

THE EFFECT OF STUDENTS WRITING SKILLS IN NARRATIVE TEXT THROUGHWEBTOON APPLICATION

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ABSTRACT

This research aims to find out the significant effect on the students writing skills in narrative text taught using webtoon application at first grade of SMK Teknologi Pilar Bangsa Sepatan. Webtoon Application is acronym from Web and Toon it means website and cartoon. So, Webtoon Application is digital – based illustrated cartoon comics. This research was conducted for 1 month, starting from October 04th to October 25th 2021. The target population in this research is are students of class X OTKP 1 totaling 40 students and X OTKP 2 totaling 42 students with the total number of students in the two classes being 82 students, but the students who were able to collect pre – test and post -test were 74 students (37 student from X OTKP 1 and 37 from X OTKP 2). The research method used is quantitative. The design of this research is a quasi – experimental research to find out the effect of using an effective Webtoon Application to improve students' ability in writing narrative texts. The data collection technique used a test consisting pre – test and post – test. Pre – test Pre – test was carried out to the experimental class and control class before being given a treatment. Post – test is carried out after being given treatment, namely the experimental class using Webtoon Application and control class didn't receive or didn't use Webtoon Application. The results of the research can show that: (1) In the experimental class the average value of the pre – test is 72.30 while the average value of the post – test is 77.43, (2) In the control class the average value of the pre – test was 70.86 while the average value of the post – test was 74.08. In the results of paired t- test, the results show indicate a significant change in the pre – test and post – test values of the experimental class namely sig.2 tailed of $0.000 < 0.05$, then H_0 is rejected and H_a is accepted so that it can be concludes there is an average difference between pre – test and post – test learning outcomes which means that there is an significance change on the use Webtoon Application inthe ability of writing narrative texts.

Keyword: Writing Skill, Narrative Text, Webtoon Application.

INTRODUCTION

In today's world, writing skills are essential. The majority of communication will be done in writing. Writing ability is a sign of a well-educated person or a well-educated nation. In this respect, writing is used to record, persuade, report, and influence an educated person. Writing is very important because it makes it easier for students to feel relationships, deepens students' responsiveness and perceptions in solving problems, and arranges a sequence of experiences. Writing is an activity that is very complex. Complex is defined as something that cannot be combined word by word, phrase by phrase, or paragraph by paragraph, to become coherent writing, but also flexibility in thinking when the writing process occurs. Writing needs a combination of these elements in order to make writing an activity difficult. It's not so easy to write as thought. A person is frequently compelled to write yet is unable to accomplish it. A person has difficulties writing because he or she has difficulty expressing his or her thoughts or ideas in acceptable and precise English.

One of the skills that students dislike is writing. The first is the theme. Students must

make a text using a predetermined theme. This can be overcome by the way before the students make the text, the teacher explains more specifically related to the theme. Second, the lack of students in determining the right choice of words, the cause is that students do not read enough so that they do not have adequate vocabulary references. Regarding these problems can be overcome by increasing the frequency of reading books. Third, the students' lack of interest in reading in writing. This can be overcome by cultivating the habit of reading in students and then writing about those closest to students. In addition, using other media can attract students to write.

THEORETICAL FRAMEWORK

Narrative text is a type of retelling of something that happened, often in words (although one can mimic a story) (a story). The story is often used in phrases like the written narrative, oral narration, etc. It is not history as such but story-telling. The narrative text defines a story or narrative text as a text aimed at entertaining the reader

One of the media that will be used in learning to write in vocational high school is the Webtoon application media. Webtoon is an acronym for cartoons, also known worldwide as web+cartoons. A Webtoon is an image that uses the internet to publish a picture or story (commonly called comics). Webtoon one of media for learning that can enhance student interest in learning and that is easily accessible in all educational media. The researchers are interested in using webtoon application because using webtoon makes learning more interesting and fun for students and teachers, so it makes students write easily.

RESEARCH METHOD

This research will be conducted at SMK Teknologi Pilar Bangsa Sepatan in academic year 2021/2022. In this research, the writer used Quantitative, quantitative research is experimental method. The aims using experimental method is to find out significant effect on the students writing skills in narrative text taught using webtoon application at first grade of SMK Teknologi Pilar Bangsa Sepatan in the academic year 2021-2022. In this study, the population is 82 students, X OTKP 1 42 students and X OTKP 2 40 students. The sample in this research amounted to 74 people consisting of a control class 37 students of class X OTKP 2 and experimental class 37 students of class X OTKP 1. To selecting sample, the researcher used convenience sampling or called accidental sampling. Convenience sampling, also known as incidental or opportunity sampling, entails selecting the closest individuals to act as responders and repeating the process until the desired sample size is achieved from those who chance to be available and accessible at the time [5]. In order to collect the data for this research, the data collection technique used to gather the information was tests (pretest and posttest).

In this study, the written test was used to obtain students' results. Students were required to create a narrative text based on a certain theme in the examinations. In this study, a scoring rubric developed by Nurgiyantoro (2001) was utilized to collect students' writing scores. The revised grading rubric is divided into five categories: content, organization of content, grammar, Style: Choice of structure and vocabulary, and spelling [6].

RESULT AND DISCUSSION

1. Result

Based on the first research question, this subchapter describes the result of Normality, Homogeneity test, Pre - tests scores of experimental and control classes, and Post - Test of experimental and control classes.

- **Normality Test**

Normality test used to know that the obtained data has a normal distribution or abnormal distribution. The normality test result would be impacted by the hypothesis test that was applied on the statistic and parameter by using the Kolmogorov-smirnov^a and Shapiro-wilk formulas.

- a. Normality Test of Experimental Class in Pre – Test**

Based on the pre – test score that was obtained from class X OTKP 1 as experiment class, the data calculation obtained statistic value 0.128 and significant value 0.129 in kolmogorov-smirnov^a and statistic value 0.958 and signature value 0.174 in shapiro-wilk with significant level 5% or 0.05 by the total of $n = 37$. If significant value > 0.05 , it can be concluded that the distribution of experiment class pre-test is normal.

- b. Normality Test of Control Class in Pre – Test**

Based on the pre – test score that was obtained from class X OTKP 2 as control class, the data calculation obtained statistic value 0.130 and significant value 0.120 in kolmogorov-smirnov^a and statistic value 0.960 and signature value 0.197 in shapiro-wilk with significant level 5% or 0.05 by the total of $n = 37$. If significant value > 0.05 , it can be concluded that the distribution of control class pre-test is normal.

- c. Normality Test of Experiment Class in Post – Test**

Based on the post – test score that was obtained from class X OTKP 1 as experiment class, the data calculation obtained statistic value 0.120 and significant value 0.199 in kolmogorov-smirnov^a and statistic value 0.959 and signature value 0.183 in shapiro-wilk with significant level 5% or 0.05 by the total of $n = 37$. If significant value > 0.05 , it can be concluded that the distribution of control class pre-test is normal.

- d. Normality Test of Control Class in Post – Test**

Based on the post – test score that was obtained from class X OTKP 2 as control class, the data calculation obtained statistic value 0.131 and significant value 0.108 in kolmogorov-smirnov^a and statistic value 0.964 and signature value 0.277 in shapiro-wilk with significant level 5% or 0.05 by the total of $n = 37$. If significant value > 0.05 , it can be concluded that the distribution of control class pre-test is normal.

- **Homogeneity Test**

- a. Homogeneity Test of Pre -Test**

The computation of pre-test data using the homogeneity test fisher yielded a variety of results. Because the homogeneity result of the pre-test in the experiment and control class was 0.206 significant value based on mean > 0.05 from the computation, it could be assumed that both variations are homogenous populations.

- b. Homogeneity Test of Post -Test**

The computation of post-test data using the homogeneity test fisher yielded a variety of results. Because the homogeneity result of the post – test in the experiment and control class was 0.983 significant value based on mean > 0.05 from the computation, it could be assumed that both variations are homogenous populations.

- **Pre – tests scores of experimental and control classes**

Based on the calculation result, Pre – tests scores of experimental class for the lowest score is 62 and the highest score is 86. The range is 24, from the data (n) 37. The number of class used is 17 and the interval of class is 4. From the calculation statistics result about central tendency data, the mean score (\bar{X}) of the data is 72.30, the median (Me) score is 73.00, the

mode (Mo) score is 75, the standard deviation (S) score is 5.744, and the variance (S^2) score is 32.992. While, Pre – tests scores of control class for the lowest score in pre – test is 60 and the highest score is 80. The range is 20, from the data (n) 37. The number of class used is 17 and the interval of class is 3. From the calculation statistics result about central tendency data, the mean score (\bar{X}) of the data is 70.86, the median (Me) score is 70.00, the mode (Mo) score is 70, the standard deviation (S) score is 4.691, and the variance (S^2) score is 22.009.

- **Post – tests scores of experimental and control classes**

Based on the calculation result, Post – tests scores of experimental class for the lowest score in post – test is 68 and the highest score is 85. The range is 17, from the data (n) 37. The number of class used is 13 and the interval of class is 3. From the calculation statistics result about central tendency data, the mean score (\bar{X}) of the data is 77.43, the median (Me) score is 78.00, the mode (Mo) score is 75, the standard deviation (S) score is 3.313, and the variance (S^2) score is 10.974. While, post – test scores of control class for the lowest score in post – test is 65 and the highest score is 82. The range is 17, from the data (n) 37. The number of class used is 12 and the interval of class is 3. From the calculation statistics result about central tendency data, the mean score (\bar{X}) of the data is 74.08, the median (Me) score is 74.00, the mode (Mo) score is 73, the standard deviation (S) score is 3.378, and the variance (S^2) score is 11.410.

To find whether there was a significant effect of webtoon application on students writing skills in narrative text, the researcher used independent samples test. The result of independent sample t-test table test result is sig. (2-tailed) = 0.000. The significance level is less than the significant level (α) = 0.05, than H_0 is rejected. That means that there is a significant difference between the average values after the treatment value. Moreover, the coefficient of t-test is 4.309 with $df=72$. Besides that, the coefficient t-test $4.309 > t$ table (1.99346). It shows that there is an increase in the experiment class learning outcomes from pre – test to post – test.

2. Discussion

The effect of using the webtoon application in students' narrative text can be seen from data description, it presents the result of both class samples in their writing skills in the narrative text through the webtoon application. The pre-test in the experimental class is 72.30 and the control class is 70.86 which slight difference. After treatment, the researcher took a post-test in the experimental and control class and the average in the experimental is 77.43 while in the control class is 74.08. The research in the finding above, the data were analyzed with SPSS 25, the students of X OTKP 1 as the experimental class who were taught by using Webtoon Application resulted significant different scores of writing skill in Narrative Text.

As a hypothesis requirement, if the significant value is less than the significant level (0.05), the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It may be stated that employing the webtoon application of writing skill in narrative text results in a considerable difference in score on the students. The result of the Independent sample T-Test table shows that the significant value is 0.000 at a significance level of 0.05. It denotes that there is a significant difference between the experimental and control class post – test results. As a result, it is inferred that an effect on the employment of webtoon applications in the narrative text is discovered. In the other words, webtoon application is more effective that without webtoon application.

From the analysis, the researcher found that the scores who used webtoon application increased compared to students who used texts. It can be seen in the findings of students' writing after stimulation/treatment and the result above, it was discovered that students' ability increases after treatment. However, the rate of rising varies per class. The standard treatment was administered to the control group. They were taught to write in the narrative text without the use of Webtoon. By just reading the text, the control class students appeared uninterested and unchallenged, making it impossible for them to increase their grasp of writing in narrative text. While, in the experimental class, the students had an interesting experience with the Webtoon application, and the images helped them comprehend the flow of the story quickly. As a result, the students believe that this media is understandable for them to learn narrative text, despite the fact that there are still some problems but the students can solve the problems. Furthermore, the students who used the webtoon application while writing narrative text has more details in their writing and ideas in their work. That indicates that the students in the experiment class who were taught using the webtoon application can improved their writing skills, and H1 was accepted.

CONCLUSION

In data analysis using SPSS 25, it can be concluded that use of webtoon application has effect on improve students' writing skills for experimental class. There is a significant difference score on the students by using webtoon application of writing skill in narrative text. We can be seen from pre-test in the experimental class is 72.30 and the control class is 70.86 which slight difference. After treatment, the researcher took a post-test in the experimental and control class and the average in the experimental is 77.43 while in the control class is 74.08. Then, based on the table of Independent sample T-Test, result shows that the number of the significant value is 0.000 at significant level is 0.05 (the coefficient t-test $4.309 > t$ table (1.99346)). The students' responses using webtoon application in teaching writing narrative text could improve the students' positive attitude toward the teaching and learning process. The majority of students are enthusiastic to participate and pay attention to the contents as well as the teachers' explanation. The students' passion and interest in learning through the use of the webtoon application were confident in their ability to write and enjoy using the characters and images to organize the sentences or build the ideas into written form. As a result, it is expected to be introduced into the learning process using the webtoon application as an alternative creative media to strengthen the students' narrative text skills.

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