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The Effectiveness of Webtoons on Descriptive Writing Teaching in Tenth-Grade Students at SMAN 1 Pakel

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Abstrak

Keterampilan menulis pada siswa sangatlah penting karena dapat meningkatkan kemampuan kognitif dan menunjang jalannya pendidikan. Berbeda dengan komunikasi verbal, menulis memungkinkan penyampaian informasi yang terorganisir melalui berbagai media. Kurikulum pendidikan yang menekankan pada menulis deskriptif menegaskan pentingnya dalam meningkatkan kemahiran siswa dalam mengekspresikan dan mengilustrasikan subjek-subjek tertentu secara efektif. Pendidik dapat meningkatkan proses pembelajaran dengan mengintegrasikan alat mengajar seperti Webtoon, melibatkan siswa melalui platform digital yang ramah pengguna untuk meningkatkan literasi dan kreativitas maju di era teknologi saat ini. Penelitian ini menyelidiki efektivitas penggunaan Webtoon dalam mengajar menulis teks deskriptif kepada siswa kelas X di SMAN 1 Pakel. Penelitian menggunakan desain pre-eksperimental di mana Webtoon digunakan sebagai variabel independen dan kemampuan menulis siswa sebagai variabel dependen, dengan fokus pada Kelas X-9. Tes penilaian mengevaluasi kemampuan menulis siswa, dan analisis t-test dari data menghasilkan nilai t sebesar -9,784, dibandingkan dengan nilai kritis -2,058, yang mengarah pada penolakan hipotesis nol (H_0). Hasil penelitian menunjukkan bahwa penggunaan Webtoon secara efektif meningkatkan kemampuan menulis deskriptif di kalangan siswa kelas X. Penelitian ini mendorong siswa untuk menggabungkan interpretasi pribadi dalam pembelajaran mereka dan mengusulkan agar pendidik mempertimbangkan penggunaan platform seperti Webtoon untuk mengembangkan keterampilan menulis teks deskriptif. Bagi peneliti masa depan, mereka dapat mengeksplorasi efikasi Webtoon dalam berbagai konteks pendidikan dan untuk mengajar berbagai aspek Bahasa Inggris.

Kata Kunci: *Efektif, Menulis, Teks Deskriptif, Webtoon*

Abstract

Students' development of proficient writing skills is essential as it enhances cognitive abilities and aids educational progress. Unlike spontaneous verbal communication, writing enables organized conveyance of comprehensive information through diverse mediums. Educational curricula emphasizing descriptive writing underscores its significance in fostering students' proficiency in expressing and illustrating specific subjects effectively. Educators can enhance learning process by integrating educational tools like Webtoon, engaging students through user-friendly digital platforms to promote advanced literacy and creativity in today's technological era. The reserach investigated the effectiveness the use of Webtoon for teaching descriptive writing to tenth-grade students at SMAN 1 Pakel. It utilized a pre-experimental design where Webtoon served as the independent variable and students' writing ability as the dependent variable, focusing on the X-9 Class. An assessment test evaluated students' writing skills, and t-test analysis of the data yielded a t-value of -9.784, compared against a critical value of -2.058, leading to the rejection of the null hypothesis. The results suggest that integrating Webtoon effectively enhances descriptive writing among tenth-grade students at SMAN 1 Pakel. The research encourages students to incorporate personal interpretations in their learning and proposes. As educators, teachers should consider using platforms like Webtoon to foster descriptive writing skills. Lastly, for future researchers, they could explore Webtoon's efficacy in diverse educational contexts and for teaching various aspects of English.

Keywords: Descriptive Text, Effectiveness, Writing, Webtoon

INTRODUCTION

Developing proficient writing skills is essential for students as it not only enhances their overall capabilities but also make the learning process easier. Unlike oral communication, writing provides a structured and comprehensive way to convey information effectively. Writing involves transforming thoughts or words into a tangible medium, such as paper or digital platforms, to create a coherent source of information that can be easily comprehended by others. It is a crucial aspect of communication that requires clarity and precision to ensure effective transmission of ideas. According to Marianne & Olshtain (2000:142), writing is a multifaceted socio-cognitive task that involves producing written content using various mediums, including traditional paper and modern computer screens. It is a skill that students must cultivate to succeed academically and in real-world scenarios.

Different types of writing such as narrative, recount, procedure, and descriptive text exist. The specific area of interest in this study is descriptive text, a subject being taught to students in the tenth grade. Pardiyono (2007:33) explains that descriptive text provides detailed descriptions of living or non-living entities to the readers, whether they are animate or inanimate. Barbara (2004:142) further emphasizes that descriptions offer a unique

perspective that can evoke emotions and broaden our understanding, ultimately altering our perception and expanding our knowledge base.

Teaching writing involves integrating crucial elements like grammar, rhetoric, concepts, and critical thinking, Heaton (1975:135). While many educators follow a traditional method of explaining text structures, giving examples, and assigning writing tasks, alternative strategies, such as using webtoons, can spark students' interest in writing beyond conventional approaches.

Webtoon, a fusion of "website" and "cartoon," originated in Korea and gained global popularity as a form of digital comics exclusively published online. Initially, various terms were used to refer to these online comics, such as webmic, but webtoon eventually emerged as the preferred term. In 2000, a Korean web portal launched a dedicated platform for internet comics called "Webtoon," solidifying the term's association with comics created and consumed solely through the internet in South Korea, Cho (2016).

Wright (1989) suggested that media containing series pictures, such as comic strips or webtoons, can serve as effective tools for facilitating various engaging activities, including teaching writing. He highlighted the multiple roles that series pictures play in the writing instruction process. One key role is their ability to inspire students and enhance their focus during lessons. Additionally, these pictures can spark creativity, offer valuable content for discussion, and serve as references for crafting narrative texts. Ultimately, they assist students in generating ideas and information necessary for composing texts effectively.

The situation at SMAN 1 Pakel is such that the students lack of interest in learning English, particularly in developing their writing skills, as they find English itself unappealing. Therefore, the researcher aims to investigate the effectiveness of using webtoons as a tool to teach descriptive writing to tenth-grade students at SMAN 1 Pakel.

RESEARCH METHOD

The reserach employed a pre-experimental design to explore potential cause-and-effect relationships between independent and dependent variables. Specifically, a pretest-posttest design was used to collect data from first-year students at SMAN 1 Pakel during the academic year 2023/2024. The target population for this research was selected using purposive sampling, a non-probability technique where participants are deliberately chosen based on specific criteria, Sugiyono (2008:85).

The researcher employed a test (pretest and posttest) as a tool in this study. The purpose was to evaluate the writing proficiency of the students in descriptive text.

Additionally, the data collection was performed using a rubric, which was adapted from Jacob (1981).

The process of collecting data included multiple steps. At the beginning, a pretest was given during the initial meeting to gauge the students' writing skills in describing text before any intervention. The pretest prompt asked students to write about their favorite place or a place they wanted to visit. In the following two meetings, the researcher utilized webtoons as teaching media to deliver the treatment for teaching descriptive text. Finally, the posttest was conducted during the last meeting to evaluate the students' progress following the treatment. In total, the treatment was administered four times.

Statistical analyses for this study were conducted through SPSS 26, and the data analysis technique in this study includes: (a) Validity Test, which evaluates the readiness of the lesson plan; (b) Normality Test, to assess the data distribution; (c) Homogeneity Test, to examine the homogeneity of students' ability in writing descriptive text; (d) T-Test, specifically the Paired Sample T-test to identify significant differences pre and post-treatment in both classes.

RESULT AND DISCUSSION

Result

In the study, the X-9 class was given a pre-test and post-test by the researcher. Furthermore, the researcher applied a treatment before conducting the post-test. After the class completed both tests, the researcher used Jacob's writing scoring rubric to assess the scores. The obtained data was then analyzed in terms of the students' scores and interest.

1. The result of data analysis

Before starting the research, it is crucial to verify the pretest and posttest tests, as well as the lesson plan, with the guidance of experts. Validity ensures the lesson plan's appropriateness for use. Yulia Nugrahini, M.Pd, a lecturer at Universitas Bhinneka PGRI, and Santi Hidha Yanti, S.Pd, an English teacher at SMAN 1 Pakel, assessed and confirmed the validity of these instruments. The validation process confirmed that both the lesson plan and tests were valid for use in the research, allowing the researcher to proceed with the experiment.

The study focused on analyzing the rate at which students' scores changed between the writing pretest and posttest. The researcher conducted a comparison of the mean scores from both tests to evaluate the effectiveness of utilizing webtoons on students' ability to

write descriptive texts, as well as to determine if there was any intervention effect present in either test.

Table 1 The result of student's pre-test and posttest

Test	N	Max	Min	Sum	Mean
Pretest	27	8	3	154	5.70
Posttest	27	8	9	228	8.44

The data presented in the table displays the pretest and posttest scores of the students. A comparison reveals that the minimum score increased from 3 to 8, while the maximum score of the posttest range from 8 to 9. The mean score for the pretest was 5.70, and for the posttest, it was 8.44. The difference between the mean scores of the two tests is notably significant. The significant variance in mean scores between these two tests signifies a substantial growth in the students' writing proficiency.

After determining the mean score to assess the progress of students' descriptive writing skills, the researcher conducted tests for normality and homogeneity to determine the distribution and uniformity of the data.

Table 2 Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		27
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.39589294
Most Extreme Differences	Absolute	.172
	Positive	.167
	Negative	-.172
Test Statistic		.892
Asymp. Sig. (2-tailed)		.404 ^c

a. Test distribution is Normal.
b. Calculated data

Criteria of Hypothesis:

Significance value $(p) > \alpha (0.05)$ = the test distribution is normal

Significance value $(p) < \alpha (0.05)$ = the test distribution is abnormal

The outcomes of the normality test reveal that the data obtained from both the pre-test and post-test adhere to a normal distribution, supported by the significance level of 0.404, surpassing the conventional threshold of 0.05. Alternatively, the level of significance demonstrates that 0.404 is greater than 0.05. It implies that the result of normality test which is $p > \alpha$ so, it can be summarized that the test distribution of pre-test is normal.

Table 3 Homogeneity Test
Test homogeneity of variances

Levene Statistic	df ₁	df ₂	Sig.
1.045	1	25	.318

To determine the homogeneity of the data, a Levene test was conducted using a significance level of 0.05. The results of the homogeneity test indicated a significance value of 0.318, suggesting that the collected data originated from samples with similar variances. This conclusion is drawn based on the fact that the significance value of 0.318 is greater than the chosen significance level of 0.05.

Following the completion of the normality and homogeneity tests, the researcher conducted a Paired Sample T-test to determine the effectiveness of using webtoons in teaching descriptive writing. The T-test was calculated based on these specific hypothesis criteria below:

- The null hypothesis (H_0) would be rejected if the t-test value was lower than the t-table value,
- The alternative hypothesis (H_a) would be accepted if the T-test value exceeded the t-table value

Table 4 Paired Samples of pretest and posttest

		Paired Samples Test								
		Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
Pair 1	Pre-test - Posttest	-2.704	1.436	.276	-3.272	-2.136	-9.784	26	.000	

The t-test result obtained was -9.784, compared against the critical value from the t table at a significance level of 0.05 to determine acceptance or rejection of the hypothesis.

With 27 students participating, degrees of freedom were calculated as 26 (n-1). The critical t-value for a significance level of 5% and 27 degrees of freedom is 2.058. Given the obtained t-value of -9.784 is less than -2.058, the null hypothesis is rejected as $-9.784 < -2.058$. Therefore, as $T_o > T_t$, the Null Hypothesis (H_0) is rejected in favor of the Alternative Hypothesis (H_a). This signifies a significant difference between pre-test and post-test mean scores, highlighting that the utilization of the "Hello World" webtoon as an educational tools effectively impacts the learning achievements of students' writing ability of the X-9 class at SMAN 1 Pakel.

Discussion

The objective of this research is to determine the effectiveness of using webtoon in teaching descriptive writing skills to students at SMAN 1 Pakel. The collected data indicates that webtoon was indeed effective in teaching descriptive writing. Prior to the webtoon treatment, a pretest was conducted to assess the students' initial proficiency in writing descriptive texts, with an average score of 5.70. Following the treatment, a posttest was administered, revealing an average score of 8.44 among the students.

The sresearch clearly demonstrates the effectiveness of using webtoon in teaching writing descriptive text. According to Dunne (1996:12), webtoons have been shown to enhance students' writing skills, as indicated by the rise in mean scores on posttests measuring writing development and the results of T-Test calculations.

The research findings suggest that webtoons is effective to teach writing descriptive text, as indicated by Wright (1989) who highlighted how comic strips or webtoons, being a sequence of pictures linked to descriptive text, aid in the development of writing skills. Wright (1989) further noted that media featuring series of images like comic strips or webtoons can serve as valuable tools in generating engaging activities, particularly in teaching writing, contributing to students' interest and motivation to learn English, particularly in descriptive writing.

CONCLUSION

The research carried out in tenth grade at SMAN 1 Pakel in 2023/2024 utilized a pre-experimental design with a one-group pretest-posttest approach. Findings revealed significant improvement in students' descriptive writing scores using Webtoon as a teaching tool, with pretest scores averaging 5.70 and posttest scores rising to 8.44. Statistical analysis employed the paired samples test, yielding a t-value of -9.784, surpassing the critical value of -2.058, leading to rejection of the null hypothesis (H_0) and

acceptance of the alternative hypothesis (H_a). The results demonstrated consistent improvement in scores, affirming Webtoon's effectiveness in enhancing students' ability to write descriptive texts.

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