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THE EFFECT OF USING WEB TOON STORY AS TEACHING MATERIAL TOWARDS THE STUDENTS' WRITING ABILITY

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Abstract

This paper reports a study on the effect of using web toon story towards students' ability. The study was conducted at the second grade of SMK N 1 Gunung Pelindung, Lampung Timur. It used random sampling technique to select the sample. Pre-test and post-test were used as the research instrument to collect the data. In the quantitative method, the students as the subjects of participants were divided into two groups: experimental group (N=30) and control group (N=30). The data was analyzed by using t-test analysis showing that the experimental and control group mean scores in the pre-test were not significantly different. It can be seen that t-count was lower than t-table ($0.229 < 2.002$) and the sig.2-tailed value is higher than sig. level ($0.820 > 0.05$). Therefore, both experimental and control groups have the same level of writing ability before treatment. However, in the post-test, the mean score of experimental group is higher than control group. T-count is higher than t-table ($10.706 > 2.002$) with the sig.2-tailed value is lower than sig. level ($0.000 < 0.005$). Therefore, the null hypothesis (H_0) was rejected and the alternative (H_a) was accepted. It means that there was the effect of using web toon story as teaching material towards the students' writing ability.

Keywords: *teaching material, writing ability, web toon.*

1. INTRODUCTION

Writing as one of English skills has to be mastered by students in the school. The difficulty and complexity in writing drive students learn not only grammatical and rhetorical devices but conceptual and judgment devices. It is also one of language products that needs more effort and concentration to find the ideas in order to arrange the words into the correct sentences. According to Sahbaz and Duran (2011), writing is the product of cognitive process and creation from the original thought. It makes possible to create imagine worlds of one's own design. Gusria (1996) defines writing as an artificial activity requiring conscious learning to be able to acquire the activity and it is one of the ways for people to communicate their ideas and opinion.

Through writing, learner can express thought, feeling, ideas, experiences, etc. Thus, the best way to test people writing ability is to get them to write. It is a social artifact and is carried out in social a setting, what write, how we write, and how we write to is shaped by social convention and by our history of social interaction (Weigle, 2002). In addition he states that the genres in which we write were invented by other writers and the phrases we write often reflect phrases earlier writers have written. Harmer (2004) adds that writing is often heavily influenced by the constraints of genres, and the elements have to be present in learning activity. Tribble (1999) defines that writing is used for communicative purpose that enables the writers to give ideas, feeling, and opinions and create a

thought to make the readers understand. In pre-writing stage, Blanchard and Root et.al (2003) stated that it is the first stage of writing, or in another word it is the preparation step before writing.

Based on Harmer (2001), the process is the stage where a writer goes through in order to produce something in its final written form. In this process writing consists of four basic stages: they are planning, drafting, revising/editing and final version. Planning or pre-writing as the activity of writing aimed to encourage and stimulate the student's ideas to write. The activity must be prepared to provide them learning experience of writing such as brainstorming, etc. Drafting is the stage in which the student will focus on the fluency of writing and write without having much attention to the accuracy of their works. This process proceeds into editing a number of draft which may be produced on the way to the final version. Editing is the stage that the students review and reexamine the text to see how effectively they have communicated their ideas to the writer. This editing or revising is often helped by other who comment and make suggestion. Another writer's reaction to a piece of writing will help the author to make appropriate revisions. And final version is the stage that the students have edited their draft, making the changes they consider to be necessary, and the students will produce their final version.

After knowing the process of writing, teachers can use them in teaching writing with some techniques such as imitative writing, intensive writing, self-writing, display writing and real writing (Brown, 2007).

a. Imitative Writing

This technique is for the beginning level in writing. There are some steps students must follow. There are: 1) a teacher shows the picture on the slide; 2) a teacher writes the paragraph in short phrase units of three or four words and each unit is followed by look of the pictures; 3) during looking of the pictures, the students write exactly what they look the picture on the slide; 4) a teacher then writes the whole paragraph, so students can check their writing; 5) scoring of students written work can utilize a number of rubrics for assigning points. The evaluation can pay attention on spelling, punctuation and grammatical.

b. Intensive or Controlled Writing

This technique is higher than imitative writing. It is conducted by the teacher to know students' competence in term of topics and themes. Some activities to do intensive or controlled are: 1) writing sentences read by teacher; 2) constructing sentences after a given structure on paragraph given by the teacher, e.g. students may ask to change all present tense into past tenses; 3) answering sequences of reading questions into written form. While guided writing is carried out by giving guidance toward students, so they can create or produce writing. In the guided writing, students are given freedom to write with their own words.

c. Self-Writing

This writing level will give students' opportunity to pour all ideas or notions into texts. Students are free to determine topics or theme what they will write. Diary or journal writing is included into this level.

d. Display Writing

For an academic purpose, a whole array of display writing techniques is one of the academic skills that students need to master. The activities of writing fall into display writing which are answer and exercises in writing, essay writing, research report, etc.

e. Real Writing

Real writing is the last level of writing. This level can be divided into three subcategories, such as: 1) writing is concerned with the academic purpose; 2) writing is dealt with vocation or occupation; 3) writing is based on personal affair, e.g. diaries, letters, post card, notes, personal message, etc.

Those writing techniques are necessary to teach writing by using materials as a way or strategy to make students writing. One interesting strategy is using web toon story as teaching material to improve their writing skill. It can stimulate students to write a narrative text in order to describe the story orderly. It is said because in the web toon story, there are pictures showing the plot story.

Raimes (1983) says that using of web toon story in teaching writing can support the students to study. The effectiveness of web toon story in writing may also be observed in their use to promote a variety of texts, from basic simple sentences to the production of more complex paragraphs about almost any kind of topics and genres. So, teaching web toon story as teaching material is an effective way to write various texts. Web toon story helps students increase their vocabulary usage by utilizing word, explaining and evaluating the web toon story. In order to get the idea for writing, it can be through by web toon story. The effectiveness in

teaching-learning process can be attained by carrying that kind of material in the classroom especially in teaching writing.

Harmer (2004) says that pictures can stimulate students' creativity, especially in writing. It can be said that pictures can provoke the imagination and creativity in order to produce a good writing. It is similar with what Wright (1989) explains that the use of web toon story as a media that can help to attract students' interest, encourage their motivation in learning, make them want to pay attention and want take part. He adds that using web toon story, a teacher can stimulate students to response through writing. Web toon story brings challenges for students in learning writing skills. Web toon story then are used as the means of describing, identifying, predicting, discussing, matching, grouping, sequencing, ordering and memorizing. Through the use of web toon story, there are many activities which can be created. Harmer (2004) proposes several activities to write story by using web toon story such as; dramatic pictures, and a story of web toon of random objects, a web toon story in sequence, and a headline or caption. However, in the research, a web toon story in sequence is used. In teaching learning process, students will saw web toon story and write a text using web toon story as the clue. The type of writing used is real writing. Real writing is the last level of writing. This level can be divided into three subcategories, such as: 1) writing is concerned with the academic purpose; 2) writing is dealt with vacation or occupation; 3) writing is based on personal affair, e.g. cartoon, novels, story book, plot, etc.

2. METHODS

The study was conducted in order to find out whether the use of web toon story can be effective in teaching English writing or not. Quantitative research method was used to obtain the reliable data. Quantitative research method is explaining phenomena by collecting numerical data that are analyzed using mathematically based method or in particular statistics (Muijs, 2011).

There were three steps used in this reseach, i.e. pre-test, treatment, and post-test. The pre-test was given before giving treatment. The treatment was given to experimental and control classes. In the treatment for experimental class, the students were asked to write stories after using web toon. For control class, the students were asked to write stories without using web toon. Post-test was the last activity in the study in order to know the result of the students' writing ability after treatments.

The population was the second-grade students of SMK N 1 Gunung Pelindung, Lampung Timur. The total number of populations is 120 students. The sampling technique used was random sampling technique. It was around 50 % from the population that is 60 students divided into two classes: experimental (N=30) and control (N=30).

For the instrument, writing test used is to identify whether there was an improving of students' writing ability by using web toon story or not. The pre-test and posttest given before and after the treatment were implemented to measure students' writing ability. The result of the Pre-test and Post-test was collected to support data analysis. The data analyzed by giving score to students' writing were based on some indicators such us

content, organization, vocabulary, language use, and mechanics. The rubric of students' writing score was taken from Weigle (2002). All the scores from both control and experimental classes were analyzed by using SPSS.

3. RESULTS

There were three aspects such as the students' achievement in control group, the students' achievement in experimental group, and result of t-Test analysis that were described in the result. The students' achievement in control group showed the students' score both before and after the treatments as well as the students' achievement in experimental group. The result of t-test analysis reports the computation of t-test towards the scores of pretest and posttest of experimental and control group.

For control group score, the frequency and percentage in the pretest described that the students with score 34 is 3.3%, the students with score 32, 38, 50, 54 are 6.7% each, the students with score 42 and 48 are 10% each, the students with score 38 are 13.3%, the students with score 44 are 16.7%, and the students with score 40 are 20%. Then, the total scores of pretests was 1230. Meanwhile, the frequency and percentage in the post-test described the students with score 38, 40, 42, 44, 56, and 64 are 3.3% each, the students with score 46, 58, 62, and 66 are 6.7% each, the students with score 48, 50, 54, and 60 are 10% each, the students with score 52 are 13.3%. The total score of posttests was 1592.

However, for experimental group score, the frequency and percentage in the pretest described the students with score 34, 36, 40, 52, and 54 are 3.3%, the

students with score 38 and 46 are 10% each, the students with score 44, 48, and 50 are 13.3%, and the students with score 42 are 23.3%. For the total score of pretests was 1330.

Meanwhile, the frequency and percentage in the posttest described the students with score 82, 86, and 88 are 3.3% each, the students with score 64.66, and 78 are 6.7% each, the students with score 62, 74, 76, and 80 are 10% each, the students with score 70 is 13.3%, and the students with score 72 are 16.7%. Then, the total score of posttests was 2188.

Result of T-Test Analysis

SPSS program was used to calculate the mean scores of both experimental and control group, as well as to examine the hypothesis. SPSS was used in order to reduce the errors in calculation and to make the t-test analysis simpler and more efficient. In using this kind of software, we

only needed to put the pretest and posttest score of experimental and control group into the software, then it was calculated by the software. The data was analyzed by using independent sample t-test analysis.

This analysis was used to compare the experimental and control groups' means score on the pretest and posttest of writing, as well as to know the influence of using web toon story. Then the result of calculation of t-test value consulted to t-value table. If t-value or t-count is higher than t-table ($t\text{-count} > t\text{-table}$) and significance value is lower than significance level of 0.05 (sig. 2-tailed value < 0.05), it means there was impact of using web toon story on students' writing ability. To know the result, it can be seen the following tables. First, the result of the experimental and control group in pretest was demonstrated in Table 1 and 2.

Table 1 Group Statistics of Pre-test

	Group	N	Mean	Std. Deviation
Score	Experimental	30	44.3333	4.90133
	Control	30	44.0000	6.28079

In Table 1, Group Statistics described that the number of samples was 30 for each group. The means score of experimental groups is 44.3 and the

mean score of control group is 44. The standard deviation of experimental group is 4.9 while the standard deviation of control group is 6.3.

Table 2 Independent Samples T- Test of Pre-test

Independent Sample T-test			Alternative Hypothesis
T	Df	Sig. 2-tailed	
0.229	58	0.820	Rejected

Table 2 presented the result of the independent samples t-test using SPSS program. Those result were used to examine whether or not both experimental and control group had equal means in pretest. It shows that the independent samples t-test value (t-count) is 0.229. With the degree of freedom 58, the t-table is 2.002 at the significance level of 0.05. As the conclusion, the calculation of t-count is lower than t-table ($0.229 < 2.002$), so the means are not significantly different.

The table also shows the result of data analysis using 2 tailed had significance value 0,820. The significance level is 5% (0.05) or 95% confidence interval of the difference. Since the sig. 2-tailed value is higher than sig. level ($0.820 > 0.05$), it means that the means of experimental and control group are not significantly

different. Therefore, the alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted.

Those results represented a weak effect size. They also indicated that there was no any significant difference between experimental and control groups' mean scores in the pretest of writing. Therefore, the alternative hypothesis (H_a) as there was impact of using web toon story on students' writing ability was rejected. In brief, each group consists of students with similar proficiency level of writing before treatments were given.

Second was the result of the experimental and control group in posttest. Table 3 and 4 demonstrated the result of independent sample t-test of the experimental and control group in posttest.

Table 3 Group Statistics of Post-test

	Group	N	Mean	Std. Deviation
Score	Experimental	30	72.9333	6.86286
	Control	30	53.0667	7.49682

Table 3 showed that the mean score of both experimental and control group in posttest was higher than in pretest. With the number of sample 30 for each group, the mean score of experimental group in

posttest was 72.9 and the mean score of control group was 53.1. The standard deviation of experimental group was 6.8 while the standard deviation of control group was 7.4.

Table 4 Independent Samples Test of Post-test

Independent Sample T-test			Alternative Hypothesis
T	Df	Sig. 2-tailed	
10.706	58	0.000	Accepted

Table 4 presented the result of the independent samples t-test using SPSS program. Those result were used to examine whether or not both experimental and control group had equal means in posttest. It shows that the independent samples t-test value (t-count) is 10.706. With the degree of freedom 58, the t-table is 2.002 at the significance level of 0.05. As the conclusion, the calculation of t-count is higher than t-table ($10.706 < 2.002$), so the means are significantly different.

The table also shows the result of data analysis using 2 tailed has significance value 0,000. The significance level was 5% (0.05) or 95% confidence interval of the difference. Since the sig. 2-tailed value was lower than sig. level ($0.000 > 0.05$), it meant that the means of experimental and control group were significantly different. Therefore, the alternative hypothesis was accepted and null hypothesis (H_0) was rejected.

Those results represented a large effect size indicating that there was significant difference between experimental and control groups mean scores in the posttest of writing. It was concluded that there was an impact of using web toon story on students' writing ability and the alternative hypothesis was accepted. From the rejection and acceptance of hypothesis, we could see that there was an effect of using web toon story to improve students' writing ability at second grade students of SMKN 1

gunung Pelindung Lampung Timur.

4. DISCUSSION

The result of this study shows that the students' scores of both control and experimental group are quite low in the pretest. The total score of control group is 1320 while the total score of experimental groups is 1330. The mean score of control group is 44 while experimental group is 44.3. In the pretest the students were asked to write with the topic "my holiday" and the result showed that their writing was unorganized and unrelated although their writing was good enough and it contained many paragraphs. However, it seemed rambling. During the treatments, it was found that the students both in experimental and control class were confused of what they should write. Actually, they had ideas but they were confused of how to elaborate them. However, the experimental class found that web toon story could help them in elaborating their ideas because after getting the treatment by using web toon story, their writing was related to the topic and more specific. It was because they had already written the main point of their ideas before starting to write. Thus, the students improve their writing ability during the treatments. Meanwhile in control class, they received a conventional teaching and some of the students were still confused of what they should write. It is because they are not familiar with the correct writing as well as

they are not used to write the story correctly. Therefore, in the pretest they make many improper writings.

As the result, the scores of both control and experimental group in the posttest are improved. The total score of control group in post-test is 1592. It improves 272 points from the pretest score. In posttest each student of control group gets 4 to 14 points higher than in pretest. It means that they improve but it is not significantly.

Meanwhile, the total score of experimental groups in posttest is 2188. It improves 858 points from the pretest score. In posttest each student of control group gets 16 to 36 points higher than in pretest. From the higher point, the students in experimental class improve their writing skill significantly. They show that the experimental group scores increase significantly higher than control group. It is more than 500 points higher than control group score in posttest. So, it can be concluded that students who are given treatments by using web toon story have higher score than those given treatments by conventional teaching.

After learning writing using web toon story in five meetings, students can write better. They can minimize or even omit the errors in both writing. Based on the result of experimental group in posttest, the students improve their writing, especially in grammar, vocabulary, content, language use and mechanic. Although not all improper words are improved, the experimental group students achieve significant improvements in their writing. It shows that web toon story is a good media to improve students' writing ability.

The result analysis of independent sample t-test shows that the

experimental and control group mean scores in pretest are not significantly different. Table 2 shows that t-count is lower than t-table ($0.229 < 2.002$). It also shows that the sig. 2-tailed value is higher than sig. level ($0.820 > 0.05$). Thus, it can be concluded that the two groups have the same level of writing ability before the treatments. Then, the t-test analysis of the mean score of experimental and control group in posttest shows that the mean score of experimental groups is higher than the mean score of control group. Table 4 shows that t-count is higher than t-table ($10.706 > 2.002$). It also shows that the sig. 2-tailed value is lower than sig. level ($0.000 < 0.05$). Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is improvement on the students' writing achievements by using web toon story. For further research, web toon as teaching material can be implemented in inclusive education (Jenks, 2005; Susanto & Nanda, 2018) and language learning with literary works (Jackson, 1993; Nanda, 2016; Nanda & Susanto, 2020; Podlozny, 2000).

5. CONCLUSION

Based on the result, web toon story is a good media to improve students' writing. It is proved by the analysis result of students' mean score in the posttest which is showed the rejection of the null hypothesis (H_0) and the acceptance of alternative hypothesis (H_a). It means that there is effective impact of using web toon story to improve students' writing ability. Therefore, web toon story is effective to improve students' writing at the second grade students of SMK N 1 Gunung Pelindung Lampung Timur.

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