

The Effectiveness of Webtoon as Media on Students' Writing Descriptive Text at Tenth Grade

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Abstrak

Penelitian ini dilakukan untuk menemukan apakah ada pengaruh signifikan antara siswa yang diajar dengan menggunakan *Webtoon* dan tanpa menggunakan *Webtoon* terhadap penulisan teks deskriptif. *Webtoon* sebagai media yang menyediakan komik digital ditujukan untuk menjadi cara efektif dan memikat dalam belajar Bahasa Inggris, sejak penggunaan TIK berkembang luas saat ini. Penelitian ini menggunakan metode kuantitatif yang berfokus pada quasi-eksperimental. Populasinya adalah siswa kelas sepuluh MAN 6 Jombang di tahun ajaran 2019/2020 dan peneliti mengambil 2 kelas; X-IPA1 (28 siswa) sebagai kelompok eksperimen dan X-IPA2 (27 siswa) sebagai kelompok kontrol sebagai sampel. Kelompok eksperimen menggunakan *Webtoon* sebagai media and kelompok kontrol menggunakan tanpa *Webtoon* atau gambar tunggal sebagai media konvensional. Data dikumpulkan melalui tes (pre-test dan post-test) sebagai instrumen penelitian lalu dinilai dengan mempertimbangkan isi, organisasi, tata bahasa, kosa kata dan mekanik. Data dianalisis dengan menggunakan ANCOVA. Hasil menunjukkan nilai sig. media adalah 0.001 yangmana kurang dari nilai alpha 0.05. Itu berarti bahwa H_0 ditolak dan H_a diterima. Hasil mengkonfirmasi bahwa *Webtoon* lebih efektif daripada tanpa menggunakan *Webtoon* atau khususnya menggunakan gambar tunggal sebagai media konvensional terhadap teks deskriptif tulisan siswa. Penelitian ini menemukan bahwa *Webtoon* bisa menjadi media yang efektif dalam pembelajaran Bahasa Inggris khususnya menulis. Peneliti dimasa depan disarankan melakukan penelitian lebih lanjut dengan menggunakan *Webtoon* sebagai media terhadap keterampilan, materi, atau tingkat subjek yang lain.

Kata Kunci: Menulis, Teks Deskripsi, *Webtoon*

Abstract

This research conducted to find out whether there is significant effect between students who are taught by using *Webtoon* and without using *Webtoon* on writing descriptive text. *Webtoon* as media which provides digital comic is aimed to be an effective and enthralling way in learning English, since the use of ICT is widely expanded nowadays. This research used quantitative method which focused on quasy-experimental. The population was tenth grade students of MAN 6 Jombang in academic year 2019/2020 and the researcher took 2 classes; X-IPA1 (28 students) as experimental group and X-IPA2 (27 students) as control group as the samples. Experimental group used *Webtoon* as media and the control group used without *Webtoon* or single picture as conventional media. The

data collected through test (pre-test and post-test) as instrument of the research and then evaluated by considering content, organization, grammar, vocabulary, and mechanics. The data were analyzed by using ANCOVA. The result showed that the sig. value of media is 0.001 which is less than alpha value 0.05. It means that H_0 was rejected and H_a was accepted. The result confirmed that *Webtoon* is more effective than without using *Webtoon* or especially using single picture as conventional media on students' writing descriptive text. This research found that *Webtoon* can be an effective media in learning English especially writing. The future researchers are suggested to conduct further research by using *Webtoon* as media on other skill, material or subject level.

Key Words: Writing, Descriptive Text, *Webtoon*

Introduction

Teaching and learning English as foreign language means developing the language components and skills. One of the main skills that must owned by the student is writing. Writing is a way to expose language by putting ideas in written form to tranform thought into words by manipulating words in the form of a piece of continuous writing with successfully communicates the writers' ideas on a certain topic (Harmer, 2004; Brown, 2001; Heaton, 1975). The main purpose of writing is to deliver idea, feeling, opinion clearly, so the readers understand what the writer's means. Moreover, writing can be means of communication. In teaching and learning process, writing is frequently used to preparation for some other activity when students write sentences as a preamble to discussion activity (Harmer, 2003: 33). It means that writing also can help the process of teaching and learning.

Based on curriculum, students required to be capable in writing descriptive text. According to Kane (2000:52) states, "description is about sensory experience, how something looks, sounds, tastes." Writing descriptive text means presenting an object such the object seems to be in front of the reader, as if the reader see the object by themselves (Alwi, 2002:97). It means that descriptive text gives the image of object as if the readers see by themselves. In curriculum, descriptive text is one of the texts that must be learned in secondary school level, for instance, in MAN 6 Jombang. It focuses on describing place about tourism place and historical building.

In teaching writing descriptive text, the teacher can use media. Rather than using the old way, in this era, the students need an effective and enthralling way, such as using one of ICT media. ICT media is information and communication technologies based tool to attain certain educational objective. According to Wena (2014:202) stated that the use of technology in teaching learning process can brings alteration in tradition and teaching learning process. The use of ICT media might be the best strategy to captivate students since ICT using is widely expended nowadays.

Webtoon is the most popular free digital comic application. *Webtoon* becomes the standard term for comics that are created and consumed only through the internet in South Korea (Cho, 2016). It provides thousand of stories with several genres. *Webtoon* is similar with conventional comic which combines pictures and words to tell a story but it presents digital comic through Smartphone or PC (Personal Computer) that can be accessed by using internet network. The stories are composed of alluringly formed vertical strips with different style of lively and colorfully cartoon drawings.

The learners can better understand and explanation when it is presented in words and pictures than from word alone and they will be compelled to speak more because they observe the problems in the picture (Mayer, 2009; Munadi, 2012). By using *Webtoon* as media, the students not only see the interesting picture to generate idea to write descriptive text, but also can read the text or words to help them in delivering idea in words. Wright (1989: 2) also stated that there are several roles of series pictures in teaching writing. First role is pictures can motivate the students and make them to pay more attention to the teacher. Another role is pictures can stimulate and provide information to be referred in discussion to write a text. It reveals that it attracts students' interest as well as helping them to gain more information and ideas, so they can write a text without lacking of idea.

Gultig (2010:84) adds that comic is an important element of youth culture in almost every country today. At MAN 6 Jombang, the students are mostly familiar with *Webtoon*. Hence, the use of *Webtoon* as media is also able to attract students' interest because it uses the latest media that is familiar in their daily live and popular nowadays.

Some previous researches related to the use of *Webtoon* and comic strips have been done and the results found that *Webtoon* / comic strips have good effect on writing skill in narrative text, speaking ability, vocabulary and reading comprehension in vocational high school and university students (Ratnasari, 2018; Jannah, 2017; Arast, 2016; Merc, 2013). This research focused on the use of *Webtoon* on students writing descriptive text about tourism place and historical building at tenth grade of MAN 6 Jombang. All *Webtoon* stories that used in this research tell about trip experience and the processes of using *Webtoon* on writing descriptive text itself represented the process of writing by Harmer (2004: 4-6) and it was helped by the hints. Besides, this research required students to access the *Webtoon* on their own Laptop or Smartphone. It enables to do in MAN 6 Jombang because the school environment is equipped with internet network and the students are permitted to bring Smartphone and Laptop in school.

To sum up, the researcher found a gap to conduct this research which was aimed at finding out significant effect between students who are taught by using *Webtoon* and without using *Webtoon* on writing descriptive text at tenth grade. Theoretically, this research modifies the previous researches and enriches the information about the use of *Webtoon* in writing. And practically, this research gives significant to the teachers, students and the future researchers.

Method

This research was quantitative which focused on quasy-experimental. Nonrandomized control group, pretest-posttest design was applied. The research consisted of two groups; an experimental and a control group. Both of groups took pre-test and post-test but only the experimental group that receives treatment. The experimental group was given a treatment by using *Webtoon*, while the control group used without *Webtoon* or using single picture as a conventional media because it usually used as media for descriptive text material.

The population was all the tenth grade students of MAN 6 Jombang in academic year 2019/2020. X-IPA1 (28 students) and X-IPA2 (27 students) were chosen as the samples in this research by English teacher's recommendation. After flipped the coin, it determined that X-IPA1 as the experimental group and X-IPA2 as the control group.

The instrument of this research was test. The test was in the form of writing test of descriptive text to describe tourism place and historical building. It consists of pre-

test (test before treatment) and post-test (test after treatment). The instrument was also tried out to check its validity and reliability. Besides, expert validation was also conducted to know the validity of content. The lesson plan was also validated.

This research needed 4 meetings in 4 weeks to collect the data, as follows:

- First week was pre-test
- The second and third weeks were treatment
- The last week was post-test

The researcher calculated the data by using ANCOVA test which is facilitated by SPSS 16. ANCOVA separately calculates the effect of independent variable on dependent variable and the effect of covariate on dependent variable. So, the researcher knows which variable that affects dependent variable.

Findings

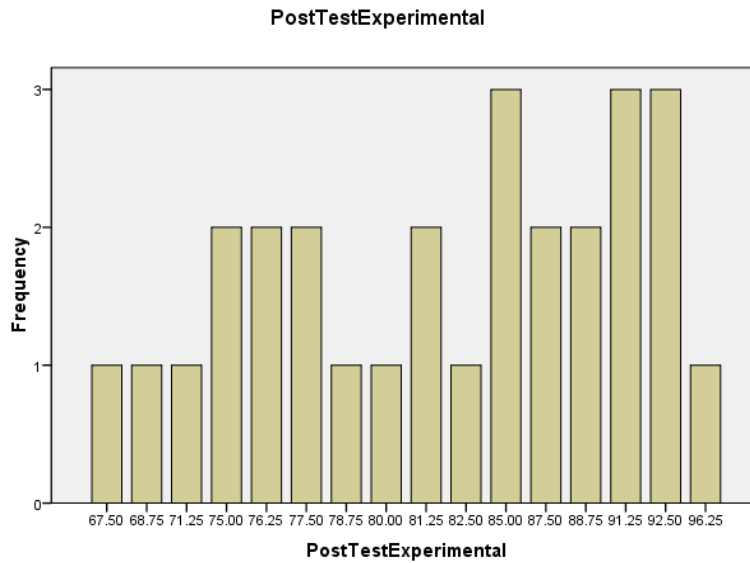
Table 1 Statistics of Pre-Test and Post-Test Section

		Statistics			
		PreTestExpe rimental	PreTestCont rol	PostTestExp erimental	PostTestCon trol
N	Valid	28	27	28	27
	Missing	0	1	0	1
Mean		65.8482	67.5000	82.9911	75.2315
Std. Deviation		6.47336	8.89982	7.84942	9.89753
Minimum		52.50	51.25	67.50	60.00
Maximum		80.00	88.75	96.25	92.50
Sum		1843.75	1822.50	2323.75	2031.25

a. Multiple modes exist. The smallest value is shown

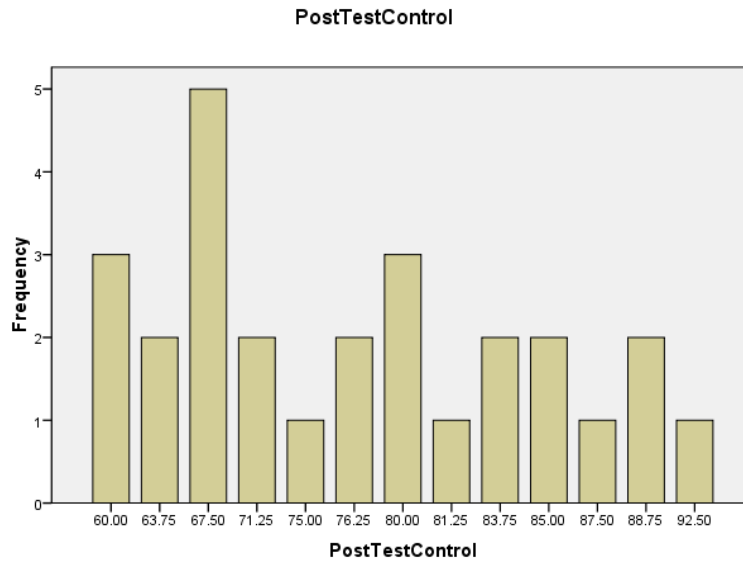
From the table 1 above, it can be seen several information both pre-test and post-test of each experimental group and control group. The minimum score that is earned by the students in the pre-test section of experimental group is 52.5 point, and the maximum score is 80 point. The mean score is 65.8482 point. While in the control group, the minimum score of pre-test is 51.25 point, and the maximum score is 88.75 point. And the mean score is 67.5 point. The mean score of experimental group is lower than control group in pre-test.

Besides pre-test, the table above also describes the result of post-test. The minimum score that is earned by the students in the post test section of experimental group is 67.5 point, and the maximum score is 96.25 point. The mean score is 82.9911 point. While in the control group, the minimum score of post-test is 60 point, and the maximum score is 92.5 point. And the mean score is 75.2315 point. Even though both groups have higher mean score than in pre-test, the mean score of experimental group in post-test itself is higher than control group. To be able in discovering the detail information about students' score, the researcher conducts the frequency distribution test in the form of bar chart, as follows:



Picture 1: Bar Chart of Post Test Score Frequency of Experimental Group

From the bar chart above, it is easier to identify that in post-test score of experimental group, there is 1 student who was able to earn 96.25 point, which is the highest score, and also 1 student was able to earned 67.50 point which is the lowest score. The score that most students earned are 85, 91.25 and 92.5 points, which are earned by three students.



Picture 2: Bar Chart of Post Test Score Frequency of Control Group

The bar chart identifies that in post-test score of control group, there is 1 student who was able to earn 92.5 point, which is the highest score. On the other hand, 3 students were able to earn 60 point which is the lowest score. The score that most students have earned is 67.5 point, which is earned by 5 students.

The researcher did four assumption tests before conducting ANCOVA test. It consists of normality test, homogeneity test, linearity test, and also homogeneity of

regression slope. After all assumption fulfilled, the data were analyzed by using ANCOVA to know the answer of hypothesis and how both of the use of *Webtoon* as media and students' background knowledge as covariate are related. The report of score's mean is shown on the table 2 below:

Table 2 Report of Post Test Score's Mean

Descriptive Statistics

Dependent Variable: Writing

Media	Mean	Std. Deviation	N
Webtoon	82.9911	7.84942	28
Without Webtoon	75.2315	9.89753	27
Total	79.1818	9.65918	55

From the descriptive statistics table, the report displayed the mean score of experimental group which is taught by using *Webtoon* is 82.9911, while the mean score of control group which is taught without using *Webtoon* is 75.2315. It can be concluded that the means score of experimental group is different from the control group in which the mean score of experimental group is higher than control group. For testing the hypothesis and identifying the effect is shown in table 3 below:

Table 3 ANCOVA Test Table

Tests of Between-Subjects Effects

Dependent Variable: Writing

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1363.070 ^a	2	681.535	9.643	.000	.271
Intercept	1901.028	1	1901.028	26.898	.000	.341
Background Knowledge	535.440	1	535.440	7.576	.008	.127
Media	966.900	1	966.900	13.681	.001	.208
Error	3675.111	52	70.675			
Total	349875.000	55				
Corrected Total	5038.182	54				

a. R Squared = .271 (Adjusted R Squared = .242)

From the table tests of between subject effects, it can be seen that the sig. value of media is 0.001 which is less than alpha value 0.05 or the value of sig.(2-tailed) < 0.05. It proved that there is significant difference on students' writing descriptive text between students who are taught by using *Webtoon* and without using *Webtoon*. Besides giving information about the significant difference, the sig. value also indicates that the media significantly affect students' writing descriptive text.

In addition, it also confirmed that there is a covariate (background knowledge) that also affects students' writing descriptive text. It can be seen from sig. value of background knowledge is 0.008 which is less than the alpha value 0.05. It means that both media and background knowledge effect students' writing descriptive text. To know which one has bigger effect, we can see from the column of Partial Eta Squared. Media had 0.208 while background knowledge got 0.127. To represent the effect of both variables, those values should be multiplied with 100%, as follows:

Media	: 0.208 x 100 % = 20.8 %
Background Knowledge	: 0.127 x 100 % = 12.7 %

It clearly displayed that media has 20.8% effect, than students' background knowledge has lower effect on the percentage which is 12.7%. On the other word, media has higher effect on students' writing descriptive text than students' background knowledge. In short, the use of *Webtoon* is more effective than without using *Webtoon* or especially using single picture as conventional media on students' writing descriptive text.

Discussion

Referring to all of the analysis by using ANCOVA, the result indicates that the sig. value of media is 0.001 which is less than 0.05 (alpha value). It can be concluded that H_0 is rejected and H_a is accepted. It means that there is significant effect between students who are taught by using *Webtoon* and without using *Webtoon* on writing descriptive text.

Based on the result of this research, the use of *Webtoon* as media can help students in writing descriptive text. Especially, it increases students' motivation and spur students' interest. Besides, it stimulates students in generating many ideas before writing, and then students write without lacking idea during process of writing, as Wright (1989: 2) stated. Besides, the use of *Webtoon* (digital comic) as media contributes in implementing learning process become more easily. Students with *Webtoon* got better mean score than students with single picture on writing descriptive text. It proves that *Webtoon* which has pictures and words can facilitate students to write descriptive text more than picture media only, as Mayer (2009) and Munadi (2012) explained. In addition, the finding shows that *Webtoon* as digital comic can create innovative teaching and learning process. It gives new experience to the students about the use of technology in classroom and students get fun activity in class, as Wena (2014: 202) revealed.

The finding of this research partly correlates with the finding of previous research conducted by Ratnasari (2018) which found that *Webtoon* can develop students' writing skill in narrative. The finding of this research which used *Webtoon* in writing descriptive text also give similar result with the previous research. *Webtoon* can be an effective media that can motivate and spur students' interest and help students to

increase their score in writing descriptive text, not only narrative text. Meanwhile, the finding of other previous researches which used comic strip by Jannah (2017), Arast (2016), and Merc (2013) showed same result that the comic strip is more effective and has significant effect on students' speaking ability, vocabulary and reading comprehension. Moreover, the result of this research which used similar media but different version (digital comic) and different implementation of media (access online) also has similar result on students' writing which means the *Webtoon* as digital comic media can be an effective media that can facilitate students in writing.

Based on the statements above, the finding of this research clearly contributes in enriching information related the theory and previous research and supporting each other. Especially about *Webtoon* as media that has been used in this research which is proven effective and better than without using *Webtoon* on students' writing descriptive text. It means that *Webtoon* (digital comic) can be used as a tool to create many interesting activities such as in writing.

Conclusion

Based on the findings which related to the hypothesis, it concluded that there is significant effect between students who are taught by using *Webtoon* and without using *Webtoon* on writing descriptive text. The result found that the sig.value of media was 0.001 which is less than the alpha value 0.05 which means H_0 is rejected and H_a is accepted. It concludes that the use of *Webtoon* helps the students express their ideas and rise their interest in writing. Referring to the result of this research, the English teachers are suggested to apply *Webtoon* as media in writing so the students can enjoy their learning process. Besides, it helps in achieving learning objective. The students are suggested to be more enthusiasts, motivated, and interested in learning English, especially in writing certain number of words and they can also learn any skills through *Webtoon*, considering *Webtoon* helps them increase their score. The future researchers are suggested to use *Webtoon* as media on other skill, material or subject level to find out more information about *Webtoon* as teaching and learning media.

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