The Effect of the Using "Spirit Fingers" Story from the Webtoon Application to Improve Students' Vocabulary Mastery at SMA N 2 Sungai Limau

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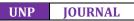| Article History	Abstract
	The research aims to identify the effect of using Spirit Fingers from Webtoon application in improving students' vocabulary mastery in eleventh-grade students. This research was a pre-experimental research design. The population of the study was Eleventh-grade students at SMA N 2 Sungai Limau. The population consists of 204 students who are classified into six classes. XI FASE F3 was selected as a sample through the cluster random sampling method. The total number of students in this class was 33 students. The research was conducted in seven meetings. The researcher used pre-tests and post-tests to collect the data. The instrument of this research was a vocabulary test. There were 37 multiple-choice questions. The result of the study shows that the significant value of the two-tailed paired sample t-test was less than 0.05. This means that this research's null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. It proved that using the Spirit Fingers story from the Webtoon application significantly improved students' vocabulary mastery at SMA N 2 Sungai Limau.

INTRODUCTION

One of the most crucial things for a student of an English foreign language (EFL) to master is Vocabulary. Vocabulary is necessary for learning English because it is required to express meaning and transmit it through productive skills, according to Carpenter et al. (2012). Schmitt et al. (2017) and Hao et al. (2019) reveal that vocabulary knowledge is one of the most important language skills students must

learn to communicate effectively. Therefore, if we have an extensive vocabulary, we can speak effectively in English.

Students will struggle to comprehend material if their vocabulary knowledge is not improved, according to Jeanne (2003). The lack of students' Vocabulary causes students to have trouble understanding the lesson material. According to Nation et al. (2004). Therefore, students' Vocabulary must be improved to make it easier to understand English lessons.

According to research by Dickinson et al. (2019), Chen et al. (2021), Simpuruh (2021), and Brooks et al., 2021), teachers solely use textbooks and workbooks to teach Vocabulary, and there will be no chance for students to get knowledge from actual life experiences. Teachers should give students materials and assignments that suit them, and they must provide fresh and inventive resources to improve Vocabulary in class. Puspitarini (2019) claims that using media helps increase students' curiosity and encourages effective lesson delivery by teachers.

Comics are a proper media that can be used in the classroom to increase student engagement. Khoiriyah (2011) states that comic strips as a visual medium can help students expand their Vocabulary. According to Ariel et al. (2020), the Webtoon application is the most popular digital media used to read comics. Students who use webtoons as supplemental reading material will have certain advantages in improving their Vocabulary (Merita et al., 2023). One of the comic stories that can be read in Webtoon is Spirit Fingers. Spirit Fingers is a webtoon with comedy, romance, and slice-of-life genres.

Therefore, researcher expect that using Spirit Fingers can help students increase their Vocabulary more enjoyably. This study was conducted to determine how the story of Spirit Fingers affects students' Vocabulary. The researcher conducted experimental research entitled "The Effect of Using the "Spirit Fingers" story from the Webtoon Application to Improve Students' Vocabulary Mastery at SMA N 2 Sungai Limau."

LITERATURE REVIEW

Stated by Hamer et al. (2019), Vocabulary is an essential element of the English language, necessary for speaking, listening, reading, and writing. According to Mosher (2007), mastery involves achieving a specific understanding of a particular subject. It can be concluded that vocabulary mastery is the ability to master the collection of words needed for language skills such as speaking, listening, reading, and writing

Kamil et al. (2005) state that Vocabulary is the knowledge of word meanings. There are two forms of word, oral and print, and two forms of word knowledge: receptive and productive. A collection of words whose meaning can be known when we speak or read them orally is known as oral Vocabulary. A collection of words whose meaning can be known when we write or read silently is known as print vocabulary. On the other hand, a person's set of words that they can employ in writing or speaking is known as productive Vocabulary. These are terms that are widely used and well-known. Receptive Vocabulary is the collection of words that a person can define when reading or listening. These are terms that students frequently need to learn and often use.

Lessard-Clouston (2013) states that Vocabulary is essential for teaching English because students need sufficient Vocabulary to understand others or express their ideas. For students to be proficient in a foreign language, they must learn a sufficient amount of Vocabulary and apply it correctly.

Thornbury (2002) states that language first appeared as words. Words exist in all languages, historically and in relation to how we learn our first and future languages. Having a wide vocabulary means knowing a lot of words. Basically, knowing a word involves knowing its meaning and its form. Words can be characterized and categorized as word classes, word formation, multi-word unit, Multi-word unit, homonyms, synonyms and antonyms, polysemy, and hyponyms. According to Sitinjak. et al., there are eight classes of words, which are separated as follows:

1. Nouns are used to explain the names of a wide range of objects, including persons, locations, emotions, and mental states. For instance: John, dog, Indonesia, book, etc.

2. Pronouns are words that replace nouns or noun phrases, allowing us to avoid saying whole noun phrases or repeating them too often. For instance: he, she, mine, yours, it, her, this, that, and so on.

3. Adjectives are words that describe or give details about nouns. For example: smart, beautiful, old, etc.

4. Verbs are words that characterize an action, an event, or a condition. Such as: read, talk, run, etc.

5. Adverbs provided more details about verbs, adjectives, other adverbs, clauses, entire sentences, and, less frequently, noun phrases. Such as: there, up, down, inside, outside, etc.

6. Prepositions are words that typically precede nouns or pronouns and indicate a connection to other words or elements, such as at, in, for, after, above, etc.

7. Conjunctions are linking words that coordinate terms inside a phrase and connect clauses. Examples of these words are and, or, but, and others.

8. Nouns come after determiners. They make clear the kind of reference the noun is putting out, such as this, my, the, some, etc.

Öztürk (2007) states that the multiple-choice type is the most well-known item for measuring vocabulary knowledge. There are several types of multiple-choice formats. The first one is the synonym-matching, definition-matching format, sentence-completion, contextualized-stem formats, passage-embedded options formats, definition-stem formats, picture-stem formats, and cloze tests.

A Webtoon is an online comic that can be accessed on digital media devices such as tablets and smartphones (Jin, 2019). Webtoon is a successful example of media and an effective approach to teaching vocabulary (Eka, 2019). Tanoko (2021) states that Webtoon features a variety of genres, including slice of life, horror, romance, action, and thriller. One popular title is "Spirit Fingers," a Naver webtoon in the slice-of-life genre created by Han Kyung-chal and released from 2015 to 2018. This 166-episode comic series was a major success upon its release, earning a reader rating of 9.91.

. Adnan (2011) reveals three steps of teaching English activities. They are pre-teaching activities, teaching activities, and post-teaching activities. Firstly, pre-

teaching is the beginning of the teaching activities in class. whilst teaching is an activity after pre-teaching. Lastly, a post-activity is an activity where the teacher, students, or both conclude the lesson.

RESEARCH METHOD

The researcher conducted quantitative research using a pre-experimental design. The population was the eleventh-grade students of SMA N 2 Sungai Limau. The researcher used cluster random sampling in this research. The sample was XI Fase F3 with a total of 33 students in that class. In the beginning, the researcher gave a pre-test to the students in the first meeting. This test was in the form of multiple choice, with a total of 40 questions. In the next meeting, the researcher gave treatment to students; this treatment was done in five meetings. Lastly, Students did a post-test with the same questions as the pre-test.

A paired sample was utilized to compare the pre-test and post-test data. After obtaining pre-test and post-test scores, the researcher compared the averages of the two tests to determine if there was a statistically difference before and after treatment. The researcher used the T-test as a statistical test after the results of the normality test are normal.
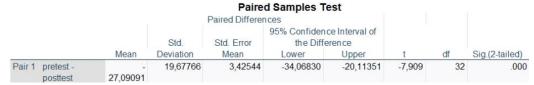
RESULT AND DISCSSION

The significance value of the pre-test was 0.16,6, and that of the post-test was 0.445. The data can be considered normally distributed if the significance values are greater than 0.05. Since the significance values of the pre-test (0.166) and the post-test (0.445) were both greater than 0.05, it indicated that both the pre-test and post-test data were normally distributed.

Tabel 1.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	40,6364	33	17,88823	3,11394
	posttest	67,7273	33	15,24646	2,65407

Tabel 2.

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig.(2-tailed)
Pair 1	pretest - posttest	-27,09091	19,67766	3,42544	-34,06830	-20,11351	-7,909	32	.000

Based on the tables above, the results show that the mean score of the pre-test is 40.6364, and the mean score of the post-test is 67.7273. tcount = 7,909 with df = 32 on level significance 0,05. According to the value ttable = 2,037, tcount > ttable = 7,909 > 2,037. This means that using Spirit Fingers affects students' vocabulary mastery at SMA N 2 Sungai Limau.

The significance value of the two-tailed paired sample t-test was less than 0.05. This indicated that the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. According to the alternative hypothesis (H1), using

the Spirit Fingers story from the Webtoon application significantly improves students' vocabulary mastery at SMA N 2 Sungai Limau.

CONCLUSION

Based on the research findings, the Spirit Fingers story from the Webtoon application is one of the digital media that helps students improve their vocabulary mastery through reading comics in English. This is evidenced by the increase in students' post-test scores compared to their pre-test scores. The mean score of the post-test is higher than the mean score of the pre-test.

Finally, the researcher encourages other researchers who wish to conduct studies on the use of the Webtoon application for similar or different elements of English skills. The researcher also supports the use of this study as a reference for future research

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