

# The Implementation of LINE Webtoon Application in Promoting the EFL Teachers' Creativity

## *The Teachers' and Students' Perception*

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**Abstract:** The rapid development of smartphone technology and the teachers' lack of capability in getting attention from students in learning process may lead to passive and boring English practices in the classroom. Therefore, this study was aimed at investigating LINE Webtoon as possible teaching media that facilitate teachers to teach English in a fun way and investigating the teachers and students' perceptions toward the use of LINE Webtoon in English as Foreign Language (EFL) classroom. This study employed mixed-method design involving interview and closed-item questionnaire as the instruments to gain the data which were administered to three English teachers and 35 secondary school students as respondents. The findings revealed that the use of LINE Webtoon contributes to the teachers' creativity in providing authentic media and material and also creating fun learning activities. The findings also indicated that the use of LINE Webtoon creates good and active classroom atmosphere and the students' responses are mostly positive where they become more motivated and interested in learning English as they have fun accessing it. However, teachers are expected to be more selective in choosing comics in terms of its content and word choices and also to be more creative in handling low achievement students in the classroom.

## 1 INTRODUCTION

A phenomenon that students' smartphone is one of the factors that causes the students to become passive in the classrooms is that their smartphones are more interesting than their teachers. Another factor may be the students' boredom in learning because they lose their willingness and interest towards lesson, which puts a major barrier in front of effective language learning (Aralik, 2013). Also, lack of motivation still constitutes a serious problem both for teachers and students in language classrooms. One of the ways teachers can do to make their teaching more interesting is to provide the good teaching media using LINE Webtoon; the sophisticated digital comics which can be accessed easily through smartphones. Recent years have observed a shift in how comics are being socially accepted where there is a growing appreciation towards comics which now are capable to address almost any subject, fiction and non-fiction, and all range of audiences' age (Gibson, 2010).

This research aims to find the use of LINE Webtoon to promote EFL teachers' creativity in providing materials in the classroom and the students' perceptions. This study will give a contribution and insight for teachers and language practitioners to improve English teaching and learning. Line Webtoon provides an extremely good stepping stone for those who are not entirely familiar with technologies since Line Webtoon can be easily accessed by both teachers and students through their smartphones.

Comic is a medium that combines words and pictures. Alaba (2007) stated that comic is a form of cartoons in which a cast of characters present an educational story in a sequence of closely related drawings designed to entertain and educate the reader. The development of technology influences the development of comics as well. Nowadays, there are many media that can help us find comics easily in many digital forms. According to Azman, et al., (2014), digital comics and interactive comic begin to appear when access to computer technology is globally supported.

There are several reasons why it is important to include comics in teaching and learning language. Teaching with comics is essential because it encourages teachers to use authentic materials, as suggested by Drolet (2012). It can also improve learners' literacy and knowledge about cultures. Moreover, reading comics will improve learner' vocabularies. Krashen (2008) summarized that comic books contain a high number of unusual and academic vocabulary words that comic book readers tend to be better overall readers. Using comics in the classroom will also help learners to improve their reading skill. According to Haines (2012), the key to getting these learners to read is to engage their imagination and interest. Comics are perfect vehicles because it involves the visual activities that can facilitate learners to read better. Furthermore, when learners read better, they will be better in writing as well. Drolet (2010) argues that the use of comics can become good prompts for writing topics. Finally, teaching with comic is fun and motivating because it gives intrinsic motivation to learners (Grabe, 2004). In response to the issue, this study attempts to find the use of LINE Webtoon to promote EFL teachers' creativity in providing materials in the classroom and the students' perceptions of learning using Line Webtoon.

## 2 METHOD

This study used mixed-methods design to find out the use of LINE Webtoon to promote EFL teachers' creativity in providing materials in the classroom and to investigate students' perception on the use of LINE Webtoon in EFL classroom. The respondents involved in this study are three English teachers and 35 students of secondary schools, and chosen purposively since Line Webtoon was used in the classrooms. Since this research uses mixed methods design, therefore, there are two methods of collecting the data. The first method for collecting the data was semi structured interview which consists of five questions. The first two questions cover the teachers' opinion about teaching using Line Webtoon in their classrooms, the third question is about the obstacles that the teachers encounter during the teaching process, the fourth question is about the advantages of teaching using Line Webtoon, and the last question is about the teachers' suggestion about the application of Line Webtoon.

The second method of collecting data was closed-item questionnaire. The questionnaire consists of ten items which cover the students' perception about the quality of Line Webtoon application as an

edutainment tool and the effects of Line Webtoon on the students' English skills including grammar and vocabulary.

## 3 FINDINGS AND DISCUSSION

### 3.1 How LINE Webtoon can Promote EFL Teachers' Creativity in Providing Materials in the Classroom?

After analyzing the qualitative data, it has been found five themes in the findings. The first theme covers the strengths and weaknesses of LINE webtoon in EFL classroom. All respondents said that the use of LINE webtoon was good and refreshing. It gives them the easy way to get students more engaged during the lesson.

*Teaching English with comics will also encourage students to be more engaged in the classroom. Comics contain attractive features to motivate them to learn English. (R1).*

However, LINE webtoon was only effective for high achievement students. Those who are lower achiever cannot engage well with this media in the classroom. Also, there were some vocabularies which were quite difficult for students.

*Unfortunately, with my students' ability, only those who are categorized as high achievers who can use this media well, considering that students have very limited vocabulary and what is presented in webtoon is categorized middle-hard for students. In addition, there are many informal languages that are unfamiliar for students. (R2).*

The second theme is about the strategy and procedures used by teachers in using LINE webtoon. They have their own strategy in using LINE webtoon. They used creative writing, cooperative learning, and retelling the story.

*Because I teach writing class, I ask the students to see the pictures on the comics and they need to make or write their own dialogues based on the pictures in the story. They seem to be interested in doing this activity. And this activity can also help them to foster their creative writing. (R3).*

The third theme discusses the problems that occurred during implementing LINE webtoon in the classroom. The problems may arise from the students, time allotment, and the internet access.

The problems I found when implementing webtoon in the classroom is when we decided the genres or stories that will be used in the classroom. At the first, the students wanted to choose the stories by themselves and it's quite annoying because the class became so noisy. The second problem is when I let them to use their phone in the classroom, to open the webtoon, of course, several students choose to open the other applications, such as instagram, bbm, whatsapp, instead of webtoon. The third problem is in the low-achiever students and those who do not like reading comics. (R1).

The fourth theme covers the role of LINE webtoon as a refreshing way to foster teachers' creativity and make the learning process more fun.

The advantages that I get are I get new media which is refreshing in learning process, it is easier to deliver the material, especially recount and narrative text which includes various skills, and it can make the classroom become more active. (R2).

The last theme is about suggestions to use LINE webtoon in a more effective way. The respondents suggest that it will be better if the class is divided into groups so that students will focus on only one smartphone.

I think the best way to use this webtoon is by dividing the class into groups so that the learning activity can run well. The students will focus because they only use 1 smartphone and this can make them avoid opening the other applications. (R3)

### 3.2 The Students' Perceptions on the Use of LINE Webtoon in EFL Classroom

The students' perceptions on the use of Line Webtoon in EFL classroom can be seen in the following table. There were 35 secondary school students who responded to the questionnaire.

Table 1: The students' perception on the use of Line Webtoon in EFL classroom.

Num	Statement	SD (%)	D (%)	A (%)	SA (%)
1	Learning English using comics is very fun for me.	-	2.86	20	77.14
2	LINE Webtoon is an interesting	-	2.86	37.14	60

	digital comic to learn English.				
3	LINE Webtoon is a practical digital comic and can be easily accessed using smartphone or computer.	60	-	28.57	11.43
4	LINE Webtoon is a digital comic which contains various interesting stories to learn English.	-	2.86	45.71	51.43
5	LINE Webtoon improves my motivation in learning English.	-	2.86	28.57	68.57
6	LINE Webtoon improves my English vocabularies.	-	2.86	42.86	54.29
7	LINE Webtoon improves my skill in reading English text.	-	5.71	48.57	45.71
8	LINE Webtoon improves my skill in writing English text.	-	11.43	51.43	37.14
9	LINE Webtoon improves my English grammar competence.	-	17.14	31.43	51.43
10	LINE Webtoon improves my knowledge about English idiom.	-	8.57	31.43	60
Note: SD (Strongly Disagree), D (Disagree), A (Agree), SA (Strongly Agree)					

From Table 1, it can be seen that most of the students were positive toward the use of Line Webtoon in their classrooms although there are items that students disagreed but in small percentage. The third item shows an interesting finding in this study; 60% of the students strongly disagreed that Line Webtoon is a practical digital comic and can be easily accessed using smartphone or computer. The possible reason for the students' disagreement is that they didn't have internet connection, computer, or even smartphone. However, the findings above indicate

that the use of Line Webtoon had positive effects on students, from students' motivation to their English skills.

### 3.3 Discussion

The findings from the qualitative and quantitative data indicate some points. First, as the teachers mentioned that the use of Line Webtoon was good and refreshing and makes the classroom become more alive and the students become more active.

Next, the teachers also become more creative in providing authentic media and material, as well as activities that may help students in improving their skills and make the learning activities become more fun. As suggested by Richards (2002), authentic materials support a more creative approach to teaching that enable teachers to develop their potential as teachers, developing activities and tasks that better suit their teaching styles and students' learning styles. Moreover, most of the students' perceptions also indicated that Line Webtoon can improve their vocabulary, writing and reading skills, and grammar competence.

The problems that were mentioned by the teachers may lead to the students' disagreement in some points of their perception, like poor internet access that caused students' difficulty in accessing Line Webtoon, choosing suitable stories for the students based on their levels, the limited time, low achiever students and students who do not like reading comics. Therefore, teachers should be able to overcome these problems so they can use it in more effective way.

Fortunately, the teachers' suggestion during the interview session might be able to solve the problem that occurred during its implementation. For example, by dividing into groups and using cooperative learning strategies can make students more focus and the time will be more effective. It also can help low achiever to interact with their friends, help them to understand more about the story, vocabulary, even the grammar; and they may feel that learning using Line Webtoon can improve their skills. As supported by Cimermanova (2015) that the use comics indicated possible positive effects in students' vocabulary development. Ahamed (2016) also suggested that in long run, *webcomic* would also add to the collection of familiar words in students' memory. This is also related to Yunus, et al. (2007) who found that digital comics have a lot of advantages that encourage students to write in English.

Another suggestion is selective in choosing stories that is appropriate for the students. This suggestion can also save time since the teacher is the

one who is responsible for it. Thus, he/ she can choose the story in advance, as well as designing the activities that will be conducted in the classroom. However, the teachers did not mention the suggestion of the problem about poor internet connection. This also should become teachers' consideration that without internet connection, students will not be able to access it. Thus, before assigning the students tasks related to Line Webtoon, teachers should make sure that all students have internet access to read the comics.

Finally, the use of Line Webtoon in EFL classroom may contribute to the 21<sup>st</sup> century education. With the development of ICT, it enables the teachers and students to be familiar with ICT. In comparison to the previous research by Azman, *et. al.* (2014) which focuses on computer-based digital comics, this study provides new insight about smartphone-based digital comic.

Besides that, the use of authentic materials by using Line Webtoon can provide the students with the use of English in real situation. It has been found by Drolet (2012), that the learners' literacy and knowledge about culture can be improved through comics as authentic materials.

## 4 CONCLUSIONS AND RECOMMENDATION

English teachers should be creative in providing the material for students since we know that technology has developed sharply these days. Through the use of LINE webtoon, as a refreshing way to teach and learn English, the English teaching and learning process can be more alive and encourage students to be more active in the class. It can be seen that students have the positive perceptions towards this media and they agree that LINE webtoon can help them improve their English ability, such as, improving reading and writing skill, expanding their vocabulary, improving grammar knowledge, and increasing their motivation to learn English. LINE webtoon can also foster teachers' creativity since it provides new chance to modify the teaching materials and various genres. This media can be a good start for teachers to integrate technology in the way they teach English. In addition, LINE webtoon can also be a good stepping stone for teachers who are not so familiar with technology.

Since the use of LINE webtoon in EFL classroom still has several weaknesses, it is better for teachers to be more selective in choosing the comics which

contain the appropriate words choice and contents. Also, teachers should be more creative in handling the low achievement students to be more engaged in the classroom so that they can follow the teaching and learning process well.

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