

## **CHAPTER IV**

### **FINDING AND DISCUSSIONS**

After successfully collecting all the necessary data, the researcher carefully and meticulously records all the information that has been successfully collected. In this chapter, the researcher details and thoroughly describes how the implementation process of Webtoon Comic is carried out in teaching English vocabulary to students, and also provides an overview of the teacher's perception of the implement of Webtoon Comic. In explaining the data, the researcher uses a descriptive approach that describes clearly and in detail the results of data collection conducted through direct observation of the teaching situation and through interviews with relevant teachers. By using this observation and interview method, the researcher managed to collect a variety of data sufficient to explain and understand the implementation process and teachers' responses to the use of Webtoon Comic.

#### **A. Findings**

In this chapter, the researcher observes how the implement of English comic webtoons in teaching vocabulary to grade X students at Madrasah Aliyah Negeri 3 Banjar. During the learning process, the researcher directly observed the implementation of comic webtoons in vocabulary learning. In addition, the researcher also conducted an interview with the tenth grade English teacher to obtain the desired data regarding the use of comic webtoons in vocabulary learning. The data collected is presented in descriptive form to validate the

qualitative analysis. The findings of this study will be presented based on the two research questions posed as follows:

### **1. The Implementation of the Webtoon Comic in Teaching Vocabulary**

In this discussion, the researcher will explain how the use of Webtoon Comic in teaching vocabulary. It is hoped that readers can understand the overall picture of this research. The data of this study were collected through observation and interview, the researcher will explain the results of observation first. Observations were made to find out in detail and clearly how the implementation of Webtoon Comic in teaching vocabulary to students. The interview that will be conducted is a semi-standardized interview to address unexpected responses, problems, and issues during the interview. The interview was conducted to find out the teachers' responses to the implementation of Webtoon Comic in teaching vocabulary. The following are some results of interviews with teachers regarding the background of using Webtoon Comic in teaching vocabulary.

Vocabulary teaching through webtoon comics was conducted in two different meetings, where observations were made to understand the vocabulary teaching-learning process using webtoon comics. Observations were conducted by paying attention to teacher and student activities in the classroom, and data were collected through observation sheets. This observation was conducted in tenth grade at Madrasah Aliyah Negeri 3 Banjar. In its implementation, the teacher conducts three different stages in

the teaching process, namely the pre-teaching stage, the while-teaching stage, and the post-teaching stage.

**a. Pre- Teaching Activity**

The first meeting was held on March 7th, 2023, while the second meeting was held on March 14th, 2023. In both meetings, the teacher took 10 minutes to complete the first step. This step included starting the learning by giving greetings and praying, as well as checking students' attendance. However, in the second meeting, the teacher did not check the students' attendance.

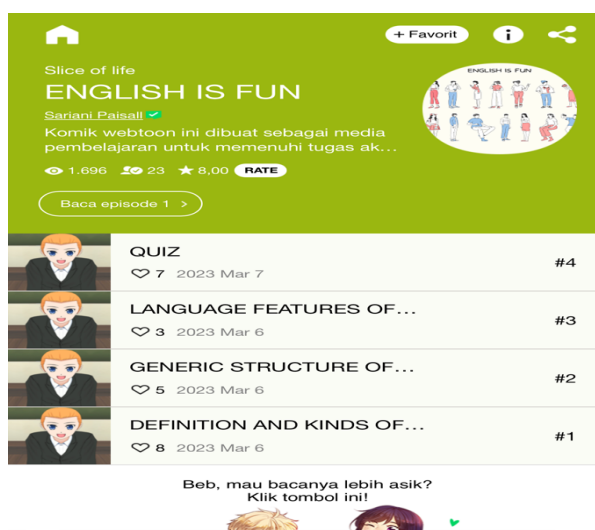
Next, the teacher informed the students about the title of the material to be learned, namely "Personal Experience". Before starting the lesson, the teacher also gave an explanation about webtoons. In the first meeting, there were some critical problems due to less preparation, such as unprepared webtoons and unstable internet network. All of this took quite a lot of time. However, in the next meeting, the teacher had prepared it well.

After that, the teacher announced the material to be learned, which was done on the second meeting. The purpose of this activity was to make the students' first understandings before moving on to the next material. In summary, in the pre-teaching activity, the teacher carried out four points in the pre-teaching stage, except that in the second meeting, the teacher did not check the students' attendance to save time.

## b. While-Teaching Activity

After the pre-teaching stage, the next activity was the while-teaching, where the teacher involved several activities. The first activity was students reading digital webtoon comics. This activity was carried out in the classroom. The teacher chose webtoon as the comic source because in the webtoon, the teacher could present comics and practice questions related to the subject matter. In the first meeting, before explaining the material, the teacher asked students to read a webtoon entitled "English is Fun".

Figure 4.2 The Webtoon Comic “English is Fun”



Students read that webtoon comic, either by reading silently or aloud. The time given to read that webtoon was 7 minutes. That webtoon comic was chosen according to the material to be learned, which was about personal experience. However, in the second meeting, the teacher did not ask students to read the webtoon comic, because the webtoon comic in the second meeting

was related to the first meeting. The teacher only showed examples of sentences contained in the webtoon comic.

The second activity in learning was that the teacher gave exercises to students after they finished reading. The exercise was contained in the webtoon comic, and students were expected to send their answers through the comment column as an assignment. The exercise given to students was to fill in the blank part of the dialog in the webtoon comic.

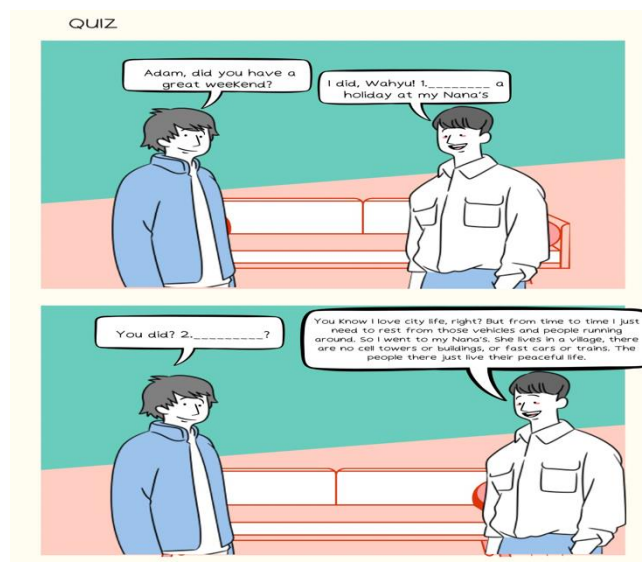


Figure 4.3 Student exercises that have been provided by the teacher

This exercise through the comic was recommended by filling in the blank dialog. The third activity in teaching was students discussing with their classmates. This activity was carried out from the first meeting to the second meeting. Students discussed with their classmates about the exercises given by the teacher..

The fourth activity in teaching while teaching was that the teacher asked students to fill in the answers and give their impressions about webtoon comics through the comment column. The writing format requested was name, class, answer, and impression about webtoon comics in vocabulary learning. The teacher explained about webtoon comics.

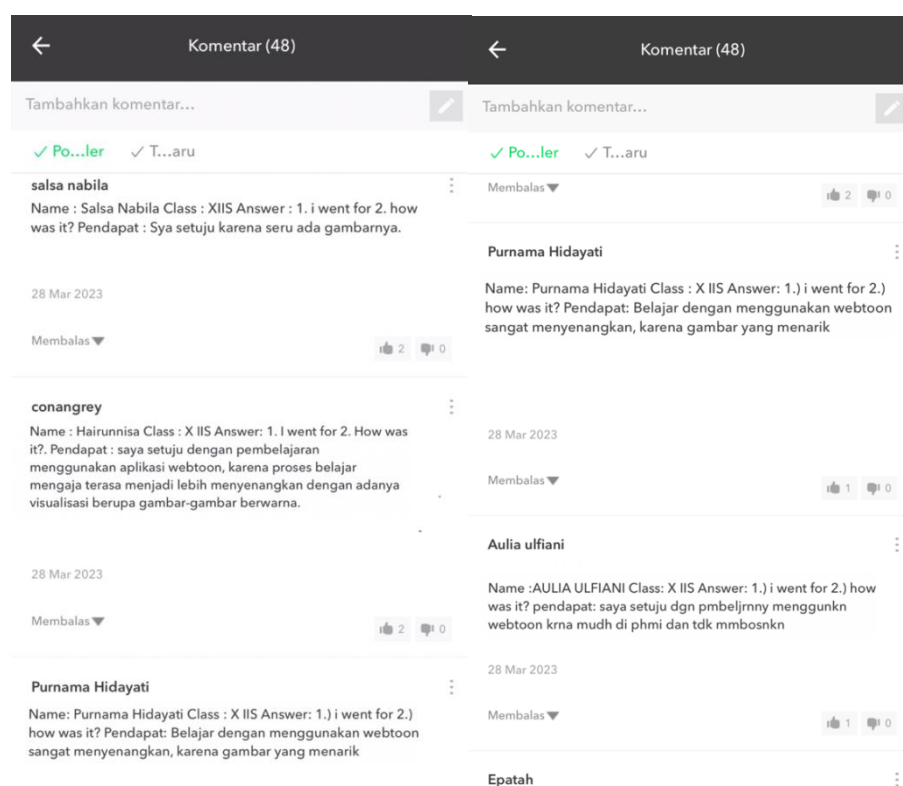


Figure 4.4 Student activities by using webtoon comics in learning

In the first meeting, the teacher provided rules on how to access webtoon comics, by introducing the webtoon platform and giving instructions on how to access it via a smartphone or website. After that, the teacher explained the

features in webtoon, such as the comment section, which would be used as students' assignments.

The fifth activity in teaching was explaining the material related to webtoon comics. The teacher explained the material related to the topic while students read the webtoon comics in class. While the students were reading, the teacher explained the meaning of vocabulary that the students may not have known and provided guidance on proper pronunciation. After that, the teacher asked the students to record the vocabulary in their notebooks.

### **c. Post-Teaching Activity**

After the while-teaching stage, we entered the third stage, which was post-teaching. In this stage, the teacher did three activities. The first activity was to give students the opportunity to ask questions about the material that had been learned. In the first meeting, no student gave an answer to the question. Therefore, the teacher repeated the question to the students to ensure their understanding of the material that had been delivered.

The second activity was the teacher creating a game related to the material to review the learning. The teacher used a game called "Make a Match" as a tool to practice the vocabulary that had been learned. In this game, the teacher not only involved students actively in the learning process but also gave them the opportunity to strengthen their understanding of the material that had been taught previously. This game was conducted at every meeting.

The third activity was closing the lesson by praying together. The teacher ended the learning session by inviting students to pray together. This was a

moment to frame the prayer and end the lesson well. Thus, the post-teaching stage involved interaction between teachers and students through questions, games, and prayers as a way to ensure students' understanding of the material and end the lesson with a positive atmosphere.

## **2. Perceptions the Teachers of the Implementation of Webtoon Comic in Teaching Vocabulary**

The researchers collected data through interviews to find out teachers' perceptions of the implementation of English webtoon comic in teaching vocabulary. The researcher interviewed teachers who teach English subject at tenth grade. The interviews were conducted face-to-face with the teacher.

When the researchers conducted interviews with several students, the researchers found several teachers perceptions regarding the implementation of English webtoon comic in teaching vocabulary, namely:

### **a. Innovative media**

The finding was proven by an interview with the teacher. The teacher stated that the use of webtoon comics as an English learning tool was an interesting new innovation, with many benefits that could be obtained during the learning process using the comic media. Webtoon comics were proven to be effective in providing relevant conversational examples and illustrating the right context of the material being studied. Additionally, according to the teacher, the use of webtoon comics also encouraged positive interaction when students applied what they had learned, resulting in a good response.



The teacher also explained why she chose webtoon comics as a medium for learning vocabulary. Teacher mentioned that Webtoon comics were one of the most popular digital comic platforms in Indonesia. The teacher further explained that the application could be downloaded for free through Google apps and could be enjoyed by various groups, from children to adults. The comics chosen had covered the material taught in class. Moreover, as a teacher, Teacher mentioned that teacher could use the creativity of webtoon comics to provide customized comics or use the platform to give independent assignments to students if needed.

b. Increase in learning motivation

Increased students' motivation in vocabulary learning. This finding was proven by interviews with teachers that had been conducted. Teachers saw an increase in learning motivation in students by using webtoon comics in vocabulary learning. The teachers said that the use of Webtoon comics in vocabulary learning provided significant benefits for students. The teachers observed an increase in learning motivation among them after implementing Webtoon comics. Students became more enthusiastic and actively involved in learning activities.

c. Improve students' understanding

Teachers saw an improvement in students, namely increased student understanding, by using webtoon comics as a vocabulary learning media. This finding was evidenced from the interview that had been conducted with the

teacher. The teacher argued that students' understanding of vocabulary had also improved. Students were able to visualize vocabulary better through interesting pictures in Webtoon comics. This helped students to relate the vocabulary to a more real context and broadened their understanding of the use of vocabulary in everyday situations.

d. Create fun and interesting learning

Teachers revealed that Webtoon comics helped create a fun and interesting learning environment for students. This finding was evidenced by an interview conducted with a teacher. The teacher said that there were several benefits that teachers felt from using Webtoon comics in vocabulary learning. First, Webtoon comics helped create a fun and interesting learning environment for students. They felt involved and enthusiastic when using Webtoon comics as learning resources. Additionally, Webtoon comics also enriched students' creativity. They had the opportunity to redraw or create alternative versions of the comics they read, thus improving their critical thinking skills. Moreover, Webtoon comics also helped improve students' reading skills, especially in understanding the context of vocabulary in visual form.

e. Ease to overcome challenges

Teachers could easily overcome the challenges when using webtoon comics in vocabulary learning. This finding was proven by an interview with the teacher. The teacher said that evaluating students' progress in understanding the vocabulary taught through Webtoon comics was a challenge. The teacher argued that it was necessary to develop effective

evaluation methods to measure students' understanding of vocabulary. The teacher also mentioned that various approaches were used, such as discussion with friends, filling in the blank dialogues, and games, to assess the extent to which students were able to apply the vocabulary learned in Webtoon comics in different contexts.

f. Ease to overcome difficulties

Teachers could easily overcome the difficulties that arose when using webtoon comics in vocabulary learning. This finding was evidenced by the results of interviews with teachers that had been conducted. The teacher said one of the difficulties they faced was access to Webtoon comics and the technology needed to implement them. According to the teacher, sometimes internet access at school was unstable, making it difficult to access Webtoon comics online. To overcome this, the teacher said that they had downloaded some Webtoon comics into an offline format, so that students could still access them even if they were not connected to the internet. Additionally, the teacher also coordinated with the school to improve internet connectivity so that the use of Webtoon comics became smoother.

## **B. Discussion**

After that, the information that has been collected is analyzed descriptively. In this chapter, the researcher discusses the findings from the data collected through observations and interviews. As explained in the beginning, the purpose of this research is to describe the implementation of webtoon comics in vocabulary learning as well as to investigate the teacher's perception on the implement of webtoon comics in vocabulary learning.

### **1. The Implementation of the English Webtoon Comic in Teaching**

#### **Vocabulary**

After observing the class for two meetings, it can be stated that the teacher almost entirely used the webtoon comics from chapter 2 as the main tool in teaching vocabulary to students. This finding is in line with the opinions of three relevant sources, namely Marzano (2004) who studied vocabulary teaching, Maldonado & Yuan (2011) who studied digital comics teaching, and Csabay (2006) who reviewed the use of digital comics in teaching.

In the pre-teaching stage of vocabulary teaching using Webtoon comics, there were four steps taken by the teacher. The first step, the teacher started the learning session by giving greetings and prayers as an introduction. In the second step, the teacher checked the students' attendance to ensure that all students were present. After that, in the third step, the teacher provided information to students regarding the title of the material to be learned in that session. Finally, in the last step of pre-teaching, the teacher provided a comprehensive understanding of Webtoon comics as a learning tool.

Based on the researcher's observation, the teacher implemented all four steps when applying the use of Webtoon comics in vocabulary learning. However, it should be noted that the second step, checking students' attendance, was not conducted in the second meeting.

In the second activity stage, namely while-teaching, several steps were taken. In the first step, students were given the opportunity to read the webtoon comics provided by the teacher. The teacher allocated 7 minutes for students to read the webtoon comic.

Furthermore, in the second step of while-teaching, the teacher provided exercises contained in webtoon comics to students. This aligned with the theory proposed by Marzano (2004). The exercise took the form of filling in the blank dialogues in the webtoon comic, which is one of the recommended methods in learning through comics, as explained by Csabay (2006).

Thus, in the while-teaching stage, students not only read the webtoon comics but also actively engaged in the exercises provided in the comics, especially by filling in the blank dialogues. This was in line with the effective learning approach based on the theories mentioned earlier.

In the third step, students were invited to discuss the exercises that had been done together. This activity was carried out in groups from the first meeting to the second meeting. Students were given the opportunity to discuss with their classmates. This approach was in line with the theory expressed by Marzano (2004) in the context of vocabulary teaching, where he emphasized

the importance of students discussing in pairs about the vocabulary being learned.

In this discussion, students had the opportunity to share their understanding, clarify concepts, and help each other understand the exercises they had been working on. Through this discussion interaction, students could deepen their understanding of the vocabulary and build communication skills with classmates.

Taking into account Marzano (2004) theories and recommendations, the group discussion approach was applied consistently throughout the learning stages to ensure students could be actively involved in deepening their understanding and sharing knowledge with their peers.

Furthermore, in the fourth step, the teacher directed students to fill in their answers in the comments column on the webtoon page. This approach was in line with the theory proposed by Maldonado & Yuan (2011), which emphasized the importance of building students' understanding of comics and informing them about the structure and sequence in comics. The teacher introduced the comic webtoon platform to students, explained how to access it, and introduced the features it contained, including the comment section.

In that step, students were given the opportunity to actively participate by filling in their answers and sharing their thoughts through the comment section. The teacher also used this opportunity to explain the material related to the webtoon comic, helping students understand the concepts or information in the comic.

By applying this approach in the while-teaching activity, the teacher expanded students' understanding of webtoon comics and introduced them to how to use the interactive features provided. In addition, teachers delivered materials relevant to webtoon comics, so that students could relate the comic content to the ongoing learning.

The last stage in vocabulary learning using webtoon comics was the post-teaching stage. In this stage, three steps were taken. In the first step, the teacher gave students the opportunity to ask questions related to the material that had been learned. This aimed to ensure students' understanding and gave them the opportunity to clarify concepts that were still unclear to them.

Furthermore, in the second step, the teacher made a game related to the material previously learned. This approach was in line with one of the steps in teaching vocabulary suggested by Marzano (2004). Teachers believed that games were a fun way to evaluate students' understanding of the material. Through these games, students could apply their knowledge interactively and test their understanding practically.

The last activity in the post-teaching stage was the closing. In this step, the third activity was closed by reading a prayer together. This created a positive atmosphere and summarized the learning by paying tribute and reflecting together. It also provided an opportunity for students to reflect on and connect the learning they had done with spiritual aspects.

By following this post-teaching stage, teachers were able to illustrate a complete learning cycle, starting from the warm-up (pre-teaching), through

the active learning process (while-teaching), to the evaluation and reflection stage (post-teaching).

Based on classroom observations and interviews, the use of digital comics in teaching English vocabulary had a number of advantages. These advantages included students' ability to understand the meaning of vocabulary through the pictures contained in digital comics, an increase in students' vocabulary richness, increased learning motivation, and a better understanding of the meaning of words and phrases. These findings were in line with the results of research conducted by Vassilikopoulou et al. (2011) and Yang (2003), who also revealed several advantages of using digital comics in learning for students.

However, there were some weaknesses that arose in the use of digital comics in teaching English vocabulary. The findings showed that some students still had difficulty in maintaining focus while reading the comics, as they were distracted by the surrounding environment or other distractions. Additionally, some students also experienced confusion when asked to write answers or comments in the columns provided in the digital comics. Moreover, the preparation of information and communication technology (ICT) such as laptops, projectors, white screens, and internet connections also required additional time and effort before learning could begin. This finding was supported by research conducted by Raulan & Fatimah (2018).

In overcoming these weaknesses, efforts were made to increase students' engagement and concentration during reading digital comics, as well as to pay



attention to the readiness and availability of ICT facilities so as not to hinder the learning process. With a comprehensive understanding of the benefits and challenges in using digital comics, educators could optimize the potential of teaching English vocabulary through this medium.

## **2. Perceptions the Teachers of the Implemenration of Webtoon Comic in Teaching Vocabulary**

### **a. Innovative media**

The implementation of Webtoon comics in vocabulary learning is the latest innovation that is interesting and provides significant benefits for students. This view is in line with Neo (2004) that ICT has a significant impact and has influenced teachers in the development of new percpectives and innovative taching technique.

In the teachers' consideration, teachers' chose Webtoon comics as learning media because Webtoon comics are a popular platform and easily accessible to all. This is in line with Morrison et al. (2002), reasons why webtoon are more effective than other educational materials: Due to the popularity and accessibility of webtoon, pupils participate in more literacy discovery than they would otherwise.

### **b. Increase in learning motivation**

In addition, teachers also see that Webtoon comics provide benefits to students. They noted an increase in learning motivation among students after using Webtoon comics. This is in line with Drolet (2010) the effect of comis is it can motivate the students in learning the second language.

c. Improve students' understanding

The teacher said that students' understanding of vocabulary improved because they could visualize the vocabulary better through the interesting pictures in the Webtoon comics. This is in line with research conducted by Yang (2003) advantages in using comics as learning media. Visual. Comic is a composition of image with other images; thus, basically comic is a visual media. Images and text on the comic have the same position in conveying a story. By using Webtoon comics, students can easily relate vocabulary to a more real context. This helps them expand their understanding of the use of vocabulary in everyday situations.

d. Create fun and interesting learning

In addition, teachers also experienced some benefits from using Webtoon comics in vocabulary learning. Teachers mentioned that Webtoon comics help create a fun and interesting learning environment for students. This is in line with research conducted by Wulandari et al. (2019) Webtoon is one of the solutions as teachers to make the class be more interesting. Students feel involved and enthusiastic when using Webtoon comics as a learning resource. In addition, the teacher also emphasized that Webtoon comics can also improve students' reading skills, especially in understanding the context of vocabulary in visual form.

e. Ease to overcome challenges

Teachers face some challenges in the process. The teacher explained that one of the challenges faced in using Webtoon comics in vocabulary learning is

evaluating students' progress in understanding the vocabulary taught through the comics. However, the teacher managed to overcome this challenge by developing effective evaluation methods to measure students' understanding of the vocabulary. The teacher uses various approaches, such as discussion with friends, filling in the blank dialog on the Webtoon comic, and games Csabay (2006). In this way, the teacher can see the extent to which students are able to apply the vocabulary they learn through Webtoon comics in different contexts.

f. Ease to overcome difficulties

Teachers explained that there are difficulties when using Webtoon comics in learning, especially in implementing Webtoon comics. One of the difficulties faced is access to Webtoon comics and the technology needed to implement them. This is in line with research conducted by Raulan & Fatimah (2018) mentioned the weaknesses, project need a set of complete ICT tools such as laptops, projectors, white screen, smartphone, and internet connection. Teachers also realized that sometimes internet access at school was unstable, which made it difficult to access Webtoon comics online.

To overcome this problem, teachers take steps by downloading some Webtoon comics into offline format. Thus, students can still access the comics even if they are not connected to the internet. In addition, the teacher also coordinates with the school to improve internet connectivity so that the use of Webtoon comics becomes smoother.

With these efforts, teachers try to ensure that students can still utilize Webtoon comics in vocabulary learning without being hindered by limited access or unstable internet connections.