The Effect Of Using Webtoon On Students Writing Skill For The Seventh Grade Students

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Abstract: The purpose of this study is to ascertain the impact of webtoons on students' narrative writing abilities in texts taught in first grade at SMPN 8 Madiun using the webtoon application. The words "Webtoon app" stand for "website and cartoon," respectively. Therefore, the Webtoon Application is an illustrated cartoon comic that is digitally based. The study was carried out on May 23, 2023. The target population for this study consisted of 32 students from class VII C and 32 students from class VII E. Quantitative research methodology is employed. This study uses a quasi-experimental design to examine how employing a powerful Webtoon application can help students write better narrative texts. Tests consisting of a pre-test and a post-test are used in the data gathering technique. Pre-test Before starting therapy, a post-test was administered to both the experimental class and the control class. The class experiment using the Webtoon Application and the control class refusing to accept or not using the Webtoon Application were the subjects of the post test after receiving treatment. It can be deduced that there is an average difference between the pre-test and post-test learning outcomes, indicating that there has been a significant change in the use of Webtoon Applications in students' ability to write narrative text. The experimental class is 0.000 0.05, so H0 is rejected and Ha is accepted.

Keywords: Webtoon, Narrative text, Writing Skills

INTRODUCTION

A person systematically learns the four linguistic skills. These abilities include speaking, reading, writing, and listening. Writing is the most advanced of the four language abilities. After learning to read, a person can then learn to write (Dalman, 2016). Writing is the act of putting ideas and emotions into words that are intended to be understood by readers and act as a back-channel for communication. Indirect communication is done through writing. Writing may also be viewed as an activity that involves communicating ideas to others in a way that other people can understand. This activity takes a lot of consistent practice in order to produce writing that is accurate and of high quality.

Speaking is a skill that comes naturally to people every day, while writing is a challenging skill. Rarely do people engage in writing. Writing is done to share information with others. Students who write can use a variety of texts in their work. There are many different types of written text, including narrative, recount, prose, explanation, news, and descriptive. But not everything is studied in depth in junior high school; the researcher focuses on narrative writing. A story told in a narrative text may be written or spoken. A narrative text connects a sequence of events that are connected to one another and related in time. Additionally, narrative is a category of imaginative literature or made-up story that seeks to amuse the reader and also conveys a moral lesson. Orientation (introduction), complication (conflict), resolution (problem solving), and reorientation (conclusion) make up the core structural elements of this book.

Additionally, students struggle with vocabulary, grammar, and text organization, and they still have trouble building complete sentences. Lack of practice and written thoughts may contribute to students' difficulties writing in English. According to Sulasti (2003), the issue they encounter most frequently is how to write, what to write, having a limited vocabulary, and being unable to compose. A learning paradigm using webtoon media was created to address this issue. Learning media is a tool or intermediary that is helpful for streamlining the teaching and learning process so that teachers and students may build good contact. A digital comic book application called Webtoon features hundreds of South Korean-produced comic books. The terms "website" and "cartoon" are combined to create webtoons. Prior to gaining enormous popularity on a global scale, the webtoon initially only appeared in Korean (Ratnasari et al., 2018). Because everything on Webtoon is actually narrative, it might be a great location to obtain ideas and inspiration for writing narrative texts.

This research activity focuses on investigating the effect of using webtoons in learning to write narrative texts for seventh grade students. In addition, this study also tries to find out the difference between better teaching using digital comics or using printed books. This research is expected to provide benefits for teachers and students. Webtoon are in great demand so they can be used in teaching and learning activities. So in this study we wanted to examine the effect of webtoon on students' writing skills.

The researcher used other studies that covered a related subject—teaching with the webtoon learning method—as inspiration for this study. Research suggests learning through webcomics, according to a prior study by Wike Idola Erya and Reza Pustika (2021). The sort of text and academic level used in this study as opposed to earlier studies are different. This research hopes that other researchers will carry out comparable research that is still relevant to this research because it has been recommended for additional research in previous studies. They could exhibit the same level of performance or a different level. This is done to improve a variety of English skills, including speaking, listening, and writing.

METHOD

SMPN 8 Madiun will host this study throughout the 2022–2023 academic year. Quantitative research is an experimental method, and the authors of this study applied it. The goal of the experimental approach is to ascertain how employing a webtoon affects the narrative text writing abilities taught to students in class using the webtoon application. 64 pupils, 32 students from grades 7 C and 32 students from grades 7 E made up the study's population. Researchers employed sampling to choose their samples. Tests (pretest and posttest) are the data collection method utilized in this study to get information. Written examinations were employed in this study to measure student learning results.

RESULT

The study's findings are displayed in this section. Pre-test and post-test are discussed by the researcher. Students from both classes were required to create narrative texts about their classrooms in order to receive points from the researcher. The researcher administers a pre-test to find out how well the pupils can write about a specific location. The researcher then administers treatment, using a webtoon to create a story text in the experimental class and administering no therapy to the control class. The researcher then administers a post-test to both classes. Below is an explanation of how the data is described :

Table 4.1 Pre – Test score of Experimental class VII C

No	Name	C	O	V	G	M	Score
				Aspect			
1.	ARR	14	12	5	8	6	45
2.	ADP	14	18	10	12	9	63
3.	ADSR	14	6	10	8	3	41
4.	AAA	21	12	10	8	6	57
5.	ANM	28	12	15	12	9	76
6.	DSF	14	18	10	8	3	53
7.	EP	14	18	10	12	6	60
8.	FP	14	6	5	8	9	42
9.	FSR	21	18	15	12	9	75
10.	GDMA	28	12	10	8	6	64
11.	GSN	14	6	10	4	3	37
12.	HRPA	7	12	15	12	6	52
13.	JSA	14	18	5	8	3	48
14.	MAAR	21	6	5	4	9	45
15.	MRAS	21	12	15	12	6	66
16.	MDAS	14	18	15	8	3	58
17.	NEP	21	6	10	12	9	58
18.	RHP	21	18	5	4	6	54
19.	RYA	14	18	15	12	3	62
20.	RRA	14	12	10	8	6	50
21.	SAP	14	6	15	8	9	52
22.	SJES	21	6	15	4	3	49
23.	SNA	21	18	10	12	6	67
24.	SKM	21	12	5	12	9	59
25.	SFRSM	14	6	10	8	3	41

		Aspect					
26.	SWR	14	18	15	4	3	54
27.	TAP	14	18	10	12	6	60
28.	TSZF	21	12	5	8	9	55
29.	VA	21	12	10	8	3	54
30.	VAP	7	12	15	12	6	52
31.	YKPTS	14	12	10	8	9	53
32.	BMP	14	18	15	12	3	62
	TOTAL SCORE	539	408	340	288	189	1764

The table, which displays the experimental class's pre-test score, demonstrates this. The researcher split the feature of the score into five categories for assessment. Content, organization, grammar, vocabulary, and mechanics are the many aspects. The scoring matrix created by Setyati & Latief (2018) served as the basis for the evaluation score employed by the researcher. The highest possible score for content is 28, the highest possible for organization is 24, the highest possible for grammar is 20, the highest possible for vocabulary is 16, the highest possible for mechanics is 12, and the highest possible score for all of these factors together is 100. To produce high-quality writing, each skill must be acquired and effectively utilized.

Table 4.2 Pre – Test score of Control class VII E

		Aspect					
No	Name	C	O	V	G	M	Score
1.	AAS	14	12	10	12	6	54
2.	ANRS	14	12	10	12	3	51
3.	ANP	14	18	15	12	3	62
4.	AHF	14	12	15	12	3	56
5.	ATA	21	12	10	4	3	50
6.	C	21	12	10	8	9	60
7.	DTPA	14	6	5	12	6	43
8.	DMP	14	18	10	4	3	49
9.	DPP	7	12	15	8	9	51
10.	FIP	14	18	15	4	6	57
11.	FAN	14	6	5	8	3	36
12.	GS	14	6	10	12	9	51
13.	GRY	7	12	15	8	3	45
14.	IPWD	21	18	5	4	6	54
15.	IR	21	18	10	12	3	64
16.	KCA	21	12	10	4	9	56
17.	KSW	21	12	5	8	9	55
18.	LS	14	12	5	8	3	42
19.	MNW	14	18	10	12	9	63
20.	MDMW	7	18	5	12	6	48
21.	MRPH	21	12	15	4	3	55
22.	OACP	7	6	10	12	6	41
23.	RPF	21	6	15	8	9	59
24.	R	14	18	15	4	6	57

		Aspect					
25.	RAKR	14	12	10	12	6	54
26.	SAS	21	12	5	8	3	49
27.	TCR	14	12	15	8	9	58
28.	UAF	14	18	15	4	3	54
29.	V	14	18	15	12	3	62
30.	WAN	21	12	5	8	9	55
31.	YF	14	18	10	4	6	52
32.	SA	7	12	15	12	3	49
	TOTAL SCORE	483	420	340	272	177	1692

The table, which displays the experimental class's pre-test score, demonstrates this. The researcher split the feature of the score into five categories for assessment. Content, organization, grammar, vocabulary, and mechanics are the many aspects. The scoring matrix created by Setyati & Latief (2018) served as the basis for the evaluation score employed by the researcher. The highest possible score for content is 28, the highest possible for organization is 24, the highest possible for grammar is 20, the highest possible for vocabulary is 16, the highest possible for mechanics is 12, and the highest possible score for all of these factors together is 100. To produce high-quality writing, each skill must be acquired and effectively utilized.

Tabel 4.6 Post – Test score of Experimental class VII C

		Aspect					
No	Name	C	O	V	G	M	Score
1.	ARR	14	18	10	8	3	67
2.	ADP	28	12	15	12	6	73
3.	ADSR	14	12	10	8	6	67
4.	AAA	21	12	15	12	9	69
5.	ANM	28	12	15	12	9	76
6.	DSF	28	18	15	8	12	81
7.	EP	14	12	10	8	9	69
8.	FP	21	18	10	18	12	79
9.	FSR	21	18	15	12	9	81
10.	GDMA	21	18	10	12	3	64
11.	GSN	21	18	15	12	9	75
12.	HRPA	14	6	15	8	9	57
13.	JSA	21	18	10	16	9	74
14.	MAAR	28	12	15	12	9	76
15.	MRAS	21	18	15	12	9	75
16.	MDAS	21	12	10	4	9	58
17.	NEP	14	12	15	8	9	58
18.	RHP	14	18	15	12	3	62
19.	RYA	14	18	10	12	6	60
20.	RRA	14	12	15	8	9	66
21.	SAP	7	12	15	12	6	66
22.	SJES	28	12	15	12	6	73

		Aspect					
23.	SNA	21	18	15	12	9	85
24.	SKM	21	6	15	8	9	69
25.	SFRSM	28	18	15	12	9	85
26.	SWR	7	12	15	12	6	73
27.	TAP	14	18	10	8	3	64
28.	TSZF	14	18	15	12	3	62
29.	VA	21	18	10	18	12	79
30.	VAP	7	12	15	12	6	75
31.	YKPTS	7	12	15	8	9	57
32.	BMP	14	18	10	12	6	60
	TOTAL SCORE	581	468	425	352	243	2235

The table, which displays the experimental class's pre-test score, demonstrates this. The researcher split the feature of the score into five categories for assessment. Content, organization, grammar, vocabulary, and mechanics are the many aspects. The scoring matrix created by Setyati & Latief (2018) served as the basis for the evaluation score employed by the researcher. The highest possible score for content is 28, the highest possible for organization is 24, the highest possible for grammar is 20, the highest possible for vocabulary is 16, the highest possible for mechanics is 12, and the highest possible score for all of these factors together is 100. To produce high-quality writing, each skill must be acquired and effectively utilized.

Tabel 4.7 Post – Test score of Control class VII E

		Aspect					
No	Name	C	O	V	G	M	Score
1.	AAS	14	18	10	8	9	47
2.	ANRS	7	12	15	12	9	57
3.	ANP	21	12	10	12	9	64
4.	AHF	14	12	15	8	9	58
5.	ATA	21	12	15	12	3	63
6.	C	7	12	15	12	9	56
7.	DTPA	21	18	20	12	9	75
8.	DMP	21	6	10	12	9	62
9.	DPP	21	18	15	12	3	69
10.	FIP	7	18	10	12	9	56
11.	FAN	28	6	10	8	9	61
12.	GS	21	6	15	12	6	60
13.	GRY	21	18	20	12	9	72
14.	IPWD	21	18	10	12	3	64
15.	IR	21	18	15	8	3	65
16.	KCA	21	12	10	12	6	61
17.	KSW	28	12	15	12	6	69
18.	LS	14	18	15	12	9	69
19.	MNW	21	18	10	8	6	63
20.	MDMW	28	12	15	12	9	76
21.	MRPH	14	12	15	12	6	59

		Aspect					
22.	OACP	14	12	15	8	6	62
23.	RPF	7	18	15	8	9	57
24.	R	21	6	15	8	9	60
25.	RAKR	21	6	10	12	9	58
26.	SAS	14	12	15	12	9	62
27.	TCR	21	18	20	12	9	72
28.	UAF	14	18	15	8	9	64
29.	V	21	12	10	8	3	60
30.	WAN	21	18	15	12	9	69
31.	YF	7	12	15	12	9	63
32.	SA	28	12	15	12	9	76
	TOTAL SCORE	581	432	445	344	240	2029

The table, which displays the experimental class's pre-test score, demonstrates this. The researcher split the feature of the score into five categories for assessment. Content, organization, grammar, vocabulary, and mechanics are the many aspects. The scoring matrix created by Setyati & Latief (2018) served as the basis for the evaluation score employed by the researcher. The highest possible score for content is 28, the highest possible for organization is 24, the highest possible for grammar is 20, the highest possible for vocabulary is 16, the highest possible for mechanics is 12, and the highest possible score for all of these factors together is 100. To produce high-quality writing, each skill must be acquired and effectively utilized.

DISCUSSION

The data description, which displays the outcomes of the narrative text writing abilities of the two sample classes through the webtoon application, presents the impact of using the webtoon application in students' narrative texts. The alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected if the significant value is less than the significant level (0.05), which is a prerequisite of the hypothesis. It can be claimed that using webtoon writing techniques in narrative texts significantly affects student performance. At a significance threshold of 0.05, the Independent Sample T-Test table's results indicate a significant value of 0.000. The outcomes of the post-test for the experimental and control classes differ significantly, as evidenced by this. As a result, it can be said that using a webtoon application in a narrative text has an impact. In other words, the Webtoon program works better than it would without it.

CONCLUSSION

The use of the Webtoon application had an impact on increasing students' writing skills for the experimental class, according to data analysis using SPSS 22. Students that utilize the Webtoon application significantly outperform their peers in terms of their ability to write narrative texts. The way that students react to using the Webtoon application to learn how to compose narrative texts can influence how positively they feel about the teaching and learning process. The majority of the pupils attentively and passionately followed the lesson's topic and the teacher's explanation. Students' passion and interest in learning through the usage of the webtoon application is strong, and they are confident in their writing skills and enjoy using characters and images to form concepts into written text.

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