

Developing Senior High School Students' Skills in Narrative Writing Through Webtoon Reading Application

Genine S. Torres

College of Liberal Arts, De La Salle University-Dasmariñas, Philippines

E-mail: tgs0669@dlsud.edu.ph

Article History

Received: 6 June 2021

Revised: 21 December 2021

Published: 26 December 2021

Abstract

Language teaching and learning have been extensively influenced by the innovations in Information and Communication Technology (ICT). This study aimed to determine the effectiveness of Webtoon Reading Application (WRA) as a form of ICT-based teaching tool for developing narrative writing skills among students of Saint Augustine School - Senior High School. A mixed method research design involving the analyses of both quantitative and qualitative variables was used. The quantitative variables were represented by quantifiable differences and improvements of the scores of the student-participants from the narrative writing tasks while their actual human experience comprised the qualitative variables which were thematically analysed in order to assess the perceived effects of the WRA. The quality of the students' narrative text after the WRA utilization has significantly improved particularly on the manner of organizing the story, writing the external structure of their outputs, and the narration style used. Thematic analysis registered five self-perceived effects to students which include functional, personal, epistemic, social, and emotional values which are equated to their association of the WRA to positive predictors of feeling easy, excited, good, entertaining, and elaborative. The study recommends that future researchers should consider evaluating WRA through involving more participants, crafting their own WRA-based lessons, and exploring how they can be used in subjects not limited to English language teaching.

Keywords: Graphic Narrative, ICT-Based Teaching Tool, Language Teaching, Narrative Writing, Webtoon Reading Application

Introduction

Narrative writing is a primary means of comprehension and expression of humanly interaction. It is a piece of writing often characterized by a main character in a setting who engages in an interesting, significant or entertaining activity or experience. This genre of writing is believed to enjoy a distinct versatility for both teachers and students in teaching and learning English as Second Language (ESL) where students are provided with an opportunity to share their imagination, creativity, skill and understanding of nearly all elements of writing (Zakaria & Aziz, 2019; Letham, 2019; & Hagen, 2019). It has also been observed that writing in a second language, in general, is considered by many senior high school students to be a complex and oftentimes difficult task for it calls for their basic familiarity to various skills related to organizing ideas, adding elaborative details, and consistency in grammar and mechanics (Bashyal, 2009; Bowen & Jonathan, 1994; Kroll, 1990). Such observation is supported by a plethora of evidence from several studies pointing to the poor writing skills of today's second language students as a major cause of difficulty in passing courses in writing (Ahmed, 2019; Mohammed & Darwi, 2019; Nazim, 2018; Fareed et al., 2016).

Citation Information: Torres, G. (2021). Developing Senior High School Students' Skills in Narrative Writing Through Webtoon Reading Application. *PSAKU International Journal of Interdisciplinary Research*, 10(2), 34-43. <https://doi.org/10.14456/psakuijir.2021.4>.

Various studies have stated that the senior high school students are experiencing difficulties in their reading and writing skills as reflected in their poor-quality outputs (Jaca et al., 2019; Pablo & Lasaten, 2018). Due to this, teachers are encouraged to re-evaluate the teaching methodologies and the competencies required by the curriculum. With this, the need to introduce a more relevant motivational strategy, such as modern technological mode targeting more student engagement is deemed necessary.

To date, various information and communication technology (ICT)-based tools are being introduced in most language classrooms in order to promote edutainment which is now becoming a popular method of integrating varied information technologies in order to motivate students to understand the educational aspect of the language lesson while being entertained at the same time. ICT-based teaching in language can be creatively done in different ways. It is important to note that what is common to all the ICT-based strategies is the incorporation of the concept of images and animation which are the very concepts offered by the Webtoon Reading Application (WRA).

Webtoon Reading Application (WRA) is a Korean online application basically characterized as a graphic narrative which emerged out of the developments in digital technology (Wulandari et al., (2019). It was developed by Naver Corporation, a Korean-based company, and was popular among the younger generation because of its features and unique storylines. Unlike the traditional comics and Japanese manga, Webtoon application uses the internet as a medium for providing weekly storytelling with the combination of music, animation, speech balloons, captions, and artistic images. With its broad readership across ages and countries, studies on its possible use in the teaching pedagogy have been generally accepted (Putri & Lubis, 2018; Djiwandono, 2018; Eka, 2019).

However, early observations on the practical use of WRA in teaching narrative writing and reading remain vague. For instance, Effendy (2019) focused only on the descriptive qualitative part on the use of webtoon to teach narrative reading and its observable effects on the students while Ratnasari et al. (2016), emphasized only on using WRA to develop narrative writing. In both studies, the researchers made use of purely quantitative method in assessing the narrative writing development of the students but failed to shed light on how the questionnaire was constructed especially since the answers are only yes or no.

The result of this study hoped to shed light on the self-perceived effects or the views of the learners regarding the changes that transpired upon using this ICT-based application as model text for developing narrative writing skills. The self-perceived effects, according to Sheth, Newman, and Gross (1991), refer to the account of attitude, values, and emotional responses that are formed during the simulation of a condition. It will lead the researcher to assess the attitudes of the students regarding the applicability of the WRA and how it can potentially affect the writing skills of the student-participants.

Objectives of the Study

This study generally aimed to determine the effectiveness of WRA as a form of ICT-based teaching tool for developing narrative writing skills among senior high school students of Saint Augustine School- Senior High School. Further, the study targeted to compare the quality of the narrative texts before and after the student-participants' utilization of the WRA in terms of external structure, narrative style, and organization. Also, establish significant difference between the pre-test and post-test scores of the student-participants before and after using the WRA and determine the self-perceived effects of WRA on the student-participants' narrative writing skills.

Theoretical Support

This study was conceived within the framework of the Dual Coding Theory (DCT) promulgated by Paivio (Paivio, 1986, 1991, 2007, 2010, 2017). The DCT greatly suggests that two pieces of information are better than one when it comes to learning. For this study, the

visual code is from the graphic narrative itself including features such as the color, drawing style, character emotions, and symbolisms. On the other hand, the verbal code are the words, phrases, and sentences that correspond to the graphic narrative that students are exposed to. Following this theory will provide the students two opportunities to learn more about the narrative writing style. Since studies show that graphics are superior to texts, processing visual resources along with texts may prove to be a good format for teachers in crafting instructional visual materials to struggling students.

The participants of this study are to process and understand text and imagery by reading the sentences and being aware of the graphics included in the WRA episodes. In line with this, the student-participants will be able to understand two things: clarify whether they understand the story by cross checking the text and graphics on the page and distinguish the narrative writing structure that is evident on the WRA episodes.

Methodology

This study used a mixed method research design involving the analyses of both quantitative and qualitative variables. The quantitative variables are represented by quantifiable differences and improvements of the scores of the student-participants from the narrative writing tasks while their actual human experience comprise the qualitative variables which were thematically analysed in order to assess the perceived effects of the WRA on the student-participants' narrative writing skills.

Participants and Sampling

A total of thirty-five students, representing all (100%) eleventh graders currently taking Creative Writing in Saint Augustine School-Senior High School, was selected as participants using the purposive sampling technique.

Data Gathering Procedure

In order to gather both quantitative and qualitative data required in the analyses of the study, two data collection strategies were applied. The quantitative data were extracted from the administered pre-test (Phase 1 and post-test (Phase 5) found in the study module primarily focusing on the determination of the levels of learning. WRA was applied in phases two and three wherein the teacher and the student-participants used the module containing three lessons and read WRA episodes under drama and fantasy genre. At this phase, the teacher led the student-participants in the discovery of writing formats through the simultaneous use of WRA in class. By the time they reached lesson 2, the students were allowed to continue reading the subsequent episodes at home to receive further literacy support with the same titles that were used during class hours.

The qualitative data, on the other hand, were gathered during the series of twelve FGDs (Phase 4) conducted with different quartile student groups (3 lessons with FGD at the end of every lesson for each of the 4-quartile groups). Here, the large spectrum of opinions, notions, and experiences of the student participants were recorded and transcribed.

Data Analysis

Analysis of Narrative Writing Quality: The quality of the pre and post narrative texts done by student-participants was checked based on the modified narrative scale adapted from the writing rubrics of Beyreli & Ari (2009). The rubric focused on three writing categories such as external structure, narration style, and organization.

Thematic Analysis: In the case of the FGDs, the researcher's self-constructed questions focused on the perceptions of selected students regarding the observable changes in their narrative writing styles brought about by the use of the model text from the WRA. To facilitate a clear and accurate transcription of the perceptions of the student-participants from the FGD, the voice recording from the sessions were transcribed in a naturalized manner following Bucholtz (2000) technique.

Thematic analysis was then applied to provide a rich and detailed account of data based on the needs of a specific study (Braun & Clarke, 2006; King, 2004). Since voluminous data were gathered, the analysis structure by Braun & Clarke (2006) was followed. Once the coded extracts were collated and reviewed, the codes were categorized based on the data-driven relationships to the potential themes.

Statistical Treatment: Descriptive statistics denoted by the concept of mean was applied to compute the average scores and differences obtained by the student-participants during the pre-test and post-test administration. Inferential statistics in the form of t-test was used to verify the significant differences between the pre-test and post-test scores of the participants. The result was later used as basis for the rejection of the stated hypothesis under study objective two.

Results

Table 1 summarizes the pre-test and post-test mean scores per writing category (bold letters) and sub-categories (italicized letters) obtained by the student-participants. The comparative change in the mean scores between pre-test and post-test is collectively presented in the difference column.

Table 1 Summarized Mean Scores per Writing Category

| Category | Average Score* | | Difference** |
|---------------------------------|----------------|-------------|--------------|
| | Pre-test | Post-test | |
| External Structure | 2.20 | 2.81 | 0.61 |
| Format | 2.23 | 3.03 | 0.80 |
| Grammar | 2.17 | 2.66 | 0.49 |
| Spelling | 2.40 | 2.80 | 0.40 |
| Punctuation | 2.00 | 2.77 | 0.77 |
| Narration Style | 2.07 | 2.80 | 0.73 |
| Word Choice | 2.20 | 3.03 | 0.83 |
| Character Dialogue | 2.09 | 2.71 | 0.63 |
| Use of Literary Device | 1.91 | 2.63 | 0.71 |
| Elaborative Detail | 2.09 | 2.83 | 0.74 |
| Organization | 2.16 | 2.99 | 0.83 |
| Title | 2.31 | 3.37 | 1.06 |
| Introduction | 2.31 | 2.91 | 0.60 |
| Conflict | 1.94 | 2.80 | 0.86 |
| Conclusion | 2.06 | 2.86 | 0.80 |
| Mean in three categories | 2.14 | 2.88 | 0.73 |

* Where the highest possible score is 4.00

** Obtained by getting the difference between pre-test and post-test scores

Comparatively, an increase in student-participants' mean scores in all three categories and their sub-categories is depicted by the table. The increase in the post-test mean scores for all categories can be attributed to the activities conducted using the WRA after the administration of the pre-test.

In the category organization, three main observations were noted on the student-participants' outputs after the pre-test. These include: (1) the titles are not so related to the stories crafted by the student-participants, (2) introductions written by most student-participants tend to confuse or disorient target reader about their stories, and (3) conflicts are not well established or resolved in the stories written by student-participants.

The first observation was addressed by requesting the student-participants to read a number of Webtoon titles and stories from different genres during class hours and even after class hours as done by most student-participants who were motivated to continue reading even at home. Following the concept of DCT, the results suggest that the visual cues from WRA were effective in enabling student-participants to recall and recognize presented information in both visual, verbal, and paired form.

The second observation was addressed by carefully selecting the WRA episodes read in class as they should be based on the organization of the stories and their powerful introductions. This caused the student-participants to consciously model the elaborative organization from the episodes read as reflected on the improved opening of their post-test stories. With continuous reading of WRA, the chances of remembering the features of narrative writing through its verbal and visual pairing is enhanced.

To address observation three, WRA titles were used as a model to deconstruct how conflicts should be written. Through in-class narrative reading using WRA, the student-participants shared during the FGD session that they were able to recognize how conflicts should be established.

The results in Table 1 also show that the category narration style is where most of student-participants are struggling, as elsewhere in the world according to Mohamed and Zouaoui (2014). To address this observation, model text with artistic graphics and stimulating sound effects offered by the Webtoon application was applied and was later found to improve the student-participants' narration style. In line with this, the student-participants view WRA as an effective strategy which gave equal weight to verbal and non-verbal processing of the lesson. The simultaneous use of these representational units under DCT increases the likelihood of the student-participants to recognize, retain, and expand their understanding of narrative writing. Based on the increased scores in the post-test, WRA reading is viewed as a beneficial tool by the student-participants in the teaching of elaborative details. Following the DCT theory, the student-participants used Webtoon as a source of two major information: verbal and non-verbal stimuli, which aided their imagination and elaboration process, as reflected in their responses during the FGD.

Relative to the character dialogue, the pre-test outputs show that student-participants find it very challenging to create believable and realistic characters. To address this observation, the specific episodes from various WRA titles were read in class in order to help motivate students in developing characters through the dialogue, actions, and thoughts present in the narrative. Thus, WRA enabled them to establish characters through the episode as a model text.

In the aspect of the sub-category use of literary device, it was observed that most of the students were not able to exemplify the use of any technique and literary devices in their stories. They were simply memorizing what literary devices are and their definitions. Anchored on DCT, the aforesaid phenomena suggest that the student-participants are only processing information through one of the sensory systems, thus, they are not able to provide referential and representational connections on their own. This concern was addressed by requiring the student-participants to analyze the specific WRA episodes in the activities of the module and deconstruct the techniques and literary devices used. In addition, they were also asked to answer the follow-up activities with the aim of further developing their narrative writing skills in the aforesaid category.

The sub-category format exhibited the highest average score, followed by spelling, punctuation, and grammar. This result sheds light to the idea that if student-participants are given ample time to familiarize themselves to the text expected of them, they will be able to emulate the writing style and format of the model texts. In fact, the score for format improved since the students show a clear understanding of how narratives may be formatted based on the various formats available in the Webtoon episodes.

The same steady increase in the total number of points for the external structure category is also evidenced by the total points in grammar. To solve the challenges in grammar, spelling, and punctuation, continuous in-class reading was applied in the class using WRA and was later found out that it played a significant role in enhancing narrative writing performance in external structures.

Similar findings can be found in the paper of Habibi et al (2015) wherein the integration of reading tasks is found to be significant in developing writing skills. The post-test scores of the student-participants point to the idea that the application of WRA in the teaching of narrative writing potentially improves the students' narrative writing skills through its ability to foster reading interest, motivation, and enjoyment. The findings reveal that with the help of this approach, learners are introduced and are given the chance to deconstruct the external structures, narration style, and organization that are expected from them through the WRA episodes read in class.

Test of significance and hypothesis testing

To establish the statistical significance of WRA in developing the senior high school students' skill in narrative writing, a hypothesis test was applied. Table 2 presents the results of the t-test applied in the pre-test and post-test scores obtained by the student-participants in order to verify the significant difference between the two sets of scores using t-test at 5% level of significance.

Table 2 Computed T-value from Pre-test and Post-test Scores

| Test | Mean Score | Standard Deviation | Variance | t-value |
|-----------|------------|--------------------|----------|---------|
| Pre-test | 25.71 | 4.106 | 16.86 | 14.46* |
| Post-test | 34.4 | 3.466 | 12.01 | |

* Significant $p < .05$

It can be deduced from Table 2 that the differences computed are significant since the t-value of 14.46 exceeded the t-critical two tailed value at 2.03. Since the p-value is less than the 0.05 alpha, this implies that the pre-test and post-tests scores of the student-participants due to the utilization of WRA application significantly differ from each other.

Students' self-perceived effects of WRA

As presented, table 3 enumerated five themes representing the self-perceived effects (first column) where the ten emerging codes (second column) were regrouped and subsequently compared to five perceived value dimensions (third column) with their corresponding conceptualization (fourth column) or perceived values.

In reference to the table, the next paragraphs focus on the discussion of the themes vis-à-vis their categorized codes, value dimensions and conceptualizations of self-perceived values of WRA application to student-participants.

Table 3 Students' Self-perceived Value of using WRA

| Theme | Code | Value | Conceptualization |
|-------------------------------|------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------|
| Usability of WRA | educational content; flexibility; availability and accessibility | functional | The perceived value from the functional performance of WRA (e.g., content quality, flexibility, availability). |
| Self-realizations through WRA | personal development; independent learning | personal | The perceived value from the experience of personal development, realization, and feeling of achievement. |
| Novel experience | visual appeal; use of sounds | epistemic | The perceived value from WRA's novel features that can |

| Theme | Code | Value | Conceptualization |
|--------------------|-------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------|
| WRA popularity | modern reading resource; Korean pop culture | social | entertain and satisfy curiosity and desire for knowledge. The perceived value of social qualities that WRA communicates to others. |
| Enjoyment triggers | WRA as an educational and entertaining material | emotional | The perceived value from the affective states associated with learning through WRA. |

Theme 1: Usability of WRA: Examination of the corpora has established that educational content, flexibility, and accessibility have constituted the theme that comprised the student-participants' intense positive feelings regarding the usability of WRA platform. Generally, Q1 to Q4 student-participants reported a highly positive experience by elaborating on the WRA's usefulness and function which can be conceptualized as the functional value (Sheth et al. 1991). In terms of educational content, student-participants described their positive experiences because WRA was creatively used for elaboration of specific topics in narrative writing. One of the students from the first group mentioned that after the Webtoon reading exercises, he tried to imitate and apply the same writing style. In this case, the WRA episodes were used as model texts or guides for narrative writing. In aspects of availability and accessibility, the student-participants from groups one and two mentioned during the second and third FGD sessions that they became more interested in reading the WRA episodes because of its online and offline mode. More importantly, the student-participants were able to note that there is no difference between the web and mobile responsiveness of the episodes. The sounds, graphics, and texts are loading without any dead links regardless of the device being used.

Theme 2: Self-realizations through WRA application: This theme encapsulates the student-participants' experience on personal skills development and independent learning. In terms of personal development, the student-participants described positive experiences as they noticed enhancements on their narrative writing skills in terms of external structure, narration, and organization. Similar to Brooke (1988) concept of reading, the student-participants were able to notice enhancements on the aforesaid skills as they were continuously reading and imitating different WRA episode storylines. In this case, WRA reading is described as a useful model text for narrative writing forms and processes that ESL writers can emulate. Additionally, the student-participants have realized that the teacher-led in-class deconstruction of the WRA episodes enabled them to deconstruct the model texts on their own.

Theme 3: Novel experience: Throughout the lessons, the student-participants provided experiences related to their curiosity in reading narrative examples through WRA which can also be imbued with the epistemic value (Sheth et al 1991). The transcripts from the three FGD sessions reflect the student-participants' excitement over the new experiences brought about by WRA.

As an alternative reading material, WRA is viewed by the student-participants as an innovative material by which the graphics and sounds enabled them to fully understand the narrative structures, style, and organization. During the first and second FGD sessions, the third group constantly described about their new and positive experiences with WRA which made them realize that the material paved the way for a better understanding of the scenes. In light of the DCT, the student-participants mentioned that the text, visual, and audio content aided them in understanding what is happening in the story. The combination of the stimulus influenced the students to read further as each episode may offer a different experience. Similar results can be identified from the paper of Azam (2019) highlighting that graphic novels are perceived by the students across different levels as a tool "*which is enjoyable, motivating, and useful*" to the

development of specific skills related to reading and vocabulary acquisition. In light of this, the graphics and audio component of specific WRA episodes made the class more interested in learning about narrative writing through their novel experiences.

Theme 4: Webtoon popularity: Motivational outcomes in terms of WRA's online popularity and Korean pop culture influence were also fully disclosed by the student-participants. The concepts discussed by the four quartile groups significantly involved social values for their symbolic use of WRA application (Sheth et al. 1991). For students who have previous experiences of reading and writing on Wattpad, most of them commented that WRA is better because the pages seem to be more alive with the inclusion of eye-catching graphics and sounds. The student-participants from the Q3 unanimously agreed that they were motivated to read episodes from True Beauty because of the new internet lingo and the meme words in every episode. With this in mind, WRA is considered as a motivational tool due to its Korean influence and its overall popularity among readers.

Theme 5: Enjoyment triggers: The transcription showed a pertinent area related to the affective states of the student-participants in terms of using WRA for the teaching of narrative writing. The emotional value of this theme is based on the responses which are related to feelings of surprise, enjoyment, and satisfaction on the use of Webtoon (Sheth et al. 1991). Based on the thematic analysis, student-participants from Q1 consistently shared about their perceptions on the entertaining features of WRA in the teaching of narrative writing throughout the three lessons. Q2, Q3, and Q4 have also contributed for the development of this theme by stating the enjoyment triggers experienced in specific lessons.

Conclusion

The findings of the study generally suggest the potential effectiveness of WRA as a form of teaching tool for developing narrative writing skills among senior high school student-participants. The quality of the narrative text written by the student-participants before and after their utilization of the features offered by WRA has noticeably improved as shown by the collective marked increase in their scores. The improvement was seen on their manner of organizing the story, writing the external structure of their outputs, and the narration style used. With this result, it can be inferred that the use of popular ICT-based tools, such as WRA, in language teaching can help teachers establish a motivating, relaxed, and flexible learning environment.

A significant difference exists between the pre-test and post-test scores of the student-participants before and after using the features of WRA. This means that the use of WRA can potentially improve the student-participants' writing skills. Within the context of DCT, these writing improvements can be attributed to the effective use of verbal and non-verbal stimuli which enabled the student-participants to independently recognize, retain, and expand their knowledge on the specific features of narrative writing. In this paper, DCT paved the way for understanding the role of imagery and verbal processes in domains related to effective development of instructional materials and presentation and comprehension of knowledge.

The use of WRA registered five self-perceived values to student-participants which include functional, personal, epistemic, social, and emotional values. These values are equated to the student-participants' appreciation of the association of the Webtoon application to positive predictors of feeling easy, excited, good, entertaining, and elaborative. The overall results suggest that WRA was able to foster interest and enjoyment towards narrative reading and writing through the integration of sounds and graphical reading. Due to this, it is almost certain that if language teachers follow the DCT framework, they will be able to present lessons that will encourage students to understand quickly the concepts through a network of modality-specific verbal and non-verbal representations.

References

- Ahmed, P. (2019). Major Writing Challenges Experienced by EFL Learners in Soran University. *Journal of University of Human Development*, 5(3), 120-126.
- Azam, M. (2019). *Reading and Creating Comics in the Fully Online AFL Classroom: Students' Perceptions*. Master of Arts Thesis, The American University in Cairo.
- Beyreli, L., & Ari, G. (2009). The use of analytic rubric in the assessment of writing performance: Inter-rater concordance study. *Educational Sciences: Theory and Practice*, 9(1), 105-125.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- Brooke, R. (1988). Modeling a writer's identity: reading and imitation in the writing classroom. *College composition and communication*, 39(1), 23-41.
- Bucholtz, M. (2000). The politics of transcription. *Journal of Pragmatics*, 32(2000), 1439-1465.
- Djiwandono, P. (2018). *How Line Today and Webtoon Affect Millennials' Reading Habit*. A paper presented at the Language in the Online & Offline World 6: The Fortitude, 8-9 May 2018, Surabaya, Indonesia.
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. *Journal of Education and Social Sciences*, 4(2), 81-92.
- Habibi, H., Salleh, A., & Sarjit Singh, M. (2015). The Effect of Reading on Improving the Writing of EFL Students. *Pertanika Journal of Social Sciences & Humanities*, 23(4), 1115-1138.
- Hagen, A. (2019). Towards a narrative method: using life-writing in military education. *Scandinavian Journal of Military Studies*, 2(1), 42-54.
- Jaca, C., Jaluage, J., Lonoy, C., Mendoza, E., Mercado, R., & Sandimas, P. (2019). Teachers' perspectives on the reading and writing subject of the senior high school curriculum. *International Journal of Education and Research*, 7(6), 309-322.
- King, N. (2004). Using templates in the thematic analysis of text. In Cassels, C., & Symon, G. (eds.). *Essential Guide to Qualitative Methods in Organizational Research* (pp. 256-270). London: Sage.
- Mohammed, A., & Darwi, M. (2019). Writing problems of non-english students. *Canadian Social Science*, 15(8), 41-44.
- Nazim, M. (2018). Writing as a skill: problems identified and pedagogical Remedies. *Advances in Social Sciences Research Journal*, 5(7), 402-408.
- Pablo, J., & Lasaten, R. (2018). Writing difficulties and quality of academic essays of senior high school students. *Asia Pacific Journal of Multidisciplinary Research*, 6(4), 46-57.
- Paivio, A. (1986). *Mental representations: A dual coding approach*. New York: Oxford University press.
- Paivio, A. (1991). Dual coding theory: Retrospect and current status. *Canadian Journal of Psychology*, 45(3), 255-287.
- Paivio, A. (2007). *Mind and Its Evolution: A Dual Coding Theoretical Approach*. London: Routledge.
- Paivio, A. (2010). Dual coding theory and the mental lexicon. *The Mental Lexicon*, 5(2), 205-230.
- Paivio, A. (2017). *Neuropsychology of Visual Perception*. London: Routledge.
- Putri, D., & Lubis, E. (2018). Pengaruh media sosial line webtoon terhadap minat membaca komik pada mahasiswa universitas riau. *Jurnal Online Mahasiswa Fakultas Ilmu Sosial dan Ilmu Politik Universitas Riau*, 5(1), 1-15.

- Ratnasari, N., Mayasari, L., & Wijaya, S. (2018). The Effectiveness of Webtoon to Develop Students' Writing Skill in Narrative Text of Tenth Grader in SMK PGRI 13 Surabaya. *Teaching of English Language and Literature Journal*, 6(2), 88-96.
- Sheth, J., Newman, B., & Gross, B. (1991). Why we buy what we buy: A theory of consumption values. *Journal of business research*, 22(2), 159-170.
- Wulandari, R., Lestari, R., & Utami, S. (2019), *The effectiveness of webtoon for EFL student in mastering vocabulary*. A paper presented at the 1st Conference of English Language and Literature, 5-6 August 2019, Central Java, Indonesia.
- Zakaria, M., & Aziz, A. (2019). The Impact of Digital Storytelling on ESL Narrative Writing Skill. *Arab World English Journal*, 5(5), 319-332.