CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter examines a review of related literature. The first part describes EFL instructional media, while the second part describes the application of pictorial literature-based Webtoons as learning media in EFL classes.

2.1. EFL Instructional Media

Learning media is the main learning component as a carrier of information from the source to the recipient. Integrating educational media in teaching and learning is crucial because it is the key to effectively transferring knowledge. Aisyah & Haryudin (2020) state that the effectiveness of a learning process is determined by choosing the right instructional media. Using appropriate media in teaching English will help students connect concepts with context. Thus, choosing the right media type and adapting it to the individual's needs and learning style during its application is imperative.

2.1.1. Kinds of Instructional Media

Learning media consists of various types according to their functions. According to Adegbija & Fakomogbon (2012), instructional media are human and non-human devices, materials, or methodologies used by lecturers to overcome all educational problems, including the noise factor. Learning media adjusts to meet each era's demands. This adjustment intends to increase the learning process's effectiveness and efficiency. Effectiveness in this context implies how well educational goals and objectives are achieved. Efficiency refers to how learning media achieves learning goals and objectives. Integrating media in teaching English will make it simpler for students to tie concepts to context.

Learning media take various forms according to their function and development. Omodara & Adu (2014) define learning media in education as all means of communication, such as print, graphics, animation, audio, and audiovisual. There are several classifications of instructional media, such as print media, non-print media, and electronic media. First, print media includes books, journals, magazines, newspapers, Etc. Non-print media are projected media, such as film strips and slides, and non-projected media, such as chalkboards. Meanwhile, electronic media includes audio media (audio tapes and record players), visual media (computers and whiteboards), and audio-visual (television and videotapes).

During the twenty-first century, instructional media has been developed to be more practical and accessible. According to Hidayat & Suryadi (2023), digital media is used to communicate ideas or concepts by utilizing existing electronic equipment or information and communication technology equipment. Learning media must function as a teaching tool that influences the conditions, motivation, and learning atmosphere that the instructor has set up and designed. Moreover, the media should entertain, inform, and instruct its users to improve themselves. Examples of applications used in learning are YouTube, Instagram, Canva, Webtoon, Google Meet, Zoom, Etc.

Integrating appropriate learning media such as Webtoon is a strategy to achieve learning outcomes. The strength of this medium is measured by the positive value achieved, namely improving learning motivation. This accessibility application offers an interesting learning environment. According to Erya & Pustika (2021), Webtoon significantly increased student enthusiasm and shaped motivation to learn English. Further, Webtoons can increase students' vocabulary and interest in reading, writing, and speaking skills (Maharani, 2021).

Thus, the media influence is very significant in the results achieved. In this case, the media plays a crucial role in conveying and receiving information. Various aspects of learning, such as motivation, vocabulary, and language skills, can be improved with media. In the 21st century, students need accurate information, so supporting tools are needed. In this case, students use learning media to answer challenges. Instructional media will be profitable if utilized correctly. Therefore, incorporating media into EFL instruction with proper control will strengthen students' foundations to achieve their learning goals.

2.1.2. The Strengths of Instructional Media in EFL Classroom

Strength is the ability to exert force to obtain positivity in quality and quantity. Despite this, considerable disagreement exists about how strength can be measured and defined because of the different conditions and techniques used. Based on Lavy (2020), strength provides individuals, groups, or institutions with a positive and beneficial perspective that can improve the functioning and well-being of individuals, groups, or institutions. Therefore, a positive perspective that can make positive changes is a measure of strength.

The context of learning media defines strength as an advantage or benefit of an application. In addition, this calculation determines the quality of learning media and provides a positive value for its users. Ristika et al. (2020) says appropriate media for teaching can help teachers deliver material to students effectively. It can also get their attention, create an enjoyable learning process, and motivate students. The superiority of learning media is measured by increasing students' motivation and enthusiasm for receiving information. Teachers can measure the effectiveness of learning outcomes based on new attitudes from traditional to contemporary (Hidayat & Suryadi, 2023).

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2.1.3. The Weakness of Instructional Media in EFL Classroom

Weakness is any form that hinders the student's ability to reach the goals. It comes from limitations, challenges, or deficiencies related to resources and tools that create losses individually or in groups. Mahartika et al. (2023) state that children's social values are declining due to electronic educational media, also known as non-print media. Weaknesses need to be detected early to reduce losses. Additionally, identifying weaknesses provides technical assistance, ensures fair access to resources, and evaluates performance for the future. This effort is made in anticipation of failure and to minimize weaknesses.

As a result of various factors, learning media also has weaknesses. Hidayat Suryadi (2023) found that learning media fail from within, namely internal and external factors. Internal factors include inappropriate media selection, poor control, and user flexibility. In contrast, external factors such as geography influence the signal to impact learning media. In addition, learning strategies and techniques greatly affect the success of learning media. As a result, students' motivation decreases, and students cannot improve their self-confidence and other English skills. Careful consideration is needed between strengths and weaknesses to incorporate learning media into learning.

2.2. Webtoon as An Instructional Media in EFL Classroom

The development of pictorial reading-based learning media through the Webtoon application is one of the references for effective and efficient digital learning media innovation by developments in the 21st century. As instructional media, Webtoons can be applied in EFL classrooms to help students learn vocabulary. International students easily understand webtoon content, which can be used to communicate in real life. Webtoon will also increase students' interest in reading by attracting their curiosity about its content.

2.2.1. Procedure for Using Webtoon

Webtoon is a modern comic that offers easy access. According to Yoon et al. (2015), readers need to download and install LINE Webtoon on their device. Next, readers need to run the application and start registering a LINE Webtoon account. Readers will be asked to consent to access to the account by the service. Next, readers can start reading the desired story. There are animation and audio features that support comfortable reading. Apart from that, there are several features that will help the title search process, such as the Popular category which presents the most popular titles based on reader ratings.

According to Berlian et al. (2021), Webtoon has a user age limit of 14 years. Webtoon has security that is quite child-friendly with a comic filter feature according to the age of the reader. Students can use Webtoon as a learning speaking by applying practice strategies. According to Erya & Pustika (2021), Consistently reading English Webtoons and applying them directly will make speaking fluency easier. Besides, teachers can use Webtoon as a learning medium in class. According to Tifani & Regina (2020), Webtoon can be applied as a speaking medium by applying story telling strategies. Teachers can modify as needed so that students can improve language skills, namely reading, writing, listening and speaking.

2.2.2. Webtoon in Learning English Skills

Webtoons are visual entertainment gaining popularity in the 21st century. Reading Webtoons, despite their entertainment value, allows readers to process more sophisticated phrases. Webtoon is a medium for learning English with several characteristics, such as language characteristics. According to Suryani & Kiptiyah (2023), language in educational webtoons is daily, simple, and has a positive value. Furthermore, Suryani added that the main component, namely the image, is not

controversial and conveys knowledge. Webtoon content often motivates students to improve themselves. However, caution is still needed in choosing it.

Webtoons as instructional media are considered capable of significant improvements. Maharani (2021) states that Webtoons increase students' vocabulary and interest in reading, speaking, and writing skills. Increasing vocabulary helps students be more confident. Besides, according to Pratiwi (2021), students agree that Webtoons are beneficial for learning, especially in improving speaking skills. Furthermore, Maziyatul Ulya & Hindun (2022) show that webcomics can enhance writing skills. Webtoon effectively improves students' ability to speak English and is suitable for learning. As a result, Webtoon can improve a variety of English language skills.

2.2.3. Webtoon in Learning Speaking

A Webtoon is an application that offers reading and art content. Both influence reading skills, so Webtoons are often utilized in speaking classes. Teachers can use Webtoons as media adapted to teaching methods. According to Tifani & Regina (2020), the teacher increases student confidence through Webtoon storytelling. Teachers widely use storytelling because it requires students to speak and express themselves confidently. It makes many teachers use webtoons as media to support their learning methods by collaborating on creative projects.

Students also use webtoons as a support for independent learning. Students use Webtoons to add inspiration and vocabulary to communicating. According to Novanti & Suprayogi (2021), students find it helpful in mastering new vocabulary using Webtoons. They can also interpret images to create coherent imaginations. Student creativity can be accommodated and developed when reading Webtoon stories. Webtoons can assist

students in learning new vocabulary and expressing words creatively in speaking contexts. Speaking ability is tied to vocabulary.

In addition, Webtoon can improve students' speaking skills by providing access to reliable sources. Webtoon provides space for students to express themselves freely. Students quickly acquire and apply new vocabulary in actual practice (Yuliani & Purnama Sari, 2022). It creates a fun learning atmosphere that motivates speaking. According to Burhanuddin (2022), students are more enthusiastic about learning to speak using Webtoons because they are enjoyable and attract students' attention. Students focus more on learning and improving their English speaking skills.

Pratiwi (2021) explained that students' speaking skills increased significantly after using Webtoons. Students look more confident in speaking, especially in everyday language. In line with that, Tifani & Regina (2020) stated that Webtoons increased students' learning motivation for speaking with storytelling techniques through Webtoons. In addition to motivating, Tifani & Regina found an increase in students' confidence in their storytelling performances in the classroom. Webtoons in English classes help students improve their speaking skills by providing speaking preparation.

2.2.4. The Strengths and Weaknesses of Webtoons

Previous studies have found various advantages to Webtoons as instructional media in English classes. By overcoming fear, webtoons can significantly improve students' English skills, including speaking ability. According to Erya & Pustika (2021), students are more interested in learning English from Webtoons because it attracts students' curiosity about a story. This enthusiasm shows an increase in students' motivation to learn English. Students' interest overcomes their fear of speaking English.

Furthermore, Tifani & Regina (2020) showed that combining webtoon media with storytelling increased students' speaking skills with preparation. In line with Tiffani, research by Ningrat & Mayasari (2019) shows that Webtoons are interactive teaching media that make students more enthusiastic, comfortable, and easy to prepare to speak. By speaking preparations, students can eliminate their concerns and demonstrate their confidence. Students agree that Webtoons positively affect learning, significantly improving speaking skills (Pratiwi, 2021).

According to Berlian et al. (2021), Webtoons have advantages in learning, including as an effective educational medium to increase student interest in learning to speak English. Webtoon also provides students with reasonable cognitive achievements. Besides entertaining, Webtoon can provide informative ideas through learning materials. Webtoons can also help students develop their creativity and improve their speaking skills. In addition, Webtoons as a learning media help students build an information technology competency framework in an English-speaking learning system (Yuliani & Purnama Sari, 2022).

Much of the research also focuses on the media's strengths rather than the weaknesses or challenges for teachers and students when using them. Webtoons as an instructional media has weaknesses that refer to limitations. The teacher does not provide further analysis to select the stories, so some students choose stories from violence-filled genres. This situation will happen if teachers and students overcome barriers to interaction. These barriers include a lack of preparation for learning, deviation from the method, and addressing students' anxiety about speaking English. Language learning problems still need to be resolved, and the learning impact could be more effective.