CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher would like to discuss about the result of the research that had been done by the researcher which was conducted in SMK PGRI 13 Surabaya. The result of the research will be presented in order to answer the research questions in the first chapter.

4.1 Finding

The research had been done in SMK PGRI 13 Surabaya with tenth grader as participants and after doing the sampling using random sampling, X APK 2 was chosen as an experimental class while X APK 3 was chosen as a control class. The research was done since April 12th until May 11th 2018. During the experiment, the researcher was giving the pre-test and post-test for both experimental class and control class but for experimental class, the researcher was also doing the treatment before giving the post-test. After the both class doing the pre-test and post-test, the researcher did the scoring using writing scoring rubric by Brown and Bailey. These are the scores of both classes in pre-test and post-test.

4.1.1 The Score of Pre-test

Pre-test was done in both classes, experimental class and control class. The purpose of pre-test is to measure the ability of the students before getting the treatment in experimental class. Here is the result of pre-test's score and the average score in both classes. The table can be seen in the next page.

Table 4.1 The Score of Pre-test in Experimental Class and Control

Students' number	Passing Grade (KKM)	Score of Pre-test	
		Experimental Class	Control Class
1	70	68	47
2	70	64	65
3	70	48	58
4	70	63	58
5	70	66	59
6	70	51	60
7	70	58	59
8	70	43	52
9	70	67	61
10	70	43	61
11	70	69	62
12	70	38	68
13	70	69	69
14	70	55	49
15	70	65	52
16	70	68	47
17	70	46	41
18	70	45	58
19	70	54	59
20	70	52	43
21	70	62	50
22	70	42	48
23	70	43	51
Average		55	55

Table 4.1 shows that there are 23 students in both classes, X APK 2 as an experimental class and X APK 3 as a control class. The passing grade in SMK

PGRI 13 Surabaya for any lessons is 70, including English. The table shows that in pre-test, the lowest score of experimental class is 38 and the highest score is 69. It also can be seen that there is no one of the students in experimental class who had a score which higher than passing grade. Meanwhile in control class, the lowest score is 41 and the highest score is also 69. Althought the score are different between both classes, the average score are equal.

4.1.2 The Score of Post-test

Post-test was done in both classes, experimental class and control class. The purpose of post-test is to measure the ability of the students after getting the treatment in experimental class. Here is the result of post-test's score and the average score in both classes. The table can be seen in the next page.

Table 4.2 The Score of Post-test in Experimental Class and Control Class

Students' number	Passing Grade (KKM)	Score of Postest	
		Experimental Class	Control Class
1	70	80	64
2	70	77	58
3	70	59	62
4	70	72	74
5	70	72	58
6	70	76	73
7	70	80	63
8	70	67	65
9	70	81	70
10	70	65	45
11	70	73	65
12	70	63	56
13	70	74	72
14	70	68	69
15	70	65	75
16	70	72	76
17	70	54	61
18	70	70	47
19	70	73	70
20	70	71	52
21	70	53	62
22	70	62	48
23	70	71	48
Average		69	62

As well as table 4.1, table 4.2 shows that there are 23 students in both classes, X APK 2 as an experimental class and X APK 3 as a control class. The

passing grade in SMK PGRI 13 Surabaya for any lessons is 70, including English. In post-test, the lowest score of experimental class is 53 and the highest score is 81. In the table, it can be seen that there are 14 students who passed the passing grade, and 9 students who did not pass the passing grade. Although average score of experimental class was not higher than passing grade, but if the researcher did the percentage, the result is only 39% of students who did not pass the passing grade. It means that if the researcher looked at the score itself, the treatment was considered as successful because not more than 50% of students who did not pass the passing grade. Meanwhile in control class, the lowest score is 45 and the highest score is 76. Different with table of pre-test score, in table 4.1, the average of post-test in both classes are different, experimental class is 69 and control class is 62. Even though both classes have higher average score than in pre-test, experimental class itself is higher than control class.

4.1.3 Percentage of Pre-test and Post-test Score

In scoring the pretest and posttest, the reseacher used some aspects (Organization, Content, Grammar, Mechanics, and Vocabularies), and the scores of the students in each aspects are different. Here are the results of calculations that had been done by the researcher to know the development of students' skill in each aspects. The tables can be seen in the next pages.

Table 4.3 Percentage of Pre-test and Post-test Score in the Organization aspect

Categories	Organization			
	Pre-test		Postest	
	N	%	N	%
Excellent	0	0%	2	9%
Good	6	26%	11	48%
Adequate	5	21%	8	34%
Fair	12	52%	2	9%
Unacceptable	0	0%	0	0%

It can be seen in table 4.3 which is table of percentage of pre-test and post-test score in the organization aspect that in the pre-test, the highest dominant score is in the fair category with 12 students or 52% of 23 students. While in postest, the highest dominant score has increased from fair category to good category with 11 students or 48% of 23 students. It also can be seen in the table that in pre-test, there are no students or 0% who got score in excellent category, and it has increased in post-test which there are 2 students or 9% of 23 students who got score in the excellent category. It means that there is an increasing of score between before doing treatment (pre-test) and after doing treatment (post-test).

Table 4.4 Percentage of Pret-test and Post-test Score in the Content aspect

Criteria	Content			
	Pre-test		Postest	
	N	%	N	%
Excellent	0	0%	0	0%
Good	4	17%	9	39%
Adequate	8	34%	12	52%
Fair	11	47%	2	9%
Unacceptable	0	0%	0	0%

It can be seen in table 4.4 which is table of percentage of pre-test and post-test score in the content aspect that in the pre-test, the highest dominant score is in the fair category with 11 students or 47% of 23 students. While in postest, the highest dominant score has increased from fair category to adequate category with 12 students or 52% of 23 students. It means that there is an increasing of score between before doing treatment (pre-test) and after doing treatment (post-test).

Table 4.5 Percentage of Pre-test and Post-test Score in the Grammar aspect

Criteria	Grammar			
	Pre-test		Postest	
	N	%	N	%
Excellent	0	0%	1	5%
Good	2	9%	5	22%
Adequate	5	22%	12	51%
Fair	16	69%	5	22%
Unacceptable	0	0%	0	0%

It can be seen in table 4.5 which is table of percentage of pre-test and post-test score in the grammar aspect that in the pre-test, the highest dominant score is in the fair category with 16 students or 69% of 23 students. While in postest, the

highest dominant score has increased from fair category to adequate category with 12 students or 51% of 23 students. It also can be seen in the table that in pre-test, there are no students or 0% who got score in excellent category, and it has increased in post-test which there is 1 student or 5% of 23 students who got score in the excellent category. It means that there is an increasing of score between before doing treatment (pre-test) and after doing treatment (post-test).

Table 4.6 Percentage of Pre-test and Post-test Score in the Mechanics aspect

Criteria	Mechanics			
	Pre-test		Postest	
	N	%	N	%
Excellent	0	0%	1	5%
Good	0	0%	11	48%
Adequate	8	35%	5	21%
Fair	15	65%	6	26%
Unacceptable	0	0%	0	0%

It can be seen table 4.6 which is table of percentage of pre-test and post-test score in the mechanics aspect that in the pre-test, the highest dominant score is in the fair category with 15 students or 65% of 23 students. While in postest, the highest dominant score has increased from fair category to good category with 11 students or 48% of 23 students. It also can be seen in the table that in pre-test, there are no students or 0% who got score in excellent category, and it has increased in post-test which there is 1 student or 5% of 23 students who got score in the excellent category. It means that there is an increasing of score between before doing treatment (pre-test) and after doing treatment (post-test).

Table 4.7 Percentage of Pre-test and Post-test Score in the Vocabularies aspect

Criteria	Vocabularies			
	Pre-test		Postest	
	N	%	N	%
Excellent	0	0%	2	9%
Good	1	5%	12	52%
Adequate	10	43%	8	34%
Fair	12	52%	1	5%
Unacceptable	0	0%	0	0%

It can be seen in table 4.7 which is table of percentage of pre-test and post-test score in the grammar aspect that in the pre-test, the highest dominant score is in the fair category with 12 students or 52% of 23 students. While in postest, the highest dominant score has increased from fair category to good category with 12 students or 52% of 23 students. It also can be seen in the table that in pre-test, there are no students or 0% who got score in excellent category, and it has increased in post-test which there are 2 students or 9% of 23 students who got score in the excellent category. It means that there is an increasing of score between before doing treatment (pre-test) and after doing treatment (post-test).

From those tables of percentage of pre-test and posttet score in the scoring aspects (organization, content, grammar, mechanics, and vocabularies), it can be seen that there were many differences of score in pre-test and post-test. It has many increasing, especially in organization aspect and vocabularies aspect which there are no students who got the highest category of score (excellent) in pre-test, but in post-test, there are 2 students who got the highest category of score (excellent) on each aspects. As it can be seen in the tables of organization aspect and vocabularies aspect that the percentage of category excellent itself is 0% in pre-test then it has increased becoming 9% in post-test. It can be concluded that

even though the average score of post-test in experimental class did not pass the passing grade, the skills of each students have increased in some aspects, especially in the organization aspect and vocabularies aspect.

4.1.4 Data Analysis

4.1.4.1 Validity Test

Validity has a purpose to assess whether the lesson plan is valid to use or not. In this case, the researcher asked a help from the lecture who is experts in this field to assess the lesson plan, she is Sofi Yunianti, S.S, M.Pd, one of lectures in Muhammadiyah University. Another help was asked by the researcher to english teacher in SMK PGRI 13 Surabaya itself, she is Ani Dwi Widiastuti, S.Pd. Here the result of validity test that had been done by two validators.

Table 4.8 Validity Test of Lesson Plan

No.	Validator	Validity		Date
		Yes	No	
1.	Sofi Yunianti, S.S, M.Pd	√		Monday. April 16th 2018
2.	Ani Dwi Widiastuti, S.Pd	√		Monday, April 23th 2018

4.1.4.2 Reliability Test of Rater

In this reseach, the researcher used inter-rater reliability which means that the scoring of pre-test and post-test for both experiment class and control class were done by two raters. The first rater was the english teacher of tenth grader in SMK PGRI 13 Surabaya and the second rater was the researcher herself. Then the result of pre-test and post-test score were analyzed by using SPSS 20 to know if the scoring pre-test and post-test in experimental class and control class between

two raters are reliable or not. In this case, the researcher used Pearson Correlation to analyze the reliability of two raters.

a. Pre-test

Table 4.9 Reliability Test of Rater Using Pre-test Score in Experimental Class

Correlations

		rater_1	rater_2
rater_1	Pearson Correlation	1	,916**
	Sig. (2-tailed)		,000
	N	23	23
rater_2	Pearson Correlation	,916**	1
	Sig. (2-tailed)	,000	
	N	23	23

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

Based on table 4.9, it can be seen that the result of reliability test of pre-test score in experimental class that had been calculated using Pearson Correlation of two raters is 0.916** and it means that the data of pre-test score are reliable. It also means that the level of correlation is very strong because based on the scale of reliability, the interval coefficient 0,80 – 1,000 is considered has very strong level of correlation.

Table 4.10 Reliability Test of Rater Using Pre-test Score in Control Class

Correlations

		rater_1	rater_2
rater_1	Pearson Correlation	1	,824**
	Sig. (2-tailed)		,000
	N	23	23
rater_2	Pearson Correlation	,824**	1
	Sig. (2-tailed)	,000	
	N	23	23

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

While in the table of reliability test of rater using pre-test score in control class, it can be seen that the result of reliability test of pre-test in experimental class that had been calculated using Pearson Correlation of two raters is 0.824** and it means that the data of pre-test score are reliable. It also means that the level of correlation is very strong because based on the scale of reliability, the interval coefficient 0,80 – 1,000 is considered has very strong level of correlation.

b. Post-test

Table 4.11 Reliability Test of Rater Using Post-test Scrore in Experimental Class

Correlations

		rater_1	rater_2
rater_1	Pearson Correlation	1	,828**
	Sig. (2-tailed)		,000
	N	23	23
rater_2	Pearson Correlation	,828**	1
	Sig. (2-tailed)	,000	
	N	23	23

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

Based on table 4.11, it can be seen that the result of reliability test of post-test score in experimental class that had been calculated using Pearson Correlation of two raters is 0.828** and it means that the data of post-test score are reliable, because based on the scale of reliability, the interval coefficient 0,80 – 1,000 is considered has very strong level of correlation.

Table 4.12 Reliability Test of Rater Using Post-test Score in Control Class

Correlations

		rater_1	rater_2
rater_1	Pearson Correlation	1	,911**
	Sig. (2-tailed)		,000
	N	23	23
rater_2	Pearson Correlation	,911**	1
	Sig. (2-tailed)	,000	
	N	23	23

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

While in the table of reliability test of rater using postetst score in control class (table 4.12), it can be seen that the result of reliability test of post-test in control class that had been calculated using Pearson Correlation of two raters is 0.911** and it means that the data of pre-test score are reliable because based on the scale of reliability, the interval coefficient 0,80 – 1,000 is considered has very strong level of correlation.

4.1.4.3 Normality Test

Before giving the treatment in experimental class, firtsly the researcher conducted pre-test in both class, experimental class and control class. After that, the researcher gave the treatment for experimental class while control class were not given the treatment. After doing the treatment in experimental class, the researcher conducted the test again, it was post-test and conducted in both classes, experimental class and control class. The data of score that had been collected from pre-test and post-test in both classes were analyzed by the researcher using non-parametric test to see the normality of the data. It can be seen in the tables below.

Table 4.13 Normality Test of Pre-test in Experiemntal Class and Control Class

One-Sample Kolmogorov-Smirnov Test

		experimental_class	control_class
N		23	23
Normal Parameters[a,b]	Mean	55,61	55,52
	Std. Deviation	10,522	7,663
Most Extreme Differents	Absolute	,163	,192
	Positive	,124	,112
	Negative	-,163	-,192
Kolmogorov-Smirnov Z		,782	,921
Asymp. Sig. (2-tailed)		,574	,364

a. Test distribution is Normal.

b. Calculated from 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

Table 4.13 shows that the significance value of experimental class is 0.574 and the significance value of control class is 0.364. It can be seen that the significance values of both classes are higher than $\alpha = 0.05$ (experimental class = $0.574 > 0.05$ and control class = $0.364 > 0.05$). It means that both classes have same result of normality test which is $p > \alpha$ so, it can be concluded that the test distribution of pre-test in both classes is normal.

Table 4.14 Normality Test of Post-test in Experimental Class and Control Class

One-Sample Kolmogorov-Smirnov Test

		experimental_class	control_class
N		23	23
Normal Parameters[a,b]	Mean	69,48	62,30
	Std. Deviation	7,657	9,541
Most Extreme Differents	Absolute	,144	,107
	Positive	,066	,107
	Negative	-,144	-,106
Kolmogorov-Smirnov Z		,691	,513
Asymp. Sig. (2-tailed)		,727	,955

a. Test distribution is Normal.

b. Calculated from 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

As it can be seen in table 4.14 that the significance value of experimental class is 0.727 and the significance value of control class is 0.955. The significance values of both classes are higher than $\alpha = 0.05$ (experimental class = 0.727 > 0.05 and control class = 0.955 > 0.05). It means that both classes have same result of normality test which is $p > \alpha$ so, it can be concluded that the test distribution of pre-test in both classes is normal.

4.1.4.4 Homogeneity Test

After calculating the normality test of pre-test and post-test in experimental class and control class, the researcher would like to find the homogeneity test between experimental class and control class by using post-test score because post-test score in both classes are considered have normal and homogeneous result. The purpose of homogenity test itself is to know whether the

population has the same characteristics or intelligences in writing skill or not. It can be seen in the table of homogenity test below.

Table 4.15 Homogeneity Test

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
1,262	1	44	,267

Homogeneity test has criteria of hyphothesis that help the researcher to make decision whether the data are homogeneous or not. The criteria of hyphothesis of homogeneity test can be seen as follow:

H_0 is accepted and H_1 is not accepted if significance value (p) > α (0.05). It means that the students' ability of experimental class and control class is homogeneous.

H_1 is accepted and H_0 is not accepted if the significance value (p) < α (0.05). It means that students' ability of experimental class and control class is not homogeneous.

Based on table 4.15, it can be seen that significance value (p) is higher than α (0.05) which is 0.267 > 0.05. It means that H_0 is accepted and H_1 is refused, so the result is the students' ability of both experimental class and control class are homogeneous.

4.1.4.5 T-Test Calculation

After doing calculation of normality test and homogeneity test for experimental class and control class, the researcher would like to calculate the T-Test using Independent Sample T-Test and Paired Sample T-test of both classes. The purpose is to see whether webtoon is effective to use in teaching writing narrative text or not. But before calculating the T-Test, the researcher would like

to calculate the mean score of both classes, the score of pre-test and post-test of both classes would be compared to find the difference between experimental class and control class before and after the treatment was done.

To calculate T-test, the researcher use the criteria of hyphothesis that can be seen as follow:

H_0 = Sig. (2-tailed) > α (0.05). It means that there is no significant difference in students' ability of writing narrative text in both classes.

H_1 = Sig. (2-tailed) < α (0.05). It means that there is significant difference in students' ability of writing narrative text in both classes.

a. Pre-test

Before calculating the T-Test, the researcher calculated the mean score to see the compare result of experimental class and control class using Descriptive Statistics, and here the calculation of compare mean that had been calculated using SPSS 20.

Table 4.16 Mean Score of Pre-test in Experimental Class and Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
experimental_class	23	38	69	55,61	10,522
control_class	23	41	69	55,52	7,663
Valid N (listwise)	23				

As can be seen in table 4.16, both experimental class and control class consist of 23 students. The minimum score of experimental class in pre-test is 38 and the maximum score is 69 whereas the minimum score of control class in pretetst is 41 and the maximum score is also 69. Furthermore, the table shows that the mean score of experimental class is 55.61 and control class is 55.52. In this

case, the researcher find out that the mean score of experimental class and control class are considered to have similar mean score. Then, to see whether there is the difference in the writing skill ability of both classes, the researcher analyzed it using Independent Sample T-Test and here the result.

Table 4.17 Independent Sample T-Test of Pre-test

Independent Samples Test

			score	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		5,318	
	Sig.		,026	
t-test for Equality of Means	T		,032	,032
	Df		44	40,213
	Sig. (2-tailed)		,975	,975
	Mean Different		,087	,087
	Std. Error Different		2,714	2,714
	95% Confidence Interval of the Different	Lower	-5,383	-5,397
		Upper	5,557	5,571

Table 4.17 about Independent Sample T-Test above shows that the significance value (2-tailed) or Sig. (2-tailed) here is 0.975. The researcher looked at the Sig. (2-tailed) here because according to Pallant (2007), to see whether there is significant difference between experimental class and control class, the researcher have to refer to the coloumn labelled Sig. (2-tailed) which shows in the section labelled t-test for Equality of Means. In this case, the value of Sig. (2-tailed) is higher than α (0.05) and it can be written as 0.975 > 0.05. Because of Sig. (2-tailed) is higher that 0.05, the result is H_0 is accepted and it means that

there is no significant difference between experimental class and control class in ability to write narrative text before the treatment was conducted.

b. Post-test

After calculating the T-Test of pre-test in both experimental class and control class, the researcher calculated the T-Test of post-test that had been done in both classes after doing the treatment. Even though post-test was given to both classes, only in experimental class which was conducted the treatment before doing post-test. The treatment that had been applied was using webtoon. So here the calculation of mean score of post-test to see the compare result of experimental class and control class using Descriptive Statistics SPSS 20.

Table 4.18 Mean Score of Post-test in Experimental Class and Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
experimental_class	23	53	81	69,48	7,657
control_class	23	45	76	62,30	9,541
Valid N (listwise)	23				

As can be seen in table 4.18, both experimental class and control class consist of 23 students. The minimum score of experimental class in post-test is 53 and the maximum score is 81 whereas the minimum score of control class in post-test is 45 and the maximum score is also 76. Furthermore, the table shows that the mean score of experimental class is 69.48 and control class is 62.30. In this case, the researcher find out that the mean score of experimental class is higher than the mean score of control class. Then, to see whether there is the difference in the writing ability of both classes, the researcher analyzed it using Independent Sample T-Test and here the result.

Table 4.19 Independent Sample T-Test of Post-test

Independent Samples Test

			score	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		1,262	
	Sig.		,267	
t-test for Equality of Means	T		2,812	2,812
	Df		44	42,028
	Sig. (2-tailed)		,007	,007
	Mean Different		7,174	7,174
	Std. Error Different		2,551	2,551
	95% Confidence Interval of the Different	Lower	2,033	2,026
		Upper	12,315	12,322

Similar to table of Independent Sample T-Test in Pre-test (Table 4.17), in the table of Independent Sample T-Test of post-test (Table 4.19), the researcher looked at the Sig. (2-tailed) to see whether there is significant difference between experimental class and control class or not, and the researcher have to refer to the coloumn labelled Sig. (2-tailed) which shows in the section labelled t-test for Equality of Means. The value of Sig. (2-tailed) in the table itself shows that the value is 0.007. In this case, the value of Sig. (2-tailed) is lower than α (0.05) and it can be written as 0.007 < 0.05. Because of Sig. (2-tailed) is lower than 0.05, the result is H_1 is accepted and it means that there is significant difference between experimental class and control class in ability to write narrative text after the treatment was conducted in experimental class by using webtoon as a medium.

4.1.4.6 Paired Sample T-Test

Paired Sample T-Test is used to find out the significant difference before and after doing the treatment in experimental class. It means that this test is to see the development progress of the students in experimental class in writing narrative text using webtoon as a medium. The data that should be used to calculate Paired Sample T-Test are the score of pre-test and post-test in experimental class.

Table 4.20 Paired Sample T-Test of pre-test and post-test in Experimental Class

Paired Samples Test

			Pair 1
			post-test - pre-test
Paired Differents	Mean		13,86957
	Std. Deviation		9,57888
	Std. Error Mean		1,99733
	95% Confidence Interval of the Different	Lower	9,72735
		Upper	18,01178
T			6,944
Df			22
Sig. (2-tailed)			,000

In Paired Sample T-Test, similar to Independent Sample T-Test in previous table, the rearcher have to look at the value of Sig. (2-tailed) in the final coloumn. From the table of Paired Sample T-Test above, it can be seen that Sig. (2-tailed) is 0.000 and clearly the value is lower than α (0.05) and it can be written as 0.000 < 0.05. In this case, because of Sig. (2-tailed) is lower that 0.05, the result is H_0 is rejected and H_1 is accepted. It means that there is significant difference in progress of experimental class before and after doing the treatment.

4.1.4.7 Eta Squared

Eta Squared is used to measure the effect size for paired sample t-test. It means that even though in paired sample t-test the result is it has significant difference in progress before and after doing the treatment, the researcher still needs to know the effect of treatment which was conducted in experimental class. It can be the real prove whether the medium is effective or not. The formula and calculation of eta squared can be seen below.

$$Eta\ Squared = \frac{t^2}{t^2\ +\ (N-1)}$$

$$Eta\ Squared = \frac{(6.944)^2}{(6.944)^2\ +\ (23-1)}$$

$$Eta\ Squared = \frac{48.219136}{48.219136 +\ 22}$$

$$Eta\ Squared = \frac{48.219136}{70.219136} = 0.68$$

From the calculation of eta squared above, the result is 0.68 and according to the guidelines that proposed by Cohen, the interpretation of this eta squared is it has 'large effect' because it is higher than 0.14 which supposed to be the minimum value of 'large effect'. It means, webtoon has large effect or it can be called as effective to use as a medium in teaching writing narrative text for tenth grader in SMK PGRI 13 Surabaya.

4.1.5 Questionnaire

Questionnaire was prepared by the researcher to see the students' responses of interest in experimental class after getting the treatment by using webtoon in learning writing narrative text. The students' responses were very useful to find out whether webtoon is effective to develop their writing skill in

narrative text or not, and also to know whether webtoon make the students more interested inwriting text or not. Here the result of questionnaire calculation.

Table 4.21 Table of Questionnaire Calculation

Q	Answer				Q	Answer			
	Yes		No			Yes		No	
	N	%	N	%		N	%	N	%
1.	23	100%	0	0%	**6.**	4	17%	19	83%
2.	23	100%	0	0%	**7.**	18	78%	5	22%
3.	23	100%	0	0%	**8.**	22	96%	1	4%
4.	23	100%	0	0%	**9.**	23	100%	0	0%
5.	20	87%	3	13%	**10.**	22	96%	1	4%

The first question “Do you agree if webtoon is used to teach writing narrative text in your school?” and 100% of 23 students answered “yes”. It means that they were agreed if webtoon is used to teach narrative text in their school. In the second question which is about “Do you prefer learning narrative text text by using webtoon?” and 100% of 23 students said “yes”, and it means that they enjoyed learning narrative text by using webtoon. For the question number three which is about “Is learning narrative text using webtoon make you more interested?” and 100% of 23 students answered “yes”. It means that they agreed that webtoon can be more interested for them to use as a medium to learn narrative text. For question number four, same as the previous questions, the students answered “yes” to the question “Is the implementation of webtoon in learning narrative text useful for you?” It means that for the students, webtoon is very useful to use in learning narrative text. In the fifth question which is about “Does webtoon make you easier to write narrative text?” and the responses are only 20 students or 87% of 23 students who agreed by answering “yes” that webtoon make the write narrative text easier. The next question is about “Do you

get any difficulties in writing narrative text using webtoon?" and it has 19 students or 83% of 23 students who said "no" and it means that the rest students got the difficulty to write narrative text by using webtoon. The next question is about "Does webtoon make your time more efficient in writing narrative text?" and the answer is 18 students or 78% of 23 students who answered "yes" and it means that other students felt webtoon did not give efficient time for writing narrative text. Another question "Does webtoon make you gain more knowledge or ideas to write narrative text?" and there are 22 students or 96% of 23 students who answered "yes" and it means that webtoon can help the students to gain more knowledge and ideas. The next question "Does webtoon increase your motivation in learning English?" and all of the students which is 100% agreed to this question. The last question is "Do you agree if Webtoon can be used to learn other skills such as reading or speaking in English?" and the answer is 22 students or 96% of 23 students said "yes" to this question.

4.2 Discussion

Based on the result and data analysis, it can be concluded that the use of webtoon to develop the students' writing ability especially writing narrative text in SMK PGRI 13 Surabaya give a significant effect. The significant effect means that the use of webtoon in this research is considered to be effective. The statement that webtoon as a medium is considered to be effective can be proved by two criteria, according to Dunne (1996:12), first, webtoon can make the students get a skill that is approved by the teachers, in this case, it can be analyzed from the increasing of average score of experimental class, the development of the students' skill in each aspects, and the result of T-Test calculation; second, webtoon can make the students learning writing easily, in this case, the researcher

analyzed from the students' responses through questionnaire to know the students' feeling and interest to the use of webtoon.

First, based on the average score that had been calculated by the researcher, it can be seen in the average score between experimental class and control class before and after doing the treatment was different. In the experimental class, before doing the treatment, the average score of pre-test was equal with the average score of pre-test in control class which was 55 and both average score did not pass the passing grade. After doing the treatment using webtoon in experimental class only, the average score of post-test in experimental class was increased becoming 69. Even though without treatment, the average score of post-test in control class was also increased becoming 62, but the average score of post-test in experimental class was higher than control class. The average score of post-test in both class also did not pass the passing grade, but there were 14 students from 23 students in experimental class who passed the passing grade with the percentage of 39% and it means that the treatment was considered to be success because not more than half students in the class who did not pass the passing grade.

From the score of each students, the researcher also found that by doing the treatment using webtoon in teaching writing narrative text, each students' skill in writing aspects were also increased. There are 5 aspects in scoring rubric of writing, those are organization, content, grammar, mechanics, and vocabularies. Each students' skill in writing aspects in experimental class has developed. In pre-test, there is 0% of students who got the highest category of score (excellent) in the organization aspect and vocabularies aspect. But it had increased after the treatment and in post-test which is becoming 9% of each aspects. It means that by using webtoon, the writing skills of each students was also increased in some aspects, especially in the organization aspect and vocabularies aspect.

Second is the result of T-Test calculation. The researcher calculated the tests using Independent Sample T-Test and Paired Sample T-Test. Independent Sample T-Test has a function to know whether there is significant difference or not, between experimental class and control class in ability to write narrative text before and after the treatment was conducted in experimental class by using webtoon as a medium. Then the result is, before the treatment was conducted in experimental class, there was no significant difference in ability to write a narrative text because it can be seen that the value of Sig. (2-tailed) is higher than α (0.05) or can be written as 0.975 > 0.05. But after the treatment was conducted, there was significant difference in ability to write a narrative text because it showed that the value of Sig. (2-tailed) is lower than α (0.05) or can be written as 0.007 < 0.05. The way to take the conclusion was based on the criteria of hypothesis that had been mentioned before. Another T-Test calculation was Paired Sample T-Test. The purpose of the test is to find out the significant difference before and after doing the treatment in experimental class only so the data that were used to this test are the score of pre-test and post-test in experimental class. It means that this test is to see the development progress of the students in experimental class in writing narrative text using webtoon as a medium and as can be seen that the value of Sig. (2-tailed) is 0.000 and clearly the value is lower than α (0.05). It means that the result is, there is significant difference in progress of experimental class before and after doing the treatment.

The last is about the students' response of interest to the use of webtoon in learning writing narrative text. From the students' responses that had been calculated by the researcher, the result is 5 questions have 100% agreement from the students. The 5 questions are including; the students agreed if webtoon is used to learn narrative text in their school; the students prefer to learn writing narrative text using webtoon rather than school book because it is easier; webtoon is able to make the students more interested to learn writing narrative text; the students also

think that webtoon is very useful, especially in learning narrative text; and webtoon is able to increase their motivation in learning english. It means that the students got more interest in webtoon rather than other medium to learn narrtive text, so it can be concluded that the students are able to use webtoon easily as a learning medium.

Finally, from finding of the result that had been discussed, it can be concluded that webtoon is effective to improve the students' writing skill in narrative text, because Wright (1989) stated that actually comic strips or webtoon are a sequence of pictures which is related to a narrative text so it helps the students to develop their writing skill. Wright (1989) also stated that media which have series picture like comic strips or webtoon can be used as a tool to create many interesting activities such as in teaching writing. It could be the reason how the students found it interesting and it was able to increase their motivation in learning english especially in writing narrative text.