CHAPTER I

INTRODUCTION

Research background, identification of problem, limitation of study, problem of the study, objective of the study, and significance of the study are provided in this chapter.

1.1 Research Background

Current era, the development of technology is essential in providing a better quality of English teaching and learning process (Ahmadi & Reza, 2018; Liton, 2015; Widiyarti et al., 2021). For example, Widiyarti et al. (2021) implemented digital comics specifically by utilizing digital comic Webtoon as media in edutainment fostering students for sixty-nine students from vocational schools in reading, especially the electricity department in the grade tenth the results of this implementation show an effect significantly which means Webtoon as an edutainment media was quite effective fostering reading ability of narrative text for students. This example shows that in using technology, particularly digital technology as a media of learning for students, has effect of increasing reading ability, especially in English lessons. Furthermore, a Webtoon as digital media was very helpful in facilitating and providing comfort for students to learn because students could search several stories by the use Webtoon as a fun media in learning which students are more interesting in learning using webtoon which students have got something unique and new that is in the comic (Yuliani & Purnama, 2022).

In technology era, the use of digital-based media is certainly a facility that has good prospects on the condition that it pays attention to techniques so that

technology-based learning facilities are 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 that have discussed the application of digital comics as a media that have been carried out in English language teaching (Cynthia & Putra, 2022; Tifani et al., 2020). The implementation of comics digital such Webtoon could increase students' writing skills which was the interest and enthusiasm of students to learn through digital comic which was Webtoon make students feel confident in their own abilities to enjoy and write using characters to compose sentences and build ideas into the written form which in this case Webtoon as one of the creative media that could strengthen the students' writing skills which are in writing narrative text (Cynthia & Putra, 2022). In addition, Tifani et al. (2020) note that students increase their confidence in speaking English through digital comic media, particularly Webtoon, by using storytelling techniques. Those examples have indicated that Webtoon is suitable as media in English language teaching, and needs more exploration effectiveness based on the effect of students.

In this context, Webtoon is helpful as learning media to teach reading, particularly in reading skills. Jin (2019) defined Webtoon as digital-based internet comics which could be viewed using technology such as smartphones and tablets. A Webtoon has interesting illustrations so that readers could easily understand the story from what students read. Webtoon is an application of digital comic which have 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 have. 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 is 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).

Regarding how influential Webtoon as digital media could affect students' reading engagement, several previous studies have shown their findings from the investigation using Webtoon in reading, especially in English. For example, Patty (2018) showed that Webtoon 2017 Ramadhan has an effect on students' interest in receiving Da'wah messages. In this case, the higher the influence of media Webtoon Ramadhan 2017 then, the higher the message of da'wah that students get which is through Webtoon students get higher of the message of da'wah that convey in Webtoon Ramadhan 2017. In the last study, Putri (2018) conducted the effect of Webtoon as media social on comic reading especially in interest of reading in university of Riau students which using the quantitative with explanation method which the result that there was an influence between A Webtoon as media social between the interest in reading comics on students with an influence was categorized as a moderate influence which means students are very interested in accessing and reading the Webtoon so that reading interest arises. The findings showed that students enjoyed and were entertained while reading the Webtoon. The finding of this study had several implications in encouraging people to see how technology could give facilitation of learning and also in helping students to produce better performance in academic. In contrast to previous research above, this study was about the effect of students in using A webtoon to improve reading

3

skills, especially on fifty participants from students with the Program Study of English Education, Arts and Education Faculty, Teknokrat Indonesia University with most of the students agreed that A Webtoon as a media could help students in motivating based on the language used in the A Webtoon and mastering reading skills (Erya & Pustika, 2021).

1.2 Identification of Problem

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 are many media that could be used in ELT, such as cards, authentic materials, pictures, 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 is the most popular use of 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 is A Webtoon in the form of visual media with illustrations and stories. Using A Webtoon as a learning and teaching media gives 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 have 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., 2019), but rare effort has been directed at teaching reading (e.g., Widiyarti et al., 2021; Frasiska et al., 2021). For instance, Widiyarti et al. (2021) researched sixty-nine Indonesian students who, consist of thirty-three

students of Grade Tenth from class A of the Department of Electricity and thirty-six students of Grade Tenth from class C of in the same Department. This research shows about effect in using Webtoon using media to teach reading lessons, where results was breakthrough were interesting to see from the effect of students particularly in the vocabulary development and encourage other researchers to conduct similar research.

The effect of using digital media comic such as Webtoon on teaching reading, then how Webtoon could affect the students in teaching reading at various levels of the school have been informed (Ali & Emirati, 2021; Hartati et al., 2022). For instance, the use of Webtoon as digital comic media to increase student's reading ability with disability which were hearing impairment at the level of primary school, particularly in special primary schools in Bandung, Indonesia, has been implemented. In this study, the impact of using Webtoon Comic as media for students with hearing impairments in primary school, especially in special primary school, was investigated, as well as whether reading Webtoon improved the reading abilities of students with hearing impairments. The results of this study have a positive effect on the hearing-impaired students at Cinta Asih Special Primary School. It is evident that the use of webtoon comics can enhance the reading comprehension of deaf students. It was seen by the rise in post-test results when students received the usage The use of webcomics as a teaching and learning tool (Hartati et al., 2022).

In a line with these findings, Ali and Emirati (2021) incorporated the use of Webtoon at the university level, especially in the English Education Department's

faculty of teacher education and training of Bulukumba Muhammadiyah University, South Sulawesi, which consists of thirty-five students randomly selected as sample who took the reading subject at the second semester of department of English education. This research found in investigating and describing attractiveness of students to application of Webtoon in activities reading, specifically in identifying and describing responses of students to the application of Webtoon reading activities which has the purpose of synchronizing and maintaining the findings of previous studies. The implementation of the use of Webtoon has been treated for several meetings in reading activities which focus on how to download Webtoon, install and run the application how select the reading theme or genre, how to move to the other themes, and then ask to complete the questionnaire in which given to discover the response and attractiveness on application of Webtoon in reading activity which involved ten closed and positive statements.

Even though the above studies have shed some light on teaching using Webtoon in teaching reading, however, there is 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 is 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 A Webtoon in teaching reading at the junior high school.

In supporting the learning process successfully, SMP Negeri 4 Sawan offers a number of infrastructures and facilities, including LCD projectors, classrooms, a library, and a laboratory. These resources are all highly supportive of learning.

There are several reasons for selecting the level of junior high school, particularly in grade IX at SMP as the place of study.

In order to prepare for better learning in senior high school, students must first acclimate to many components of the educational environment. Class IX is a crucial class that serves as a transitional stage from junior high school. Furthermore, SMP Negeri 4 Sawan offers comprehensive and encouraging facilities for English language learning through the use of technology. However, teachers' lack of innovation in utilizing technology to enhance reading instruction has a negative effect on students' learning engagement with reading instruction.

Presence media digital comic Webtoon, it could facilitate students' learning engagement in teaching reading. In addition, teachers may find this information useful in creating or utilizing instructional materials related to the use of Webtoon, a digital comic, as a medium for teaching reading, and students may find it useful in choosing materials that will help them advance their reading abilities. Therefore, to fulfill an empirical gap analysis regarding the result of using digital comic Webtoon as media in teaching reading at the junior high school, this study purposes to investigate the effect of using media digital comic Line Webtoon in teaching reading especially in the aspect of vocabulary development.

1.3 Limitation of the Study

The focus of the study is the effect of using media digital comic Line Webtoon in teaching reading for vocabulary development. The participants of this study are grade IX students.

1.4 Problem of the Study

Based on research background above, the problems of this research were formulated as follows.

1. Is there any significant different on student's reading skill particularly in vocabulary development between those who are taught using media digital comic A Webtoon and those who are taught using conventional strategies of students at SMP Negeri 4 Sawan?

1.5 Objective of the Study

Based on the statement of the problem, the objectives of this study were described as follows.

1. To determine on whether using media digital comic A Webtoon had a significant effect on the reading skill particularly in vocabulary development of grade IX students of SMP Negeri 4 Sawan.

1.6 Significance of the Study

The result of the study is expected to provide information about the effect of Webtoon as a media for teaching reading particularly in vocabulary development both theoretical significance and also practical significance.

1.6.1 Theoretical Significance

The result of this research is expected to give information about the effect of Webtoon as a media for teaching reading particularly in vocabulary development which is beneficial for the development of science in the field of education. Based

on this study, the effect of using media digital comic Webtoon in teaching reading particularly in vocabulary development will be investigated.

1.6.2 Practical Significance

The present study hopefully has benefits for teachers, students, and other researcher.

a. For Teacher

The result of study is expected to help teachers as a consideration on using Webtoon in teaching reading particularly in vocabulary development for students.

b. For Students

The result of study is expected to help students to choose the appropriate learning media that are suitable for them, particularly in reading skills particularly in vocabulary development.

c. For Other Researchers

This study is expected to become a reference for other researchers in their future research that are interested in the same field study, specifically the effect of using media digital comic Webtoon in teaching reading particularly in vocabulary development.