LEVERAGING THE ACTIVITY OF READING USING LINE WEBTOON: ITS EFFECT ON EFL STUDENTS' VOCABULARY DEVELOPMENT

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ARTICLE INFO	ABSTRACT
  	In technology era, the use of digital-based media was certainly a facility that had good prospects on the condition which technology-based learning were feasible to be integrated into English language teaching including in using digital comics as media in facilitating students in learning the language. This research was employed to determine the effect of using media digital comic Webtoon in teaching reading particularly in sub skill vocabulary development. This research was a quasi-experimental using a post-test only control group design which used a quantitative approach. The research was conducted on SMP Negeri 4 Sawan, Grade IX students for the 2023/2024 academic year. The experimental group was taught using Webtoon and control group used conventional strategies. The sample was selected using an intact group sampling technique. The total population of this study was 129 students, and the sample was 64 students. Data was collected through a post-test with a multiple-choice test given to students. Data were analysed using the Mann Whitney U Test in the SPSS 26.0. Mann-Whitney U test for independent samples showed a significant difference in students' vocabulary development between the experimental and control class {Sig. (U) was smaller than 0.05}. The learning outcomes of the experimental class were higher than control class (Mexp= 48.69; Mcon= 17.29). Based on results, there was a significant difference on student's vocabulary development on teaching reading in grade IX students SMP Negeri 4 Sawan. Students' responses to Webtoon in vocabulary development are positive. This research implied webtoon was recommended for implementation reading activity by teacher in the classroom.

INTRODUCTION

Current era, the development of technology was essential in providing a better quality of English teaching and learning process (Ahmadi & Reza, 2018; Liton, 2015; Widiyarti et al., 2021). In technology era, the use of digital-based media was certainly a facility that had good prospects on the condition that it paid attention to techniques so technology-based learning facilities were feasible to be integrated into English language teaching including in using digital comics as media in facilitating students in learning the language. Some previous studies discussed the application of digital comics as a media that had been carried out in English language teaching (Cynthia & Putra, 2022; Tifani et al., 2020).

Webtoon was helpful as learning media to teach reading, particularly in reading skills which Webtoon as digital-based internet comics which could be viewed using technology such as smartphones and tablets (Jin, 2019). A Webtoon had interesting illustrations so that readers could easily understand the story from what students read. Webtoon was an application of digital comic which had been published that could be downloaded, not hard to access, and used on either via the web or mobile where the Webtoon could build a sense of the story that students had. In addition, the demands of teachers to provide creative and innovative teaching over time are increasingly complex. Therefore, one of the right choices for teachers in creating the process of learning and also teaching more effective and more fun where teachers could use appropriate media for classroom learning. One of the media that could be used is a Webtoon as an example of success, innovative, and suitable media for teaching reading in activity of the class (Indah & Wibowo, 2021).

In education, the urgency in using of learning media was important which was one of them was English Language Teaching (ELT), which has benefits for gaining competence and skills. Razali et al. (2023) argued that there were many media that could be used in ELT, such as cards, authentic materials, pictures,

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and boards for traditional teaching English, and for modern such as audio, song, visual, and instructional technology. In the modern era, the use of digital media was the most popular media used for learning because of the ease of access, as entertainment while learning, and students' experiences in managing their own learning. One of the most popular media was a Webtoon in the form of visual media with illustrations and stories. Using Webtoon as a learning and teaching media gave a lot of effect from students as technology users. This effect could arise based on students' experiences while using a Webtoon.

In recent years, there had several of extensive study using of media digital comic a Webtoon in teaching writing (e.g., Cabrera-Solano et al., 2021; Dewi et al., 2022; Oktarina et al., 2022), but rare effort had been directed at teaching reading (e.g., Widiyarti et al., 2021; Frasiska et al., 2021). Even though the above studies have shed some light on teaching using Webtoon in teaching reading, however, there was still a lack of more specific information regarding the effect of the use of digital comic media such as Webtoon in teaching reading in several levels of schools particularly in aspect of vocabulary development. One of them was at the level of junior high school. In this case, it should be investigated in detail the effect of using digital comic media such as Webtoon in teaching reading at the junior high school.

LITERATURE REVIEW

Reading was the combination of knowledge and experience to translate a reading material; meaning and context must be understood first. Reading was one of the most complicated tasks. It included not just the ability or talent to read, but also cognitive capacities, the ability to notice, or the ability to communicate. Additionally, reading abilities were crucial in education because had a significant impact on student progress (Robbani & Khoirotunnisa, 2021). Reading was an essential part of the learning process for students since it helped students accomplish better academically (Daniel et al., 2022).

Reading abilities should be thoroughly trained in order to attain success in the process of learning. Students also contended that students who read successfully improve students' learning capacity, comprehension of the subject, and memorization abilities. Antunez (2002) identified five micro skills in reading skills which were separated into several micro skills, which consist of five skills, including phonological awareness which defined to the consciousness of sound, including any sounds which was very important because numerous components that might help students to improve reading skills (Semingson, 2011). Another of micro skill of reading skill was phonic, reading fluency, reading comprehension, and vocabulary development.

Vocabulary Development

For beginning readers, vocabulary development was crucial. Loraine (2008) argued that the foundation of learning English was the need for students to improve vocabulary, which mean that the key to improve reading abilities was word mastery. Additionally, Loraine (2008) mentioned a number of exercises that could improve students' command of vocabulary, like pushing students to read, write, and speak frequently. Encouragement to read, write, and discuss topics that students' interests can help them acquire a wide range of new vocabulary. In a similar case, learning strategies are critical to kids' vocabulary growth. According to Nation (2001), there were three categories of vocabulary strategies which were plan, source, and process.

Comic as a Reading Text

Comics was one visual media that reveal a character, express an idea and explain a story in a close sequence, linked by illustration such as images and text that are designed to entertain the readers (Minawati et al., 2021; Putra & Yasa, 2019: Andrefa et al., 2019; Maharsi, 2011). The comic came from the French, 'comique', and from the Greek ' komikos,' which mean funny or tickling (Lubis, 2020). Based on the form, comics were divided into two types of comics which were commonly known as comic books and comic strips (Poai, 2018; Rengur & Sugirin, 2019). In the current era, along with the development of technology, comics were developing into a digital form, namely digital comics known as webcomics (Putra & Yasa, 2019; Ningrat & Mayasari, 2019; Puspasari, 2019). Comics had several elements in their forming, and these elements were characteristic of comics compared to other media (Maharsi, 2011). According to Maharsi (2011), aside from text and illustrations or images as important elements and supporting aspects of the story that are realized clearly in the comics, there are several elements of comics. Some of these elements include panels, gutter, and balloons. The panel was the first element in the comic, where the panel was a frame that contains illustrations and text that later form a story which panel was a representation of the main events or stories contained in the comics. In addition, the panel had various forms including square, triangular and round where the order of reading of this panel was from left to right, top to bottom, or

clockwise. The second element was the gutter which was an important element in which the sequence of stories contained in the panel sustainable so that it was realized into a unit of the story. A balloon was one of the elements of a comic that represent the conversation or narrative of the events that were happening or the situation that was happening described in the panel. In addition, balloon consist of three types such as speech balloons, thought balloons and captions. A speech balloon was a representation of dialogue spoken in the form of a thick circle with a tail that leads to the characters who say the words. Meanwhile, a thought balloon was a representation of the mind of the character in the comic but only in the mind that was not spoken. Furthermore, captions were used for the non-dialogue narrative explanation or transitional text of the illustration in the panel in the form of a square or rectangular.

Teaching Reading with Technology

The development of technology produced many tools that had a positive impact on helping in every aspect of human life, one of which was a tool in English language teaching (Citrayasa, 2019; Napratilora et al., 2020). There were many application tools for English language teaching, specifically in teaching reading, that were used as media to support teaching and learning activities (e.g., Korkmaz & Öz, 2021; Chotimah & Rafi, 2021; Lababa, 2022; Ziska, 2021). For instance, Chotimah and Rafi (2021) implemented Kahoot as a medium in teaching reading to English Department students of STKIP PGRI Jombang in the academic year 2017/2018. In addition, Korkmaz and Öz (2021) implemented the use of Kahoot to improve reading comprehension of English as a foreign language learner. Lababa (2022) researched the use of Webtoons in improving students' reading ability by using Webtoon in the seventh grade of MTS DDI KULO. Technological developments in the digital era give an impact on the development of comics which were originally in the form of print becoming digital comics. In addition, there were three conditions the development of comic digitalization could be addressed, including master or potential master and slave (Yulandari & Soedarsono, 2019). Various positive opportunities were possible from the development of digital comics, for example, the speed of work for those who fall into the master or potential master category. On the other hand, for slave category view it negatively and makes digital comics a threat that could make them lose and even become extinct. A Webtoon, MangaToon, COMICA, and CIAYO. Comics were a kind of digital comic, but the most popular among internet users was Webtoon (Ningsih et al., 2021).

Line Webtoon

Webtoon (Korean: 웹툰) was an on a comic that was originally made in South Korea which had been around for about fourteen years, starting in 2004 to be exact. At first, this webtoon was only available on small platforms. Webtoon was also known as a combination of the web and cartoons (comics) which could be enjoyed on a in the form of websites and applications. A Webtoon was a service where the latest webtoons were continuously released according to a predetermined schedule by licensed comic writer and user could enjoy various newest comics every day through a Webtoon. It was created in South Korea and was included in the network comics launched by Naver in 2014. Comics could be defined as a form of cartoon used to express characters and apply stories related to images. Comics were very popular because students entertain their readers. This was what underlies the creation of Webtoons as a learning media (Wulandari & Lestari, 2019).

Webtoon could be downloaded and used for free. However, users may be charged for downloading using a 3G/4G network in accordance with the policies of the cellular operator used. In avoiding copyright infringement, downloaded content could only be used for thirty days, and each episode could only be downloaded once. Users must be logged in to use this service. Use of offensive language may be removed at the discretion of the admin. The translation of comics published on a Webtoon was done by professional translators both in Korea and outside Korea. Line Webtoon service was complemented by optimizing the use of the scroll view. When reading a Webtoon, scroll from the top to the bottom of the screen to make optimal used of this function. Touching the top or bottom of the screen will cause the Webtoon to switch pages automatically. To increase or decrease the page size, double-click the screen or tilt the device horizontally for a larger view.

Webtoon was known as a digital comic that originated in South Korea. Webtoon was comparable with comics, but additionally, it was discovered in webtoon on software that evolved by means of Korea Naver. It was additionally called the maximum famous medium that exceeding of the publication print of Manhwa in South Korea. Webtoons also could be defined as comic strips but examine the used of smartphones or computers (Widiyarti et al., 2021). Comic gave extraordinary excitement through reading, the pleasure that students cannot get from analysing the novel, storybook, or other reading materials. Webtoon was a kind of free reading application which the way to used Webtoon; first of all, students had to

download the application from the Google Play Store for Android users, App Stores for IOS users or read the website version, which automatically switched to the mobile version. Second, students signed up and signed in using account of Gmail or e-mail to create a Webtoon account. After that, students could choose a genre or title that students want to read. Students could then read it either through the application or the on a website (Wulandari & Lestari, 2019). The use of Webtoon gave some benefits for students; one comic contained imaginary stories and pictures. In addition, Webtoons give some information and knowledge that the students need, such as new vocabulary and new English slang words (Ningsih et al., 2021).

There were several features in a Webtoon; one of them was the feature of a preview episode, which made it easier for Webtoon user to access reading episodes faster. Another feature of Webtoon was the feature of notification which had the purpose of turning on push notifications to get notified of the latest Webtoon releases or episodes of the favorite series. The feature of share and comment which had the function to share via social media and leave comments to discuss with fellow readers. The feature of favorite comics had the function of choosing from various genres of comics that a Webtoon users like, such the genre as comedy, horror, romance, fantasy, mystery, thriller, a slice of life, etc. Webtoon had been widely implemented as a medium for teaching reading. Webtoon had unique, sophisticated features and easy to access, made it the choice of media in teaching reading, particularly in a foreign language such as English. The implementation of using digital media comic Webtoon in reading skills had been implemented by several previous researchers and had a positive impact (Widiyarti et al., 2021; Hartati et al., 2022). For example, Hartati et al. (2022) implemented the use of Webtoon to improve reading comprehension for students at Cinta Asih special primary school with hearing impairment in grades four, five, and six in the learning process. There were several activities on how teaching using Webtoon was implemented, which consists of four sessions. The teacher used Google Meet to help lead students during the first session. The instructor in the second session went over how to use sign language to complete the pretest. The teacher displayed a webtoon comic on Google Meet during the third session, giving it a media treatment. After that, the post-test questions were given to the students to complete. Processing the pre-test and post-test finding was the final step, known as the evaluation stage.

There were several previous studies have been implemented some researchers to explore use of comics in teaching reading particularly in aspect of vocabulary development as successful media in several level school such as in junior high school, senior high school and also university (Sari et al., 2023; Sitinjak et al., 2022; Maharani, 2021; Novanti & Suprayogi, 2021). In level of junior high school and professional profession, there was a qualitative study that have been discussed about the use of Webtoon in teaching reading particularly in vocabulary development (Maharani, 2021). One of them was perhaps conducting by Maharani (2021) to determine Webtoon comic strips are used to improve language skills of students. The research indicated that the use Webtoon in the ninth grade improved the students' vocabulary proficiency and motivation to read comics. Another study in level of senior high school and university was being observed by Novanti & Suprayogi, 2021 about the potentials Webtoon to enhance EFL students' vocabulary. This study used descriptive qualitative as a research method. The study comprised 48 individuals from Bandar Lampung, Lampung Province, who were a mix of high school and college students. Random sampling or random selection was used to choose the subjects. Furthermore, this study discovered three potential uses for Webtoon to enhance vocabulary in English. In level of senior high school, there are two of quantitative studies that have been discussed about the use of a webtoon in reading particularly in vocabulary development resulting in positive effects. (Sari et al., 2023; Sitinjak et al., 2022). The first study examined how using webtoon media affected GKPI PADANG BULAN MEDAN Private Senior High School students' vocabulary achievement. This study conducted by Sitinjak et al., (2022) which webtoon was essential for raising vocabulary achievement among students' interest in reading sessions. In high school level, Sari et al., (2023) conducted research to find the effect of a webtoon for students to improve vocabulary mastery in English class. This study applied a quantitative approach with pre-experimental design method to describe and identify the students' improvement results based on the result of the test to Webtoon application in English class.

METHOD

In this study, a quantitative with quasi-experimental design using Post-Test Only Control group design was employed which purposes to test theory. The experimental group and the control group were the two sample groups used in this investigation. In order to determine the differences in scores between the experimental and control groups. The experimental group was taught by using digital comic Webtoon whereas the control group was taught by using a conventional which mean without using a digital comic Webtoon. The scores obtained from the two groups were analysed using non-parametric test particularly

Mann-Whitney U test to find out in which there was a significant effect of using media digital comic Webtoon in teaching reading specifically in vocabulary development. The population in this study were IX SMP Negeri 4 Sawan in the academic year 2023/2024. Each class consists of thirty to thirty-three students. The population of class IX MIPA at SMP Negeri 4 Sawan is 129 students. In this research, researchers applied intact group sampling in selecting sample. The research employed a sampling technique that was a type of non-probability sampling called intact group sampling was utilized to get results that could only be broadly generalized with extremely stringent sample assumptions. The group was utilized to represent a broader population as a whole, even though it was already established and no selection process was applied.

This study was carried out of five meeting sessions and one post-test session. This chapter describes the data using two types of statistical analysis which were inferential statistical analysis and descriptive statistical analysis. The data on minimum, maximum, range, mean, standard deviation, and variance were examined using descriptive statistical analysis. Meanwhile, inferential analysis was used to conclude about the sample population. The following were the results of the two statistical tests. The treatment given was carried out five times for both groups which was experimental class and control class. Through these five treatments, the teaching treatment for both classes was carried out using different techniques, where the experimental class used Webtoon media in the learning process while in the control class the learning process was carried out conventionally using Website blog. In implementing learning using Webtoon, researchers carried out several activities.

At the first to third meetings, the teacher introduced Webtoon media and Webtoon content that was appropriate to the learning topic, namely "This is how you do it" where the topic discusses procedure text, then the teacher invited students to read several episodes of the Webtoon besides that. The teacher gave instructions for students to note down words that were difficult and whose meanings are unknown. After reading the Webtoon, students were invited to look for antonyms and synonyms for several words in the Webtoon to make the class atmosphere more enjoyable, the teacher invited students to come forward to write down the antonyms and synonyms students got. In this activity, students were seen very enthusiastically raising their hands to compete to move forward. At the fourth and fifth meetings, the topic taught was "Everybody is always in the middle of something" with different Webtoon readings, then the teacher invited students to read several episodes on the Webtoon. Apart from that, the teacher gave instructions for students to note down the words difficult and unknown meaning. After reading the Webtoon, students were invited to look for antonyms and synonyms for several words in the Webtoon. To make the class atmosphere more enjoyable, the teacher invited students to come forward to write down the antonyms and synonyms that students found.

Figure 1. Students in both groups

RESULT AND DISCUSSION
Result

The following was the number of experimental and control class students along with the scores obtained by the students, which can be seen in table frequency of experimental and control group

Table 1. Frequency of Experimental Group

No	Scores	Frequency
1	70-75	9
2	76-80	11
3	81-85	8
4	86-90	3

According to the table of frequency of experimental group scores for the student that got score 70-75 were just 9 students. The data also showed that score 76-80 were the scores with the highest number of students obtained by 11 students while the students that got score 81-85 amount 3 students. In addition, there were 3 students who had a higher score of 86-90.

Table 2. Frequency of Control Group

No	Scores	Frequency
1	30-35	2
2	41-45	1
3	46-50	2
4	51-55	5
5	56-60	2
6	61-65	11
7	66-70	9
8	71-75	1

Based on the table frequency of control group, the students that got score 30-35 only 2 students, The data also showed the students that had a score 41-45 only 1 student. In addition, the data showed the students that had a score 41-45 only 1 student. Besides that, the data showed the students that had a score 46-50 only 2 students. The data also showed the students that had a score 51-55 amount 5 students. The data also showed the students that had a score 56-60 amount 2 students. Score 61-65 are the scores with the highest number of students obtained by 11 students. In addition, there were just 9 students who had score 66-70 and 1 students who had a higher score of 71-75.

Table 3. Analysis Descriptive Statistic

No	Variables	Min	Max	Range	Mean	Sd	Var
1	Experimental	70.00	90.00	20.00	80.65	5.122	26.237
2	Control	30.00	75.00	45.00	61.36	10.328	106.676

According to table analysis descriptive statistic, in experimental group had a higher score in aspect min, max range and mean compared to the control group which have a higher (Min=70.00), (Max=90.00), and Mean score was 80.65 while control group have lower in min, max and mean (Min=30.00), (Max=75.00), (Mean=61.36) but the data also showed that control group have a higher in aspect Range, Standard Deviation and Variance compared to the experimental group (Range= 45.00, Sd=10.328, Var=106.676).

Table 4. Normality Test

No	Variables	*Statistic*	*df*	*Sig*
1	Experimental	0.195	31	0.004
2	Control	0.274	33	0.001

SPSS 26 was used in this study to verify that the data were normal. The Kolmogorov-Smirnov method was applied in this study to determine whether the data were normally distributed. Data will be considered normal if it is significant more than 0.05. However, if the significant value of the data was less than 0.05, it mean that the data was not normal and continue with a non-parametric test using Mann-Whitney U Test. According to the table of normality test (Kolmogorov-Smirnov), experimental group had 0.004 sig that mean it had significantly different because the sig of control group lower than 0.05. In addition, control group had 0.001 sig that mean it had significantly different because the sig of control group lower than 0.05.

Table 5. Homogeneity Test

No	Variables	*Based on mean*	*Based on median*	*Based on median and with adjusted df*	*Based on trimmed mean*
1	LS	9.445	3.685	3.685	7.423
2	df1	1	1	1	1

| 3 | df2 | 62 | 62 | 41.287 | 62 |
| 4 | sig | 0.003 | 0.060 | 0.062 | 0.008 |

According to the table of homogeneity test of variance, the sig based on mean had 0.003 and based trimmed mean 0.008 which mean not homogenous because it had under 0.05, but based on median 0.060, based on median and with adjusted 0.062, are homogenous because it was upper 0.05. Although based on median 0.060 and based on median and with adjusted 0.062 were homogenous but based on mean had 0.003 and based trimmed mean 0.008 were not homogenous, which means that two of them are not homogeneous, it could be concluded that the data is not homogeneous. Since the data were categorized not distributed abnormally and not homogenous, therefore the T-Test was not 48 conducted. In this case, hypothesis testing was carried out using the Mann-Whitney U test.

Table 6. Ranks Mann-Whitney U Test

No	Variables	N	Mean Rank	Sum of Ranks
1	Experimental	31	48.69	1509.50
2	Control	33	17.29	57.50

Based on table of Ranks Mann-Whitney u Test, experimental group was better that control group because the mean rank and sum of ranks experimental group is higher than the control group. (Mean rank= 48.69, Sum of Ranks= 1509.50).

Variables	Mann-Whitney U	Wilcoxon W	Z	Asymp.Sig.(2-Tailed)
Reading Post-Test	9.500	570.500	-6.809	0.001

Based on table 4.5 of Ranks Mann Whitney u Test, experimental group was better that control group because the mean rank and sum of ranks experimental group was higher than the control group. (Mean rank= 48.69, Sum of Ranks= 1509.50).

4.2 Discussion

This research employed experimental design conducted to determine the effect of using Webtoon on the teaching reading particularly in the aspect of vocabulary development of class IX at SMP Negeri 4 Sawan. According to the findings of non-parametric statistical tests, namely the Mann-Whitney U Test, (Ho) represents the rejection of the null hypothesis and (Ha) represents its acceptance. This indicated that there was a significant effect between students who are taught using Webtoon and students who are taught using conventional strategies specifically website blog and also experimental class students who used Webtoon media in learning had better reading mastery, especially in vocabulary development, than students from the control group class who were taught using conventional strategies specifically website blog.

The comparison was proven through the results of the post-test given to experimental class students and control group students. These findings also answer the problem formulation in this research, namely to determine the effect of using Webtoon on teaching reading particularly in vocabulary development in class IX of SMP Negeri 4 Sawan. This was proven and supported by the results of the student post-test, which showed that the post-test results of the experimental class students, namely class IX A were better than those of the control class, namely class IX C.

The learning strategy using Webtoon media provided a good response to students in class IX A, especially in teaching reading in aspect of developing vocabulary among of students in the class. In the experimental group, students seemed very interested in learning using Webtoon and really enjoyed the learning strategy using Webtoon media. The experimental group's learning results showed the effectiveness of using Webtoon as a learning strategy for teaching reading, especially in developing vocabulary for students, which could occur because the learning process is fun and effective for students. Apart from that, interesting and informative Webtoon could increase student enthusiasm in learning, because of the use of visual media and interesting comic text (Widiyarti et al., 2021; Novanti & Suprayogi, 2021). The findings of this research also answer the formulation of the research problem, namely to determine the effect of using Webtoon on teaching reading, especially in developing the vocabulary of class IX students at SMP Negeri 4 Sawan which consist of four aspects including in identify synonyms of the words, antonyms of the words, meaning of selective words and know the appropriate words to complete the blank. This effect was

supported by the results of non-parametric post-test statistics for both classes, namely the experimental class and the control class. Empirically, the results of this research were supported by previous research which stated that the use of a Webtoon had a significant effect on teaching reading in English particularly in teaching reading particularly in learning, improving and developing vocabulary (Sari et al., 2023; Sitinjak et al., 2022; Maharani, 2021; Novanti & Suprayogi, 2021).

This research also used Webtoon to develop vocabulary in teaching reading to class IX students at SMP Negeri 4 Sawan. Based on the results of data collection and data analysis, the use of Webtoon had a significant effect on teaching reading, particularly on developing students' vocabulary in English class. Based on the findings, several factors could give effect on teaching reading, especially on developing students' vocabulary in English class. One of them because Webtoon was a new media which used in teaching reading in English subject, not just for entertaining but also for learning English especially for developing vocabulary. Empirically, the results of this research were supported by similar previous research conducted by Amalia (2018) about the implementation of Webtoon as teaching media in teaching reading MA Wahid Hasyim Balung. The study was conducted on grade X consisting of sixty participants. This study used experimental design specifically a quasi-experimental nonrandomized pre-test and post-test control group design.

This study wanted to find out and solve the students' difficulties in reading particularly in the aspect of comprehending the reading material and developing vocabulary, the result showed that there was an improvement in students' reading aspect especially in comprehending the reading material and also developing vocabulary. In addition, the finding was perhaps conducting by Frasiska et al., (2021) to determine the effect of the Webtoon application in improving reading skills using the suggestopedia learning method. This study used quantitative, which used a questionnaire as the instrument. The participants of this study are twenty students of Suryakancana University showed that the Webtoon was quite effective in improving students' reading skills although some of the students do not like reading English Webtoon because the students had difficulty reading dialogues in English. The findings showed that students could increase in the reading skill especially in subskill of reading comprehension skills and vocabulary development which students read English webtoons preferred to read stories according to preferred genre and paid attention to grammar in dialogue, and had confidence in reading skills. Another factor could give effect on teaching reading for students, especially on developing students' vocabulary in English class at SMP Negeri 4 Sawan because Webtoon is an interesting media which support with interesting pictures which could help students to understand material properly. Empirically, the results of this research are supported by similar previous research conducted by Ali and Emirati (2021) conducted the students' attractiveness on the implementation of webtoon applications in reading activities at Bulukumba Muhammadiyah University. This study applied a descriptive method to describe and identify the students' responses to the Webtoon application in the reading activity. The participants of this study are thirty-five students in the second semester of the English education department which findings showed which from the questionnaire result that Webtoon was media which an attractive media supported by pictures which could help students to learn English.

In contrast of the results, there were several factors cannot support on the findings of teaching reading for students, especially on developing students' vocabulary in English class at SMP Negeri 4 Sawan such as unstable signal of internet connection from students which this factor could found in this case of Maharani (2021) in the use of a webtoon comic strips to upgrade students' vocabulary mastery which Webtoon as an enjoyable medium for teaching reading but students used internet to the Webtoon comic, it could be bad quality of pictures in the comic if students had a poor signal or unstable signal. Although there was a problem for students which was unstable signal but there was a solution for the obstacle which were the students could download the material from the comic that students want to read before the class started.

In this study, researchers provided treatment to the experimental group and the control group. The treatment given was carried out five times for both groups which was experimental class and control class. Through these five treatments, the teaching treatment for both classes was carried out using different techniques, where the experimental class used Webtoon media in the learning process while in the control class the learning process was carried out conventionally using website blogs. In implementing learning using Webtoon, researchers carried out several activities.

Researchers have tested and proven empirically that Webtoon as a learning medium had a positive influence in teaching reading particularly in vocabulary development of class IX students at SMP Negeri 4 Sawan. Based on the findings in this research, there were several implications that could be drawn from this research. First, the use of Webtoon media could help teachers to teach reading for students particularly in development of vocabulary easily and become a more interesting learning media for students. In this case,

teachers needed to maximize the use of Webtoon as a media as in teaching reading particularly in vocabulary development. Second, based on research results, the use of Webtoon media in learning could be an appropriate teaching strategy that could be implemented in teaching reading particularly in vocabulary development. In learning activities using Webtoon as a media, the learning process became active and interesting and also students could enjoy and more participated in the learning process and motivated to develop students' vocabulary.

1. CONCLUSION

In this research, using Webtoon media as medium in the learning and teaching activities made students in developing vocabulary better. This research was quasi-experimental, using the post-test only control group. This research investigated effect of using media digital comic webtoon in teaching reading especially in developing vocabulary. The populations research were class IX students of SMP Negeri 4 Sawan for the 2023/2024 academic year. Researchers took two groups from the population. Groups were selected through an intact group sampling technique. Both groups received five treatment meetings, and one meeting was used to carry out the post-test. The post-test results of vocabulary development of students were analysed using SPSS 26. In this research, experimental class showed that students have an effect than students in the control class. According to result post-test of test of homogeneity which was for two groups between experimental class and control class which sig based on mean had 0.003 and based trimmed mean 0.008 which means not homogenous because it has under 0.05, but based on median 0.060, based on median and with adjusted 0.062, are homogenous because it is upper 0.05.

Although based on median 0.060 and based on median and with adjusted 0.062 are homogenous but based on mean had 0.003 and based trimmed mean 0.008 are not homogenous, which mean that two of them are not homogeneous, it could be concluded that the data was not homogeneous. Since the data were categorized not distributed abnormally and not homogenous, therefore the T-Test was not conducted. In this case, hypothesis testing was carried out using the Mann-Whitney U test. Mann-Whitney U test, the asymp.sig(2-tailed) was 0.001 it significantly different, because the asymp.sig(2-tailed) under 0.05. (asymp.sig(2-tailed)= 0.001). there was a significant effect on the use of Webtoon in teaching reading particularly in developing vocabulary at IX grade students at SMP N 4 Sawan because the test score was <0.05. The results of the statistical analysis presented in the previous chapter could be concluded that the use of Webtoon could make a significant difference to students' vocabulary development in English reading class. The results showed that the average score of the experimental group was higher than the control group. Therefore, it could be concluded that implementing strategies using Webtoon had an effect in developing new vocabulary. So, it was concluded that the use of Webtoon media at grade IX of students' development vocabulary had a significant effect compared to the use of conventional strategies which used Website Blog.

There were several suggestions that could be given particularly for teacher which was the strategy of using Webtoon media could be applied by teachers as a contemporary learning strategy and media, especially in teaching reading particularly in the aspect of developing new vocabulary. Apart from that, it could also help teachers as a consideration on using media digital comic Webtoon in teaching reading particularly in vocabulary development for students to support teaching and learning English in class particularly in aspect of developing vocabulary for students. For Students, the used of Webtoon, it could be help for students to support in developing vocabulary in English, without feeling bored. Apart from that, the used of Webtoon could be used anywhere and at any time which could help students to access easily with just bring a smartphone. For other researcher who might be interested in carrying out comparable studies. Other researchers working on related subjects may find this research to be helpful as a reference or guide.

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