



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 5 Tahun 2024 Page 2911-2916

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Webtoons, a Digital Platform, to Teach Writing Descriptive Text

Dina Kartikawati

Universitas Bhinneka PGRI

Email: dina.kartika.fuad@gmail.com

Abstrak

Mengajarkan kemampuan menulis dalam pengajaran Bahasa Inggris merupakan hal yang sedikit rumit untuk diajarkan. Hal ini dikarenakan, selain siswa dituntut mampu untuk menuangkan ide ke dalam tulisan, siswa juga dituntut untuk menguasai gramatika yang berbeda dengan bahasa pertama mereka, yakni Bahasa Indonesia. Kebanyakan para guru mengajarkan keterampilan menulis dengan metode klasik, yakni dengan metode ceramah dikelas (memberi penjelasan kepada siswa), kemudian menyuruh siswa untuk langsung berlatih tanpa panduan atau media yang bisa meningkatkan antusiasme siswa. Padahal banyak sekali metode dan media yang bisa digunakan untuk mengajarkan keterampilan menulis di dalam kelas, salah satunya dengan menggunakan aplikasi *webtoon*. Adapun tujuan dari penelitian ini adalah guna menyelidiki lebih dalam bagaimana pengaplikasian dari platform digital *Webtoon* untuk mengajarkan menulis teks deskriptif di salah satu sekolah di Kabupaten Tulungagung. Penelitian ini menggunakan pendekatan kualitatif, dimana peneliti mengumpulkan data melalui pengamatan dan interview. Adapun hasil dari penelitian ini, *Webtoon* bisa digunakan untuk melatih anak menulis naskah deskriptif dengan bantuan gambar-gambar yang tersedia di aplikasi tersebut sehingga anak menjadi lebih antusias untuk belajar menulis deskriptif. Meskipun tidak semua tema bisa digunakan untuk mengajarkan naskah deskriptif, tetapi guru bisa memilahkan tema-tema yang pas dari aplikasi tersebut untuk melatih siswa menulis deskriptif, seperti tema "*Hello World*".

Kata Kunci: *Webtoon, Teks Deskriptif*

Abstract

Teaching writing skills in English language teaching is a bit complicated to teach. This is because, besides students being required to be able to express ideas into writing, students are also required to master grammar that is different from their first language, in this case is Indonesian. Most teachers teach writing skills using the classic method, which is the lecture method in class (giving explanations to students), then telling students to practice immediately. In fact, there are many methods and media that can be used to teach writing skills in the classroom, one of which is by using *Webtoon* application. The purpose of this study is to investigate more deeply how this digital platform was applied to teach writing descriptive text in one of the schools in Tulungagung, SMAN 1 Pakel. This research used a qualitative approach, where researchers collect data through observations and interviews. As for the results of this study, *Webtoon* can be used to train students to write descriptive text with the aid of images available in the application. Although not all themes can be used to teach descriptive text, teachers can sort out the right themes from the application to train students to write descriptively, such as the theme "Hello Wolrd".

Keywords: *Webtoon, Descriptive Text*

INTRODUCTION

Students must master writing techniques because it enhances their general competences and makes learning easier. Writing entails creating a written piece of work, and for successful communication, reading comprehension is necessary. Students can choose to write their ideas down on paper in order to clearly express their ideas (Marianne & Olshtain, 2000). According to Swales & Christine B. (2012), writing is a complex sociocognitive activity that involves creative ability to express idea on paper, other materials, and more recently computer screens, among other mediums.

There are many different types of writing, including narrative, recount, and descriptive text. The tenth-grade students who have been educated in descriptive text are the subject of this study. Students in senior high school who are in their first year or tenth grade are required to learn descriptive text. The objective of a description is to give particular information about a thing, item, place, or person. Wyric (2011) stated that descriptive text sets itself apart from other kinds of writing by emphasizing the specifics of a subject. It seeks to illustrate and clarify the traits of a specific subject. Another expert stated that readers of descriptive texts are given in-depth explanations of both living and non-living objects, animate or inanimate (Pardiyono, 2007).

Heaton (1975) proposed integrating essential components like grammar, rhetoric, concepts, and critical thinking as part of teaching writing. While many teachers still teach

text structures, provide examples, and assign writing assignments in the usual manner, other tactics such employing *Webtoon* can encourage students to write in ways that go beyond the norm.

A combination of "website" and "cartoon," *Webtoon* first appeared in Korea and has since become widely recognized as a type of digital comics that are only available online. These online comics were first referred to by a number of labels, including *webmic*, but *webtoon* finally became the most widely accepted term. In 2000, a Korean web portal introduced *Webtoon*, a platform specifically for online comics, establishing the term's connection to online comics produced and read in South Korea (Cho, 2016).

According to Wright (1989), media with serial illustrations, like comic strips or *Webtoon*, can be useful resources for a variety of interesting tasks, like teaching writing. He emphasized the several functions that series pictures fulfill in the process of teaching writing. Their capacity to motivate pupils and sharpen their focus in class is one of their most important roles. These images can also serve as a source of inspiration, provide insightful conversation material, and act as a guide for creating narrative texts. In the end, they help pupils come up with the concepts and knowledge needed to write texts successfully.

Webtoon has been applied to teach descriptive text for the first year or tenth grade students of SMAN 1 Pakel. Hence, the writer aims to investigate how *webtoon* applied as a tool to teach descriptive writing in that class.

RESEARCH METHODOLOGY

The writer applied qualitative research. The author uses a phenomenological approach in order to watch and explain how a strategy is used in a classroom setting to enhance student learning. The researcher, as the main instrument, applied depth-interview to the teacher as the main source person to find deeper information how *Webtoon* was applied by the teacher to teach descriptive text. The researcher observed how the teacher applied *Webtoon* in his class. The participant of this research was class X-9 of SMAN 1 Pakel, Tulungagung.

FINDING AND DISCUSSION

After conducting observations and interviews, the researcher found that teachers used *webtoon* applications when teaching English on the theme of writing descriptive texts. However, teachers did not use just any theme in the *Webtoon* application. The teacher

chose a title that is relevant to the age of the students, namely "Hello world"

Discussion

In teaching descriptive text writing, teachers used explanations presented in power points. Students were explained about the basics of writing descriptive text because according to the teacher, students still need to understand the definition, generic structure and features of descriptive text.

After students were explained about the basics of descriptive text (understanding, generic structure, and features), the teacher asked students to open their smart phones. The teacher guided students to install the *Webtoon* application and register account. For learning to write descriptive text, the teacher used English version. To change the language setting in to English, the first step is open the *Webtoon* application. Then click three dots in the bottom right corner of the page. After that, click the setting (*pengaturan*) menu, then click the content language (*bahasa*) menu, then change it to English. The process of changing the language can be seen in figure 1.

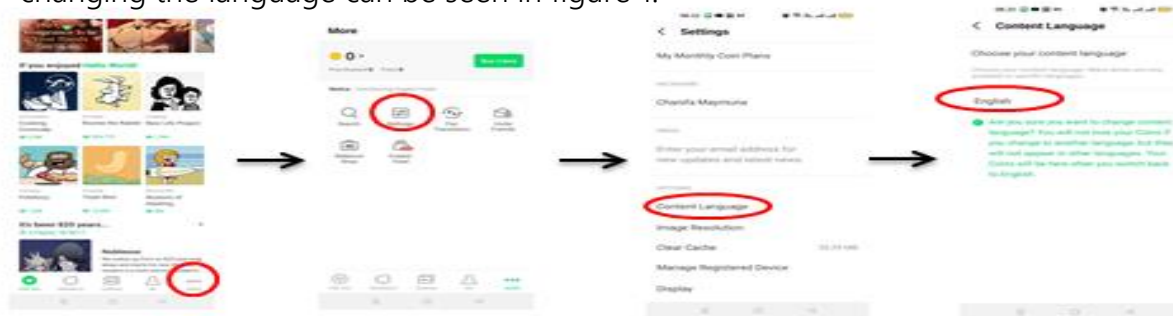


Figure 1 The Steps to change Language Setting

After the language setting is changed to English, look for the title "Hello world!" written by Alex Norris in the search menu on the application's main page.

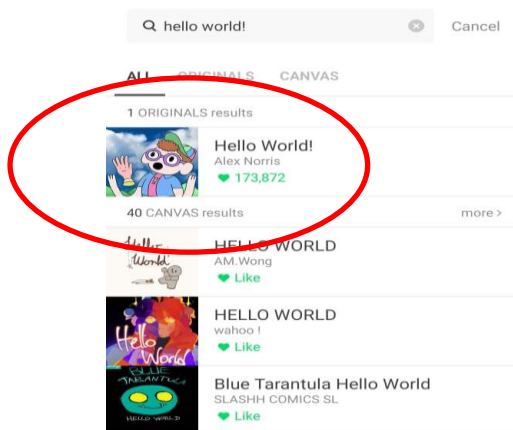


Figure 2 "Hello World!" by Alex Norris

This title was used by the teacher to teach descriptive text. There are 131 episodes in

this title and the teacher chose 3 episodes, episode five or "Hello Hell", episode six or "Hello Sad", and episode seven or "Hello Animals". The teacher asked students to open the three episodes, and then asked them to observe the pictures in these episodes.

Pages in each episode cannot be screenshot, perhaps the application developer aims to protect the author's copyright. The researcher can only describe the example of some pages in some episodes. For example in episode "Hello Hell", there are pictures of blue sky, purple sofa, tall highway, many types of colorful cars, etc. And then in episode "Hello sad" there are pictures of messy room, colorful hat, pink book, purple glasses, colorful striped blanket, trees, road, rain, green grass, etc. In "Hello animals" episode there are pictures of many kinds of animals.

After observing the pictures of each episode, the teacher asked students to describe many pictures they seen in the episode. In other words, the pictures in each episode were used to be a guide in describing.

CONCLUSION

Based on observations and interviews conducted by researchers, before using *Webtoon*, teacher explained to students about the basic knowledge of descriptive text such as the definition, the generic structure, and the features of descriptive paragraph. There are many titles in *Webtoon*. Teachers used certain title contained in the *Webtoon* application, that is "Hello world!". There are many episodes in "Hello World!" and teachers only used three episodes to train students to write descriptive text. The students were asked to describe many things they saw in each episode. The teacher guided students very well when learning by using the *Webtoon* application.

REFERENCES

- Agnes, T. (2016). *Pembaca Line Webtoon Indonesia Terbesar Di Dunia*. Detik Hot. <https://Hot.Detik.Com/Art/D-3274551/Pembaca-Line-Webtoon-Indonesia-Terbesar-Di-Dunia>
- Ahmad, R., & Sudjana, N. (2009). *Teknologi Pengajaran*. Sinar Baru Algesindo.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta.
- Ary, D., Jacobs, C., Irvine, S., & Walker. (2006). *Introduction To Research In Education*. Wadsworth Cengage Learning.
- Basonggo, H., Said, M. M., & Dewi, A. K. (2016). *Developing Writing Skill Of Grade Viii Students Through Personal Letter*. *Journal Of English Language Teaching Society*

- (E/ls), 4(1), 1–11. <https://Media.Neliti.Com/Media/Publications/243210-None-42b02208.Pdf>
- Brown, H. D. (2001). *Teaching By Principles: An Interactive Approach To Language Pedagogy (2nd Ed.)*. Longman.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods In Education*. Routledge.
- Derewianka, B. (1990). *Exploring How Texts Work*. Primary English Teaching Association.
- Djiwandono, P. (2018). *How Line Today And Webtoon Affect Millennials' Reading Habit*. Foreign Language Annals, 39(2), 220–243.
- Durga, Ms V, S. S., & Rao, D. C. S. (2018). *Developing Students' Writing Skills In English-A Process Approach*. Journal For Research Scholars And Professionals Of English Language Teaching, 2(6), 1–5. [Http://Www.Jrspelt.Com](http://Www.Jrspelt.Com)
- Emi, E., & Christie, F. (2013). *Factual Genre In English*. Rizqi Press.
- Gebhard, J. G. (2013). *Teaching English As A Foreign Language: A Teacher Self-Development And Methodology Guide (2nd Ed.)*. The University Of Michigan Press.
- Harmer, Jeremy. (2007). *The Practice Of English Language Teaching (Fourth Edition)*. Longman.
- Heekyoung, C. (2016). No. [Http://Www.Tcj.Com/The-Webtoona-New-Form-For-Graphic-Narrative](http://Www.Tcj.Com/The-Webtoona-New-Form-For-Graphic-Narrative)
- Jacobs, H. L., S. A. Zingraf, D. R. Wormuth, V. F. Hartfiel, And J. B. H. (1981). *Testing Esl Composition: A Practical Approach*. Ma: Newbury House.
- Marianne, C.-M., & Olshtain, E. (2000). *Discourse And Context In Language Teaching: A Guide For Language Teacher*. In Cambrifge University Press.
- Mccloud, S. (1993). *Understanding Comics*. Kitchen Sink Press.
- Pardiyono. (2007). *Pasti Bisa! Teaching Genre Based Writing* (F. S. Suryantoro (Ed.)). Andi.
- Park, H. G. (2015). *It's Time For Webtoons To Go Global In 2016*. The Korea Herald. [Http://Www.Koreaherald.Com/View.Php?Ud=20151231000081](http://Www.Koreaherald.Com/View.Php?Ud=20151231000081)
- Sugiyono. (2008). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Alpha Beta.
- Togatorop, E. (2015). *Teaching Writing With A Web Based Collaborative Learning*. International Journal Of Economics And Financial Issues, 5(CI), 247–256.
- Wardani, I., & Waris, A. (2014). *Improving The Ability In Writing Descriptive Text Through Guided-Questions Technique*. 2(1), 1–13.
- Wright, A. (1989). *Pictures For Language Learning*. Cambridge University Press.
- Wyrick, J. (2011). *Steps To Writing Well*. In Wadsworth Cengage Learning (3rd Ed., Vol. 5, Issue 3). Rinehart And Winston Inc.