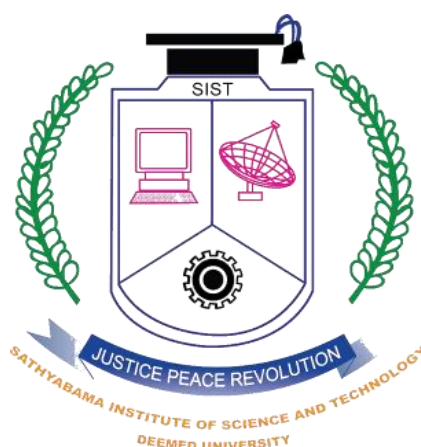


Developing vocabulary knowledge to tertiary level students through selected webcomics

Submitted in partial fulfillment of the requirements for the award of
Bachelor of Arts degree in English Literature

by

KALAVATHY J (40010011)



DEPARTMENT OF ENGLISH

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

Accredited with Grade “A” by NAAC

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MAY 2023



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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **KALAVATHY. J (40010011)** who carried out the project entitled **“Developing Vocabulary knowledge to tertiary level students through selected Webcomics”** under our supervision from January 2023 TO May 2023.

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Submitted for Viva voce examination held on: 08.05.2023

Internal Examiner

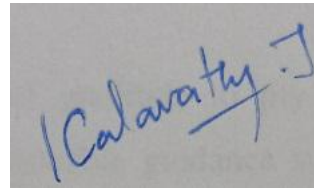
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DECLARATION

I am **Kalavathy J**, hereby declare that the project report entitled “**Developing Vocabulary Knowledge to tertiary level students through selected Webcomics**” done by me, under the guidance of **Ms. Kavitha**. at **SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY** is submitted in partial fulfillment of the requirement for the award of **Bachelor of Arts degree in English Literature**.



DATE: 08.05.2023

SIGNATURE OF THE CANDIDATE

PLACE: CHENNAI

(Kalavathy J)

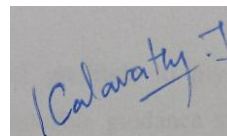
ACKNOWLEDGEMENT

I am pleased to acknowledge my sincere thanks to the Board of Management of **SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my thanks to **Dr. Rekha Chakravarti. M.E, Ph.D., Dean, School of Arts and Humanities,** and **Dr. J. Amutha Monica M.A., M.Phil., Ph.D., Head of the Department, Dept. of English** for providing me with necessary support and details at the right time during the progressive reviews.

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I wish to express my thanks to all the Teaching and Non-teaching staff members of the Department of English, who were helpful in many ways for the completion of the project.

A rectangular box containing a handwritten signature in blue ink. The signature appears to be 'Kalavathy J' with a stylized flourish at the end.

Kalavathy J

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Abstract

Technology bloomed since past decades made tremendous changes and advancements in every people lives especially in the field of medicine, law, etc. This result apply same in the field of Education. Technology in English classrooms made students interactive and fun filled. Students interacting with audio-visual component which is comical as well as intellectual attract students' concentration towards language classes. The information students tried to reach or locked in English language. English is considered as official language in many countries. According to the difficulties English language teachers bring various materials to the non-native English speakers to help them. One such material is Comics. Comics helps the non-native learners to perceive the English language at ease. This research focus on two- week test where students allowed the read selected web comics a day and their Grammar and Vocabulary skills will be tested in the end of the week. This research also focus on personnel experiences of the students during the research.

Keywords: English Classrooms, Grammar, Web Comics, Webtoons, Vocabulary.

Chapter – 1

Introduction

1.1 Introduction

Vocabulary is one of the English components or sub-skill that must be taught to the learners because vocabulary has the primary role for all languages. Moreover, there are some researchers regarding that vocabulary being more important than grammar. In addition to knowing English words and their meanings, one must know how the words work together in English sentences. It concludes that teaching vocabulary is not only to give the meaning of the word but teach how the word works in the sentence because there are many words that have multiple meanings. In this case, grammar should be taught together with the vocabulary to the language learners to avoid many problems in learning the English language. McCarthy (1990:8) “No matter how well the student learns grammar, no matter how successfully the sounds of L2 just cannot happen in any meaningful way.” In other words, the first that is to be mastered by language learners in learning language especially English is vocabulary. The problem in learning and teaching English still exists at school, because the English language is completely different from the Tamil language in the system of structure, pronunciation, and vocabulary. For example, the students always forgot the meaning of the word which had been taught or practiced before. Usually, vocabulary was taught through memorizing words or drilling patterns. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, the English teacher must be able to organize teaching-learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need suitable techniques and methods, teaching language also needs suitable techniques and methods.

1.2 Technology in Teaching

Technology is ubiquitous, touching almost every part of our lives, our communities, and our homes. Yet most schools and Institutes lag far behind

when it comes to integrating technology into classroom learning. So, it is quite important to conduct a review of different types of technology integration in schools. With this intention the present study is conducted to review the literature related to various technologies integrated with the learning process of students, the reasons behind the integration of technology, and the outcomes of students learning based on technology integration. Different studies support that technology helps change student/teacher roles and relationships. Students take responsibility for their learning outcomes, while teachers become guides and facilitators. Technology lends itself as a multidimensional tool that assists the process of learning. There is a growing body of evidence that technology integration positively affects student achievement and academic performance. Research on the use and integration of technology suggests that teachers and schools are most likely to use technology to personalize learning if

- (1) it supports already existing, student-centered practices and helps to solve problems or address challenges;
- (2) it is part of a systemic, organization-wide initiative to implement student-centered learning; and
- (3) teachers have access to ample professional development and ongoing support.

Technology in education and the right devices in students' hands help to prepare the students with the career and technical skills they need to be successful today and in tomorrow's workforce. This prepares students with modern technology skills and competencies for the 21st-century workforce.

Beyond classroom walls, students are inspired to become problem solvers, collaborators, critical thinkers, and creators with the help of technology.

1.2.1 Involvement of Webcomics in Classroom

Webcomics are essentially comics that are posted online. They provide artists with a vast platform to explore their creativity from being interactive like in The Boat to developing reader-creator engagement as

seen in a number of host platforms like Webtoons or Tapas. Using comics or graphic novels can acquire student interest in a variety of topics. A writing workshop that encourages students to craft a graphic novel or comic can result in a significantly deeper understanding of content while at the same time engaging a differentiated classroom.

The webcomic marks our era – one of accessibility, collaboration across boundaries, genre-bending, and experimentation. The nature of webcomics influences their subject matter in a variety of ways, but above all, these works push the boundaries of storytelling because of the elements which allow their existence. Ignoring webcomics means ignoring a major location of literary development.

Digital comics have a positive impact on EFL vocabulary learning. Students considered that the use of digital comics was an original, useful, and motivating way to enhance vocabulary knowledge, implying that when selecting tools for creating digital comics to learn EFL vocabulary.

Many researchers have also found that an educational approach to using Comic Strips improves the thinking skills of all social science students, especially those of higher history. It also provides real-time feedback for both students and teachers.

1.2.2 Selected Webcomics and its genre

Romance webcomics are perhaps the most popular genre of the lot according to the survey (image 1.1). Of the most-read webcomics on Webtoon in 2019, 10 are specifically categorized as "romance," with several "slice-of-life" comics from the list touching on romantic themes as well. Likewise, two of the 10 most-read webcomics on Tapas in 2019 focus on romantic themes, with several others touching on the topic.

Current Webtoon stats reflect a similar skew toward romance comics, with Rachel Smythe's *Lore Olympus* -- which is currently being adapted for TV -- consistently claiming the top spot, alongside Mongie's *Let's Play*. Although there are no hard and fast data to explain the popularity of romance webcomics over other genres, there are at least a few reasons why they're so popular amongst readers.

Top Ten Fiction Genres

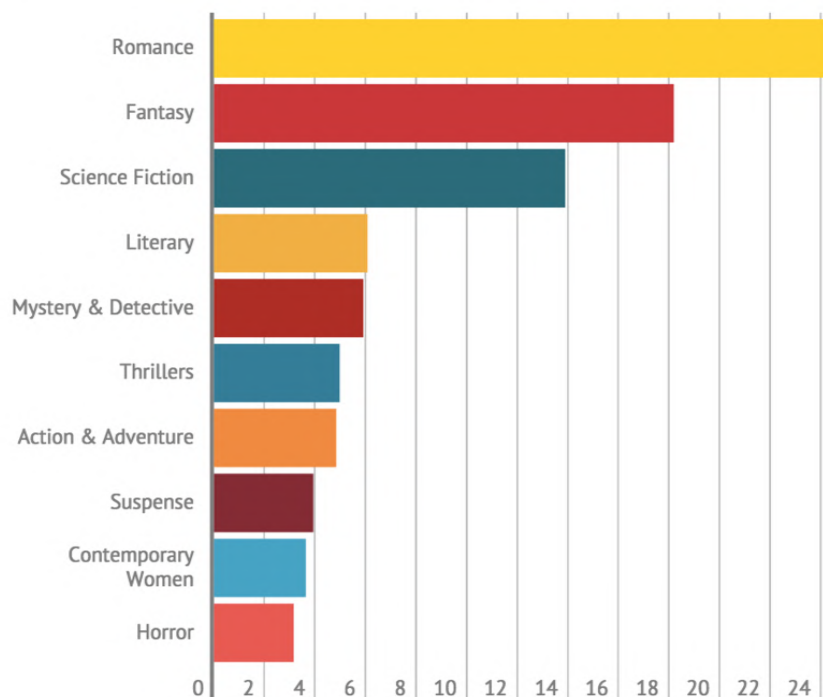


Image 1.1

The selected webcomics include *Cursed Princess Club*, *True Beauty*, *Every Thing is Fine*, and *Omniscient Reader*. The students were allowed to read the select comic for 4 weeks and every week on Friday the students conducted the test their results data were collected and analysed and compared with the four-week test results.

A romance novel or romantic novel generally refers to a type of genre fiction novel which places its primary focus on the relationship and romantic love between two people, and usually has an "emotionally satisfying and optimistic

ending." The romance genre is a popular category of books that consistently churns out bestsellers. The aim of the genre is simple, showcasing a love story where two people overcome adversity to obtain their happily ever after. According to the Romance Writers of America, women count for 82% percent of the genre's readership.

Horror is a genre of literature, film, and television that is meant to scare, startle, shock, and even repulse audiences. The key focus of a horror novel, horror film, or horror TV show is to elicit a sense of dread in the reader through frightening images, themes, and situations. According to the acclaimed author, there are three levels of horror: The Gross-Out, Horror, and Terror. It is these elements that allow the genre to be diversely shocking and hypnotizing in not only literature but in cinema as well.

Science fiction is a form of fiction that deals principally with the impact of actual or imagined science upon society or individuals. "Sci Fi" is the genre that considers what strange new beings we might become-what mechanical forms we might invent for our bodies, what networks and systems might nourish or tap our life energies, and what machine shells might contain our souls."

Technology in education assists mentees in learning new skills and gaining new knowledge. It assists mentees in learning new skills and gaining new knowledge. It enables learners to improve both mentally and physically. It assists students in staying current with technological advancements.

There are three main components of technology in education:

- 1) organization and management of some educational system (from a school to the system of education of the whole country);
- 2) satisfaction of some supplementary needs of education systems and educators (e.g., information supply, communication facilities, word processing, etc.);
- 3) realization of a teaching/learning process.

Chapter – 2

Literature Review

2.1 Teaching English Vocabulary

The use of graphic novels in language classrooms has a short history; therefore, its literature is rather limited. Although there are not many comprehensive studies assessing their impact as teaching tools, the feedback from educators and scholars as to the use of graphic novels in language classrooms is a clear indication of their worth as a pedagogical tool (Yildirim, 2013). Comic Book Classroom was founded in Denver, Colorado in 2010. Comic Book Classroom is a standard-based curriculum that examines and explores age-appropriate comic literature with the intent of furthering literacy and introducing students to book culture in a larger scope. As Baker (2011) defines graphic novels are a subset of the comic genre. Both terms will be used in this research. Comics and graphic novels both use graphics and text to tell a story. In addition, the goal is to teach students not just reading and art skills but engage them in discussions about the texts that may help them tackle problems in their own lives and communities. The use of comics in education is based on the concept of creating engagement and motivation for students.

Wright (2001) claims the effectiveness of comics as a medium for effective learning and development has been the subject of debate since the origin of modern comic books in the 1930s. The use of comics in education would later attract the attention of Fredric Wertham who noted that the use of comics in education represented "an all-time low in American science. The use of cartoons in your teaching has several advantages: they give life to classrooms, they promote students' engagement, they improve students' learning, they prolong students' attention spans, and they also enhance students' communicative and linguistic competencies.

Liu (2004) in his article talked about the role of comic strips on ESL learners' reading comprehension. He has two different students' levels of proficiency

(low & high) with and without a comic strip. This study suggests that the reading comprehension of low-level students was greatly facilitated when the comic strip repeated the information presented in the text. He noted that the effect of comic strips on reading comprehension largely depends on the quality of the repetition effect. The study's results also imply that the advantage of providing comic strips with reading text diminishes when the student has difficulty comprehending the text. After analyzing the results, it was said that low-level students receiving the high-level text with the comic strip scored significantly higher than their counterparts receiving the high-level text only.

Lang (2009) evaluates comic strip has a very consequential role in the English classroom, he defines comics are the most widely read media throughout the world – especially in Japan. As he describes the problem of language teachers: constantly searching for new innovative and motivating authentic material to enhance learning in the formal classroom. A textbook is made of material that has been altered and simplified for the learner. He notes some characteristics that make comics thus attractive as an educational tool: a built-in desire to learn through comics, easy accessibility in daily newspapers, the ingenious way in which this authentic medium depicts real-life language, people, and society, and eventually a variety of visual and linguistic elements and codes that appeal to students with different learning styles. Furthermore, he suggests comics can be used: a) to practice describing characters using adjectives (e.g., Garfield is a very troublesome cat), b) to learn synonyms and antonyms to expand vocabulary, c) to practice writing a direct speech (e.g., 'Hey, move your car!') and reported speech (The man told him to move his car.), d) to practice formation of different verb tenses(i.e., changing the present tense of the action in the strip to the past tense), e) to practice telling the story of a sequentially ordered comic strip that has been scrambled up and finally, f) to reinforce the use of time-sequence transition words to maintain the unity of a paragraph or story (e.g., First, the boy left for school. Next, he . . .).

Based on Bowkett's (2011) book, he uses children's interest in pictures, comics, and graphic novels as a way of developing their creative writing abilities, and reading skills. The book's strategy is the use of comic art images as a visual

analog to help children generate, organize and refine their ideas when writing and talking about text. In reading comic books children are engaging with highly complex and structured narrative forms. Whether they realize it or not, their emergent visual literacy promotes thinking skills and develops wider Metacognitive abilities. Baker (2011) tried to examine the benefits of using comics with English language learners (ELLs). With their bright colors and familiar characters, comics are more appealing than traditional text. The comic represents something different and exciting without sacrificing plot, vocabulary, and other important components of reading comprehension. For these reasons and many more, comics might also play an important role in ELL acquisition of literacy. She expresses many graphic novels are of high interest with low reading levels, cover diverse genres such as biographies, and cover current events and social issues. Baker (2011) concurs with comics can be used to teach parts of speech, social situations, historical events, and more. She admits that incorporating text and visuals causes readers to examine the relationship between the two and encourages deep thinking and critical thinking.

According to Bowen (2011), comic strips can be very motivating for learners as the storyline is reinforced by the visual element, which can make them easier to understand. He designed many activities for teaching vocabulary by using comic strips in class: for example, he used the comic strip stories in one activity that is cutting up the strip into individual boxes and getting the students to rearrange them into an appropriate order. Another activity is to blank out alternate boxes, so Khoiriyah (2011) in his thesis used comic stories to improve the students' level of vocabulary. He believes the students identify and study words from the context of the comic reading. Story from a comic offers a whole imaginary world, created by language which students can learn and enjoy; this story is designed to entertain. Khoiriyah (2011) endeavors to find out whether there is a significant difference in vocabulary scores of student taught using comic stories and those taught using non-comic stories or not. The instrument to collect the data were; observation and test. The observation was only used to support the data about students' imagination reflected on their engagement in learning processes. The researcher gave two times teaching to both classes, after the treatment the researcher analyzed the obtained data and concluded

that the performance of the experimental group that used the comic stories for learning vocabulary is better than the control group.

Karakas and Sariçoban (2012) in their study, considered the impact of subtitled animated cartoons on incidental vocabulary learning and found out that the target words were contextualized and it became easy for participants to elicit the meanings of the words. For the aim of this study, the researchers selected 42 first-grade teaching students in Turkey. To collect data from the subjects, a 5-point vocabulary knowledge scale was used and 18 target words were integrated into the scale. After subjects had been randomly assigned into two groups (one subtitle group and the other no-subtitle group), they were given the same pre and post-tests. The general findings of this study supported the common assumption that subtitles and captions are powerful instructional tools for learning vocabulary and improving the reading and reading comprehension skills of language learners.

Cimermanova (2014) believes in the role of graphic novels in foreign language teaching, too. Using pictures, storytelling, and creative writing are the activities used more or less regularly in foreign language teaching. She admits that in language teaching picture books present authentic material. Her article discussed the possibilities of using picture books in language teaching and presents the qualitative case study results focused on the effectiveness of using wordless picture books. Cimermanova (2014) conveys reading graphic novels brings authentic material to the EFL class and encourages students' critical thinking. She agrees that the use of picture books contributed to a recognition that it is important to "read" the illustrations that may influence our perception, and that details are important for understanding the complexity of the whole. To learn vocabulary incidentally, the learners may encounter many obstacles and restrictions or problems, and all researchers that studied these issues proposed to work out these problems. They used many techniques to learn vocabulary through four skills, this study tries to focus on the reading comprehension techniques for learning vocabulary (receptive learning) and as you read many articles, there are many ways for learning incidental vocabulary. As Mousavi and Gholami (2014) state new methods of English language teaching should

use new materials to draw learners' attention to the acquisition of the English language. To put it another way, nowadays there is a tendency toward using media to aid and supplement educational objectives. This study focused on the research question: Does using comic strip stories facilitate learning vocabulary in intensive reading courses?

The present study aimed at investigating the effect of webcomic stories on incidental vocabulary learning of the intermediate Indian EFL learners' group. This study showed Indian EFL learners picking up the meaning of unfamiliar words encountered incidentally in task materials as they read webcomics. The results of the study showed that comic strip stories had a statistically meaningful effect on the performance of language learners in acquiring incidental vocabulary.

Chapter – 3

Research Methodology

3.1 Location

This research was conducted at Hindustan College of Arts and Science in the academic year 2021 to 2024, class B. Tech IT Grade A Roll number 1 to 15 and class B. Tech IT Grade A Roll number 16 to 30. The reason for choosing this college is because the researcher has interviewed and observed in this college that students' still got difficulties in Vocabulary.

3.2 Population of the Research

The population of Hindustan College of Arts and Science is in the following table.

Table 3.1
The Population of The Research

Class	Population
B. Tech IT Grade A (1 to 15)	15
B. Tech IT Grade A (16 to 30)	15
Total	30

In this study, the purpose of researcher chooses B. Tech IT Grade A, students from roll number 1 to 15 and B. Tech IT Grade A, students from roll number 16 to 30 of Hindustan College of Arts and Science in the academic year 2021 to 2024, students, because the researcher found that they had limited vocabulary.

3.3 Sample of the Research

The sample is a very important step in conducting a research study. According to Arikunto (2006:109), a sample is part of the population of representative of it. According to Sugiyono (2010:61), purposive sampling is a technique to decide on a sample base on particular considerations. The researcher took B. Tech IT Grade A, students from roll number 1 to 15, and B. Tech IT Grade A, students from roll number 16 to 30 because they have the lowest mastery in vocabulary, especially in using a comic book. According to the explanation above the sample of this research is B. Tech IT Grade A, students from roll number 1 to 15, and B. Tech IT Grade A, students from roll number 16 to 30 which consist of 30 students at Hindustan College of Arts and Science in the academic year 2021 to 2024.

Table 3.2
The Sample of The Research

Class	Group	Sample
B. Tech IT Grade A (1 to 15)	Experimental group	15
B. Tech IT Grade A (16 to 30)	Control group	15
Total		30

3.4 Research Design

An experimental research design has been applied in this research. The design was applied in order to investigate the effect of using a webcomic on the student's vocabulary mastery (study at B. Tech IT Grade A, students from roll number 1 to 15, and B. Tech IT Grade A, students from roll number 16 to 30.)

Table 3.3
Research Design for Experimental Group and Control Group

Group	Pre-test	Treatment	Post-test
Experimental	✓	X	✓
Control	✓	Y	✓

Where:

X: the experimental group where the students were taught by using Webcomics as Media

Y: the control group where students were taught by using a vocabulary book

1. Pre test

The pre-test was given to the students before the treatment. The pre-test had given to both groups with the same test. The pre-test was useful to know the mean score of the experimental and control group.

2. Teaching Presenting (Treatment)

The experimental and control group were taught by different media. The experimental group was taught by using webcomics, while the control group was taught by not using webcomics.

Table 3.4
Treatments in experimental and control group

No.	Experimental group	Control group
1.	The teacher greeted the students to open the class	The teacher greeted the students to open the class
2.	The teacher motivated the students by explaining that using	The teacher motivated the students by explaining the vocabulary

	webcomics is key to understanding vocabulary	
3.	The teacher gave a brainstorming (Who am I game)	The teacher gave a brainstorming (Who am I game)
4.	The teacher selected the comic part of the material	The teacher spread the vocabulary material
5.	The teacher spread the sheet as a test	The teacher teaches vocabulary to 3- 4 times
6.	The teachers explain the material before giving the comic part	The teacher spread the sheet as a test
7.	The teacher gives the comic part and gave instructions to the students to understand every word	The teacher spread the material to different students
8.	The teacher asks the students to answer the test by using comic	The teacher and the students corrected the works together by learning vocabulary again
9.	The teacher collected the answer sheet and correct them	The teacher asked the students to submit the corrected work

3. Week – 1

The students were allowed to read the select comics from the webtoon according to the timetable and at the end of the week, students' involvement and difficulties faced by the students were collected and analysed.

Table 3.5
Week one timetable for the experimental group

Date	Day	Comic Name	Episodes
	Monday	True Beauty	Ep: 1-10
	Tuesday	Crushed Princess Club	Ep: 1-10
	Wednesday	Every Thing is Fine	Ep: 1-10

	Thursday	The Greatest Estate developer	Ep: 1-10
	Friday	Week one test	

Table 3.6
Week one timetable for the control group

Date	Day	Book Name	Page No.
	Monday	The Study of Langue	1-3
	Tuesday		4-6
	Wednesday		7-9
	Thursday		10-12
	Friday	Week one test	

The students from both the experimental and control groups were lagging in identifying the meaning of new vocabulary. They were often in need of help and they came up with lots of questions, what is the meaning of some new words?

4. Week – 2

The students were allowed to read the select comics from the webtoon according to the timetable and at the end of the week, students' involvement and difficulties faced by the students were collected and analysed.

Table 3.7
Week two timetable for the experimental group

Date	Day	Comic Name	Episodes
	Monday	True Beauty	Ep: 11-20
	Tuesday	Crushed Princess Club	Ep: 11-20
	Wednesday	Every Thing is Fine	Ep: 11-20
	Thursday	The Greatest Estate Developer	Ep: 11-20

	Friday	Week two test
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Table 3.8
Week two timetable for the control group

Date	Day	Book Name	Page No.
	Monday	The Study of Lange	13-15
	Tuesday		16-18
	Wednesday		19-21
	Thursday		22-24
	Friday	Week two test	

According to the week 2 results of both the experimental and control group, The students from the experimental group developed a little and they gain the knowledge of understanding the meaning of new vocabulary words through the surroundings or the actions made by the comic figures. There the students got the knowledge of contextual analysis strategy. Whereas the students of the control group were still lagging and they felt some difficulties in understanding the meaning of new words.

5. Week – 3

The students were allowed to read the select comics from the webtoon according to the timetable and at the end of the week, students' involvement and difficulties faced by the students were collected and analysed.

Table 3.9
Week three timetable for the experimental group

Date	Day	Comic Name	Episodes
	Monday	True Beauty	Ep: 21-30
	Tuesday	Crushed Princess Club	Ep: 21-30

	Wednesday	Every Thing is Fine	Ep: 21-30
	Thursday	The Greatest Estate developer	Ep: 21-30
	Friday	Week three test	

Table 3.10
Week three timetable for the control group

Date	Day	Book Name	Page No.
	Monday	The Study of Langue	25-27
	Tuesday		28-30
	Wednesday		31-33
	Thursday		34-36
	Friday	Week three test	

After two weeks of experience, the students' result was developed and they were developed a lot from the first and second week. The students also gained more interest in reading webcomics and from this study, the observation on students came up with their development in identifying new vocabulary by themselves without using any instrument, apps Google search, and Google translation. On the other hand, the students of the control group felt that the session was boring and they still they developed a little compared to the first week but the control group students were not interested in having classes for the fourth week whereas the experimental group students were interested in upcoming classes.

6. Week – 4

The students were allowed to read the select comics from the webtoon according to the timetable and at the end of the week, students' involvement and difficulties faced by the students were collected and analysed.

Table 3.11
Week four timetable for the experimental group

Date	Day	Comic Name	Episodes
	Monday	True Beauty	Ep: 31-40
	Tuesday	Crushed Princess Club	Ep: 31-40
	Wednesday	Every Thing is Fine	Ep: 31-40
	Thursday	The Greatest Estate developer	Ep: 31-40
	Friday	Week four test	

Table 3.12
Week four timetable for the control group

Date	Day	Book Name	Page No.
	Monday	The Study of Languge	37-39
	Tuesday		40-42
	Wednesday		43-45
	Thursday		46-48
	Friday	Week four test	

After comparing the four weeks of results, experience, and the observation of the students of the experimental group, this study succeeded with 85% of its achievements, the students were easily able to understand the meaning of the new vocabulary words and the students were interested in reading webcomics and books and novels. According to this study the students of the experimental group mentioned that this session was useful and they can identify the difference and the improvement achieved by themselves from the first week to the fourth week when they undergo this research. When it comes to the control group the students were waiting for the end of this research, they were bored to continue the classes. The students were unable to understand the new meaning of new vocabulary words easily

without any instruments, apps, google search, or Google translation. The students were bored with the normal teaching tools just as the whiteboard, books, and oral teaching.

3.5 The Instrument of Research

The instrument for collecting the data is a multiple-choice test. The students were asked to answer 10 numbers of tests that were given to them. The scoring system used this formula:

$$\text{Score} = \text{Total of True Answer} \times 2$$

3.6 Technique for Collecting Data

To collect the data for the research, the researcher used some steps:

- a. Giving pre-test to both of the groups
- b. Giving treatment:
 1. Experimental group (B. Tech IT Grade A, students from roll number 1 to 15): Using Webcomics.
 2. Control group (B. Tech IT Grade A, students from roll number 16 to 30): Using Vocabulary Book.
- c. Giving post-test with a similar test to both of the groups.
- d. Collecting the students' answer sheets.

3.7 Technique of Analysing the Data

In this research, the Descriptive Quantitative technique was applied to analyze the data, and the steps were:

1. Correcting the students' answer
2. Scoring the students' answer
3. List the score in tables, first for the experimental group score and the second for the control group scores.
4. Calculating the total score

- a. Total number of correct answers divided by the total number of questions and multiplied by one hundred.
- b. The scores are compared and exposed in a pie chart.
- c. Development of the students of the both experimental and control group are shown in the graph chart.

Notes:

t = t-test

n = Total of Sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

r = Correlation of product-moment between X_1 and X_2

3.8 Statistical Hypothesis

The hypothesis of this research was the usage of webcomics on students' vocabulary development was more significant than those using the lecturing method on student's vocabulary mastery.

Chapter – 4

Data Analysis and Interpretation

4.1 Data Collection

The data of this research were students' answer which was collected by giving the students a test consisting of Ten items. There were 30 students as a sample involved in this research. Samples were divided into two groups, namely the experimental group and the control group. Each group was given a pre-test and a post-test. The description could be seen in the following table:

Table 4.1
The Result of Pre-Test and Post-Test in Experimental Group

No.	Name	Score		
		Pre-test (T_1)	Post-test (T_2)	Gained
1	Aarthi M	33	80	47
2	Abinaya L	46	81	35
3	Adarshini Thulasirajan T	29	83	54
4	Banu Sai Sri L	40	70	30
5	Barath Kalyan B	29	72	43
6	Bharathraj C	43	81	38
7	Deepa A	39	78	39
8	Deepadharshini V	45	89	44
9	Dhatchayini R	38	83	45
10	Dhivya Priya S	24	69	45
11	Dilli Babu P	27	73	46
12	Dinesh Kumar R	30	78	48
13	Dinesh Raja P	23	88	65
14	Divya Shree V	29	74	45
15	Durga A	22	81	59

Σ	497	1,180	683
Mean	33.13	78.67	45.53

Table 4.2
The Result of Pre-Test and Post-Test in Control Group

No.	Name	Score		
		Pre-test (T_1)	Post-test (T_2)	Gained
1	Isaac Kevin B	19	32	13
2	Jayasri J	23	36	13
3	Kavin AS	13	25	12
4	Kavitha A	09	19	10
5	Lalit Kumar G	15	43	28
6	Leela V	25	45	20
7	Mallika A	16	20	4
8	Mani Bharathi KS	34	41	7
9	Nishok M	40	28	12
10	Pavithra S	28	58	30
11	Pranav Harshan D	39	51	12
12	Rebecca A	31	38	7
13	Srinidhi R	26	40	14
14	Tamilarasan T	38	42	4
15	Vishnuram S	22	33	11
Σ		378	551	197
Mean		25.2	36.73	13.13

Based on the data in the table above, the initial students (sample) and the students' score in the pre-test and post-test of two groups could be seen in the table 4.1 and 4.2. In pre-test the highest score of pre-test in experimental group was 46 and the lowest was 22 with the total score of pre-test was 497. While the highest score of post-test was 89 and the lowest was 69 with the total score of post-test was 1,180.

For the control group the highest score of pre-test was 40 and the lowest was 13 with the total score of pre-test was 378. While the highest score of post-test was 58 and the lowest was 19 with the total score of post-test was 551.

From all the data of the pre-test and post-test of the experimental group and control group obtained, Then the researcher analyzed the data into statistic calculation to find out the differences of samples' score between pre-test and post-test in the experimental group. Based on the table above, the following tables 4.3 showed the calculation to find out the mean, the standard deviation, and the standard error between both experimental and control groups.

4.2 Data Analysing

From all the data of the pre-test and post-test of the experimental group and the control group obtained, then the researcher analyzed the data to find out the differences of the samples' score between pre-test and post-test in the experimental group.

Based on the table above, the following pie chart. shown the difference scores between pre-test and post-test of both the experimental group and the control group.

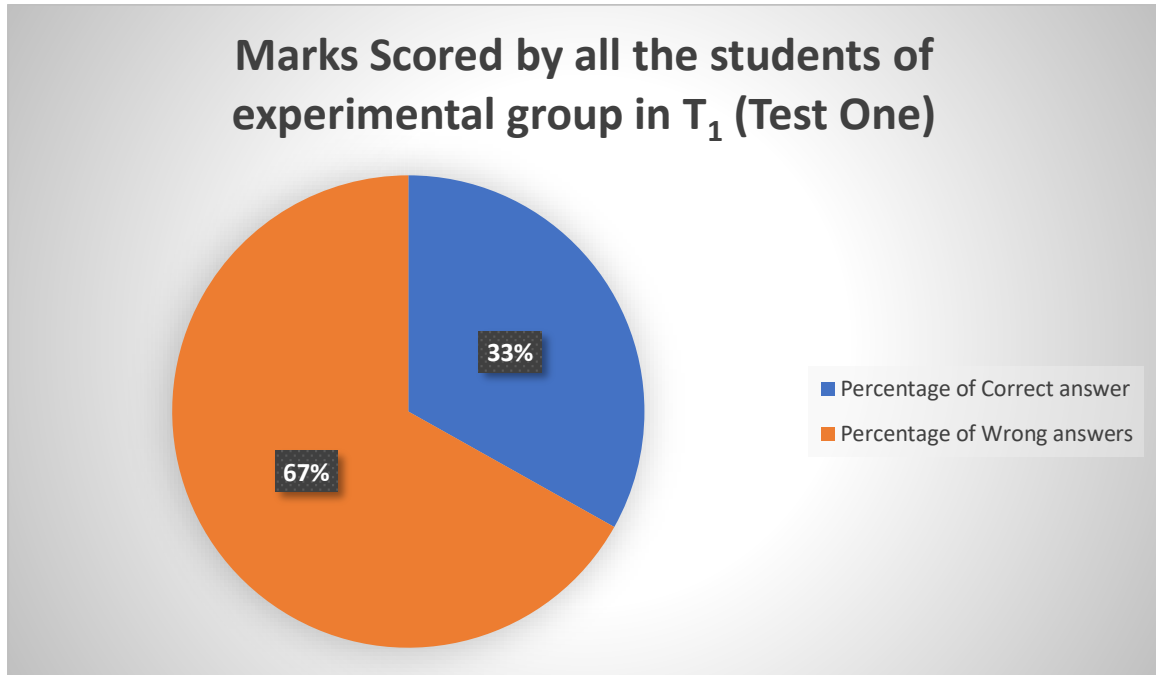


Figure 4.1

Marks scored by all the students of experimental group in T_1

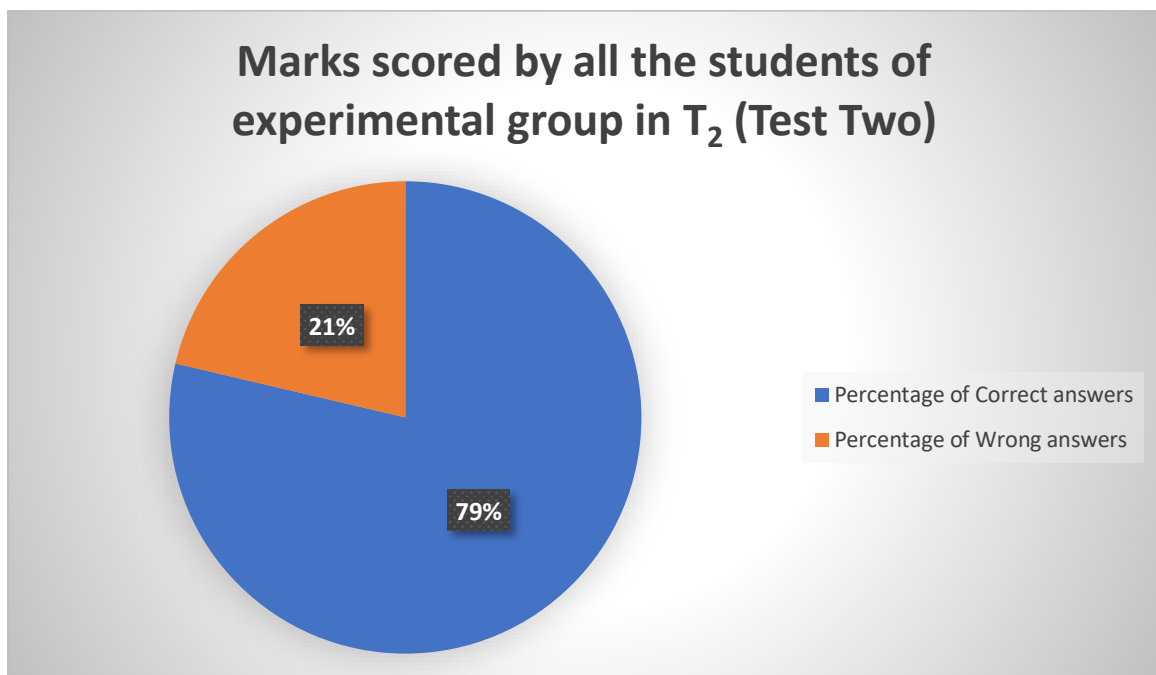


Figure 4.2

Marks scored by all the students of experimental group in T_2

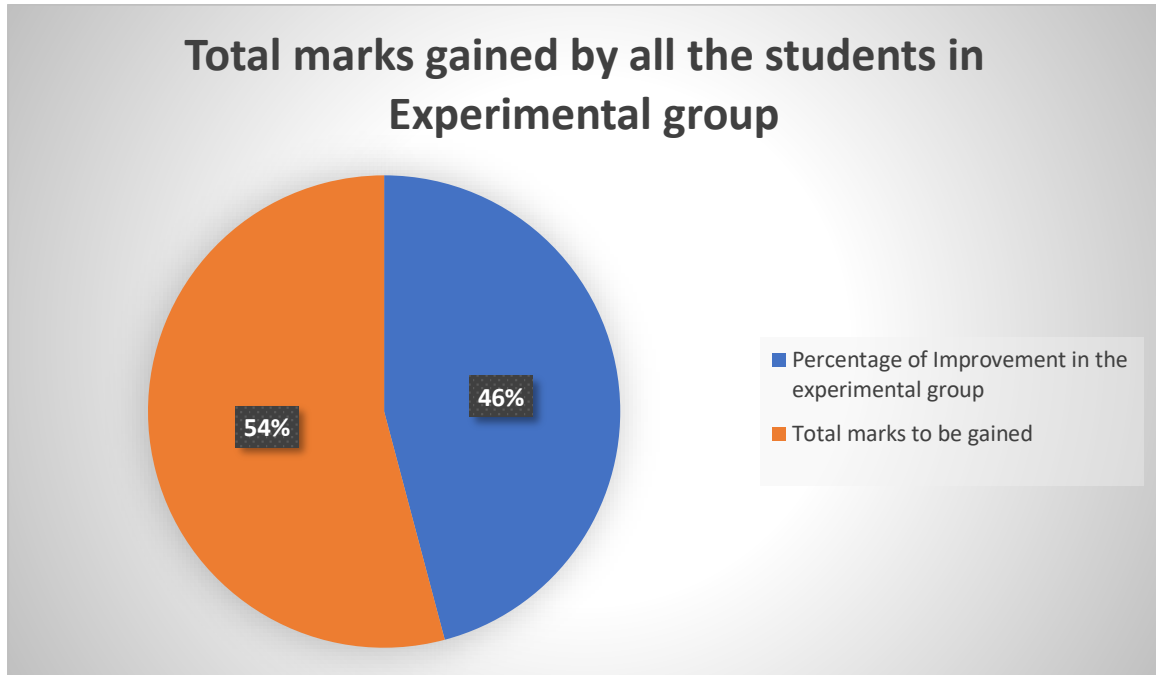


Figure 4.3

Total marks gained by all the students in Experimental group

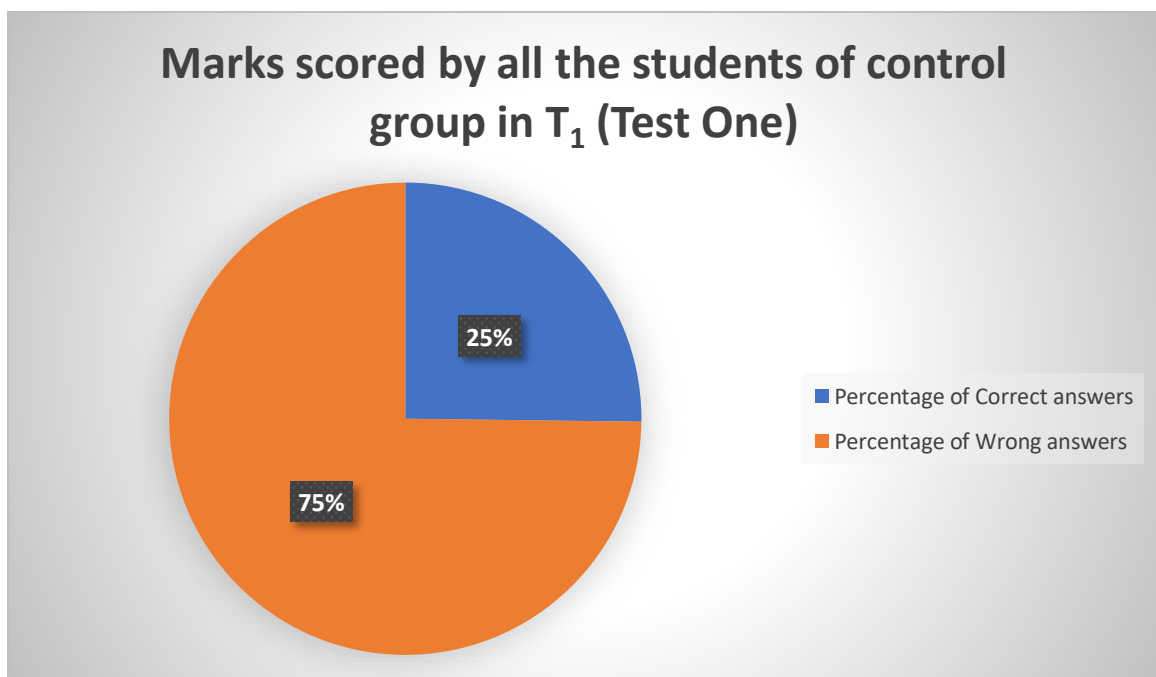


Figure 4.4

Marks scored by all the students of control group in T_1

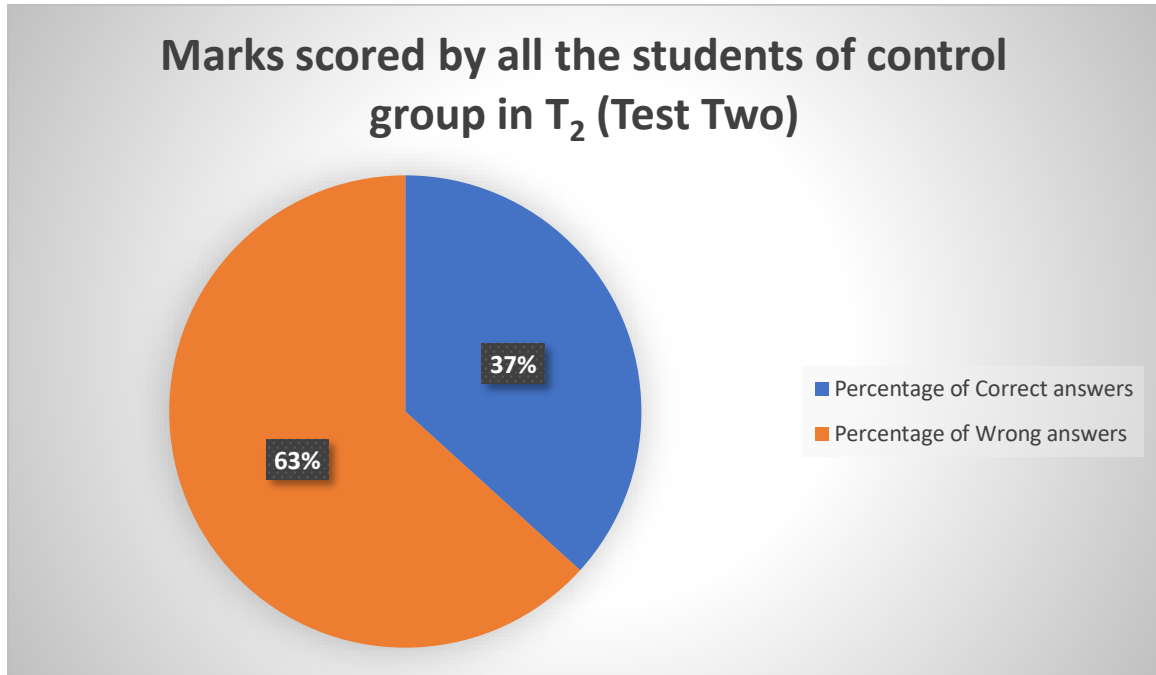


Figure 4.5

Marks scored by all the students of control group in T₂

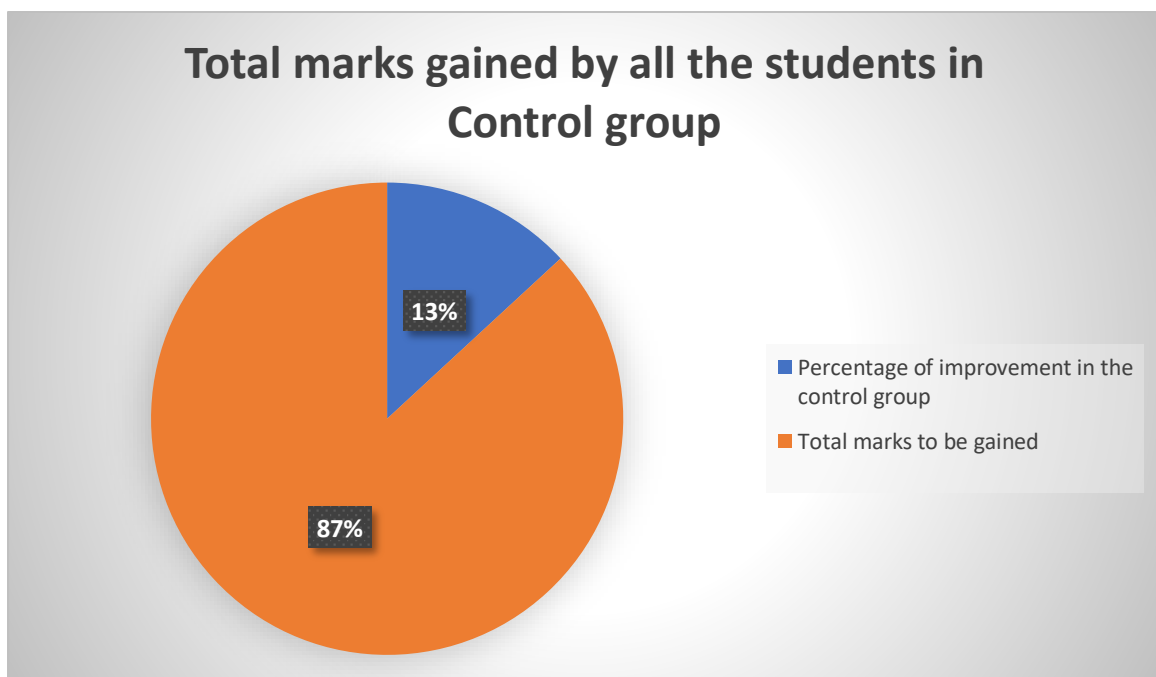


Figure 4.6

Total marks gained by all the students in control group

1. Week – 1

The students were allowed to read the select comics from the webtoon according to the timetable and at the end of the week, students' involvement and difficulties faced by the students were collected and analysed.

Table 4.3

Marks scored by the students of the experimental group for week one (E₁)

No.	Name	Scores
1.	Aarthi M	27
2.	Abinaya L	31
3.	Adarshini Thulasirajan T	20
4.	Banu Sai Sri L	46
5.	Barath Kalyan B	36
6.	Bharathraj C	19
7.	Deepa A	24
8.	Deepadharshini V	19
9.	Dhatchayini R	21
10.	Dhivya Priya S	28
11.	Dilli Babu P	39
12.	Dinesh Kumar R	27
13.	Dinesh Raja P	16
14.	Divya Shree V	49

15.	Durga A	28
Σ		430
Mean		28.67

Table 4.4
Marks scored by the students of the control group for week one (C₁)

No.	Name	Scores
1.	Isaac Kevin B	16
2.	Jayasri J	20
3.	Kavin AS	36
4.	Kavitha A	46
5.	Lalit Kumar G	36
6.	Leela V	24
7.	Mallika A	19
8.	Mani Bharathi KS	19
9.	Nishok M	12
10.	Pavithra S	34
11.	Pranav Harshan D	39
12.	Rebecca A	11
13.	Srinidhi R	16

14.	Tamilarasan T	47
15.	Vishnuram S	28
Σ		403
Mean		26.87

Based on the table above (table 4.3 and table 4.4), the experimental group students have acquired 16 as the lowest mark and 49 as the highest mark and obtained 28.67% as its mean and the control group students has acquired 11 as the lowest mark and 47 as the highest mark and it also obtained 26.87% as its mean. The students from both the experimental and control groups were lagging in identifying the meaning of new vocabulary. They were often in need of help and they came up with lots of questions, what is the meaning of some new words?

2. Week – 2

The students were allowed to read the select comics from the webtoon according to the timetable and at the end of the week, students' involvement and difficulties faced by the students were collected and analysed.

Table 4.5

Marks scored by the students of the experimental group for week two (E₂)

No.	Name	Scores
1.	Aarthi M	34
2.	Abinaya L	36
3.	Adarshini Thulasirajan T	49

4.	Banu Sai Sri L	46
5.	Barath Kalyan B	54
6.	Bharathraj C	65
7.	Deepa A	39
8.	Deepadharshini V	58
9.	Dhatchayini R	41
10.	Dhivya Priya S	38
11.	Dilli Babu P	47
12.	Dinesh Kumar R	61
13.	Dinesh Raja P	56
14.	Divya Shree V	45
15.	Durga A	53
Σ		722
Mean		48.13

Table 4.6
Marks scored by the students of the control group for week one (C₂)

No.	Name	Scores
1.	Isaac Kevin B	32
2.	Jayasri J	41

3.	Kavin AS	53
4.	Kavitha A	56
5.	Lalit Kumar G	32
6.	Leela V	41
7.	Mallika A	27
8.	Mani Bharathi KS	19
9.	Nishok M	20
10.	Pavithra S	34
11.	Pranav Harshan D	39
12.	Rebecca A	11
13.	Srinidhi R	54
14.	Tamilarasan T	47
15.	Vishnuram S	37
Σ		543
Mean		36.2

Based on the table above (table 4.5 and table 4.6), the experimental group students have acquired 34 as the lowest mark and 65 as the highest mark and obtained 48.13% as its mean and the control group students has acquired 11 as the lowest mark and 56 as the highest mark and it also obtained 36.2% as its mean. According to the week 2 results of both the experimental and control group, the students from the experimental group developed a little and they gain the knowledge of understanding the meaning of new vocabulary words through the surroundings or the actions made by

the comic figures. There the students got the knowledge of contextual analysis strategy. Whereas the students of the control group were still lagging and they felt some difficulties in understanding the meaning of new words.

3. Week – 3

The students were allowed to read the select comics from the webtoon according to the timetable and at the end of the week, students' involvement and difficulties faced by the students were collected and analysed.

Table 4.7

Marks scored by the students of the experimental group for week one (E₃)

No.	Name	Scores
1.	Aarthi M	67
2.	Abinaya L	51
3.	Adarshini Thulasirajan T	68
4.	Banu Sai Sri L	57
5.	Barath Kalyan B	71
6.	Bharathraj C	69
7.	Deepa A	79
8.	Deepadharshini V	58
9.	Dhatchayini R	69
10.	Dhivya Priya S	49
11.	Dilli Babu P	57

12.	Dinesh Kumar R	61
13.	Dinesh Raja P	71
14.	Divya Shree V	54
15.	Durga A	53
Σ		934
Mean		62.27

Table 4.8
Marks scored by the students of the control group for week one (C₃)

No.	Name	Scores
1.	Isaac Kevin B	43
2.	Jayasri J	41
3.	Kavin AS	53
4.	Kavitha A	56
5.	Lalit Kumar G	65
6.	Leela V	59
7.	Mallika A	39
8.	Mani Bharathi KS	37
9.	Nishok M	61
10.	Pavithra S	57

11.	Pranav Harshan D	46
12.	Rebecca A	65
13.	Srinidhi R	54
14.	Tamilarasan T	50
15.	Vishnuram S	48
Σ		774
Mean		51.6

Based on the table above (table 4.7 and table 4.8), the experimental group students have acquired 49 as the lowest mark and 79 as the highest mark and obtained 62.27% as its mean and the control group students has acquired 41 as the lowest mark and 65 as the highest mark and it also obtained 51.6% as its mean. After two weeks of experience, the students' result was developed and they were developed a lot from the first and second week. The students also gained more interest in reading webcomics and from this study, the observation on students came up with their development in identifying new vocabulary by themselves without using any instrument, apps Google search, and Google translation. On the other hand, the students of the control group felt that the session was boring and they still they developed a little compared to the first week but the control group students were not interested in having classes for the fourth week whereas the experimental group students were interested in upcoming classes.

4. Week – 4

The students were allowed to read the select comics from the webtoon according to the timetable and at the end of the week, students' involvement and difficulties faced by the students were collected and analysed.

Table 4.9**Marks scored by the students of the experimental group for week one (E₄)**

No.	Name	Scores
1.	Aarthi M	81
2.	Abinaya L	79
3.	Adarshini Thulasirajan T	69
4.	Banu Sai Sri L	80
5.	Barath Kalyan B	79
6.	Bharathraj C	70
7.	Deepa A	65
8.	Deepadharshini V	59
9.	Dhatchayini R	74
10.	Dhivya Priya S	67
11.	Dilli Babu P	85
12.	Dinesh Kumar R	80
13.	Dinesh Raja P	68
14.	Divya Shree V	70
15.	Durga A	72

Σ	1098
Mean	73.2

Table 4.10
Marks scored by the students of the control group for week one (C₄)

No.	Name	Scores
1.	Isaac Kevin B	40
2.	Jayasri J	41
3.	Kavin AS	53
4.	Kavitha A	56
5.	Lalit Kumar G	43
6.	Leela V	41
7.	Mallika A	54
8.	Mani Bharathi KS	69
9.	Nishok M	56
10.	Pavithra S	61
11.	Pranav Harshan D	50
12.	Rebecca A	56
13.	Srinidhi R	54
14.	Tamilarasan T	47

15.	Vishnuram S	58
Σ		779
Mean		51.93

Based on the table above (table 4.9 and table 4.10), the experimental group students have acquired 59 as the lowest mark and 85 as the highest mark and obtained 73.2% as its mean and the control group students has acquired 41 as the lowest mark and 69 as the highest mark and it also obtained 51.93% as its mean. After comparing the four weeks of results, experience, and the observation of the students of the experimental group, this study succeeded with 85% of its achievements, the students were easily able to understand the meaning of the new vocabulary words and the students were interested in reading webcomics and books and novels. According to this study the students of the experimental group mentioned that this session was useful and they can identify the difference and the improvement achieved by themselves from the first week to the fourth week when they undergo this research. When it comes to the control group the students were waiting for the end of this research, they were bored to continue the classes. The students were unable to understand the new meaning of new vocabulary words easily without any instruments, apps, google search, or Google translation. The students were bored with the normal teaching tools just as the whiteboard, books, and oral teaching.

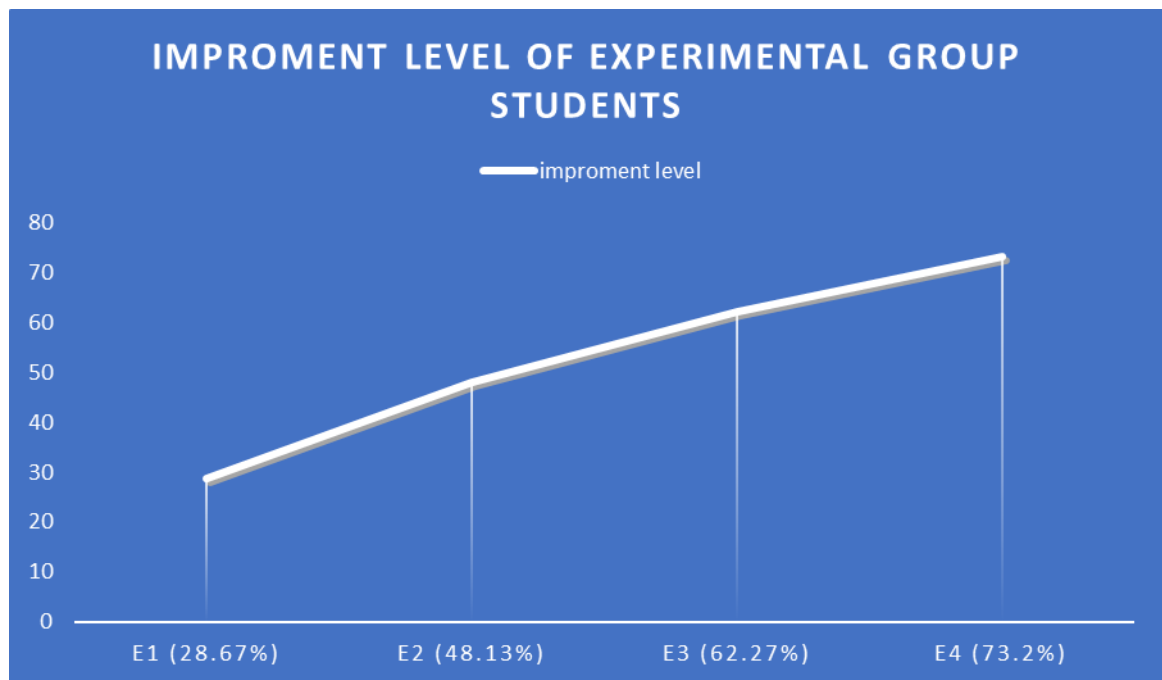


Figure 4.7

Improvement level of the students of the experimental group

The above image (figure 4.7) shows the improvement level of the students of the experimental group when the students run through this research period. The image below (figure 4.8) shows the improvement level of the students of the experimental group when the students run through this research period.

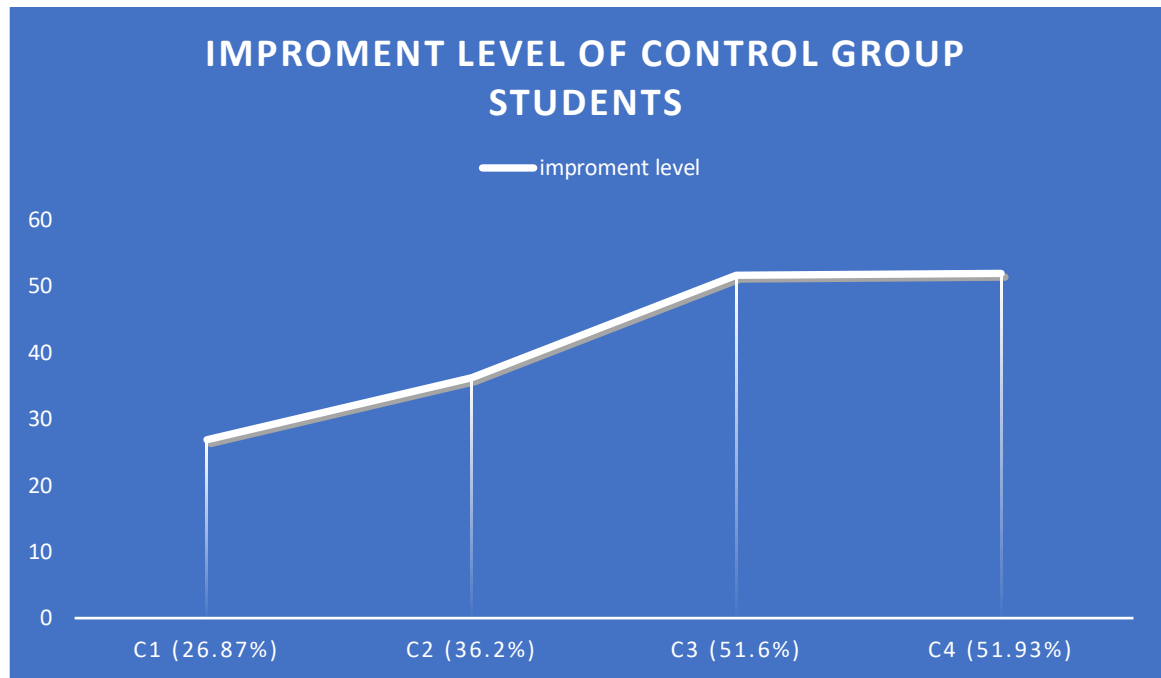


Figure 4.8
Improvement level of the students of the control group

B. Hypothesis Test

The hypothesis was aimed to find out whether the hypothesis was accepted or rejected. The basic theory that the research used:

- The hypothesis was accepted if $t_0 > t_{table}$
- The hypothesis was rejected if $t_0 < t_{table}$

The prevesious calculation showed that the data of this research had completed the requirements to be hypothesized. Then the researcher calculated the t_o as follow:

$$t_o = \frac{M1 - M2}{SEM1 - M2}$$

$$t_o = \frac{16.25 - 10.75}{2.23} = 2.47$$

Based on the calculation of t-test, it was found that t-test was 2,47 and

based on the t-table level of significant of 0.05 degree of freedom 38 (N_x+N_y-2) t-table was 2.024.

Based on the calculation of t-test, where t_0 (2.47) was higher than t_{table} at the level significant of 0.05 (2.024), therefore, the hypothesis was accepted because $t_0 > t_{table}$ or $2.47 > 2.024$. It was concluded that using Comic book had significantly increase the students' vocabulary mastery at 11th grade students of SMK TI Tritech Medan Academic Year 2017/2018.

4.3 Findings

The result of this research showed that there was a significant effect of using Comic book to students' vocabulary mastery. It was proven by the result of

t_{test} that $t_o > t_t = 2.47 > 2.024$ ($\alpha = 0.05$, $df = 38$).

It showed from the value side, using Comic book on students' vocabulary mastery could increase the students' achievement. Which the mean of experimental group was higher than the mean of control group. Eventhough they were given by the same material and test.

There by, it could be concluded that giving the different treatment to both of samples caused a significant difference on the students' vocabulary mastery. The higher score of experiment class was caused by the treatment that applied in this class, that was using Comic book influenced the students to be more active in the learning processes. While the control class that taught by using discussionmethod were not given chance to the students to be more participative.

Chapter – 5

Conclusion

5.1 Conclusion

Based on the result of the research t-test, the research gives some conclusion as follows:

1. From all chapter the conclude is the experimental class is better than control group. From the score and students' interest, the experimental class had a significant and increasing score. In the other, Control class just had a small students' interest and almost never had significant and higher score. So, the researcher concluded the alternative was accepted that there is any significant effect of using Webcomics on the students' vocabulary development.
2. The students' difficulties of using Webcomics on the students' vocabulary mastery based on the minimal passing grade the students that 70 points or 36% was low did not get pass the minimal passing grade and the students got above passed of the minimal passing grade 69%, it means that, the using Webcomics on the students' ability was succeeded.

5.2 Advantages

Some positive traits that were analyzed in students:

1. Idea about scientific and literary terms:
Every volume of Science Comics offers a complete introduction to a particular topic – dinosaurs, coral reefs, the solar system, volcanoes, bats, flying machines, and more. These gorgeously illustrated graphic novels offer wildly entertaining views of their subjects. Children can develop their own science story using Webcomics journal approach to record their investigations and findings. This will encourage children to ask deep and challenging questions of their science learning and to explore answers.

Webcomics don't intimidate struggling readers with an overwhelming page of text. They usually offer short and easy-to-read sentences, alongside other visual and text cues (e.g., character sighs, door slams etc). Literary devices frequently featured in graphic novels include point of view, flashbacks, foreshadowing, and metaphor. Reading Webcomics requires a person to read between the lines, draw interpretations, and synthesize the information. By interacting with both the text and images, the reader can easily comprehend and visualize the story. The more they do this, the easier and quicker they can build their reading comprehension skills.

2. Effective usage of devices:

Empowers educators to efficiently personalize learning with access to data, content and the cloud. Prepares students for the 21st century workforce with modern technology skills and competencies. Helps educators create blended learning environments that make learning relevant to students' lives. There are many modern technological devices used in education: online teaching software, podcasts, smartboards, wiki grade blogs, interactive whiteboards, digital projectors, and mobile devices. We can take advantage of these technological tools in education in various ways.

Technology provides teachers with an opportunity to connect with their students in a new way. It allows you to open up lines of communication and use the Internet to explain curriculum material in a new way, which can be very helpful to students. Mobile information technologies can free students from the confines of the traditional classroom and allow them to learn on the go. Students can explore information, collaborate with peers, record their learning and receive feedback from teachers at any time and in any place.

5.3 Disadvantages

Some negative traits that were analyzed in students:

1. Addictions:

Earlier blogs in this series have explored how a sample of 35 American comic books and 9 graphic novels portrayed drug use, the causes of

addiction, and addiction-related consequences on individuals and families. The present blog explores dominant themes related to the portrayal of addiction recovery. While addiction is a central thread within many American comic book and graphic novel storylines, the addiction recovery process receives scant attention. For example, Julia Wertz's graphic memoir, *Drinking at the Movies*, portrays the evolution of her drinking throughout the book, but devotes only one page at the end to her decision to stop drinking. American comic books and graphic novels portray addiction recovery as a difficult process often involving multiple efforts before recovery is sustainable. This pattern of repeated recovery attempts is present in the character storylines of Tony Stark (Ironman), Roy Harper (Green Arrow), Bane, Bruce Wayne (Batman), Katina "Katchoo" Choovanski (*Strangers in Paradise*), Carol Danvers (Avengers, Ironman), Allan Quartermain (*The League of Extraordinary Gentlemen*), and Rose Wilson (Teen Titans). Comic book storylines often portray stable recovery preceded by failed promises and resolutions to stop drug use (Matthew Parker) and by experiments in drug substitution. Matthew Parker (*Larceny in My Blood*) laments, "I'm bent on substituting the slobbering inebriation of alcohol for the nihilism of heroin" before relapsing once again to heroin addiction.

2. Lack in Listening skills:

Listening barriers may be psychological (e.g., the listener's emotions) or physical (e.g., noise and visual distraction). However, some of the most common barriers to effective listening include low concentration, lack of prioritization, poor judgement, and focusing on style rather than substance. You interrupt the speaker and offer your opinion or advice. To avoid offering unsolicited advice, try having a clear understanding of what the person wants. If you aren't sure of what they want, preface your offering by saying something like, "I can offer you my two cents, but only if you want to hear it." If you find yourself offering your opinion when the speaker hasn't asked for it, apologize and return the conversation to them using questions and paraphrasing techniques.

5.4 Suggestion

In relation to the conclusion above, the researcher gives some suggestion, as follows:

1. The English teacher can use Webcomics to increase the students' vocabulary development because based on the research finding, it has effect to the students' vocabulary development
2. As in input for the students to increase their ability when the teacher used Webcomics effectively in teaching learning process in the class.
3. The readers of UMSU library should make this thesis as a reference to make similar research
4. Headmaster of the school should support teachers in using Webcomics because the method can increase the students' vocabulary
5. As an input for other researchers to make education policy in teaching about the same theory or the same issue and also this research can be developed by the next researcher in different skill and participant.

APPENDIX 1

Name:

Department:

University:

Medium:

Gender:

Vocabulary Questionnaire

A. MULTIPLE CHOICE

- 1) What line gives the meaning of 'serenade.'
 - a. He claimed the guards had serenade his food
 - b. Romeo serenades Juliet in the moonlight

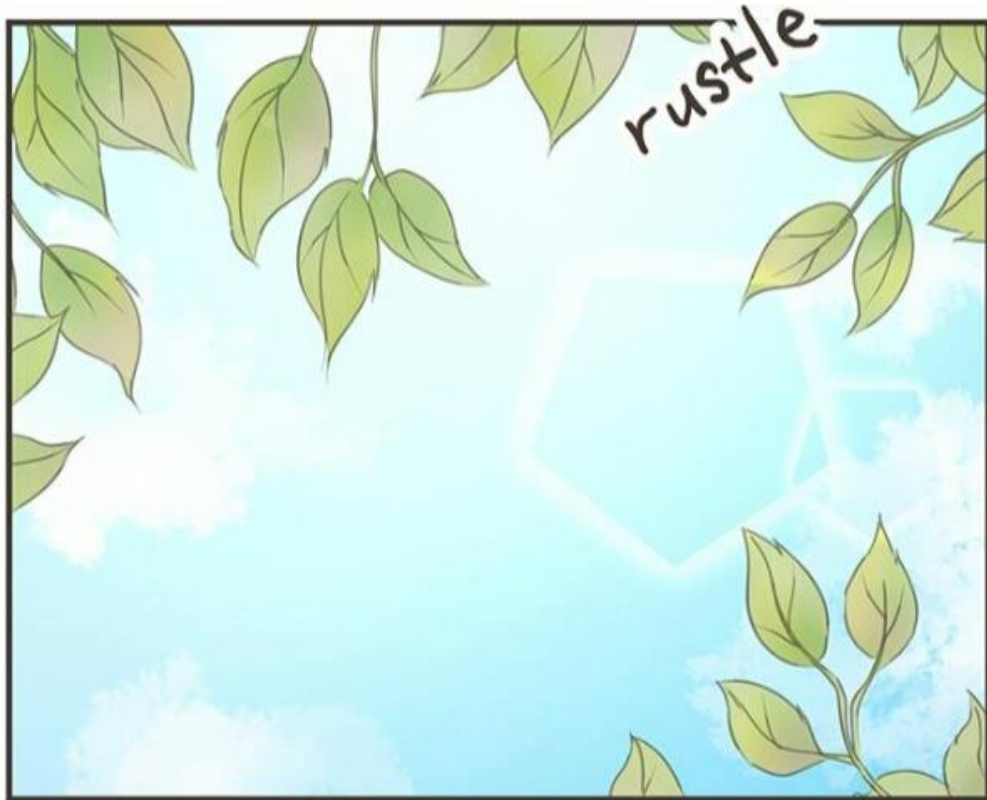
- 2) What is the meaning of 'resilient.'
 - a. Flexible
 - b. Sensitive
 - c. Vulnerable
 - d. Fragile

- 3) What is the synonym of 'immaculate'.
 - a. Grubby
 - b. Blameworthy
 - c. Damaged
 - d. Pure

- 4) Choose the correct word that means, "free from flaws and mistakes."
 - a. Prestine
 - b. Immaculate
 - c. Unsanctified
 - d. Profane

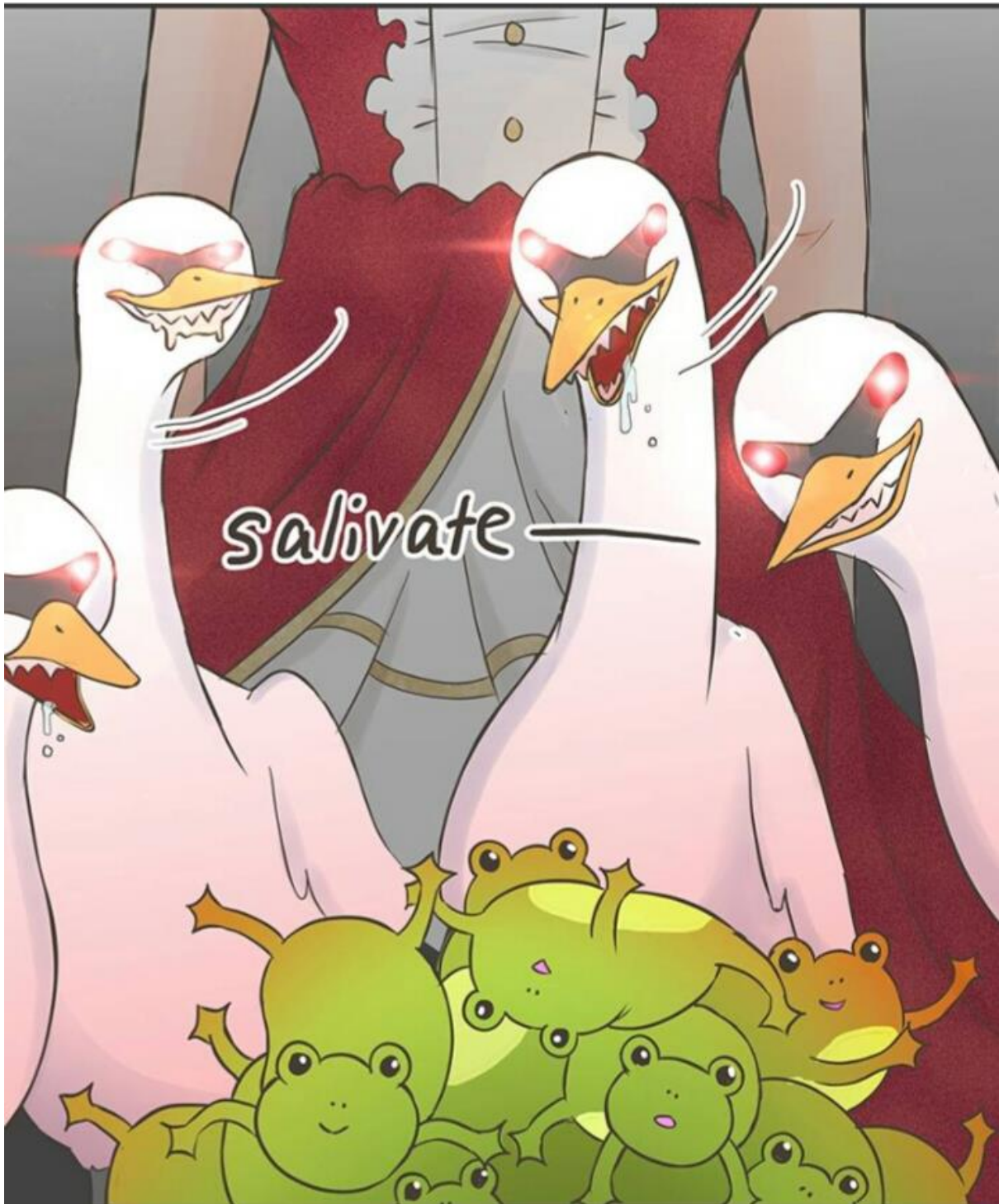
- 5) Who is a 'banshee'?
 - a. A mythological character who is a female spirit waits to warn the death about to happen in the house

- b. A mythological character who is a female, considered to tempt or seduce others like an eel like Amphibia
- 6) Is 'fairy tales is a short story that belongs to the folklore genre?'
 - a. True
 - b. False
- 7) What does this image means?



- a. To become weak or to be destroyed by reactions
 - b. Make a soft, muffled cracking sound which is caused by the movement of leaves or paper

8) What does this image mean?



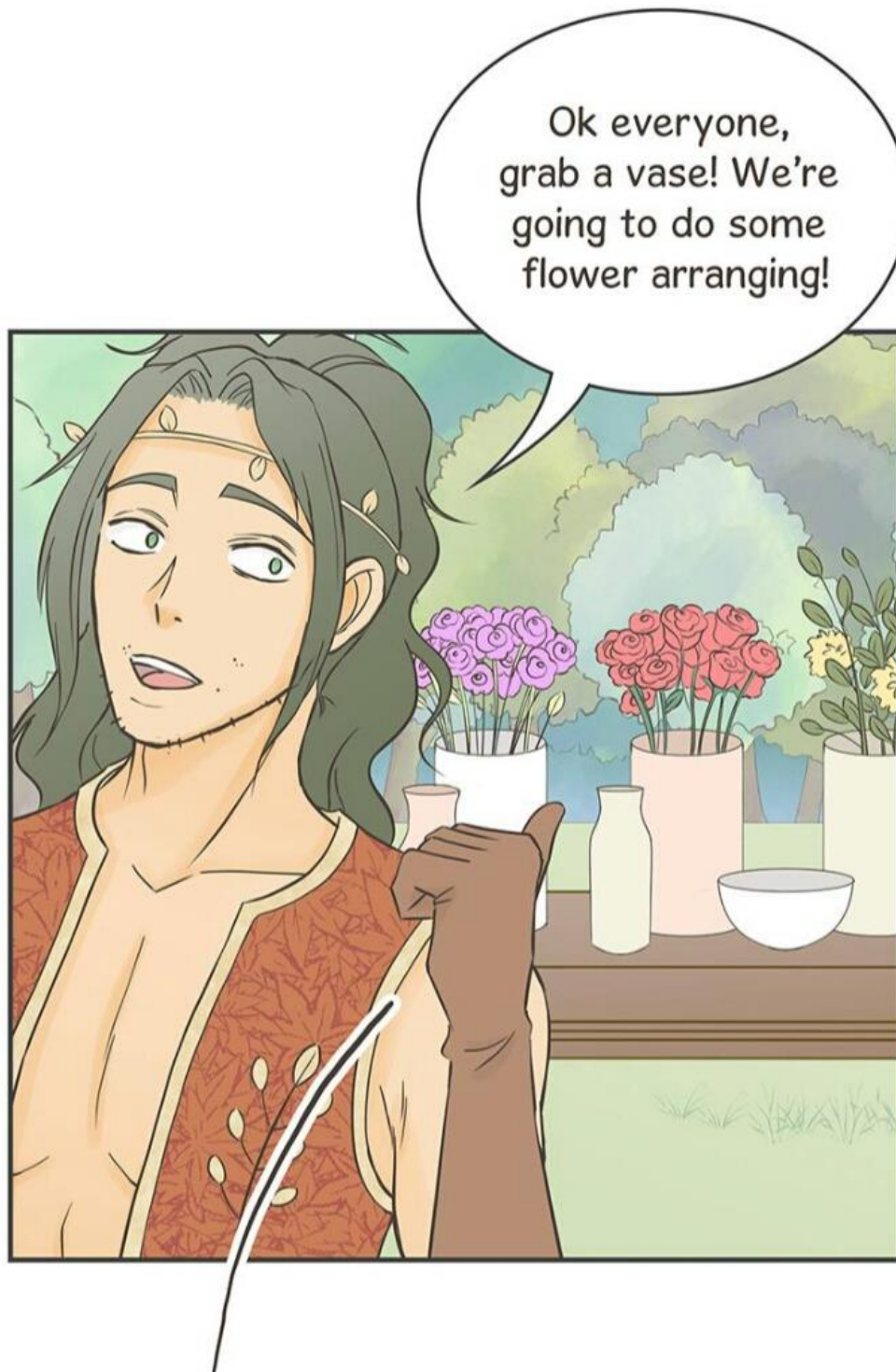
- a. The above image represent the flow of saliva, especially in excess; especially anticipating of food (frogs)
- b. The above image represent a murder of swans waiting to eat the frogs

9) Explain what do you see in the picture?



Answer:

10) Explain what do you see in the picture?



Answer:

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