

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language has crucial part in our daily relationships. Language, according to Rabiah (2012: 1) is a communication medium that individuals used to relate to one another by presenting or exchanging information, ideas, views, sentiments, and emotions, both verbally and in writing. In this point, language cannot be isolated from culture, since it reflects the nation, and it is linked to the personality of the language-speaking community.

English was classified as foreign language in Indonesia, or we usually heard that English was our second language. At this moment, there were so many people want to learn English as soon as possible because they want to be able to communicate with pupils from all walks of life. English even has been taught to students when they are very little. This has become an issue since English, as the second language in Indonesia, was still a foreign thing for students, posing a variety of challenges to their English ability. Because English is generally recognized as an important worldwide language, Ramelan in Setyawan (2009: 3), claims that Indonesia's government chose English as the first foreign language which taught in schools. For example, in Indonesia, this language was taught since the kindergarten's level into the university level. In those practicing in schools, teaching English was a process of facilitating the students to master the fourth skills, namely speaking, writing, reading and listening. At the time when pupils desire for mastery, those fourth abilities, first, they need to learn one of English's components, namely vocabulary.

Vocabulary was a basic component that was crucial to learned when the students want to study about foreign language. Without having vocabulary, students cannot verbally or writing in conveying their feelings to another people. For example, if kids just have a few vocabularies, they will be unable to express themselves in English via speaking, writing, or reading. It was also too challenging for them in decipher the meaning of the words that they used or altered. Beside of that, because vocabulary was not included as one of fourth competencies in English, some instructors did not devote enough time to it. Here, the writer was interest to implement Line Webtoon application as one of the medias that could helped to develop students 'interest in learning vocabulary.

In line with the important of vocabulary above, in the process of teaching and learning it needs an interesting learning atmosphere to attract students' participation. It could solve by providing the use of media in the process of teaching and learning vocabulary. Sadiman in Tanggoro (2015: 102) stated that, Everything used to transmit a message from one person to another person in order to pique the attention or ideas of the recipient is referred to as media. In this context, media could be anything, whether it be physical or non-physical, or even material or non-material, as long as it could conveyed the material content.

It can be seen in the statistics that, almost students now have a smartphone. Students can learn English through various learning applications that are available on smartphones. Like the previous research, McCoog in Wulandari (2019: 2), said that the millennial generation was one that connected to the internet wherever they went – at home, school, and always on their gadget. These pupils learned about technology that made them enable to constantly keep in

touch with their friend or family. In this modern era, there were various learning applications on smartphones, such as Bilibili Comic, Line Webtoon, and so on. In this study, the writer chose Line Webtoon application in increasing the students' vocabulary because it can be very effective and easy to apply. Line Webtoon was the newest platform that help students improved their vocabulary through words and alluring images. The line Webtoon application was also one of a medium or application to encourage students to participate more actively in English lesson.

**Table 1.1 Preliminary Research**

No	Name	Correct	Score of Vocabulary Test
1	AM	13 x 5	65
2	AS	15 x 5	75
3	AD	11 x 5	55
4	AG	18 x 5	90
5	AN	13 x 5	65
6	CE	16 x 5	80
7	CM	16 x 5	80
8	EN	14 x 5	70
9	FZ	18 x 5	90
10	GI	10 x 5	50
11	GS	14 x 5	70
12	NA	11 x 5	55
13	NS	14 x 5	70
14	MA	17 x 5	85
15	RG	10 x 5	50
16	SR	9 x 5	45
17	SS	17 x 5	85
18	RG	12 x 5	60
19	SA	17 x 5	85
20	PE	12 x 5	60
21	PS	8 x 5	40
22	OP	14 x 5	70
23	YR	13 x 5	65
24	YN	13 x 5	65
25	WN	10 x 5	50

Regarding to the preliminary data, the writer was concluded that some of the students were lack in vocabulary yet. The writer gave 20 questions of multiple choices and matching words. Regarding to the scores above, the writer was concluded that some pupils still facing a lot of problems in acquiring vocabulary

because most students are uninterested in learning language. They were also too indolent to memorize new language from a text that they read. In this case, the writer was found one medium that could help students in mastering English vocabulary at eleventh grades students in SMA Swasta GKPI Padang Bulan Medan through an application in teaching English vocabulary, namely Line Webtoon application. This application can be used as one way to develop students' vocabulary skills and make them more interested in learning vocabulary skill using the combination of pictures and cartoon (comic) on the web. Students were also motivated to read a text that was supplemented by a picture. Furthermore, by looking from the images, the students were able to comprehend the meaning of vocabulary. Like the previous research, Mayfield in Maya (2018: 2) stated that Line Webtoons are a great way to practice any set of vocabulary because they are simple to use and entertaining. This platform or application was selected because it allows students to be active and have fun while learning vocabulary.

The studies about the effect of utilizing Line Webtoon medium on student's vocabulary achievement, already done by previous researchers. Maharani (2021), conducted a research with the title "The Use of Line Webtoon Comic Strips to Upgrade Student's Vocabulary Mastery". It showed that, Line Webtoon comic strips could be an appropriate media in improving students' vocabulary mastery by engaging in the activities that the experts have recommended. The second, conducted by Apriliyani (2018), with title the "The Use of Webtoon and KWL (Know-What-Learn) Strategy to Improve Students' Reading Fluency of The Tenth Grade at SMK Muhammadiyah". It showed that,

Webtoon and KWL Strategy made a major difference on student's vocabulary mastery, particularly for students who read a lot.

Therefore, in this study, the writer would like to discovered how Line Webtoon affects the students when they were learning vocabulary in the class. Its aimed was to see whether or not it could help students in improving their vocabularies. It can also as a method for the students to kept their vocabularies upgrading. Related to the given explanation, the writer was interest in examining *“The Effect of Using Line Webtoon Media on Students’ Vocabulary Achievement at Eleventh Grades Students in SMA Swasta GKPI Padang Bulan Medan.”*

## **1.2 Problem of the Study**

Related to the background above, the research's problem was determine as followed: “What is the effect of using Line Webtoon media on students' vocabulary achievement at Eleventh Grades Students in SMA Swasta GKPI Padang Bulan Medan?”

## **1.3 The Objective of the Study**

Regarding to the research problem above, the objective of this study was aimed to find out the effect of using Line Webtoon media on students' vocabulary achievement at Eleventh Grade Students in SMA Swasta GKPI Padang Bulan Medan.”

## **1.4 Scope of the Study**

Aimed of the study was to identify and remedy the students 'vocabulary learning difficulty. There were several types of digital comics media available

including Bilibili Comic, Line Webtoon, Manga Toon, Comics Web, and so on. But, on this study, the writer focused on the utilizing of Line Webtoon medium in taught English vocabulary, namely Noun, Pronoun, Verb, and Adjective.

### **1.5 The Significances of Study**

Significances of the study were formulated theoretically and practically as followed:

#### **a. Theoretically**

It was anticipated that the study will provide an explanation of how line webtoon medium was used to help students attain vocabulary proficiency.

#### **b. Practically**

The result of this study was supposed to be useful for teachers, students, readers and other researchers:

1. For English teachers, it was anticipated that it would expand the variety of media used to teach vocabulary. The media may be used by English teachers to help pupils, particularly with vocabulary.
2. For students, it might be a way to grasp when studying English, particularly when memorizing vocabulary. Students may increase their vocabulary skills by utilizing line webtoon in class with their teacher. As a result, the pupils are more motivated than previously to study English.
3. For readers and other researchers: Using line webtoon can assist the author in determining the best ways to teach vocabulary. Additionally, it offers guidance on enhancing creativity in the classroom, especially while teaching vocabulary.

## 1.6 Research Hypothesis

1. Null Hypothesis (Ho): There is no significant effect of applying Line Webtoon media on student's vocabulary achievement at eleventh grades of SMA Swasta GKPI Padang Bulan Medan.
2. Alternative Hypothesis (Ha): There is a significant effect of applying Line Webtoon media on student's vocabulary achievement at eleventh grades of SMA Swasta GKPI Padang Bulan Medan.

## 1.7 Key Terms

It was crucial for the writer to offer some definitions of terminologies that used in this study, in order to prevent misunderstanding of the concepts presented.

Those were:

### A. Achievement

To determine the achievement of vocabulary mastery, look how the students attained it through the procedure and treatment provided. The word achievement comes from the word "achieve". Oxford Advanced Learner's Dictionary Hornby in Mujahidah (2020: 25), stated that the word "achieve" means:

- a. To be successful in reaching a specific goal, status, and standard, especially after putting in a lot of effort over a long period of time.
- b. To accomplish a goal or bring about desired outcome.
- c. To achieve success. Meanwhile "**achievement**" refers to:
  - 1) Something accomplished successfully through one's own ability and effort.
  - 2) The act of completing a task or goal.

## **B. Media**

According to Briggs in Ekawarna (2016: 47), media is a tangible tool that may be used to transmit information.

## **C. Line Webtoon**

Webtoon is an abbreviation for Naver's website and animation (comic) that debuted in Korea in 2014. Webtoon are animated cartoons or series of comic strips that were released online.

## **D. Vocabulary**

According to Hornby (2006: 16–45), vocabulary can be described as the entire quantity of words in a language, as well as a list of terms and their meanings.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Theoretical Framework**

In context to have a clear viewpoint when conducting a study, it was critical to explain all words linked to the investigation. The terminologies were intended to convey a certain notion that must be conceptually clarified to avoid misunderstandings between the writer and reader. As a result, the writer defined the following key words in the study:

#### **2.2 Media**

As it is known, media has a really close relationship with the world of learning. It is usually used as a means to facilitate students' understanding of the materials in teaching learning activities. It was less effective for the teacher when they were simply use books in the classroom. In this context, media may be employed to transfer learning content in order to meet the study's purpose and boost students 'success. According to Briggs in Ekawarna (2016: 47), media is a tangible tool that may be used to transmit information. Medium can be videos, pictures, books, television, and so on. While according to McLuhan cited by Park (2021: 11) in his book, shortly said that, "the medium is the message". Moreover, Sadiman in Tanggoro (2015: 102), stated that everything used to transmit a message from one person to another person in order to pique the attention or ideas of the recipient is referred to as media. In this context, media could be anything, whether it be physical or non-physical, or even material or non-material, as long as it could conveyed the material content. Not only to deliver the material content,

it was also used to explain, motivated, or clarified a topic that was being debated or discussed. Therefore, a lot of teachers now instruct their pupils using the media in the classroom. Teachers frequently employ instructional resources to make the learning process more effective, efficient, and even enjoyable.

### **2.2.1 The Importance of Media**

In learning, media was used to facilitate the teaching and learning process. According to Naz and Akbar in Zakaria (2021: 66), there are some roles of the media, they are: 1) To entertain. Media can be used for entertainment and fun. For example, fiction and poetry were published in form of books and magazines, recordings, cassettes, and music radio broadcasts. Music was usually featured in cinema films, and comedy, drama, and others. 2) To give information. By using media, it could help us in developing knowledge, as well as insight, or present facts. It was available through a variety of sources, like newspapers, tv, radio, and others. 3) To instruct. Media may also be utilized to transition listeners and viewers, from ignorance to a state of knowing. People can get these instructions through movies, slides, film strip recordings, audio cassettes, and so on.

As creative teachers, they will look for creative ways in learning process. There were several types of media that may be employed in teaching learning process, but on this case, teachers need to choose right media for students. According to Gerlach and Ely in Sabekti (2020: 2–3), when picking the right medium, the teacher must take into account the qualities of the pupils that are directly connected to the learning process, like linguistic ability, visual perception skills, audio perception abilities, and so on. Gerlach and Ely also emphasized that the structure of groups, the time available, and the place in which media would be

utilized were all important considerations. Some school has been equipped with modern media, like computer, projector, and others. Film, poem, song, story and another one, were essential in teaching foreign language. In this context, several types of instruments can be used. But, for young learner, visual media were the right media.

### **2.2.2 Types of Media**

Doosur in Putri (2019: 15), stated that there were three types of media, they were:

1. Media in visual form. Media in visual was a form of media that students could see or touch. It was also called as printing media.
2. Audio media. Audio media was a type of media communication in which audio or voice recordings were used.
3. Audio-Visual media. Audio visual refers to the use of sound (audio) and image (visual) components. Example: Film projectors, television, video, etc.

### **2.2.3 The Function of Teaching Media**

As it was known, there were various assumptions about the value and function of media for education, but basically, all of that have the same point, that using media for education may be utilized to appropriately, attractively, creatively, and formally present information to students. The following were how Sudjana and Rivai in Rokhayani (2014: 145) outlined the importance and advantages of media for education:

1. Teaching will draw more attention and can develop students learning motivation.
2. Teaching material will have unmistakable meaning, allowing pupils to better master the teaching goals.

3. Teaching techniques will be more diversified, not just verbal communication through the instructor's words, so that the students are not bored, especially when the teacher teaches every lesson.
4. Students engage in additional learning activities because they are not only listening to instructor explanation, but also engage in other activity, like observing, demonstrating, and others.

Regarding to the advantages of using educational media, lessons plans must constantly incorporate them, and it was the responsibility of the teacher to provide structured learning activities. Teaching aids make it easier for teachers to instruct. When it comes to the teaching and learning process, they can pick appropriate media from simple to highly sophisticated options. Teachers can also create their own media because teaching activities require creativity as well.

## **2.3 Line Webtoon**

### **2.3.1 The definition of Line Webtoon**

Webtoon is an abbreviation for website and cartoon (comic) that launch in Korea in 2014 by Naver. Line Webtoon are animated cartoons or collections of comic strips were released online. Line Webtoon had been widely used in Asia, and even Western countries. Webtoon seems to be present as a popular digital comic application in the midst of technological developments with more than 50 million users. If seen from the picture, Webtoon is considered as part of the manhwa, just like manga which is a typical Japanese comic, manhwa is a typical Korean comic. Line Webtoon or online comics is an interesting medium for everyone. Cary cited by Kamil (2017: 3) states that, comics may be used as a media in helped students facing the obstacles in complex languages, especially

when learned about language for beginners. On other hand, line webtoon might be classified as a form of educational medium in classroom.

There are three reasons, according to Raulan in Efendi (2021: 4), why Line Webtoon is better than digital comic platforms. First, Line Webtoon publishes comics in long vertical strips for easier reading, whereas another digital comics platform presents comics across multiple pages. Second, unlike offline comics, which are typically published in black and white, Line Webtoons are displayed in a variety of colors. The last, Line Webtoon has more gutter space, or space between comic panels, than any other regular comic. Line Webtoon is one of a solution that can be used by teachers to make the class teaching learning process more interesting. Here, Line Webtoon was a free reading software. It was also incredibly simple to use it. First, students must download it from the Google Play Store, or, they can read it immediately on the web version, if they do not wish to download it (automatically switched to mobile site). Then, pupils need to login with their email or g-mail account in order to create a Webtoon account. Following that, pupils select the topic or title that they wish to read. They can also read the stories online, or download it first, so that there's no need to use the internet later. Line Webtoon offers a wide range of intriguing genres, including comedy, action, thriller, slice of life, romance, and many more. In this digital comics application, users can also comment on comics, choose their favorite comics, and translate comic series for others to read.

### **2.3.2 Principle of Webtoon Application**

According to Wright in Khairani (2020: 32), there are three reasons why teachers need to use comic in language classes, namely: 1) Students are

enthusiastic about the genre. It means, comics are one of the most popular genres. Comic describe about relaxed situations, equipped with various types of funny or interesting stories and illustrations, which make students interested in reading comic. 2) It is not difficult or expensive to get it. Students can use technology to obtain or download reading resources in this technological era. To develop resources, the instructor must be able to take comics into consideration that are appropriate for used by teachers when teaching languages, especially in teaching vocabulary. 3) The majority of comics have a poor readability level, with lack of vocabulary and appropriate phrases for primary and middle school readers, this webtoon can be utilized as a medium in learning that is not too challenging.

### **2.3.3 Design of Webtoon**

Webtoon stands for website and cartoon. Webtoon contain a lot of illustrated stories (comic), which are translated online. Like the previous research, Efendi (2021: 4–5), in his research explained that, Line Webtoon is almost same like Manhwa (Korean comics), but both of it have the differences in the terms of media publication used. Physical publication of Manhwa as a book, or magazine, whereas Line Webtoon via internet. This based-application contains a various type of stories or genres, they are serial dramas romantic, mystery, or story of life and also action, comedy and horror. These all are free of charge and users can download the comic for per episode to read in offline mode. Webtoon can be used as a media in increasing vocabulary because of its appeal that makes students curious then finally read it. Webtoon can also be read in many languages, like Indonesian and English, which can be changed in language settings.

### **2.3.4 Procedure of Webtoon Application**

To access Webtoon you can download the Webtoon application on a smartphone or laptop, then you need to sign in first. You can sign in by using your Facebook account or using your Google account. But if you did not want to download the Webtoon application, you can access Webtoon through Google. All you have to do just typing the Webtoon word in Google searching's column, then sign in. If you do not have an account to sign in, you can use a guest mode which is you do not need to sign in. Then, choose what genres of comic you want to read. You can also choose in what kinds of languages you want to read. Choose English, then, asked students to read the contents of conversation (Khairani, 2020: 33–34).

### **2.3.5 The Uniqueness of Webtoon**

In this increasingly sophisticated technological development, it is essential that educators be able to provides effective and innovative learning; the simplest method to increase the interest level of the learning process was by utilizing the right media during teaching learning process in classroom.

There were several reasons why Webtoon has its own uniqueness when compared to another teaching media, according to Morrison (2002: 758) as followed: 1) It has been shown that Webtoon was extremely well-known and well-liked among kids in the middle and high schools. 2) Webtoon was the popular literary form among students. 3) Due to the Webtoon's well-liked and accessible structure, students explore literacy more than they usually do. 4) Students can research the utilized of dialogue, concise, dramatic vocabulary, and non-verbal communications by using Webtoon. 5) This technique can encourage

student participation in the classroom and make it less repetitive, dull, pointless, which are common happen in classrooms in general.

The majority of students have become lazy to learn because they perceive English to be a complex and difficult skill, and some students are unable to memorize vocabulary. In this case, teacher could use Line Webtoon in helped them developing their abilities to mastering vocabulary through picture stories. After explaining about Line Webtoon, the teacher asked students to open the Webtoon from their mobile phones and then asked them to read one of the stories in the Webtoon. If there are students who do not know any vocabulary, when they read the story, ask students to use a dictionary to look for the meanings of the difficult or unfamiliar vocabularies, so that it was not hard for them to understood the story that will be conveyed by the teacher. The students will also get some new vocabulary. That's why this method was very simple for teacher to implement in classroom, and it would increase student enthusiasm in reading.

## **2.4 Vocabulary**

The first step in learning English is to grasp vocabulary. According to Hornby (2006: 1645), vocabulary can be defined as the entire quantity of words in a language, as well as a list of terms and their meanings. Meanwhile, Neuman in Afzal (2019: 83), describes vocabulary as the words that we need to understand in order to communicate effectively. These words including hearing words (receptive vocabulary) as well as words for speaking (expressive vocabulary).

Because it was necessary for acquiring the fourth set of English skills; listening, reading, writing, and speaking; vocabulary plays a crucial part in the language. Vocabulary became the supporting factor for these fourth skills, in



order to be able to express ideas, opinions, and feelings in communication. Moreover, Hebert and Kamil in Rohmatillah (2014: 71), define vocabulary as the understanding of words and their meanings in both productive and receptive form, or written and spoken language.

In line with the definitions above, the writer concluded that, vocabulary was a group of word with their meanings, both in spoken and written language, or in productive or receptive forms that was really influencing in communicating effectively and efficiently. The more vocabulary pupils acquire, the easier it would be for them to achieve the fourth skills in English.

#### **2.4.1 The Vocabulary's Classes**

The first aspect in explaining vocabulary in study and practice, is because people have different forms of vocabulary that employed for different reasons. Failure to discriminate between distinct forms of terminology might lead to misunderstanding and disagreement in other study findings. In general, vocabulary was talked about the understanding the meaning of words. The fact that words appear in at least two forms, complicates this definition. There were at least two types of vocabulary: receptive vocabulary (that could comprehend or identify) and productive vocabulary (that utilized in writing or speaking). In his book, Hiebert (2005: 5), he summarized the concepts of Oral and Print vocabulary as followed: 1) Oral vocabulary was made up from words whose meanings we understand at the time we talked or read aloud. While, 2) Print vocabulary was made up of words whose meanings recognized at the time we writing or read quietly. When pupils learn to read, print vocabulary became more important than spoken vocabulary.

In the other hand, Maskor and Baharudin (2016: 261–264), classified vocabulary into two types, as followed:

### 1. Receptive Vocabulary

Receptive vocabulary are words which the learners know through recognition, but which they did not need to mention and produced through writing. Learners could identify this vocabulary at the time when they encounter or found it in a material reading, but did not used it in speaking and writing.

### 2. Productive Vocabulary

Student's understanding, ability to pronounce words correctly, and ability to utilize words effectively in speech and writing were all examples of their use of productive vocabulary.

In addition, Thornbury (2002: 3–12) explained that, there were six various of vocabulary, as followed:

#### 1) Word Class

Word class is a group of words that can be classify according to their forms, functions, and meanings in grammatical system. Some words can be classified as more than one word type, and they change type according to the sentence they belong to. The classes of word were divided into eight, as followed:

##### a) Nouns

Nouns were used to discuss the names of many things, including people, places, feelings, and mental states. For example: Friend, table, dog, London, rose, love, and so on.

##### b) Pronoun