CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the researcher describes the result of this study in some aspect; these are as follows; Finding and Discussion.

4.1 The result of Pretest 1 and 2

On April 26th 2016, the researcher finished of taking a teacher's scoring list. Then, the researcher calculated the scoring and compared means result between pretest 1 and pretest 2. The result shows in Descriptive statistics;

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest1	30	25	38	31.93	3.473
Pretest2	30	28	38	32.00	2.816
Valid N (listwise)	30				

In Pretest 1 and Pretest 2 both are have same population, they consist of 30 students. The researcher applied them in 30 students as sample, from total population is 170 students for tenth grades in SMA Muhammadiyah 1. The X-5 students is being the sample of this study because the students are enthusiastic in English lesson eventhough they are weak in speaking performance. It means the researcher used 1/6 from The population. The aim of Pretest 1 is to know wheather the students have same characters or competence in speaking performance.

From the statistics' table it can be seen that minimum score is 25, which is only a student who got it and the maximum score is 38 that also a student got it. The mean's result of Pretest 1 is 31,93. Which mean that the result of Pretest 1 is weak, it was only a student who got a high score . In the next meeting, the researcher reviewed and explained again about the material of this study.

In contrast, Pretest 2 shows that minimum score is 28, which got six students and the maximum score is 38, it is only got two students. The mean's result of Pretest 2 is 32,00; Which meant that result of Pretest 2 is better than pretest 1. The result is significant because the minimum and maximum score are increased. Based on Pretest 1 and Pretest 2 means results are increased in total 0,07 digit higher.

Pretest 1 std. deviation is higher than Pretest 2 std. deviation, it means the result of Pretest 1 is more variance rather than Pretest 2. This study found that the result there is different from the result between pretest 1 std. deviation and pretest 2 std. The mean Ho (Null hypothesis) is accepted, because there is different result between before and after applied webtoon in speaking performance on recount text at SMA Muhammadiyah 1 Surabaya and the Ha (Alternative Hypothesis) is rejected.

4.1.1 Reliability of Pretest

The researcher used Pearson Product Moment Correlation to calculate score and to know the result is reliable or not between Rater 1 and Rater 2 in the Pretest 1. The aim of Reliability test is to know the scoring between rater 1 and rater 2 has same perception.

Correlations

		R1	R2
R1	Pearson Correlation	1	.578[**]
	Sig. (2-tailed)		.001
	N	30	30
R2	Pearson Correlation	.578[**]	1
	Sig. (2-tailed)	.001	
	N	30	30

[**]. Correlation is significant at the 0.01 level (2-tailed).

The researcher compared compare the result Pearson correlation above with Ttable Pearson Product Moment in N=30 and in two tailed 0,05 is 0,361 to find out that result is reliable or not. Based on result above show that Pearson correlation result is 0.578, it means the result category is enough. The categories of Pearson Product moment coefficient has been showed in table 3.7, it is appropriate in chapter 3, and the appendix for Ttable is taken from Christopher Butler. Correlation result above shows that Tvalue (0,578) is higher than Ttable (0,361), it means Pretest scoring distribution between Rater 1 and Rater 2 is higher than Ttable. The hypothesis are; Ho (Null hypothesis) = the raters have same perception and Ha (Alternative hypothesis) = the raters have no same perception. So, Ho (Null hypothesis) is accepted, because between rater 1 and rater 2 have same perception in speaking assessment and Ha (Alternatif hypothesis) is rejected.

4.2 The result of Posttest 1 and 2

After the researcher finished calculated Pretest result, the researcher was continued to calculate posttest result. It is same with Pretest 1 and 2 tables, Posttest 1 and 2 results are shows in Descriptive statistics.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest1	30	29	40	34.77	2.861
Posttest2	30	29	40	35.77	2.775
Valid N (listwise)	30				

In Posttest 1 and Posttest 2 both are have same population, they consist of 30 students. The researcher applied them in 30 students as sample; from total population is 170 students for tenth grades in SMA Muhammadiyah 1. The X-5 students is being the sample of this study, it means the researcher used 1/6 from the population.

From the statistics' table it can be seen the minimum score is 29, which is only a students who got it and the maximum score is 40 that also a student got it. The mean result of Posttest 1 is 34,77. Which mean that result of Posttest 1 is weak. In the next meeting, the researcher also reviewed and explained again about this study. While, the students more understood about the researcher purposed to teach speaking performance on recount text.

Based on the table, it can be seen the minimum score is 29, which is only a students got it and the maximum score is 40, it is three students got it. Posttest 2 mean result is 35,77. The mean's result of Posttest 2 is higher than posttest 1. This study found that there is different from the mean's result of Posttest 1 and Posttest 2, because the minimum and maximum score are increased in one digit higher.

Posttest std. deviation 1 is higher than Posttest std. deviation 2, the result Posttest std. Deviation 1 is more variance rather than Posttest 2. So, Ho (Null hypothesis) is accepted because there is different result between before and after when applied webtoon in speaking performance on recount text at SMA Muhammadiyah 1 Surabaya. Ha (Alternative Hypothesis) is rejected.

4.2.1 Reliability of Posttest

After the researcher finished calculated a reliability of pretest result, the researcher calculated a reliability of posttest result between rater 1 and rater 2, the result as follow;

Correlations

		Rater1	Rater2
Rater1	Pearson Correlation	1	.563[**]
	Sig. (2-tailed)		.001
	N	30	30
Rater2	Pearson Correlation	.563[**]	1
	Sig. (2-tailed)	.001	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

The result shows that Tvalue is 0,563 higher than Ttable is 0,312. Based on Table Pearson Product Moment Correlation, the category of this result is enough. The hypothesis are, Ho (Null hypothesis) = the raters have same perception and Ha (Alternatif hypothesis) = the raters have no same perception. The reliability of pretest and posttest has same result in enough coefficients. Based on the result above, Ho (Null Hypothesis) is accepted and reliable, it means between rater 1 and rater 2 have same perception in speaking assesment.

4.3 Normality of the test

The Researcher shows that Pretest and Posttest 1 normality result in Kolmogorov-Sminov, it can be seen in the table below;

One-Sample Kolmogorov-Smirnov Test

		Pretest1	Posttest1
N		30	30
Normal Parameters[a,b]	Mean	15.97	17.38
	Std. Deviation	1.737	1.430
Most Extreme Differences	Absolute	.141	.167
	Positive	.109	.100
	Negative	-.141	-.167
Kolmogorov-Smirnov Z		.772	.914
Asymp. Sig. (2-tailed)		.590	.374

a. Test distribution is Normal.
b. Calculated from data.

To get a normality result, are needed Pretest Posttest result. The aim of normality data is to know the data distribution is normal or not. So, the researcher shows the result of Pretest 1 and Posttest 1 by using one Sample Kolmogorov-Smirnov. The researcher used Nonparametric to analyze the normality of Pretest - Posttest 1. Sig value it must be more than alpha (α) = 0,05, based on the result above, it means Sig value is more than 0,05. The result also, shows that sig value Kolmogorov-Smirnov Z in Pretest 1 column is 0,772 in the Posttest column is 0,914. Asymp Sig.(2-tailed) in Pretest 1 is 0.590 and in Posttest 1 is 0,374. It can conclude that, the data distribution in Pretest and Posttest 1 is normal; Sig value is more than 0,05, so the data distribution is normal.

One-Sample Kolmogorov-Smirnov Test

		Pretest2	Posttest2
N		30	30
Normal Parameters[a,b]	Mean	16.00	17.88
	Std. Deviation	1.408	1.388
Most Extreme Differences	Absolute	.100	.105
	Positive	.100	.075
	Negative	-.078	-.105
Kolmogorov-Smirnov Z		.548	.575
Asymp. Sig. (2-tailed)		.925	.896

a. Test distribution is Normal.
b. Calculated from data.

In normality of the test is not only Pretest - Posttest 1 result, but also the entire test of this study. Based on the result above, Kolmogorov-Smirnov Z in Pretest 2 column is 0,548 and Posttest 2 column is 0,575. Sig value Pretest 2 is 0,925 and Sig value Posttest 2 is 0,896. So, the data distribution in Pretest and Posttest 2 is normal, because the sig value is more than 0,05. The Ho (Null hypothesis) = the data distribution is normal and Ha (Alternatif hypothesis) = the data distribution is not normal. In summary, Ho (Null hypothesis) is accepted, because data distribution is normal and Ha (Alternatif hypothesis) is rejected.

4.4 Homogeneity of the test

The researcher calculated a Homogeneity result in ANOVA for Pretest 1 result, see below:

ANOVA

Pretest1

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	68.783	9	7.643	8.181	.000
Within Groups	18.683	20	.934		
Total	87.467	29			

To get a homogeneity result, it only used one pretest data. The results above show homogeneity from total score in pretest 1 as dependent list. The aim of homogeneity is to know the population has same characteristics or intelligences in speaking performance. The homogeneity result includes; sig value it must be less than 0,05 and Tvalue must be more than Ttable. The total score in pretest 1 results are from rater 1 and rater 2. The result of sig value is ,000. Which means that result is homogeneious, moreover sig value less than 0,05 and Tvalue is 8,181 higher than Ttable in 29 degree of freedom (2,045).

The hypothesis are; Ho (Null hypotheis) = the data are homogenous and Ha (Alternatif hypothesis) = the data are not homogenous. So, Ho (Null hypothesis) is accepted, because the data are homogenous, it means the students have same consistency and skillful in speaking performance. Then Ha (Alternative hypothesis) is rejected.

4.5 The comparison between Pretest - Posttest 1

The researcher presents the result of Pretest – Posttest 1 in Paired Sample t Test;

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 Posttest1 - Pretest1	1.417	1.083	.198	1.012	1.821	7.162	29	.000

The formula of t-paired sample is comparing Posttest – Pretest result, moreover Posttest shows higher score than Pretest as low score. Therefore, Tvalue Pretest – Posttest 1 comparison it must be higher than Ttable and sig value it must be less than 0,05. Ttable distribution statistics show in significant two tailed 0,05 and in

29 Degree of Freedom (df) is 2.045. The comparison result between Pretest 1 and Posttest 1 are different, cause Tvalue more than Ttable and sig value less than 0,05. Based on Pretest – Posttest 1 comparison result, Tvalue is 7.162 and Ttable is 2.045, and significant two tailed is 0.000 it less than 0,05. Which mean the data distribution is different. So, Ho (Null Hypothesis) is accepted, there is different result between before and after applied webtoon in speaking performance on recount text at SMA Muhammadiyah 1 Surabaya. Ha (Alternative Hypothesis) is rejected.

4.6 The comparison between Pretest - Posttest 2

The researcher presents the Pretest – Posttest 2 result in Paired Samples Test;

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	Posttest2 - Pretest2	1.883	.678	.124	1.630	2.137	15.208	29	.000

After the researcher finished Pretest – Posttest 1, the researcher started again and reviewed the material to get the Pretest-Posttest 2 result were better than before Pretest – Posttest 1. T value Pretest – Posttest 2 comparison result it must be more than Ttable and Sig value it must be less than 0,05. Ttable distribution statistics show in significant two tailed 0,05 and in 29 Degree of Freedom (df) is 2.045. Based on the data above, Tvalue Pretest – Posttest 2 result comparison is 15.208 and sig value is 0.000, which mean the result is different. Moreover, Tvalue is 15.208 more than 2.045 and sig value is .000 less than 0,05. Which mean T-paired sample data above is different. Which mean, Ho (Null Hypothesis) is accepted, because there is different result between before and after applied webtoon in speaking performance on recount text at SMA Muhammadiyah 1 Surabaya. Ha (Alternative Hypothesis) is rejected.

4.7 The comparison for each term

To know the differences between before and after taught students using webtoon comic in speaking performance on recount text, the researcher used T paired sample to know the deference between pretest 1 and Posttest 1 for each term in speaking performance on recount text.

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	Pro_post1 - Pro_pre1	.600	.675	.123	.348	.852	4.871	29	.000
Pair 2	Gra_post1 - Gra_pre1	.500	.777	.142	.210	.790	3.525	29	.001
Pair 3	Voc_post1 - Voc_pre1	.667	.758	.138	.384	.950	4.817	29	.000
Pair 4	Flu_post1 - Flu_pre1	.567	1.040	.190	.178	.955	2.984	29	.006
Pair 5	Com_post1 - Com_pre1	.500	.731	.133	.227	.773	3.746	29	.001

Assertion:

Pro_Post 1   : Pronunciation in Posttest 1

Pro_Pre 1   : Pronunciation in Pretest 1

Gra_Post 1   : Grammar in Posttest 1

Gra_Pre 1   : Grammar in Pretest 1

Voc_Post 1   : Vocabulary in Posttest 1

Voc_Pre 1   : Vocabulary in Pretest 1

Flu_Post 1   : Fluency in Posttest 1

Flu_Pre 1   : Fluency in Pretest 1

Com_Post 1   : Comprehension in Posttest 1

Com_Pre 1   : Comprehension in Pretest 1

Based on the result above shows that all of significant value for each term in Pretest and Posttest 1 are less than 0,05. Moreover, in T-paired sample formulas is Significant value is must be less than 0,05 and Tvalue is must be more than Ttable.

The significant value shows in Pronunciation is 0,000, Grammar is 0,001, Vocabulary is 0,000, Fluency is 0,006, and Comprehension is 0,001. Which means the significant value is less than 0,05. The result of Tvalue in Pronunciation is 4,871, Grammar is 3,525, Vocabulary is 4,817, Fluency is 2,984, and Comprehension is 3,746. So, that result is significant different, Tvalue is more than Ttable in 29 degree of freedom is 2,045. But, based on Tvalue above it can be conclude that it has low scoring in Fluency, Grammar, and Comprehension because some students still confuse to train their memory for retelling their experiences.

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	Pro_post2 - Pro_pre2	.600	.855	.156	.281	.919	3.844	29	.001
Pair 2	Gra_post2 - Gra_pre2	.767	.679	.124	.513	1.020	6.185	29	.000
Pair 3	Voc_Post2 - Voc_pre2	.833	.834	.152	.522	1.145	5.473	29	.000
Pair 4	Flu_Post2 - Flu_pre2	.900	.607	.111	.673	1.127	8.115	29	.000
Pair 5	Com_Post2 - Com_pre2	.667	.802	.146	.367	.966	4.551	29	.000

Assertion:

Pro_Post 2   : Pronunciation in Posttest 2

Pro_Pre 2   : Pronunciation in Pretest 2

Gra_Post 2   : Grammar in Posttest 2

Gra_Pre 2   : Grammar in Pretest 2

Voc_Post 2   : Vocabulary in Posttest 2

Voc_Pre 2   : Vocabulary in Pretest 2

Flu_Post 2   : Fluency in Posttest 2

Flu_Pre 2   : Fluency in Pretest 2

Com_Post 2   : Comprehension in Posttest 2

Com_Pre 2   : Comprehension in Pretest 2

After the researcher analyzed pretest-posttest 1 result, the researcher continued to analyze Pretest-posttest2. Based on the result above shows that all of significant value for each term in Pretest and Posttest 2 are also less than 0,05. Moreover, in T-paired sample formulas are includes; it is significant value is less than 0,05 and Tvalue is must be more than Ttable. The significant value shows that in Pronunciation is 0,001, Grammar is 0,000, Vocabulary is 0,000, Fluency is 0,000, and Comprehension is 0,000. Which mean the significant value is less than 0,05. The result of Tvalue in Pronunciation is 3,844, Grammar is 6,185, Vocabulary is 5,473, Fluency is 8,115, and Comprehension is 4,551. Which mean that result is significant different, Tvalue is more than Ttable in 29 degree of freedom is 2,045. The hypothesis is Ho (Null hypothesis) = there is different result between before and after applying webtoon based on speaking performance aspect in recount text, such as: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. Ha (Alternative hypothesis) = there is no different result between before and after applying webtoon based on speaking performance aspect in recount text, such as: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension on recount text. Based on the result above, which mean Ho (Null hypothesis) is accepted and Ha (Alternative Hypothesis) is rejected.

So, the results between pretest-posttest 1 and pretest-posttest 2 shows the significant value is no higher than 0,05 and Tvalue is no less than Ttable. Which mean the process of taught students in speaking performance on recount text before and after using webtoon is different and more increasing in posttest 2. Although the results between pretest – posttest 1 until pretest – posttest 2 are only small higher score or scale.

4.7.1 Eta Square

After the researcher finished to described and calculated the test result in T-Paired sample, the researcher was conclusion and calculating the result between Pretest – Posttest 1 and Pretest – Posttest 2 in Eta Square, Pallant (Cohen 2001: 190) confirm that Eta Square as the effect size for independent sample T-test has three effecs; it is 0,01 means small effect, 0,06 means moderater effect, and 0,14 means large effect.

Measures of Association

	Eta	Eta Squared
Pretest1 * Posttest1	.834	.695

Measures of Association

	Eta	Eta Squared
Posttest1 * Pretest1	.873	.762

According to (IBM SPSS company: 2010) "Eta Square describes the proportion of total variability attributable to a factor". It means Eta Square as the method to find out the method of this research are effective or not. The aims of eta square are to give information and to know how much the variance in Dependent variable, also the relation or difference from data analysis which is true effective or not. Based on the result above, shows that pretest 1 are showsing Eta Value is 0,834 and 0,695 for Eta Square value. Posttest 1 are shows Eta value is 0,873 and 0,762 for Eta Square value. It means the result of Posttest 1 is more variance than Pretest 1. The researcher not only shows Pretest – Posttest 1 result, but also calculated Pretest – Posttest 2 result in Eta square,

Measures of Association

	Eta	Eta Squared
Pretest2 * Posttest2	.908	.824

**Measures of Association**

	Eta	Eta Squared
Posttest2 * Pretest2	.915	.838

The result shows that pretest 2 shows are Eta value is 0,908 and 0,824 for Eta Square. Posttest 2 shows are Eta value is 0,915 and 0,838 for Eta Square value. It means the result of Posttest 2 more variance than Pretest 2. Based on the result above shows that result between Pretest and Posttest in Eta Square are effective with uses webtoon in speaking performance. The hypothesis is Ho (Null hypothesis) = the

result is effective with uses webtoon as media in teaching speaking performance. Ha (Alternative hypothesis) = the result is not effective with uses webtoon as media in teaching speaking performance. So, Ho (Null hypothesis) is accepted and Ha (Alternative Hypothesis) is rejected. So, between Pretest – Posttest 1 and Pretest - Posttest 2 both are having large effect.
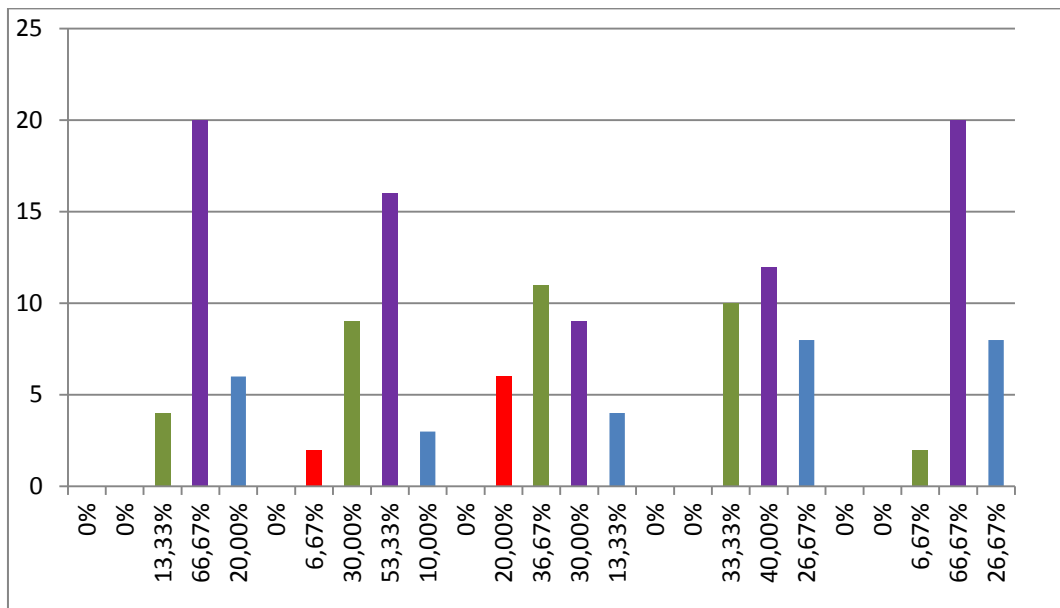
4.8 The result of Questionnaire

On April, 19th 2016, after the researcher finished the posttest in the second meeting, the researcher was shared questionnaire for students as the end of this study. The aim of questionnaire is to know the students scoring before and after taught recount text by using webtoon. The researcher was calculated questionnaire result by using excel. The categories of scoring for each questions are from 1 to 5, 1 for poor, 2 for less, 3 for enough, 4 for agree, and 5 for strong agree. The questionnaire scoring has been shown in appendix.
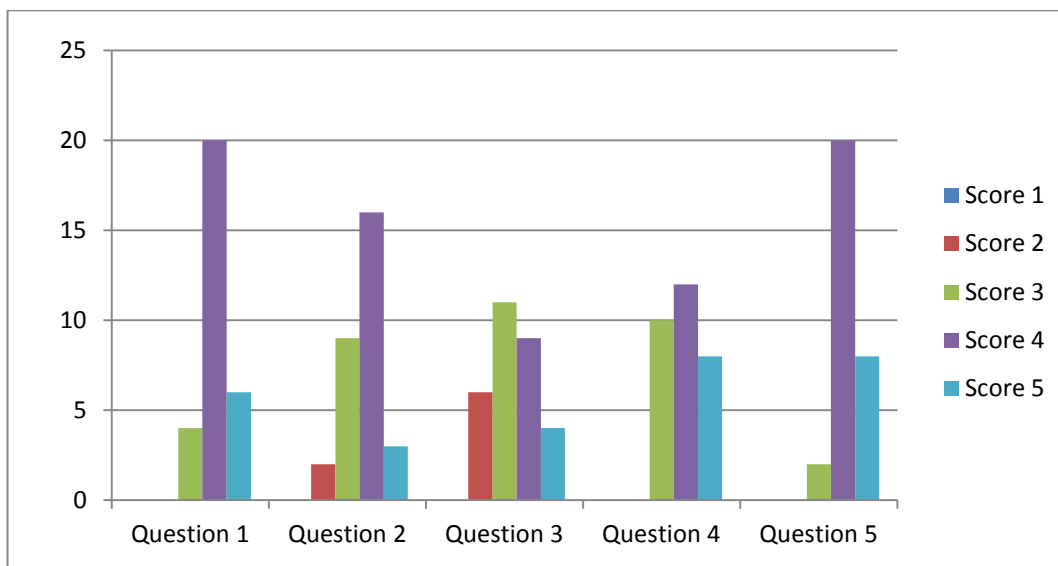
Table 4.1 Questionnaire diagram

The researcher is needed students opinion before and after applied this research, it is used to know "The Effectiveness of Using Webtoon to Develop Students' in Speaking Performance on Recount Text" is effective or not. It is not only used pretest-posttest as research device but also used questionnaire to support this research. The Researcher was described the questionnaire result one by one.

Table 4.2 Questionnaire Percentage Diagram

Question number 1 is about how the students evaluation about the material explanation that is gave by teacher while learning process., the result in total; 0 students or 0% were choosing Score 1 and 2, 4 students or 13,33% were choosing score 3, 20 students or 66,67% were choosing score 4, and 6 students or 20,00% were choosing score 5. Percentage 66,67% show that the participant or students are feel comfortable with the teacher technique during implementation of this study.

Question number 2 is about how the students evaluation about choosing the webtoon comic that used , the result in total; 0 students or 0% were choosing score 1, 2 students or 6,67% were choosing score 2, 9 students or 30,00% were choosing score 3, 16 students or 53,33% were choosing score 4, 3 students or 10,00% were choosing score 5. Percentage 53,33% it means that almost the students feel webtoon comic are good comic and these appropriate with the recount text topics.

Question number 3 is about how your evaluation about to your speaking skill in telling a recount text before using webtoon media, the result in total; 0 students or 0% were choosing score 1, 6 students or 20,00% were choosing score 2, 11 students or 36,67% were choosing score 3, 9 students or 30,00% were choosing score 4, and 4 students or 13,33% were choosing score 5. The percentage 36,67% show that few students feel their speaking performance on recount text was enough, before they used a webtoon comic.

Question number 4 is about how the students evaluation about to your speaking skill in telling a recount text after using webtoon media, the result in total, 0 students or 0% were choosing score 1 and 2, 10 students or 33,33% were choosing score 3, 12 students or 40,00% were choosing score 4, and 8 students or 26,67% were choosing score 5. The percentage 40,00% show that, the students feel better than before in speaking performance on recount text.

Question number 5 is about how the students evaluation about in using webtoon comic to improve the learning process in speaking skill about recount text, the result in total; 0 students or 0% were choosing score 1 and 2, 2 students or 6,67% were choosing score 3, 20 students 66,67% were choosing score 4, and 8 students or 26,67% were choosing score 5. Which mean percentage 66,67% that almost the students are agree to use webtoon comic is an effective media to hold the students bravely in speaking performance better than before.

Based on five questions results above, the students give a scoring where is dominant in score 4, which means that the students are agree, if webtoon comics is able to develop their speaking performance on recount text. They also feel better than before in speaking performance on recount text after applying a webtoon. Questionnaire scoring has been shown in appendix.

4.9 Analyzed Hypothesis Testing

The Effectiveness of Using Webtoon to Develop Students' Speaking Performance on Recount Text has been finished calculated and administered by using SPSS 21 for windows. The result shows in descriptive statistics of Pretest 1 and 2, Reliability of Pretest, Descriptive statistics of Posttest 1 and 2, Reliability of Posttest, Normality of the test, Homogeneity of the test, T-paired sample between Pretest - Posttest 1, T-paired sample between Pretest – Posttest 2, T-paired sample for each term, and the last is used excel to calculated Questionnaire result.

The result of this study appropriate with Hypothesis Testing :

➔ Ho (Null hypothesis) = there is different result between before and after applying webtoon in speaking performance on recount text at SMA Muhammadiyah 1 Surabaya.

➔ Ha (Alternative Hypothesis) = there is no different result between before and after applying webtoon in speaking performance on recount text at SMA Muhammadiyah 1 Surabaya.

➔ If sig value > α (0,05) = Ha is accepted

➔ If sig value < α (0,05) = Ho is accepted

To analyze the test result is Pvalue must be higher than Ttable and Significant value is less than 0,05. So, the result of Descriptive statistics of the test is to know the differences result in maximum and minimum score, Reliability of the test is to know between rater 1 and rater 2 has same perception, T-paired sample is to compare the result before and after being taught by using webtoon. The result is accepted, moreover Tvalue more than Ttable and Sig value is less than 0,05. Next, Normality of the test is to know the data distribution is normal or not, it only analyze the sig value. If the sig value more than 0,05 it means the data distribution is normal. The last is Homogeneity of the test is to know the students' have same consistency and skillful or not in speaking performance. The result is accept, moreover Tvalue higher than Ttable and Sig value is less than 0,05

So, based on the result above it called Ho (Null hypothesis) that it accepted and Ha (Alternative hypothesis) is rejected. Moreover, the aims of Ho (Null hypothesis) has different result between before and after taught speaking performance on recount text by using webtoon. The aims of Ha (Alternative hypothesis) is does not have different result between before and after taught speaking performance on recount text by using webtoon. It means this research is appropriate with the hypothesis testing.

4.10 Discussion

The Effectiveness of Using Webtoon to Develop Students' Speaking Performance on Recount Text in tenth grades at SMA Muhammadiyah 1 Surabaya finished administered by using SPSS 21 for windows, this research applied in two times of Pretest, two times of Treatment, and two times of Posttest. The aims of two times Pretest, Treatment, and Posttest are to know the students speaking performance before and after applied webtoon comic in speaking performance on recount text.

After that, the researcher gives Questionnaire, the aims of questionnaire is to know the students response during applied webtoon. The researcher finished to take this research on April 29th, 2016.

Based on the statement of problem that stated in chapter 1, the result shows that, it has any different before and after using webtoon in speaking performance on recount text and the students has positive response before and after during applied webtoon. Which mean that using Webtoon as digital comic or web comic in teaching speaking recount text can develop students' imagination or their memory to retell their experiences; through this research the students are more enthusiastic after they described webtoon work sheet in groups, because Webtoon worksheets are very interested, this method is able to help students make a stories based on their experience.

Based on the result of questionnaire shows that almost students chooses score 3(enough) and score 4(agree) from question number 1 until 5, such as for question number 1 the students were chooses score 4 is 20 students, question number 2 the students were chooses score 4 is 16 students, question number 3 the students were chooses score 4 is 9 students but it is less than score 3 were the students chooses is 11 students, question number 4 were the students chooses is 12 students, and question number 5 were the students chooses score 4 is 20 students. Which mean the students feels comfortable and agrees, if the teacher can teach them by using the material with easy and webtoon media is able to improve their speaking skill better than before.

Eventhough, from the data result shows that lower score in speaking performance aspect is in pronunciation. The researcher analyzed this problem because in speaking by using webtoon is needed a model as illustration to gave an example in speaking performance. Therefore, to improve the one of aspect in speaking skill it must be turn and continue to drill the students.