The Effect of Using Webtoon on Students Speaking Skill for Junior High School Students at SMPN 3 Kawedanan

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ABSTRACT

The purpose of this research is to determine whether there is an effect of using the Webtoon application as a learning medium for eighth graders in their speaking ability. The research conducted was an experimental study using a quasi-experimental design. In this study there were two groups: experimental and control classes. This is used to see if there is an effect on students who receive treatment and classes that only receive learning as usual. Participants in this study were eighth grade students at SMPN 3 Kawedanan. Each class gets an exam. A hypothesis test was conducted to determine the effect of using media in teaching speaking. The results of the hypothesis testing carried out using the Independent Sample T-test show that the sig (2-tailed) value is .000 which is more than 0.05 indicating that H1 is accepted. This research question is answered by an alternative hypothesis which is accepted. As a result, there is a significant difference in students' speaking skills who are treated by Webtoon and those who do not use it.

1. INTRODUCTION

One of skills that should be mastered in English is speaking skill. According Mandasari and Aminatun (2020), speaking is a skill to pronounce a word and expressed their ideas and feeling. Speaking is ability from someone to communicate with others. When the students want to build relationship with others, they should be mastered all skill in speaking Sari (2019).

In learning English speaking still have difficulties. Some factors that make speaking english is difficult such as, speaking in English has many aspects that must be mastered such as grammar, vocabulary and good at pronunciation. Vocabulary has an important role for students because it makes it easier for students to convey their ideas, with more vocabulary mastered the better the output obtained. Grammar helps students to compose a sentence before saying it. And the last one is good at pronunciation. It can help students to produce pronunciation or sound in speaking English well. In addition, another difficulty is that they feel bored with learning media, especially in learning speaking. Students also need interesting learning media to express their ideas and help them to master this skill in a fun way Mandasari and Aminatun (2020).

The purpose of learning English is for students to master all skills in English which include speaking, listening, reading and writing. According Yuseano et-al (2018), students must be mastered this skill because it is important to applied in their life. When students can master this skill, they will be easy to make sure other people about what you want to convey. In learning speaking students need more practices, if they can master all skill in speaking, it means they can reach goals in master in English.

Learning media is one way of delivering material in learning but through media or materials to make it more interesting in the learning process. In learning speaking, you can use image media to train students' speaking skills. However, today's learning is mostly using online media, especially in learning speaking. In learning speaking there are many media, one of which is YouTube. According to Mandasari and Aminatun (2020) Youtube is a digital platform that is used to upload videos that we have made. Through this media, the teacher can invite students tomake videos in English that are in accordance with the students' own creativity. Besides YouTube, the learning media to train students' speaking skills is a webtoon.

Besides YouTube, the learning media to develop students' speaking skills is a webtoon. Dawamudin (2021) states Webtoon is a digital comic platform published in 2004 by Naver Corporation, South Korea. This application first appeared in Korea called Naver Webtoon which is 3 globally called Line Webtoon. Then in the following year entered the Japanese and Chinese markets. Then in 2019 the line Webtoon switched to English so that the global community could just call it a Webtoon. Active users of Webtoon around the world have reached 35 million and have 6 million active users in Indonesia Agnes (2016). Because there are quite a lot of enthusiasts from using this application in Indonesia, this application can be used as one of the interesting and fun learning media for students.

One of the obstacles faced by students to speak English is the lack of self-confidence of students, according to Tifaniet-al (2020), webtoons can help to increase students' confidence in speaking English. Students really enjoy and are very interested in the learning that is carried out. According to Ivani and Dani (2020), using webtoons as learning media helps increase their speaking ability scores through storytelling using webtoon media. According to Ningrat and Mayasari (2019) after implementing webtoon in speaking learning, through this study students showed a good response, they felt comfortable when using this media to speak English. In addition, with the increase in the score, the students' interest in speaking English also increased quite well. Webtoon as learning media is really interesting student to do practice from the story that they read before because they have a short dialogue.

In this study, the researcher used the suggestions of previous research previous study conducted by Erya and Pustika (2021), in a previous study applied Webtoon to improve students' reading skills. In the study, it is stated that the suggestion for further research is to apply Webtoon as a learning medium but to use it for other English skills such as writing, listening or speaking.

Based on the explanation above, the researcher aims to conduct research by analyzing the effect of the Webtoon on students' speaking skills on junior high school. In the research that will be carried out for researchers to fully contribute to achieving the target of learning English, especially score.

2. RESEARCH METHOD

In this study, researchers used a type of research in the form of quantitative research. In general, quantitative research is a research method that focuses on collecting numerical data. According to Melissa (2017), the purpose of this research method is to build accuracy and measurements that make it possible to analyze data using statistical processes. Because the quantitative method focuses on research that can be calculated, it can answer research problems in the form of "what" or "how" a research problem formulation. Quantitative method is a way of research that links between variables to assess an object.

Researchers use a quantitative design because the data to be analyzed is numerical. Apuke (2017) states that research using a quantitative design tries to quantify and analyze variables to get results. In the experimental design, researchers use two kinds of tests that will be given to students, namely in the form of pre-test and post-test. This study was compiled using a quasi-experimental study. The purpose of using this study is to find out whether Webtoon as a learning medium can have an effect on students' English-speaking ability. This study utilized two groups, namely the control group and the experimental group.

By using the experimental design above, this is used as a study sample. The above shows that students are divided into two groups, namely the experimental class and the control class. In the design study there were two tests for the two groups, namely the pre-test and post-test. The pre-test was used by researchers to test students' basic

abilities before treatment were carried out using Webtoons and conventional teaching. After that the post-test is given to take the value as a form of comparison between the control class and the experimental class. This is needed to find out whether Webtoon has an influence in improving students' speaking skills.

3. RESULTS AND ANALYSIS

a. Pre-test data

There are five aspects in the assessment of speaking test. There are grammar, vocabulary, comprehension, fluency and pronunciation. In each aspect, there are five levels categorized, the students are given a score according to their speaking ability. In this study, there are 26 students as participants to do the pre-test. As the pre-test of experimental class has a minimum score of 48 and the maximum score of 76, and then the total score is 1664. Then for the pre-test of control class has a minimum score as 48 and the maximum score as 72 then the total score is 1568.

The normality test is used to determine whether the distribution of scores obtained by students is normal. the results of the tests that have been done before. The significance score of the experimental class is 0.060 and the control class is 0.088. This can be seen through Shapiro-Wilk's significance value. If the significance value of the experimental and control classes is greater than 0.05 then the data is normal. The significance value of the experimental class is $(0.060 > 0.05)$ and the control class is $(0.88 > 0.05)$. As the result, both of the data have a normal distribution. The homogeneity test has a function to test whether the samples have the same variation or not. In this homogeneity test, the results can be seen in Levene's test for equality of variances, version 25.0 of the Statistical Package for Social Science (SPSS).

The statistical pre-test data from the two classes showed that the experimental class had 26 students (N=26) and the control class had 26 students as well (N=26). The mean in the two classes has a different value, for the

experimental class it has a mean value of 64.00while the class control has a mean value of 60.00. According to the data acquisition, the mean value in the experimental class is higher than that in the control class; there is a significant difference in the mean pre-test score for both classes in speaking performance.

The next test is about homogeneity test, this test to determine that both classes are homogeneous or not. The researchers do the independent sample t-test to stabilize the significance of class differences to check that both of classes are homogeneous.

The data from the experimental and control class is homogeneous as seen in the table above. The hypothesis for testing homogeneity if the H0 which has the same or homogeneous variance and H1 for data that has no variance or is not homogeneous. The table shows the significance value of 0.082 for the assumption of equal variance, it means (0.082>0.05). H1 is accepted and H0 is rejected from the homogeneity test result. The result of the data from the sample indicate that data have the same variance or it is homogeneous.

b. Post test data

There are five aspects in the assessment of speaking test. There are grammar, vocabulary, comprehension, fluency and pronunciation. In each aspect, there are five levels categorized, the students given a score according to their speaking ability. In this study, there are 26 students as participants to do the post-test. As shown in table 4.9, the post-test of experimental class has a minimum score of 56.00 and the maximum score of 88, and then the total score is 1888. Then for the post-test of control class has a minimum score as 44 and the maximum score as 76.00 then the total score is 1536.

The normality test used to determine whether the distribution of scores obtained by students is normal. The value of normality should be more than 0.05. After the researcher doing the post-test from both of the class the normality score was shown as follow.

Table 4.10 shows the results of the previous tests. According to the table above, the significance score of the experimental class is 0.607 and the control class is 0.442. This can be seen through Shapiro-Wilk's significance value. If the significance value of the experimental and control classes is greater than 0.05 then the data is normal. The significance value of the experimental class (0.607>0.05) and the control class is (0.442>0.05). As the result, both of the data have a normal distribution.

Researchers will use the results of the pre-test and post-test data for analysis using the Independent sample t-test. Before the researcher analyzes the data, the researcher will first develop the hypotheses that have been discussed previously. The null hypothesis (H0) confirms that there is a significant difference in speaking skills of students treated by Webtoon application, while the alternative hypothesis (H1) there is no significant difference in students speaking skills treated by Webtoon application. The results of the hypothesis show in table 4.11

The post-test statistical data from the two classes showed that there were 26 students in the experimental class (N=26) and in the control class there were also 26 students (N=26). The mean in the two classes has a different score, for the experimental class it has a mean score is 72.62 while the control class has a mean score of 58.40. According to the data acquisition, the mean value in the experimental class is higher than that in the control class; there is a significant difference in the mean post-test score for both classes in speaking performance. To find out the effectiveness of using Webtoon as media, the researcher utilized the Independent sample t-test. In table 4.12 will show the results of independent sample t-test.

The table above is the result of the experimental and control class post-test scores. Which is the experimental class treated by Webtoon and control class taught by conventional teaching. The researcher using the independent sample t-test to complete the analysis. Based on equal variances assumed the significance score is 000. That means that the value obtained is less than 0.05. According to the previous hypothesis, if the significance difference is less than 0.05 it means that H0 "There is no significant difference on students' speaking skills who are treated by Webtoon". So, the null hypothesis or H0 is rejected and the alternative hypothesis or H1 "There is a significant difference in students' speaking skills who are treated by Webtoon" is accepted. So, in this study there is a significant difference in students' speaking skills in both of the classes.

Based on the results of the independent sample t-test in this study, it can be indicated that using the Webtoon application on students' speaking skills as a learning medium for students has an effect on students' speaking skills. From this study, it can be seen the changes before and after using this Webtoon application. By getting these positive results, the Webtoon application can be used as a useful learning medium to improve students' speaking skills through dialog texts.

Finally, the results of the independent sample t-test in this study indicated that using Webtoon as learning media has an effect on students' speaking skills. In this research using the Webtoon application can improve students' speaking abilities. As explained above, the result of this analysis is that using Webtoon as learning media is an effective way to improve students' speaking skills in class VIII at SMPN 3 Kawedanan

4. CONCLUSION

In this study the reseracher take a sample from eighth grade students at SMPN 3 Kawedanan. The reseracher chose two class such as VIIIB and VIIIC. Learning using this webtoon has an impact on students' speaking skills because this application is attractive to students so that they are able to take part in learning in a fun way. The result

of this score were processed in SPSS to check the effect from media that used for speaking learning. From the result of hyphotesis testing in table sig (2-tailed) value show 0.000 which is more 0.05 indicated that H1 is accepted. This research question answered by an alternative hypothesis which is accepted, "There is a significant different in students' speaking skills who are treated by Webtoon". It means that using Webtoon has an effect on students speaking skill in teaching eighth grade of SMPN 3 Kawedanan. The limitation in this study is some students are not familiar with the webtoon application, they confused to use this application

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