrasi teknologi dan materi dalam pengajaran bahasa Inggris.*

**Kata kunci:** aplikasi webtoon, pencapaian kosakata, SMA.

## INTRODUCTION

Vocabulary plays a very crucial function in language acquisition because it is the basis of the ability to communicate effectively. A strong vocabulary also helps students improve other skills such as grammar, reading comprehension, and speaking fluency. By examining vocabulary development, researchers hope to find more effective learning strategies that can help students achieve higher language competence and prepare them to communicate confidently in various contexts (Windarti et al., 2016). Besides that (Adinda & Rahayu, 2023) stated that vocabulary plays a crucial role in learning English. Students who focus on grammar without a solid vocabulary will struggle to comprehend their intended meaning. Furthermore, when learning English as a second language, individuals need an adequate vocabulary to effectively communicate and should aim to expand their word knowledge to prevent challenges while reading, writing, listening, or speaking in English.

Problems experienced by high school students in English Vocabulary caused by limited vocabulary, difficulty remembering/identifying the meaning of new words, which can cause frustration in learning, and lack of exposure to more varied vocabulary, either through reading, listening, or speaking are also common problems. When the researcher surveyed SMA 1 Karangbinangun, the researcher gave a pre-test to class 11 IPA 2 students and the pre-test results regarding how much the students mastered vocabulary showed that 24 students (75%) of the 32 students in the class were still below The KKM graduation target is 75. This means that many students in the class have not mastered the vocabulary. This may be because the vocabulary taught may be too difficult or beyond the student's level of ability, so they feel unmotivated to learn English. From existing problems, there are several solutions to overcome them. According to (Belda-Medina, 2024) the implementation of Webtoon as a learning medium has resulted in significant progress in improving students' writing achievement. Moreover, (Tomasoa, 2023) said when students use webtoon comic software as reading material, their reading comprehension improves. Students' reactions to using webtoon comic software to improve their reading comprehension are positive, pleasurable, and engaging, and they are motivated to read. Similar opinion with Sam et.al (2026) and Al-Fraihat et al., (2020a) online and Distance Learning (ODL) involves instructional methods in which teachers and students are geographically and temporally separated and use information and communication technologies to provide synchronous and asynchronous information delivery.

There are many studies that discuss *webtoon*. The first is (Sitinjak et al., 2022) demonstrate that LINE Webtoon media has a substantial effect on the vocabulary achievement of eleventh-grade students at SMA Swasta Medan. To test its effectiveness, the researcher asked students to read the selected webtoon line. Then students look for unknown vocabulary through dictionaries/Google Translate. According to (Rahmadhani & Kher, 2024) shows that this research's null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_1$ ) was accepted. It proved that using the Spirit Fingers story from the Webtoon application significantly improved students' vocabulary mastery at SMAN 2 Sungai Limau.

In this research, the researcher gave the pupils a pre-test at the first meeting. This test was multiple choice with 40 questions. In the next meeting, the researcher gave treatment to students; this treatment was done in five meetings. Lastly, Students did a post-test with the same questions as the pre-test. Lastly, Putri, (2021) According to the results, employing Line Webtoon for ninth graders improved students' vocabulary mastery and motivation to read through online comics. It also showed that the students were engaged in reading because the webtoon contained numerous visuals, and they were able to learn a lot of new vocabulary by using internet resources.

Although several previous studies have explored the use of webtoons in improving students' vocabulary mastery, several gaps have not been explored. (Sabekti, 2020) research focuses on the effectiveness of LINE Webtoon on first-grade students at MAN Blitar City, (Sitinjak et al., 2022) evaluate the effect of webtoon on class XI students at High School, Medan. (Rahmadhani & Kher, 2024) uses a specific story from the webtoon, "Spirit Fingers", to improve Vocabulary at SMAN 2 Sungai Limau, while (Maharani, 2021) focuses on the use of *Webtoon* comics in general. However, there has been no research that specifically implements *Webtoon* media to increase the vocabulary achievement of class. This research aims to fill this gap by focusing on a more comprehensive implementation of *Webtoon* as a medium for enhancing the vocabulary proficiency of class XI learners in high school, which has not been explored in detail in previous studies.

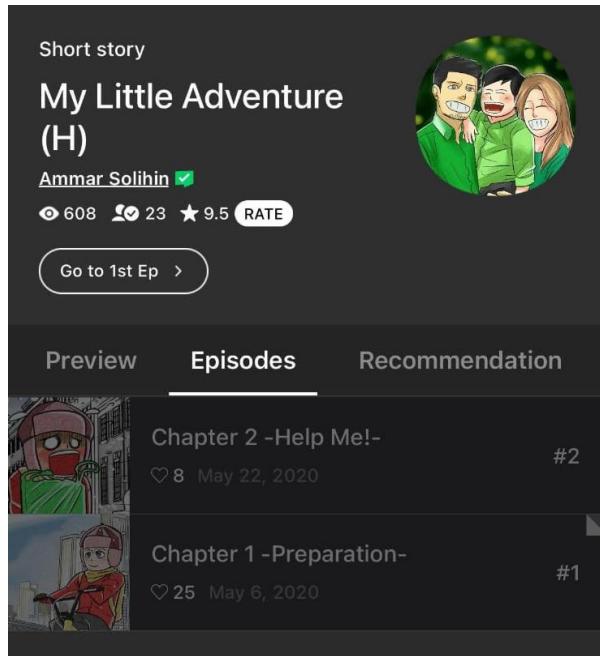


Figure 1. Webtoon Application

[https://www.webtoons.com/en/canvas/my-little-adventure-h/list?title\\_no=431925](https://www.webtoons.com/en/canvas/my-little-adventure-h/list?title_no=431925)

Webtoon can be utilized in vocabulary learning through various creative strategies. For example, students can be tasked with identifying new words from Webtoon episodes and discussing their meanings in groups. Teachers can also design activities where students create glossaries or write summaries of Webtoon stories using the newly acquired vocabulary. Furthermore, the platform encourages active participation, as students can engage with the stories, predict plot developments, or even create their own dialogues using target vocabulary. These activities not only make vocabulary learning enjoyable but also reinforce retention through repeated exposure in meaningful contexts.

## METHODHOLOGY

This research employed the Classroom Action Research technique. The inquiry procedure of the study consists of pre-cycle, planning, implementation, and reflecting, the technique of harvesting data, and the procedure for analyzing data. (Innovation et al., 2022) explains that classroom action research is a process in which participants test their own education in a methodical and careful manner utilizing research tools. (Cain, 2011) emphasizes that CAR is inherently self-reflexive, collaborative, and political, positioning teachers to investigate and enhance their practices. Furthermore, (Mettetal, G, 2002) clarify action research

is a type of investigation meant to help teachers address problems and strengthen professional practices in their classrooms.

This method was applied in Class IPA 1 at SMAN 1 Karangbinangun, Lamongan, with 32 students equally divided into 16 male and 16 female participants. This approach engaged students in interactive and participatory classroom activities utilizing the Webtoon application.

The initial step in this research is planning and preparing observation sheets, questionnaires, and tests to monitor the student learning environment before learning. After observation, the researcher recommended webtoon media to increase students' vocabulary mastery progress. Student academic achievement is evaluated in the final step of reflection. According to (Roopa, 2012) a questionnaire is a set of questions posed to persons to gather statistically meaningful information about a specific issue. Data were collected through percentage (questionnaire) and descriptive (observation) to measure the students' vocabulary improvement after implementing Webtoon-based learning.

## Finding

### 1. Result Pre-Cycle

The pre-test in the pre-cycle is presented to students to find out students' abilities before treatment is carried out. Held on Tuesday, November 19th, 2024 at 09.00-10.30 WIB with a travel time of around 90 minutes. Based on the results of the students' pre-test vocabulary scores, it can be concluded that 0% of students obtained scores at intervals  $>75$ , which met the Minimum Standard Criteria (MSC). This shows that students' vocabulary mastery results are still low, apart from the pre-test results. This is the reason why researchers use Webtoon media to increase students' vocabulary.

### 2. Result in Cycle 1

#### a. Observation

The observation results show that the use of Webtoon media can help students and teachers in the learning process. Students showed increased engagement and motivation during vocabulary lessons but did not meet research targets. Teachers have succeeded in implementing Webtoon in the classroom by integrating it into teaching and learning activities, but there has been no encouragement of other activities that make learning enjoyable.

#### b. Test

At the first meeting, students experienced confusion in using Webtoon as a learning medium due to the lack of student concentration in paying attention to the teacher while teaching, and some students had difficulty understanding the meaning of words in the webtoon. In addition, only a few students actively participated when the use of webtoon was applied in English learning. At the second meeting, there was development because some students already understood how to use Webtoon as a learning medium. In addition, students can create analytical exposition texts according to their structure, which are carried out in groups of 2 people. However, some of them still have not met the target and are confused about making analytical expositions. The outcomes of the first and second meetings in loop one indicate that the educational strategy is still suboptimal. This is reinforced by the statement of the English subject teacher who stated that student learning activities in using webtoon are still lacking. Based on the results of the students' post-test I score and the results of student activities Chart 1. Post-Test Score Cycle I below, in cycle I, out of 32 students, only 8 / 25% of students managed to meet the cycle 1 target. Meanwhile, 24 / 75% of students felt dissatisfied because they ignored the teacher's explanation and did not meet the test target in Loop I. Therefore, the researcher continued to Cycle II which consisted of planning, implementation, observation, and reflection.

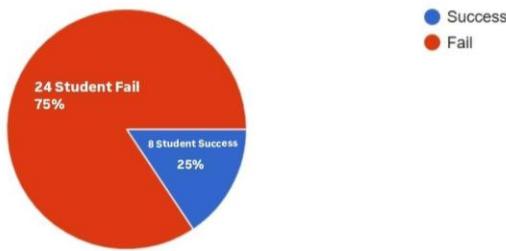


Chart 1. Post-Test Score Cycle I

### 3. Result Cycle 2

#### a. Observation

The observation results show that the use of Webtoon media helps students and teachers in the learning process. Students show increased engagement and motivation during vocabulary lessons, as they find the content relevant and enjoyable. Teachers successfully implemented Webtoon in the classroom by integrating it into activities such as vocabulary practice, discussion, and writing. Additionally, Webtoon's visual and contextual elements help students understand the meaning of words more effectively. Overall, the use of Webtoons creates an interactive and dynamic learning environment that benefits both teachers and students.

#### b. Test

In cycle 2 of classroom action research, the first meeting students showed higher enthusiasm in learning because of the addition of play activities such as flashcard play activities designed to strengthen vocabulary mastery. In the second meeting, students were also more enthusiastic because they made their own webtoons in groups of 8 people. The use of webtoon media in cycle 2 succeeded in attracting students' interest because they not only read but also made their own webtoon stories. Creative activities such as making webtoon stories helped students become more actively involved in vocabulary learning. Compared to the first cycle, students seemed more motivated because they felt that learning using webtoon media was more fun and relevant. Flashcard games combined with creative activities created an interactive classroom atmosphere and encouraged students to be more confident in using new vocabulary. The increase in student activity in cycle 2 showed that webtoon media can be an effective tool to improve vocabulary mastery of grade XI students.

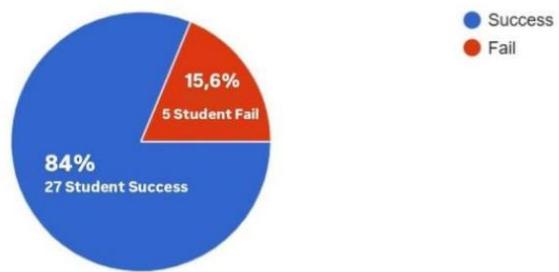


Chart 2. Post-Test Score in Cycle 2

The graphic above shows that the students' post-test II scores fluctuate. The proportion of students who passed the post-test II score was 27; approximately 84% of total students achieved the minimum standard criterion, while approximately 15.6% of students did not

satisfy the minimum standard benchmarks not less than 75. This demonstrates how the use of webtoon medium improved students' vocabulary achievement.

*a. Questionnaires*

At the end of the learning activity from cycle 1 and cycle 2, students fill out a questionnaire. The results show that 31,3% of students strongly agree that webtoon pictures and stories help students understand the meaning of new vocabulary. There are 50% of students who agree that learning vocabulary using pictures and stories on webtoon media can make it easier to remember new vocabulary. There 18,8% of students disagree that webtoon pictures and stories can improve vocabulary skills. Other results show that 43,8% of students strongly agree that webtoon media helps students master more new vocabulary words. 56,3% of students agreed that webtoons could help students master more new vocabulary.

Based on the explanation from Cycle I and Cycle II, it can be shown that the use of webtoon media can boost students' vocabulary. There was progress from students who scored  $>75$  from the pre-test, around 0% of students; post-test I to 8, around 25% of students; and post-test II to 27, around 84% of students. From the research results, it can be seen that there was an increase in student completion scores, and the total score of students who passed was the lowest from pre-test, post-test I to post-test II. Apart from that, the standard benchmarks with a minimum point in this study are 75; in post-test I, there were eight, or around 25% of students who passed the test, and post-test II had 27 students, representing approximately 84% of the students who passed the test. This explanation demonstrates that this research was effective and could be discontinued in cycle II because the success indicator of 84% of students receiving a score of 75 was met.

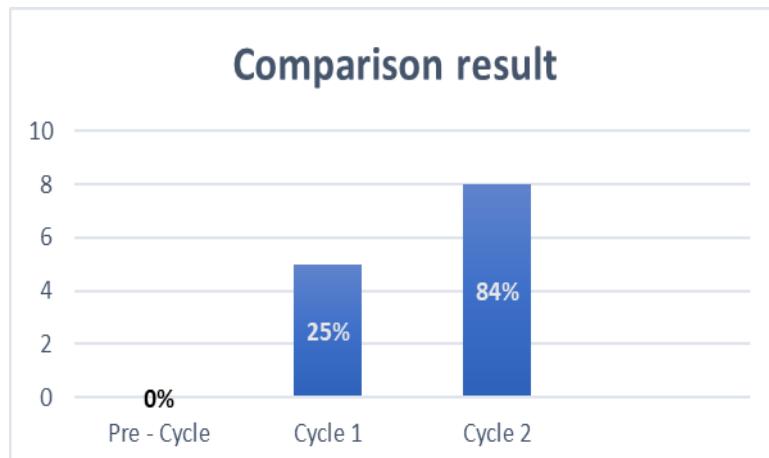


Chart 4.4 Result

Participants' activities in cycles I and II have yielded higher results. Participants are more active, do not hesitate to ask questions about material that they feel is unclear, like to work on questions cooperatively, pay more attention to the teacher's explanations, and when the webtoon media is applied, they begin to become interested, and their vocabulary increases. The results of the questionnaire showed that the majority of 78.6% of students agreed that webtoon media effectively helped them master more vocabulary because the interesting stories and the use of vocabulary in real contexts made it easier for them to understand, remember, and apply new vocabulary. In addition, the images in the webtoon story made students more enthusiastic about learning English.

## Discussion

The investigation used this strategy to organize participants' ideas and make participants remember vocabulary better when learning English. There has been an increase in student learning activities using webtoon media. The improvement from cycle one and cycle two shows that students are more motivated to master more vocabulary through webtoons compared to games such as flashcards. Therefore, it is hoped that webtoon media can be useful in learning activities.

Based on the results of the study above, show that the study "The Implementation of Using Webtoon Media to Improve Students' Vocabulary Achievement" was successful because the learning process and learning products all met the access indicators, meaning that webtoon media can improve students' vocabulary. Webtoon media helps students to participate more actively in class because learning is more fun with the stories and pictures in the webtoon. Webtoon can be an effective medium for improving vocabulary. (Datul & Rahayu, 2023) This supports the idea that webtoon applications can improve the ability of grade XI students to write drama texts and that webtoon applications have an impact on their ability to write drama texts for class. Webtoon can help students acquire more vocabulary through dialogue and images, increase their curiosity, and allow them to create new words. (Novanti & Suprayogi, 2021) States that Webtoon helps students in generating new words by providing visualizations and dialogues.

Students prefer to read Webtoon because it improves their reading skills and introduces them to new vocabulary (Dasar, 2020). Moreover, (Use & Aqsa, 2022) also say that webtoons are helpful for teaching vocabulary. It can help kids improve their vocabulary achievement skills. Thus, Webtoons contribute significantly to the study of English and may have made the learning process more fun and interactive. Participant interviews provide proof of this. The Webtoon can be used as a teaching tool in the classroom to help all students build and refine their vocabulary word by word. The questionnaires show students' attraction to webtoons. Questionnaires can help teachers assess whether the methods applied are successful for students. This is supported by (Asrial et al, 2023) It has been demonstrated that the use of questionnaires can examine students' impressions of web-based character evaluation and analyze students' character, with the goal of improving the effectiveness of character assessment in educational settings. (Apriani et al., 2022) also say questionnaire measures student values such as religiosity, nationalism, integrity, independence, and reciprocal collaboration. Besides that, (Wulandari et al., 2022) Questionnaires are used as a legitimate and accurate data gathering method to examine the character of junior high school students.

## CONCLUSION

As indicated by the data and discussions in this analysis, it is concluded that the application of Webtoon media has the potential to enhance the vocabulary proficiency of grade 11 students. The use of Webtoon helps engage students through its visually appealing content and relevant stories, making learning more enjoyable and contextual. These results indicate that Webtoon media improves students' understanding of vocabulary and encourages their active participation and enthusiasm during the learning process. In addition, supporting tools such as glossaries/dictionaries, group discussions, and creative tasks such as making short Webtoons further contribute to successful outcomes. In conclusion, implementing Webtoon media into vocabulary lessons is highly recommended for teaching practice, as it improves language acquisition and student engagement. Students master much vocabulary through 3D images and literacy in each webtoon episode. Based on the results of the study, the following suggestions can be provided that English teachers are encouraged to utilize Webtoon media as an alternative in vocabulary learning, particularly for materials requiring engaging and visual contexts, while

also providing additional guidance, such as glossaries or contextual exercises, to aid students in understanding new vocabulary. Second, schools are advised to support technology integration in learning by providing adequate facilities and training for teachers to effectively utilize digital media, such as Webtoons, in teaching. Lastly, For future researchers, Webtoon media can be explored to improve other aspects of English learning, such as reading or writing skills. It is also suggested that research be conducted over a longer period or with different student populations to investigate the effectiveness of this media further. The study's findings can be a great resource for educators looking to design new and successful teaching approaches that are personalized to students' requirements.

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