Developing the Content of Webtoon Comic Application as Supporting Media in Learning English Grammar at the 2nd Semester English Students of IAIN Palopo

Muhammad Ariel, Sahraini, Dewi Furwana
1,2,3Institut Agama Islam Negeri Palopo (IAIN Palopo), Palopo, Indonesia
muhammadariel043@gmail.com1
sahraini@iainpalopo.ac.id2
*dewi_furwana@iainpalopo.ac.id3

ABSTRACT
This research aims to create a supporting media product in English Grammar learning in semester 2 students majoring in English at IAIN Palopo. Based on observations in June 2019, the author found a problem in the scale of student use in smartphone use that is increasingly growing. Therefore, the author is interested in creating an online comic that can be accessed on the phone by using an application called Webtoon. The study design used in this study was Research and Development (R&D) utilized ADDIE Model. It consists of Analyze, Design, Develop, Implement, and Evaluate. The product is used as a supporting medium in English grammar learning which was once being studied by Semester 2 English Student IAIN Palopo. The product was tried out to the Students of Semester 2 of English Students at IAIN Palopo. The instruments were used in this study are Questionnaire for need analysis and observation sheet for 5 Experts and student's perception. In this study, 5 experts were involved in order to validate the product. The elements of the validation are Display, Content/Materials, Language, and the Application. The result based from the expert's validation as well as try-out product result, the product of this study was appropriate to be applied for the students of English Department semester 2, as a supporting media in Learning English Grammar

Keywords: Design, Comic, Webtoon, Supporting Media in Learning Grammar

INTRODUCTION
Nowadays, many students are very close to the social network or with their smartphone. Communication need is the major factor that causes this situation. Besides that, entertainment needs becoming super important for teenagers at this age. That is why the students released the study time for interacting on social networks and entertain themselves with their smartphone. The development of smartphones is interactive and sophisticated, so they can access everything on that. Even for learning something, they can do that instantly by using applications and network connection. The education life is cannot be released from the technology of media and communication networks. In a good form, the technology of smartphones can be used as supporting media for finding some information, so they will not deny the good usability of smartphones (Rifuddin et al., 2020). The media of smart phones will show us the positive effect if the student uses it in a good way as well, as Oka’s perception. The media for network systems is used for administration or even better for learning and teaching. Using media as a complement of learning and teaching is more needed at this time. The media and technology becoming super active to used by any level in learning. To improve the skills in learning English, the students and the teachers need the Media
and technology as a compliment and it will help them to more understand the material (Wahidin & Yahya, 2020). It is clearer if use the media as the visual in learning so the students can imagine the topic in a real form. The use of technology inside the smartphone is more active than reading a book. The students can find many books on the internet or many articles without paying too much and they can find more information. They used to be more active on social media than in real life. But without a doubt, that there are so many applications that can improve the ability in learning. Special for English education, the application that can help them to improve are dictionary offline and online, the bunch of vocabulary, the English games, the English quiz, the chat room for users in the world, and many more. The application that the Writer use for this Study, is Webtoon. Webtoon is the most popular app in the play store in the comic reading category. Webtoon is officially launched for the first time in South Korea as a Webtoon portal followed by Naver in 2004. The readers can find much tittle Free as well and no need to pay any tittle on Webtoon. Webtoon is an open-source media for all authors in the world to still connect with the reader through their work. Fun fact about Webtoon is that it has a room comment for the readers and it will make them still know about the reader’s opinion about their work. But I will make this room comment as a room class for the students. It is really helpful for them to still update the information about the entire English stuff. Finally, they can enjoy reading in this way and not feel boring anymore when they read the text. Because it is available with the picture and a constant character for the comic.

METHODS

Development Model

The Writer designed the method that was used to complete the research, which is research and development (R and D). The writer follows the instruction of the study using the ADDIE model. This model stands for the five stages of the development process, namely Analysis, Design, Development, Implement, and Evaluate. These phases are sequential, each depends upon the successful completion of the preceding phase. The design phase is the main point of action in this model.

Procedure of Development

Based on the ADDIE Model, writer use the procedure below:

1. **Analysis**

   The gadget of the technology, becoming super active for teenagers or students. The fact that technology is a tool that helps the human to reach their needs. In technology, we already know about smart phone, tablet, or anything we call it, is more like an important human's thing that they never want to forget to bring it wherever they go. They can access many features in a small object that fits their hand easily. It sounds impossible, but it happens in our universe (Helma & Jufriadi, 2020). The most important usability that the human use for their smart phone is communicating and get some information. As we can see in our environment the people almost seen looking down at their cell phone. And it happens for our young generation, especially for our students. The most worrying thing for this situation is they can access whatever they want with no filter anymore. And we can blame themselves form this situation because it is more like their privacy (Irvy, 2020). The benefit of this situation is to make our business is easier to reach by saving our time and our power. From all of the possibilities that may
happen, the writer will develop the usability from one of the application that the teenagers access frequently, that is Webtoon. Webtoon is a comic application online based. From the reality of the information about this application, there is no educational language in their product of the title of the comic inside of this application. The writer will develop this situation and publish the educational English language comic.

2. **Design**
   In this step, the writer designed the product by using several objects and media for designing the product. The writer designed the product with use some objects.

3. **Develop**
   The writer develops the content of the Application to use the application as supporting media in learning Grammar. The application has many genres of the comic, but they are lacking of having an educational language inside the comic. The writer will develop the application as a supporting media in learning the English language of Grammar. Here is the detail of the development. The application just has nine genres of the comic, they are (1) Romantic, (2) Drama, (3) Action, (4) Comedy, (5) Slice of Life, (6) fantasy, (7) Thriller, (8) Horror, (9) Web novel. The writer Chose an educational comic in Slice of Life Genre. Because "slice of life" genre is closer to humans life because an educational story frequently happens in human life. This genre contains humans activity including education. But there is no English education in this genre. The content of the slice of life is just like humor, the daily life of the people, or random event that happen every day for this genre. But it possible to put an educational comic because education is a part of life. With the light story include in this genre, the educational story has a bit potential to take part in the existing comic series. Here is a simple illustration to describe development.

4. **Implementation**
   The comic will be used as supporting media in learning. The teacher is given the breadth to explore the learning method for students. This comic is need an internet connection for the first access. But when they want to read it offline, it is available to download the Comic. The writer will post or publish the comic will be published in 6 episode include the introduction of the comic.

5. **Evaluate**
   This is the last step for this product. The writer will post or publish the product after comparing the result of revision from expert judgment and the reality in Study.

   **Location and Time of the Study**
   The study was conducted at the Institute State Islamic Institute Palopo Especially in English Department in the 2nd Semester. It was conducted on June 2019 – August 2020.
Subject and Object of the Study
The population in this study was the students of English department of IAIN Palopo. There are 4 Classes with amount of students are. The sample of this study was 30 students that had been by using random sampling technique.

Technique and Data Collection Instrument
1. Data collection instrument
The instrument of collecting data in this study is Questionnaire, the questionnaire items consists of some target needs (necessity, wants, lacks) and target needs that was spread trough google Form.
2. Data collection instrument for the Expert judgment
The product judged by the experts in some sectors, they are View, Model/Design, Content, material, Language, and Application. The questions were Shared online.
3. Data collection instrument for product try-out
The data collection instrument for the product try-out was the observation for finding the students perception about the product. The observation sheet was shared by Google Form.

Data Analysis Techniques
1. Data Analysis on Need Analysis
The writer using Questionnaire as a conducting data from the need analysis questionnaire, which is distributed to the Students in need assessment phase, is describe based on the answer that the students chose to show their needs. The result of this questionnaire will be calculated using the following formula.

\[ X = \frac{\Sigma x \times 100}{N} \]

where:
- \( X \) = Nilai
- \( N \) = Total number of students
- \( \Sigma x \) = The same answer of students

Students' choices (Necessity, lack, want, input, procedure, setting, teachers' role, and students' role) are becoming a Study's background in designing the Product.
2. Expert's Validation
The result of data was converted in descriptive analysis. The indicator in measuring the result is the Mean (X). The Means will be used by using conversion pattern data:

\[ M_{n} (X) = \frac{\Sigma fx}{n} \]

\[ M = Mean \]

\[ \Sigma fx = Total score \]

\[ n = Total items \]

Table 1. Data Conversion Table was adapted from (Suharto 2006) in Alex Sander (2018)

| Scales | Interval of Mean          | Descriptive Categories |
|--------|---------------------------|------------------------|
| 1      | 1.0 <X ≤ 1.7              | Very Poor              |
| 2      | 1.8 <X ≤ 2.5              | Poor                   |
| 3      | 2.6 <X ≤ 3.3              | Fair                   |
| 4      | 3.4 <X ≤ 4.1              | Good                   |
| 5      | 4.2 <X ≤ 5.0              | Very Good              |

3. Data analysis on Try-Out
The result of data was converted in descriptive analysis. The indicator in measuring the result is the Mean (X). The Means will be used by using conversion pattern data:
\[ Mn (X) = \frac{\Sigma fx}{n} \]
\[ M = \text{Mean} \]
\[ \Sigma fx = \text{Total score} \]
\[ n = \text{Total items} \]

Table 2. Data Conversion Table was adapted from (Suharto 2006) in Alex Sander (2018)

| Scales | Interval of Mean          | Descriptive Categories     |
|--------|---------------------------|----------------------------|
| 1      | 2.0 < X ≤ 1.7             | Very Poor                  |
| 2      | 1.8 < X ≤ 2.5             | Poor                       |
| 3      | 2.6 < X ≤ 3.3             | Fair                       |
| 4      | 3.4 < X ≤ 4.1             | Good                       |
| 5      | 4.2 < X ≤ 5.0             | Very Good                  |

RESULTS

The Result of the Need Analysis Questionnaire

There were 16 questions in the questionnaire. It was spread out for finding student’s need, lacks and wants. The results of the questionnaire help the writer to make the product. Here are the results of it.

Information:

What kind of learning Method do the Students like in the Class?

a. Teaching Method
b. Practicum method
c. Methods of media use and learning facilities
d. chose Discussion method
e. mixed method

The highest score is on option C, which is Methods of media use and learning facilities with the 58.1% Score.
Information

What difficulties students experiencing in learning are.

a. Not yet independent in learning
b. Lazy in learning
c. Not as hard as desire in learning
d. Feeling less confident in learning
e. Slow in understanding learning
f. Chose less suited to learning methods

The highest score is on option D, with the total score is 51.6%.

Picture 3. Media that learners like in learning

Information

What kind of media do students like in learning

a. Text
b. Audio
c. Visual or Image
d. Artificial Objects/Miniatures
e. Human
f. Video

The highest score is on option C, with the total score is 80.6%.

Picture 4. Media that the learners often use for finding information
Information
what Media do you often use to find the information
a. Book
b. Smartphone/Internet
c. Newspaper
d. Magazine
e. Radio
f. Television
g. Journal

The highest score is on option b, with the total score is 96.8%

Picture 5. The type of gadgets that learners have

Information
What type of gadget do the students have
a. Smartphone
b. Old generation Phone
c. Laptop, Notebook or computer
d. Tablet
e. Ipad

The highest score is on option A, with the total score is 96.8%

Picture 6. The Types of Smartphone User
Information
a. Internet User
b. Game User (Gamer)
c. Main User (utilizing all of the features in smartphone)
d. Calling user
e. Public User
f. Celebrity of Social Network (Selebragram)

The highest score is on A and C options, with the total score both of them are 61.3%.

Picture 7. Difficulties in understanding the readings

Information
What difficulties do Students encounter when they learn to understand English readings.
a. Vocabulary
b. Grammar Rules
c. differentiator sentences
d. sentence meaning factors
e. another option, that is difficulty to understand the audio in reading
f. difficulty to understand the language transition

The highest score is on Option B, with the total Score is 80.6%.

Picture 8. the Indicators that can help Students Understanding the Reading
Information
What indicator that can help you to understand the reading
a. The Sentence’s Length
b. Word choice,
c. Type of size and font
d. Illustration
e. Paper type and color

The highest score is on option D, with the total score is 64.5%

*Picture 9. The kind of books the learners like*

Information
What kind of book Students like.
a. Comic book
b. Biography
c. Journal
d. Scientific Works
e. Text /Text Book
f. Magazine/Newspaper
g. Another Option

The Highest score is on Option A with the total score is 62.1%.

*Picture 10. The Kind of apps that the students use for reading comic*
Information
What comic app do students like now?
- Bulu Manga
- Webtoon
- Manga Reader
- ZingBox
- Manga Zone
- Manga Box
- Crunchyroll Manga
- Ray Manga
- WebComics
- Ciayo Comic
- Tapas
- Other options

The highest score is on option B, with the total score is 84%

![Bar Chart]

Information
In terms of illustration, what kind of do students like?
- Colored
- Black and White
- More text
- More illustration
- Another option

The highest score is on option A, with the total score is 90.3%.

![Bar Chart]

Information
What your view of Grammar is?
- Grammar loads difficult-to-understand rules
- Grammar becomes my barrier to learning English
c. Grammar is a material that is pleasing enough to me, depending on how educators deliver it are.
d. Other option
e. Grammar made me understand a lot of English and learn each of the formulas in English

The highest score is on option C, with the total score is 79.1%.

![Picture 13. difficulties that students face in learning Grammar](image)

Information
What difficulties do students feel while learning Grammar?

a. Formula Rules applied
b. Too many rules so it is difficult to understand and memorized
c. Intricate and elusive description
d. Number of language versions and rules of various accents
e. Lack of personal motivation in studying Grammar

The highest score is on option A and B, with the total score is 34.9%.

**The Result of Expert’s Validation**

1. **Display**
   Amiruddin Akbar Fisu, the combination of colors, the convenience of comics when read, comic characters, and visuals are judged to be good, just a matter of taste for the combination.

2. **Content or Material**
   Nurhajar P., Tri Endar Yogi Setiadi Saputra, S.Pd., M.Pd., The content of this comic is in accordance with the intermediate grammar curriculum that English students were studying Semester 2. This comic has been created in interesting form. This comic can also be learned or used to learn English in general. This comic is worth using, with notes there needs to be improvements to its language settings.

3. **Language**
   Devi Ismayanti, S.S, M.Hum, the structure of the writing in this comic is generally in accordance with the correct standards of English writing rules, examples of sentences, and closings in each chapter (SVO Pattern). There is a slight flaw in the translation theory in some parts. The use of language in this comic is semi-formal American English, which is precisely the target of the Student. This comic has also followed the
development of American English for media standards. I personally really like this comic, although it uses full English, but still inserts the nuances of Islam in this comic.

4. **Score for each element**

| No | Dimension | Indicator | Items | Average Score | Description | Follow Up |
|----|-----------|-----------|-------|---------------|-------------|-----------|
| 1  | Display   | Color     | 1. The color used is according to the object that it should be | 4.5 | Very Good | Can be used without revision |
|    |           |           | 2. The comic color mix is suitable and comfortable to look at | 4.25 | Very Good | Can be used without revision |
|    |           | Character | 3. The characters used are appropriate | 3.75 | Good | Can be used with a little bit revision |
|    |           |           | 4. Characters used in comics do not represent existing characters | 3.5 | Good | Can be used with a little bit revision |
| 1  | Display   | Arrangement | 5. The composition of the comic is in accordance with the material flow | 4 | Good | Can be used with a little bit revision |
|    |           |           | 6. Compilation of comics looks neat and comfortable | 4.25 | Very Good | Can be used without revision |
|    |           |           | 7. Element in the comic order according to the flow of matter | 4 | Good | Can be used with a little bit revision |
|    |           |           | 8. The Comic is arranged with a well-readable and clear writing | 4.5 | Very Good | Can be used without revision |
|    |           |           | 9. Selection of letters and font sizes can be read well and | 4.5 | Very Good | Can be used without revision |
|   |   |   |   |
|---|---|---|---|
| Illustration | 10. Comic illustrations are masterpieces of author's originality | 4.5 | Very good | Can be used without revision |
|  | 11. Comics are made able to give new variation in learning using smart phone media | 4.25 | Very good | Can be used without revision |
| Design/Model | 12. New variations of comics created can help students learn with new and fun things | 4.25 | Very good | Can be used without revision |
| Access | 13. Comic that is made can be accessed properly without any significant system constraints | 4 | Good | Can be used with a little bit revision |
| Source | 14. Material content or comic material comes from a source that is relevant and reliable | 4.3 | Very good | Can be used without revision |
| Theory | 15. Comic that is made are suitable for use | 4.3 | Very good | Can be used without revision |
| Purpose | 16. The Comic created according to students' needs | 4.3 | Very Good | Can be used without revision |
| Content/Material | 17. The Comics is made accordingly with Reading material focused | 4.3 | Very Good | Can be used without revision |
|   | 18. The Comic does not | 4.6 | Very Good | Can be used |
contain negative content in the form of Sara and do not offend races, religions and tribes.

19. The Comic do not load Pornography content. 4.6 Very Good Can be used without revision

20. The Comic made in accordance with the correct English rules (load Pattern language rule) 3.6 Good Can be used with a little bit revision

5 Language Communication

21. The Comic made in accordance with the current English developments 4 Good Can be used with a little bit revision

22. Language spoken is a language that is clearly read and understood 4 Good Can be used with a little bit revision

Total Score 4.2 Very Good Can be used without revision

The result of expert’s validation instrument in average is very good which means that the Comic could be used without revision.

Application Judgment

| No. | Materials | Average Score | Description | Follow-up |
|-----|-----------|---------------|-------------|-----------|
| 1.  | Comic making looks neat and comfortable either from the point of view of smartphones or computers Comic is composed with a well-readable and clear writing | 4 | Good | Can be used with a little bit revision |
| 2.  | In-app ads do not provide meaningful interference when accessing comics in | 4 | Good | Can be used with a little bit revision |
| 3.  | | 4 | Good | Can be used with a little bit revision |
applications and websites directly
Apps and websites can be loaded and accessed easily.
4  Good  Can be used with a little bit revision

5  Very good  Can be used without revision

Applications are harmless or contain negative effects on mobile devices or computers.
6  Very good  Can be used without revision

comic and application can accessed through online or in the network.
The app or website will not hack the user's personal account.
7  Good  Can be used with a little bit revision

The application is used as a media in online-based learning.
8  Good  Can be used with a little bit revision

Application or website is easy to use.
9  Good  Can be used with a little bit revision

Total average Score 4.2  Very Good  Can be used without revision

The result of expert's validation of application in average is very good which means that the Comic could be used without revision.

Information:
Rosdiana, ST. M. Kom, This comic application is not too heavy, depending on the type and problem of the device used. the app’s usage instructions is needed for new users. account security cannot be guaranteed even in any application, because of the problem of account hacking it is caused by the carelessness of its users but this app is a secure application because it is already protected by google play store.

The Result of Try-out
1. Interview
Question: What do you think about the comic.

| Students | Perception |
|----------|------------|
| A        | This Student has argued that this comic is interesting to learn because it contains examples and explanations that are simple and easy to understand, unlike in books that generally contain many explanations and examples. |
| B        | This student has argued that this comic is interesting to read because the images are very interesting, especially the content is easy for students to understand, but it may be difficult to understand by people who do not understand English because this comic has no translation. however this student is grateful that the author has created this useful comic. |
| C        | This student has argued that this comic has good pictures and it is not boring when read. |
| D        | This student has argued that this comic is very good and useful and this student
hopes the author can continue the production of this comic.

Conclusion:

After seeing some of the opinions expressed by the students, the author can draw the conclusion that the comic is worth using because it is well received by the students and has provided ease in learning grammar.

2. Question Sheet

| No. | Items                                                                 | Average Score | Description | Follow-up                                      |
|-----|------------------------------------------------------------------------|---------------|-------------|-----------------------------------------------|
| 1.  | Comic eligibility for use in learning English.                        | 3.6           | Good        | Can be used with a little bit revision         |
| 2.  | Languages spoken in comics                                            | 3.7           | Good        | Can be used with a little bit revision         |
| 3.  | Image quality of comics (image clarity)                                | 3.7           | Good        | Can be used with a little bit revision         |
| 4.  | Typeface (Font) used in comics                                        | 3.8           | Good        | Can be used with a little bit revision         |
| 5.  | Characters and Visual comics (colors, figures, and illustrations)      | 3.7           | Good        | Can be used with a little bit revision         |
| 6.  | Fragility of comic order                                              | 3.7           | Good        | Can be used with a little bit revision         |
| 7.  | Effectiveness in accessing comics                                     | 3.9           | Good        | Can be used with a little bit revision         |
| 8.  | Materi Demonstrative dan Superlative Pronouns                         | 3.6           | Good        | Can be used with a little bit revision         |
| 9.  | Material Modals                                                       | 3.6           | Good        | Can be used with a little bit revision         |
| 10. | Gerund Material                                                       | 3.7           | Good        | Can be used with a little bit revision         |
The result of Student’s validation instrument in average is good which means that the Comic could be used with a little bit revision.

3. Comic Change

   based on the criticism of the assessment team towards the comics here are some changes that occur in the comics.
Before                               After

The first image still looks messy in terms of its writing, as in the word "I" is written in lowercase letters that should be uppercase, then there is the word "it's" which should be "its", then there is also a word that does not match the use of uppercase letters, in the word of Depressed. There is no visual context change in this change, as appraisers argue that character, model, elemental mix, is a matter of taste only. the important point is the clarity of the image and the suitability of the scene and the dialogue.
The next problem is the consistency in using the pronoun. In the first image shows "it's", which is inconsistent with the continuation of the next round, which is better replaced with the word "I am, as is normal to be used when getting acquainted with others. There is no visual context change in this change, as appraisers argue that character, model, elemental mix, is a matter of taste only. The important point is the clarity of the image and the suitability of the scene and the dialogue.

The next, there is the problem of laying capital letters that do not fit in the sentence. The word "statement" should be written in all lowercase letters. There is no visual context change in this change, as appraisers argue that character, model, elemental mix, is a matter of taste only. The important point is the clarity of the image and the suitability of the scene and the dialogue.

The last is a fix to the same problem i.e. the placement of inappropriate upper and lower-case letters, inappropriate language settings, and some grammar errors that
have been corrected. As for the other mistakes that go unnoticed by the author and the assessment team is a human error that will continue to be developed.

DISCUSSION

The Webtoon comic as the product of this research was designed using ADDIE model. This model stands for the five stages of the development process, namely Analysis, Design, Development, Implement, and Evaluate. These phases are sequential; each depends upon the successful completion of the preceding phase. The design phase is the main point of action in this model. The product will be concluded by the model of the design; the development will get the main role of the design

Here are the results from expert revision:
1. The Rules in writing should be more concerned, and it was fixed.
2. The Consistency in the use of language should be considered, and it was fixed.
3. The media should be explained how to use the application so that students are not experiencing confusion when using the app, and it will be explain in the class, also the writer has the using guide for the user

CONCLUSION

The Webtoon Comic that is appropriate with the students with some items 1). Learning goal of this Comic is as supporting media in learning English Grammar at the second semester of the students from English Department. 2). The comic contains some materials that are arranged based on the learning syllabus in the 2nd semester material has been approved by both teaching lecturers. The learning materials contained are Demonstrative and superlative pronouns, Modals, Gerund, and Question Tags. 3). Learning methodology is picture and picture method.4). This comic is products included in visual media images and technology

REFERENCES

Fikroturrofiah. 2015 “Komik Sebagai Media Pembelajaran”, https://www.eurekapendidikan.com/2015/02/komik-sebagai-media-pembelajaran.html, Accessed at 21 February 2020

Grafispaten.wordpress.com (02 January 2016). Model Pengembangan Media Pembelajaran ADDIE, Accessed at 23 August 2020, from https://grafispaten.wordpress.com/2016/01/02/model-pengembangan-media-pembelajaran-addie/

Hardianti.2017 “Teaching English to the Students Through the Doraemon Comic to Master Vocabulary at the First Grade of SMPN 1 Tinggi moncong”, http://repositori.uin-alauddin.ac.id/7796/1/HARDIANTI.pdf, Accessed at 21 February 2020

Novisilta, Feronica Cici. 2016 “Penggunaan Media Komik Untuk Meningkatkan Minat dan Hasil Belajar Fisika Siswa Kelas VII SMP Katolik 2 W.R Soepratman Barong Tongkok di Kutai Barat pada Materi Konsep Zat”, https://repository.usd.ac.id/6856/2/091424040_full.pdf, Accessed at 21 February 2020

Taufiq.net, Model Penelitian Pengembangan Borg and Gall (1983) accessed at 23 August 2020, from https://www.taufiq.net/2019/09/model-penelitian-pengembangan-borg-and.html
Pendulanga.wordpress.com (27 March 2012), Model Pembelajaran GERLACH and ELY, accessed at 23 August 2020, from https://pendulanga.wordpress.com/2012/03/27/perencanaan-sistem-pai/

Welty Gordon. 2008. “Formative Evaluation in the ADDIE Model”, https://go.gale.com/p/anonymous?id=GALE%7CA203191097&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=15525791&p=AONE&sw=w, Accessed at 02 March 2020.

Wikipedia, 2014. “Webtoon”, https://id.wikipedia.org/wiki/Webtoon, Accessed at 27 June 2018

Zakky, 2018. “Pengertian Media pembelajaran Menurut Para Ahli dan Secara Umum”, https://www.zonareferensi.com/pengertian-media-pembelajaran/, Accessed at 15 Mei 2019

Helma, & Jufriadi. (2020). Improving Students’ Vocabulary Mastery Through Observe and Remember Game at the Seventh Grade SMPN 2 Palopo. FOSTER: Journal of English Language Teaching, 1(1), 29–40. https://doi.org/10.24256/foster-jelt.v1i1.5

Irvy, I. I. (2020). Understanding the Learning Models Design for Indonesian Teacher. International Journal of Asian Education, 1(2), 95–106. https://doi.org/10.46966/ijae.v1i2.40

Rifuddin, B., Ilham, D., & K, N. (2020). Academic Services in Islamic Education Management Study Program: The Actualization of the Basic Values of the State Civil Apparatus at IAIN Palopo. International Journal of Asian Education, 1(2), 81–94. https://doi.org/10.46966/ijae.v1i2.34

Wahidin, & Yahya, A. (2020). The Use of Snowball Throwing in Teaching Reading at The Second Year Students of SMPN 8 Palopo. FOSTER: Journal of English Language Teaching, 1(1), 63–82. https://doi.org/10.24256/foster-jelt.v1i1.8

Zuhrowati Mahya, 2018. “pengembangan Komik Sebagai Media Pembelajaran IPA Pada Materi pemanasan Global”, http://digilib.unila.ac.id/31342/3/SKRIPSI%20TANPA%20BAB%20PEMBAHASAN.pdf, Accessed at 21 February 2020