Investigating the Use of Webtoon Application for Learning English Skills: A Systematic Literature Review

Salsabila Fauziah
Lambung Mangkurat University, Indonesia

Nasrullah Nasrullah
Lambung Mangkurat University, Indonesia

Abstract

There are many language skills that must be mastered in learning English, consequently the proper media is required to accommodate this need. Webtoon is the solution for these problems, which is a very popular digital comic application with more than 100 million downloads and provides a wide variety of genres which can help to learn English skills. The previous research examined the use of webtoon as a learning media to mastering vocabulary, improve students reading skills, speaking skills and writing skills. However, no research has been conducted on the use of webtoon for all English language skills. Therefore, this study aims to investigate of using webtoon applications for students' English skills. This study employed qualitative approach, and the design used in this study was systematic literature review. The method of collecting data in this research is by using 25 research articles that were collected from Google Scholar, ResearchGate, Microsoft Academic, ScienceDirect, and the *Perpustakaan Nasional*. From twenty five articles that researchers have been investigated it was found that webtoon media has a big impact on students' English skills. The illustration images available on the webtoon also help in understanding the story and difficult words for the readers and also do not make the students bored. Therefore, this article is structured to investigate how the use of webtoon for students could increase their English skills.

Keywords

English skills, visual media, webtoon

Corresponding author:
Salsabila Fauziah, Lambung Mangkurat University, Banjarmasin, Indonesia
Email: salsabilfauziahh26@gmail.com

INTRODUCTION

In this era where technology is increasingly advanced, it demands social beings to be skilled in English. English is like a gateway to all aspects of knowledge and as a means of communication in the era of globalization. It is the main key to one's success in achieving a career with a bright future. The main thing to pay attention to is language skills, especially in mastering vocabulary. Roche and Harrington (2013) mentioned that knowledge of vocabulary is the main requirement for most other language skills.

It is important to instill English language skills, considering that the language of communication in international languages is English. Learning English can be said to be an investment, this is because English language skills are needed in the future in the competition, both in the national and international arena. To be able to speak English well, there must be persistence in learning and actively using it. English is very important, even the government has even made regulations that make English a compulsory subject for elementary to high school students to study. In addition, at a higher level, all study programs also contain English courses. According to Sinaga (2010), this shows how important English is in academic success to support careers.

The reality in Indonesia, learners still have difficulty in learning English. The difficulties are very diverse, such as lack of vocabulary, incomprehension in listening, lack of understanding to English texts, and so on. This problem is not only found at the elementary school level but even at a higher school level (Suryanto & Sari, 2021).

Many previous studies have been conducted on how to improve students' English skills especially in media use. Various kinds of media have been used in teaching English skills and the aim is actually to improve students' English skills. In the opinion of Rusmanayanti and Nasrullah (2020), in the teaching and learning process, a teacher must use media to make students better understand the topic being taught. One of the media used in teaching English skills to help students is webtoon. Many previous studies have discussed webtoon as learning media in learning English, such as in reading skill (Indah & Wibowo, 2021), writing skill (Raulan & Fatimah, 2018), speaking skill Ningrat and Mayasari (2019), even vocabulary (Sahrini & Wardah, 2021). However, no research has been found that uses webtoon to teach all English skills at once.

Based on the explanation, this should be discussed a lot about the use of webtoon in English skills. The objective of this research is to find out the use of webtoon for students in improving their English skills. The researchers hope that the findings of this study can assist teachers in coming up with creative ideas to arouse students' interest in learning English and to improve students English skills with webtoon as a reading media.

LITERATURE REVIEW
English Skills

There are four main elements in language skills that must be considered, namely reading, writing, listening, and speaking and are closely related (Zaim, 2016). Those

four skills need to be supported by mastery of vocabulary and grammar which are the main foundation in English skills. A person who can master the English component makes him able to speak English well, understand people's speech, be able to express opinions in written English and understand the contents of a text. Therefore, someone who is skilled at speaking English is someone who can communicate orally and in writing with proper vocabulary and grammar guidelines.

Reading Skill

One of the fundamental abilities required of students in English lessons is the ability to read. Reading is defined as combining information from the reading text with readers past knowledge, then they can create meaning through the process of reading (Nashruddin, Ningtyas, & Ekamurti, 2018; Nunan, 2003). In reading activities, concentration is be required while directing his eyes on the reading text to get information according to his background knowledge. There are numerous educational materials available that are written in English, but students must be interested in reading and have high comprehension in reading. As a result, it's critical that students have strong reading skill.

Writing Skill

Writing is a language skill that has a definition as an activity of putting ideas into writing. According to some people writing in English is the most difficult English skill. According to Harmer (2007) writing requires more time to think than when speaking. Writing as a productive skill is considered more difficult because in the process it involves thinking skills and strict rules, such as grammar rules), spelling, coherence, writing style, etc. Writing also requires a process of practice because writing is a reflection of students' knowledge in mastering other skills including speaking, listening, and reading (Leki, 1991).

Speaking Skill

All social beings have the ability to speak, but not everyone has good speaking skills, especially in speaking English. Speaking is the ability to express an opinion, thought, or feeling to others. Speaking is the ability to pronounce sounds or words with the aim of conveying thoughts, ideas, and feelings (Tarigan, 2005). In speaking there are many things that must be considered, especially the method of delivery so that the information conveyed can be well received and understood by the other person.

Learning Media in English

A learning activity is supported by the usage of media to support an activity in learning. This is inextricably linked to educational activities that demand the use of media. Surayya (2012) explained learning media serve to clarify the meaning or information communicated, to fulfill the targeted goals, and to aid in the teaching process. It is the same with learning media in English skills.

Reading media which is a means used in the process of viewing or understanding reading texts like as now there are many media that can be used for learning to read. In the current era, the media in reading must be made interesting so that students are interested in reading, especially in reading English. In English reading lessons, students are often confused and not interested in reading and have difficulty understanding the meaning of the text. To overcome these problems, teachers must have the ability to guide students in learning activities. Therefore we need the right media so that students are interested in reading and make it easier for them to understand the reading text.

Comic or Webtoon?

The development of technology as it is today makes almost all human activities take advantage of technology. Experts who are experts in their respective fields are competing in creating new and sophisticated technology. This is inseparable from the early development of comics from the past to the present. Comic is a story has a picture with the words. As stated by Franz and Meir (1994) comic is a story that is provided with a sequence of pictures made with a blend of words that emphasizes motion and action. At the beginning of its existence, comics were available in the form of strips that were displayed in newspapers, then comics began to be printed in book form, and for now, comics are available in digital form.

One of the digital comics with the most demand is webtoon with a total download of more than 100 million downloads. Webtoon is a technology-based comic development. Webtoon is a combination of the two words "web" and "cartoon" (comic). Webtoon is a digital comic platform from South Korea launched by LINE Corporation together with NAVER Corporation (Raulan & Fatimah, 2018). Webtoon is a digital comic platform that can be accessed through the website and can also be installed for free which provides various kinds of stories in various languages as well. Webtoon is a solution for comic lovers at this time because it can be enjoyed through mobile phones.

RESEARCH METHOD

The research approach used in this study is qualitative and to provide an adequate explanation of the use of webtoon for reading skills, this paper uses literature review as the research method, especially systematic literature review. Systematic literature review (SLR) is a research method created by critically analyzing previous research. Attested by Liberati, Altman, and Tetzlaff (2009) systematic review can explain as a as a method or research process by gathering information from previous studies that are relevant for the purpose of recognizing and analyzing as a whole critically. Systematic literature review (SLR) is defined as evaluating and critically assessing the research to address clearly formulated questions (Dewey & Drahota, 2016).

In making a systematic review, researchers must follow the rules that have been set with categories that have been clearly stated. The systematic review method involves a well-thought-out search strategy that has a specific focus on answering the questions made and identifying the type of information you want to know. This method is used to

collect previous findings with a narrow research question which is the use of Webtoon as a media to attract interest and reading comprehension.

This study used thirty previous studies as a data collection tool that discusses similar topics with the keywords Webtoon, reading interest, and reading comprehension. The data has been collected using search engines such as Google Scholar, ResearchGate, Microsoft Academic, ScienceDirect, Directory of Open Access Journals (DOAJ), and the National Library.

FINDINGS AND DISCUSSION

As previously explained, in previous research webtoon can be used as a medium to develop English language skills and outside the realm of English. In this study, the researchers used some previous studies and divided them into four categories, such as:

1. The researchers took nine few previous studies related to the use use of webtoons for reading, such as those conducted by Indah and Wibowo (2021), Lababa (2022), Widiyarti, Rofi'i, Herdiawan, and Noermanzah (2021), Ziska (2021), Ningsih, Mustajib, and Maizarah (2021), Asmara (2021), Istiqlal, Utami, and Kartini (2021), Eka (2019), and Prahastiwi and Kamil (2023).

2. There are six other previous studies about using webtoon to teaching writing, namely Cynthia, Putra, and Suhendar (2022), Torres (2021), Ratnasari, Mayasari, and Wijaya (2018), Laili, Sabhan, and Hermawan (2020), Raulan & Fatimah (2018), Marsita and Hasanudin (2022).

3. Previous studies talked about teaching speaking using webtoon (Adlim, 2019; Burhanuddin, 2022; Butar, 2018; Muhammad, 2022; Ningrat & Mayasari, 2019; Tifani, Regina, & Wardah, 2020).

4. There are four previous studies talked about webtoon for mastering vocabulary (Maharani, 2021; Novanti & Suprayogi, 2021; Sahrini & Wardah, 2021; Wulandari, Lestari, & Utami, 2019).

Webtoon – Reading

In previous studies, it was found that the use of webtoons was very helpful in improving students' reading ability, to increase students' reading interest, as a literacy media, and increasing reading comprehension. From the results in the nine studies, it can be concluded that webtoon can be used as a good media in literacy activities, for extensive reading, can improve students' reading skills, can attract students' interest in reading, and facilitate students in reading comprehension.

Webtoon – Reading Ability

Lababa (2022) argues that reading is the process of seeing something with written symbols (letters, punctuation, and spaces) then understanding its meaning and then changing the brain to turn these symbols into words, sentences, and paragraphs. Lababa (2022) examined the use of webtoons to improve reading skills in 40 grade 7 students of MTS DDI KULO 2017-2018 with a pre-experimental method. The results of that study

found that the results of the post-test of students using Webtoon were better than the results of the pre-test without using webtoon. That research study concluded that the English reading ability of students with webtoon is greatly improved.

Webtoon – Reading Literacy

Indah & Wibowo (2021) said that it is important increase reading literacy. They conducted an interactive learning analysis using webtoon for literacy activities with a research sample of 20 college students in 3rd semester students of As-Syafi'iyah Islamic University 2020-2021 by taking randomly 5 students to be observed about reading webtoons and 5 students to be interviewed. In this research there are difficulties in learning English. Then the researchers had a strategy to deal with this problem by finding a way out of using webtoon as a media for learning English. Based on research data from observations and interviews, it can be concluded that in an effort to increase literacy webtoon can be used in developing thinking skills used in interactive learning and can improve students knowledge.

Webtoon - Reading Interest

Ningsih et al. (2021) conducted a study to determine several factors that influence students' reading interest. and students' reading interest in webtoon in August-October 2020 with a total of 153 students, all class XI students of SMA Negeri 2 Tembilahan class of year 2019-2020. Data collection was taken by questionnaires to obtain data based on their experiences by showing the results that students were interested in reading with webtoons, because they gained new knowledge, there were many good stories and liked story pictures from Webtoons.

That research found that one of the biggest problems faced by students in English reading activities was the problem of lack of interest, especially teenagers of high school age. A lot of students think that reading is uninteresting and boring language skills especially if the text is long. The students spend more time with smartphones, while the use of traditional media such as books by teenagers has decreased. It can be concluded that digital media affects students' reading behavior in the digital era from paper-based to internet-based reading. There is nothing wrong with the development of technology and the students just follow the era. Therefore, this research was conducted to provide a solution to overcome this problem by increasing students' reading pleasure with digital comics and the students can use the smartphone media that they enjoy using webtoon as reading material so that students use smartphones not only to play, but also as a support for reading.

Webtoon – Reading Comprehension

The research by Ziska (2021) found that the English teacher at SMPN 7 Parepare that students often have problems when learning English because they think reading books is boring and do not understand the text and most students think that reading is not an exciting activity. Therefore, she investigated 44 grade VIII students of SMPN 7

Parepare how to teach reading comprehension using webtoon in English narrative text learning with the aim of knowing the effectiveness before and after using Webtoon as a medium for reading comprehension skills. The result of the pre-experimental research design is that the students' post-test scores are better than the pre-test scores, which means that students' reading comprehension is much better after using the webtoon than before using the webtoon, it is with a textbook.

Ziska (2021) stated understanding in reading depends on understanding and thinking in order to successfully extract the information contained in the text correctly. In reading a reader should have skills in reading comprehension in order to get the meaning of a reading. In her research, Ziska (2021) found that most students had difficulty understanding the content of the text, because they were not interested in reading with the media of books. Reading using webtoon can make students easily understand the content of the text, because there are good pictures.

Another study conducted by Widiyarti et al. (2021), conducted research at SMKN 1 Majalengka in order to improve reading comprehension of narrative texts with experimental design. That study uses 36 students in grade 33 students class XC Electricity Department as a control class sample and class XA Electricity Department as an experimental class sample using a quasi-experimental design. The result of this research is that the score of the control class that uses print media is lower than the experimental class that uses webtoon as a medium for reading narrative texts. From these two studies, it can be said that webtoon is an effective media in teaching reading comprehension for students.

In the research by Widiyarti et al. (2021) students work in groups and have discussions. Some students are familiar with the webtoon application and who are not familiar with the webtoon web. All students are enthusiastic about reading the webtoon and if there are words they do not understand, they can open a dictionary so that students can fully understand the contents of the story and the pictures on the webtoon can help them understand the contents of the story. While in the control class, where students were given narrative texts, they looked bored and learning became less effective.

Webtoon – Extensive Reading

In extensive reading, research was carried out using a reading log strategy using webtoon media (Istiqlal et al., 2021). They said one of the strategies that can be combined with extensive reading activity is a reading log. In this study recruited 14 students as participants and took 4 students as research samples. The research design was a case qualitative descriptive study using observation, documentation, interviews, reading logs, and questionnaires to collect data. The findings from this study are that this activity helps students find and understand new vocabulary and the students can express their opinions on the texts they read.

Another research was conducted by Asmara (2021) which raised the theme of extensive reading by using the LINE webtoon for students reading comprehension.

Asmara (2021) stated that the main goal in reading is reading comprehension, if students read little or not at all, it will prevent them from understanding a text. This research was conducted in class X IPS 3 at SMA Negeri 1 Kebomas with a sample of 7 students. This study also used observation and interviews as instruments to collect data. In this study, it was found that LINE webtoon as a medium in extensive reading can help students to enhance their reading comprehension in narrative text.

Research discussing the use of Webtoons in extensive reading has also been carried out by Prahastiwi and Kamil (2023). The objective of that study was to determine students' reading motivation in extensive reading. That research was a qualitative research with a case study as a research design. The sample in this study were 3 students to be interviewed from class XI Madrasah Aliyah in Karawang. That study reports that it has been found that the use of webtoon helps students in learning to read.

Webtoon – Writing

The researchers found that in previous studies, the use of webtoon can help students to improve their writing skills especially in writing narrative texts. The results of those previous studies concluded that the use of webtoon as a medium in writing narrative texts can have a positive impact, namely improving students' writing skills and here the findings of five previous research.

Webtoon – Writing Narrative Text

In addition to English skills, webtoons used in writing skills such as research conducted by Raulan & Fatimah (2018). The researchers has an innovation on how to overcome this problem with digital comic media, namely webtoon which can be interesting and certainly motivates students to write narrative texts more easily. In the opinion of Raulan & Fatimah (2018) writing is an activity to draw words and sentences in a written medium as a reading source. Raulan & Fatimah (2018) explained that narrative text is a text that contains someone's story with the aim of entertaining the reader and conveying a moral message and students have difficulty in writing narrative texts. Researchers in that study used five stages, such as pre-writing, drafting, revising, editing, and publishing. The results of that study suggest that teachers use technology such as webtoon which contains English that is easy to understand and to attract students' interest in increasing students' literacy levels. Raulan & Fatimah (2021) also stated that writing is an activity that is completely related to language, words, and sentences. Their also suggest the reader to use webtoon as media to teach narrative text.

Ratnasari et al. (2018) claimed that writing is important in non-verbal communication with the aim of expressing ideas and thoughts, as well as clear writing that can make the reader understand well what is conveyed by the author. Ratnasari et al. (2018) also investigated the webtoon as learning media especially in writing narrative text. In that study, the researchers have a goal to find out if the webtoon is effectively used and able to make students more interested in learning writing the

narrative text at SMK PGRI 13 Surabaya. The researchers used an experimental design by dividing two classes as the participant into an experimental class was 23 students of the tenth grader of Office Administration 2 (10 APK 2) and control class was 23 students of the tenth grader of Office Administration 3 (10 APK 3). That research used several instruments which were to answer the hypothesis of the research, such as pre-test, post-test, and lesson plan. The results of that study indicates that students agree that webtoon is used to study narrative texts in their schools because they prefer and are interested in learning to write narrative texts using webtoon rather than school books because it is easier and can increase their motivation in learning writing in English.

Another study conducted by Torres (2021) about writing narrative text with Webtoon. Torres (2001) stated that narrative writing is a written work that has the characteristics of having a character with an entertaining experience. That study conducted at the Senior High School of Saint Augustine School with a total sample of 35 students with the aim of developing students' skills in writing narrative texts by using Webtoon Reading Application (WRA) as an effective media in writing skills. The research from Torres (2021) combined quantitative and qualitative research methods. The results of that study indicated that the creation of positive results in students' narrative text writing skills was increased by the presence of WRA because it could facilitate students and make them excited and entertained.

The other research that discusses the use of webtoon for students' writing skills was conducted by Cynthia et al. (2022). Researchers conducted the research at SMK Teknologi Pilar Bangsa Sepatan for a month with a total sample of 82 students of which 40 students from class OKTP 1 and 42 students from class X OKTP 2 with a quasi-experimental quantitative method research design. Pre-test and post-test were used as the data collection technique. The results of that study indicated that the post-test results of the experimental class using webtoon were better than the control class which did not use webtoon. It means that the use of webtoon in writing narrative text activities can help students.

Webtoon – Writing Short Stories

Laili et al. (2020) conducted research on writing short stories using webtoon media and said that the reason students were less interested in writing short stories was because of difficulties in expressing ideas. Laili et al. (2020) conducted a study at MTsN 2 Banjarmasin for two months. That study examined the subject with a total of 32 students in class IX-D with quantitative and qualitative approaches and descriptive methods. At first the students were less interested in writing short stories and it was also found that many students liked webtoon with a ratio of 19 students out of 32 students, therefore, to make it easier for students to write short stories, webtoon was used as a media. The results of that study can be concluded that students can easily write short stories with the help of webtoon media. Students could write a short story structure well, such as spelling, characters and characterizations, setting, plot, point of view, theme, and message.

Another study discussing writing short stories using webtoon media has been conducted by Marsita & Hasanudin (2022). The researchers argue that everyone should have writing skills, adding that writing is an activity that produces information in the form of writing through a medium. Marsita & Hasanudin (2022) interpret short stories as literary works that contain reflections on people's lives written in free essays that tend to be brief. In their research, the researchers used a qualitative approach to describe the data and quantitative to make it easier to analyze the data. The method used is class action observation using Webtoon as a medium for writing. The results found were that webtoons were well used in learning to write short stories in class IX-D SMPN 2 Banjarmasin.

Webtoon –Speaking

The researcher took three previous studies that discussed teaching speaking skills using webtoon. The results of these three studies found that in teaching speaking students using webtoon can be an effective way and can increase students' comfort in speaking.

Webtoon – Teaching Speaking

Adlim (2019) in his paper, made observations on March 12 - March 25, 2018 in the English Village of Pare, Kediri. The researcher investigated students who took speaking classes and investigated the use of webtoon in teaching speaking using a qualitative descriptive design and conducted interviews, observations, documentation, questionnaires, and the field instead of as a collection method. The use of webtoon is based on the tutor's observation that students like stories from comics, therefore the webtoon application is used as an appropriate and simple medium rather than English comic books. From the results of observations in that study, it was explained that students who had good responses and were active in learning to speak, because the use of webtoons was considered fun and interesting by students and not boring. Students were also satisfied because in speaking class they not only learn to speak, but they also got a lot of new vocabulary from stories in webtoon.

The others research conducted the use of webtoon in teaching speaking reported by Muhammad (2022). In that research, the researcher uses storytelling techniques in teaching speaking with webtoon assisted media. This research uses an exploratory qualitative design to get an overview of a research topic that will be studied further. This research was conducted at SMAN 1 Candi Laras with 10 participants from class XII MIPA 1. Data collection techniques used observation and interviews, then analyzed by data reduction, data display, and conclusion drawing or verification. In this study it was found that webtoons can be an effective and interesting learning tool, and there are also obstacles encountered, namely time, internet networks, and students who are required to understand new words, especially slang words.

Other research discussing the same thing is also discussed by Butar (2018). In that study, the researcher said that speaking is an ability that requires a quick response

because speaking cannot improve the sentences that have been delivered. This research was conducted at 7th grade PGRI 1 Surabaya Middle School PGRI 1 the school year 2017/2018. Two classes were selected by cluster random sampling and obtained class B as the experimental group consisting of 39 students and class A as the control group consisting of 39 students. Data were collected from the pretest and posttest of the experimental group and the control group, then compared to find out the significant effect on students' speaking achievement. From the results of the study it was concluded that students' speaking achievement using the Line webtoon media had a significant effect.

Webtoon – Confidence in Speaking

Research conducted by Tifani et al. (2020), was conducted at SMA Negeri 5 Pontianak Utara on 32 students of class X IPS 3 2018/2019. Researchers collected data with observation tables, field notes, and questionnaires with classroom action research as the research method. The results of that study indicate that students who were originally not confident in speaking by telling stories in English after applying storytelling practice using webtoon made students self-confidence increase in expressing their creativity. In addition, using webtoon can make students better understand the content of the story by looking at the story pictures on the webtoon.

Speaking is an English skill that is difficult for students in Indonesia to master, because English is not their mother tongue. As recorded by Tifani et al. (2020) in speaking lessons, high school students have difficulty because some of them feel insecure because they are afraid and embarrassed when they make mistakes in speaking. Storytelling in English is an opportunity for students to practice their speaking skills in front of listeners. Tiffani et al. (2020) added that in improving speaking skills students can do storytelling which can build confidence and improve students speaking skills and the researchers used webtoon as media in speaking learning.

Webtoon – Effectiveness in Speaking

Webtoons are also used for the effectiveness of students in speaking such as research conducted by Ningrat & Mayasari (2019). Researchers conducted research on March 7 - April 29, 2016 at SMA Muhammadiyah 1 Surabaya on all students in grades X-5. This study uses a pre-experimental research methodology with pre-test and post-test. The purpose of that study was to determine the effectiveness of webtoon media in teaching students' recount speaking skills. The results of that study indicate that there is a difference between after and before the use of webtoon in teaching recount speaking. With webtoon learning becomes interactive which makes students enthusiastic and easy to compose stories to be told. Ningrat and Mayasari (2019) said that teaching with digital comics such as webtoon is more often used as a medium for reading classes and of course, it can also be used for speaking skills. Speaking of recount has a means about a past event to the listeners. Those researchers use webtoon as a media of speaking

because there are stories with complete events that can be used as inspiration for students in telling stories.

Webtoon – Vocabulary Mastery

Apart from the three skills such as reading, writing, and speaking that have been discussed above, the researcher found that webtoon can also be used to hone students' vocabulary mastery. Webtoon is believed to be an effective medium in mastering students' vocabulary, such as the research conducted by Wulandari et al. (2019). The use of webtoon to increase the vocabulary of EFL students by Novanti & Suprayogi (2021). Maharani (2021) use webtoon to upgrade student vocabulary mastery. Sahrini & Wardah (2021) used a webtoon to design a vocabulary exercise book for class A-1 year-2 students.

Webtoon – Effectiveness Mastering Vocabulary

Wulandari et al. (2019) in their paper discussed about webtoon on vocabulary mastery by EFL students. The students have difficulties to mastering vocabulary, because lack of interest to engage during in learning vocabulary and the teachers are not confident to teach millennial learners (Wulandari et al., 2019). That research used 30 fourth-semester English students at Tidar University with an age range of 19-22 years using a qualitative research design and using a questionnaire. The purpose of that study is to solve the problems faced by EFL students, especially in mastering English vocabulary. The research result showed that the webtoon application gave positive results, attracted interest, and motivated students in mastering vocabulary better.

Another study was conducted by Novanti & Suprayogi (2021) on EFL students by using webtoon to improve vocabulary mastery. That study uses a qualitative descriptive method and uses a questionnaire that will be filled out by EFL students as data collection. In daily learning students use Webtoon and find that this application helps students find new vocabulary. That study aims to show that EFL students can master a lot of English vocabulary by using webtoon. From those two studies, it can be concluded that webtoon can improve vocabulary mastery of EFL students. Webtoon can be used as a media for students to learn English vocabulary. Novanti & Suprayogi (2021) said that webtoon is a comic that can be enjoyed through applications or the web that can be used via smartphones and computers and is a comic that is favored by students who are considered interesting because of the story images.

Webtoon - Upgrade Vocabulary

Maharani (2021) uses webtoon to improve students' vocabulary. Maharani (2021) states that students with lack of vocabulary cannot convey ideas by speaking or writing in English. Students whose only little vocabularies will have difficulty, because they will not be able to convey their ideas to say, write, and read in English. It is also hard to understand the meaning of the words they are used. That study uses a qualitative design by conducting interview and online learning observation to collect data. The participants

in that study were English teacher and ninth-grade students. Based on the data analysis, the result found the use of webtoon was successful in increasing students' vocabulary mastery and made them interested in reading and getting new vocabularies.

Webtoon – Vocabulary Exercise Book

Sahrini & Wardah (2021) used a webtoon in designing a vocabulary exercise book. In that study, data were collected through questionnaires with research and development (R&D) with 17 students in class A-1 aged 18-20 years. From the results of the questionnaire, it was stated that most of the students goals in English skills were to improve their English vocabulary and most of them admitted that they had read English webtoons. The purpose of that research is to design a comic book as reading material for students. There are also practice questions related to vocabularies, such as synonyms and antonyms and it is hoped that students can answer the questions correctly.

CONCLUSION

From the results of the analysis that has been done based on the findings and content of the discussion, it can be concluded that the basic things that students must have in reading English text skills are reading interest and understanding. Webtoon can be used as an alternative media to support students' interest in reading because the good pictures provided by Webtoon can attract interest and make students enjoy reading. Besides being able to attract students' interest in reading webtoon can also make students easy in reading comprehension skill, especially in English lessons. The results of the previous study stated that students had difficulty understanding reading texts, but after applying webtoon media in learning to read, it could help students understand reading texts more easily.

It can also be concluded that in addition to reading skill, webtoon can also help writing skill such as writing short stories. Another skill is speaking skill such as speaking using webtoon media which can be used as inspiration for students in telling stories. The use of webtoon can even be used by students to master English vocabulary because there are many vocabularies that may not be known to students. Therefore, the researchers suggest the use of webtoon can be used as a media in learning and has a positive impact on students.

REFERENCES
Adlim, M. S. (2019). The Teaching of Speaking by Using Webtoon at Choice English Course Pare Kediri. *Jurnal Pendidikan Bahasa Inggris Proficiency, 1*(2), 57. doi: https://doi.org/10.32503/proficiency.v1i2.712

Asmara, R. A. (2021). The Implementation of Extensive Reading Using Line Webtoon to Enhance Students' Reading Comprehension in Narrative Story. *RETAIN: Research on English Language Teaching in Indonesia, 09*(02), 75-80.

Burhanuddin, M. (2022). *The Use of English Webtoon Comics to Improve the Speaking Ability of the Students of MTSN 9 Kediri.* (Undergraduate (S1) Thesis), IAIN Kediri, Kediri.

Butar, T. S. L. (2018). *The Effect of Using Line Webtoon Media on 7th Grade Students' Speaking Achievement in PGRI 1 Junior Hish School Surabaya*. Paper presented at the The 4th National Conference on Language and Language Teaching (NCOLLT), Surabaya.

Cynthia, W. M., Putra, A. S., & Suhendar, A. (2022). The Effect of Students Writing Skills in Narrative Text Through Webtoon Application. *Globish: An English-Indonesian Journal for English, Education, and Culture, 11*(1), 51. doi: https://doi.org/10.31000/globish.v11i1.5427

Dewey, A., & Drahota, A. (2016). Introduction to Systematic Reviews: Online Learning Module Cochrane Training. from https://training.cochrane.org/interactivelearning/module-1-introduction-conducting-systematic-reviews

Franz, K., & Meir, B. (1994). *Membina Minat Baca*. Bandung: PT. Remaja Rosda Karya.

Harmer, J. (2007). *How to Teach English*. London: Pearson Education Limited.

Indah, D. O., & Wibowo, H. (2021). An Analysis of Reading Literacy for College Students Through Webtoon as Interactive Learning. *LINGUA: Jurnal Pendidikan Bahasa, 17*(1). doi: https://doi.org/10.34005/lingua.v17i1.1367

Istiqlal, N. A., Utami, P. P., & Kartini, D. (2021). Portraying Reading Log Strategy Assisting Extensive Reading Activity With Webtoon In Senior High School. *Jurnal Pendidikan Tambusai, 5*(3), 7292-7299.

Lababa, L. (2022). Improving Students Reading Ability by Using Webtoon at Seventh Grade of MTS DDI Kulo. *Uniqbu Journal of Social Sciences, 3*(2), 156-162. doi: https://doi.org/10.47323/ujss.v3i2.222

Laili, A. P., Sabhan, & Hermawan, S. (2020). Keterampilan Menulis Cerpen Berdasarkan Komik Webtoon Siswa Kelas IX-D MTSN 2 Kota Banjarmasin. *JURNAL LOCANA, 3*(1), 10–21. doi: https://doi.org/10.20527/jtam.v3i1.33

Leki, I. (1991). Teaching Second Language Writing, Where We Seem To Be. *English Teaching Forum, 29*(2), 8-11.

Liberati, A., Altman, D. G., & Tetzlaff, J. (2009). The PRISMA Statement for Reporting Systematic Reviews and Meta-Analyses of Studies That Evaluate Health Care Interventions: Explanation and Elaboration. *Annals of Internal Medicine, 151*, 65-94. doi: http://dx.doi.org/10.7326/0003-4819-151-4-200908180-00136

Maharani, L. P. (2021). The Use of Line Webtoon Comic Strips to Upgrade Students' Vocabulary Mastery. *Yavana Bhasha : Journal of English Language Education, 4*(2), 30. doi: https://doi.org/10.25078/yb.v4i2.2769

Marsita, R., & Hasanudin, C. (2022). *Penerapan Aplikasi Webtoon untuk Meningkatkan Keterampilan Menulis Cerpen pada Siswa SMP.* Paper presented at the Prosiding of Senada (Seminar Nasional Daring), Bojonegoro.

Muhammad, E. (2022). *The Use of Webtoon in Teaching Speaking.* (S1 Thesis), UIN Antasari, Banjarmasin.

Nashruddin, N., Ningtyas, P., & Ekamurti, N. (2018). Increasing the Students' Motivation in Reading English Materials through Task-Based Learning (TBL) Strategy (A Classroom Action Research at the First Year Students of SMP Dirgantara Makassar). *Scolae: Journal of Pedagogy, 1*(1), 44-53. doi: https://doi.org/10.56488/scolae.v1i1.11

Ningrat, H. C., & Mayasari, L. (2019). The Effectiveness of Using Webtoon To Develop Students' Speaking Performance on Recount. *Humanities & Social Sciences Reviews, 7*(3), 472–476. doi: https://doi.org/10.18510/hssr.2019.7369

Ningsih, W. R., Mustajib, A., & Maizarah. (2021). The Students' Reading Interest in Media "Line Webtoon" at Eleventh-Grade of SMA Negeri 2 Tembilahan. *J-Shelves of Indragiri (JSI), 2*(2), 110–124. doi: https://doi.org/10.32520/jsi.v2i2.1561

Novanti, E. A., & Suprayogi, S. (2021). Webtoon's Potentials to Enhance EFL Students' Vocabulary. *Journal of Research on Language Education, 2*(2), 83-87. doi: https://doi.org/10.33365/jorle.v2i2.1311

Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw Hill Companies.

Prahastiwi, I., & Kamil, B., K. (2023). The Use Line Webtoon in Extensive Reading Activity for Students Motivation. *Project (Professional Journal of English Education), 6*(1), 47-51. doi: https://doi.org/10.22460/project.v6i1.p47-51

Ratnasari, N., Mayasari, L., & Wijaya, S. D. (2018). The Effectiveness of Webtoon to Develop Students' Writing Skill in Narrative Text Of Tenth Grader In SMK PGRI 13 Surabaya. *Tell : Teaching of English Language and Literature Journal, 6*(2), 88. doi: https://doi.org/10.30651/tell.v6i2.2135

Raulan, R., & Fatimah, S. (2018). Teaching Writing Narrative Text By Using Webtoon Digital Comic To Senior High School Students. *Journal of English Language Teaching, 7*(4), 587-593. doi: https://doi.org/10.24036/jelt.v7i4.101305

Roche, T., & Harrington, M. (2013). Recognition Vocabulary Skill as a Predictor of Academic English Performance and Academic Achievement in English. *Language Testing in Asia, 12*(3), 133-144. doi: http://dx.doi.org/10.1186/2229-0443-3-12

Rusmanayanti, A., & Nasrullah. (2020). Teaching-21st Century Learning-Media Innovation for EFL Teaching and Learning: Pre-Service Teachers Perspective. *Getsempena English Education Journal, 7*(2), 200–213. doi: https://doi.org/10.46244/geej.v7i2.1199

Sahrini, E., & Wardah, W. (2021). Designing Vocabulary Exercise Book with Webtoon Comic for A-1 Class Year-2 Students. *Journal of English Education Program, 2*(1), 49-56. doi: https://doi.org/10.26418/jeep.v2i1.43545

Sinaga, F. (2010). Peranan Bahasa Inggris Dalam Era Globalisasi. from http://kursusinggris.wordpress.com

Surayya. (2012). Pengaruh Media dalam Proses Pembelajaran. *At-Ta'lim, 3*, 65-72.

Suryanto, & Sari, Z. E. (2021). *Difficulties and Strategies in Learning English: An Analysis of Students From English and Non-English Education Department in Indonesia.* Paper presented at the The 4th International Conference on Sustainable Innovation 2020–Social, Humanity, and Education (ICoSIHESS 2020), Yogyakarta, Indonesia.

Tarigan, H. G. (2005). *Pengajaran Pragmatik*. Bandung: Angkasa.

Tifani, T., Regina, R., & Wardah, W. (2020). Improving Students' Confidence in Speaking by Storytelling Technique Through Webtoon. *Journal of English Education Program, 1*(1). doi: https://doi.org/10.26418/jeep.v1i1.40017

Torres, G. (2021). Developing Senior High School Students' Skills in Narrative Writing Through Webtoon Reading Application. *PSAKU International Journal of Interdisciplinary Research, 10*(2), 34-43. doi: https://dx.doi.org/10.2139/ssrn.3998406

Widiyarti, E. R., Rofi'i, A., Herdiawan, R. D., & Noermanzah, N. (2021). "I Don't Understand English Reading": Utilizing Webtoon as Edutainment Medium to Foster Students' Reading Comprehension. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing, 4*(1). doi: https://doi.org/10.31540/silamparibisa.v4i1.1278

Wulandari, R. A., Lestari, R. E., & Utami, L. (2019). *The Effectivness of Webtoon for EFL Student in Mastering Vocabulary.* Paper presented at the Proceeding of 1 st Conference of English Language and Literature (CELL).

Zaim. (2016). *Evaluasi Pembelajaran Bahasa Inggris*. Jakarta: Kencana.

Ziska, I. Y. (2021). *Webtoons As An Attractive Media in Teaching Reading Comprehension*. Paper presented at the UNNES-TEFLIN National Seminar, Semarang.