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THE EFFECTIVENESS OF USING WEBTOONS TO DEVELOP STUDENTS' SPEAKING PERFORMANCE ON RECOUNT

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Abstract

Purpose of Study: This research is talking about the use of Webtoons comic in speaking on the recount. The aim of this research is to know whether this media is effective in teaching speaking on the recount.

Methodology: It is pre-experimental research with one group of pre test - post test. Thirty students in X-5 class at Muhammadiyah 1 high school Surabaya become the sample. The treatments had been done twice, so there are two pairs of results.

Results: The results are administered and calculated by using SPSS 21 for windows (paired T-test). The means of pair 1 are 31.93 (pre-test 1) and 34.77(post test 1). Meanwhile, the means of pair 2 are 32.00 (pre test 2) and 35.77 (post test 2). The sig value for pair 1 is .00 and pair 2 is .00. Based on these figures, it can be said that there is any different before and after the implementation of teaching speaking performance on a recount by using Webtoons. Even the improvement of students' speaking competence on recount is not much, for the students.

Implications/Applications: Webtoons is an interactive teaching medium which makes them more enthusiastic, comfortable and easily arrange their text to be told.

Keywords: Webtoons, Handphone, Speaking Performance, Recount.

INTRODUCTION

According to Smith, the comic is the best misunderstood, most awful, and often stereotype. Smith further states that comics are one of the media from others to share the creators' imagination. (Smith, Andrew, 2006; Markova, S., Shherbakova, E., Depsames, L., Tsyplakova, S., & Yakovleva, S. 2016) In Weiner views that language in comics are divided in three part, there are; picture and words, frames as limit lines on the sheet, and blank space. (Weiner, Robert, 2010; Ahmadi, A. K., Zamani, M., & Sarzaym, M. 2014) Through these features, pictures and simple conversations, general readers like kids, teenagers, adults, and elders understand the content or comic story

Nowadays, the comic is developing into digital. Webtoons are one example. Webtoons are a modern comic that can be accessed on LINE application and website (www.webtoons.com). If the readers use LINE application, so they have to download the application first then install it on their mobile phone. These innovations make the readers can read this kind of comic anywhere as long they have an internet connection.

As a digital comic which is so popular amongst teenagers, teachers can use Webtoons as media to teach. They can facilitate their class by providing digital tools like computer or tablet inside the classroom then ask their students to access this cartoon. Winthrop and Smith state that technology in education usually uses device or media to handle the lesson materials by using radio, TV, tablet, mobile phones and laptop (Winthrop, Rebecca, and Smith, S. Marshall, 2012).

Teaching with a comic book or digital comic is more frequent as media in reading class at elementary, secondary, and senior high school. Smith confirms almost of the teachers use effective media and resources to help them in teaching-learning process, and comics as one of in few prominent media. (Smith, Andrew, 2006) Smith further explains there are few prominent media uses as usually, including; film, television, novels, poetry, drama, and internet (Smith, Andrew, 2006; Jenaabadi & Issazadegan, 2014). Sometimes, the teachers use letter or comic books as teaching media and effective strategies to motivate students responsibility and enthusiastic in the classroom activity.

At the previous paragraph, it is clearly explained that most teachers get comic in reading class. However, it does not mean that a comic cannot be utilized by other language skills. This is possible to be applied in speaking. Speaking performance process always prepares the material and knowledge for someone who wants to perform their speech in public. According to Templeton, there are three questions to prepare the material in speaking performance process before. The questions are including; knowing the people about what if they want to talk, to know the people about what

they want to do, and to know about what they feel. (Templeton, Melody, 2010; Pedraja-Rejas, Liliana, Roberto Vega Massó, and Jaime Riquelme Castañeda. 2018; Lobão and Pereira, 2016)

Speaking on recount means speakers have to tell about a past event in order giving some information to the listener. Through Webtoons, speakers, in this case, are students will have materials toward some events in every episode. Then they can tell these on recount structure

Derived the background above, this research investigates two formulas:

1. Is it effective using Webtoons in speaking recount?

2. How are students' responses toward the application of Webtoons in speaking recount?

The purpose of this research is to know how the students speaking competence before and after using Webtoon, is effective or not by using Webtoon to develop students speaking performance, and the last how the student's response during applied Webtoon in speaking performance. Therefore, it is hoped that this research can be able to give some recommendation, digital comic or Webtoon as creative media to develop students' language skill. (Creswell, John W, 2012)

EXPERIMENTAL DETAILS.

This research is a pre-experimental design that uses one group pre test-post test design. The pre test is given before treatment and applying post test after a treatment. Pre-experimental design is including in quantitative research. According to Creswell (2012), quantitative research through Experimental design is a traditional advance. In Saleh's view, the formula of one group pre test-post test design as follows: (Saleh, Mursid. 2012; Pedraja-Rejas, Liliana, Roberto Vega Massó, and Jaime Riquelme Castañeda. 2018)

Table 1: Experimental design

Pre-test	Treatment	Post-test
X1	O	X2

The implementation of one group pre test-post test design (table 1) in this study is as follows:

X1 → Describing and analyzing pre test result in students speaking performance based on introduced of self and retelling their experience in last holiday and last birthday on recount text before the treatment.

O → Using Webtoons as a treatment to develop students speaking performance on recount text.

X2 → Describing and analyzing post test result in students speaking performance based on introduced of self and retelling their experience in last New Year and experience when in junior high school on recount text after through the treatment.

This research was held in class X-5 SMA Muhammadiyah 1 Surabaya. This research started on 7th March 2016 until 29th April 2016. All students in class X5 belonged to one group since this research design is one group experimental. It takes the validity of the test based on the content; the content of validity evidence is suitable in KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum.

The reliability type used is inter-rater (Table 2). The aim of this such test is to make sure whether the two raters have the same perception or not in scoring students' speaking performance on the recount. The result says that the sign is .001. Because the sign is less than alpha (.05), the raters have the same comprehension in measuring the students' speaking performance.

Table 2: Reliability test

		Rater 1	Rater 2
Rater 1	Pearson correlation	1	.563**
	Sign 2(tailed)		.001
	N	30	30
Rater 2	Pearson correlation	.563**	1
	Sign 2(tailed)	.001	
	N	30	30

After knowing the validity and reliability, the several data must be checked about their normality distributions, these data are from pre test 1 and post test 1, pre-test 2 and post test 2. Their sig 2 values are up to 0.05, so they have a normal distribution (Table 3).

Table 3: Normality test

	Pre Test 1	Post Test1	Pre Test 2	Post Test 2
N	30	30	30	30
Kolmogoro v- smirnov	.772	.914	.548	.575
Asymp sig 2 tailed	.590	.374	.925	.896

Then the data go to the main stage that is analyzed by using pair T-test. It has already explained that this research had gone twice treatments which had been through twice package of pre-test and post-test. So, the comparison of scores is not only one but some. The results are shown in Table 4 to Table 7.

Table 4: Statistic descriptive of pre-tests and post-test

	N	Minimum	Maximum	mean	Std. Deviation
Pre test 1	30	25	38	31.93	3.373
Post test 1	30	29	40	34.77	2.861
Pre test 2	30	28	38	32.00	2.816
Post test 2	30	29	40	35.77	2.775

Table 5: Paired T-test

	Paired Differences							
	mean	Std. deviation	Std. Error mean	95% Confidence interval of the difference		t	df	Sig 2 tailed
				lower	upper			
Pre test 1- post test 1	1.47	1.083	.198	1.012	1.821	7.16292.0	29	.00
Pre test 2- post test 2	1.83	.678	.124	1.630	2.137	15.208	29	.00

Table 6: Pair T-test of five aspects in speaking recount in the first implementation using Webtoons

Pair 1 (pre test1 and post test 1)	Paired differences							
	mean	Std. deviation	Std Error mean	95% Confident interval of the difference		t	df	Sig 2 – tailed
				Lower	Upper			
Pronunciation	.600	.675	.123	.348	.852	4.871	29	.000
Grammar	.500	.777	.142	.210	.790	3.52	29	.001
Vocabulary	.667	.758	.138	.384	.950	4.817	29	.000
Fluency	.567	1.04	.190	.178	.955	2.984	29	.006
Comprehension	.500	.731	.113	.227	.773	3.746	29	.001

Table 7: Pair T-test of five aspects in speaking on the recount in the second implementation using Webtoons

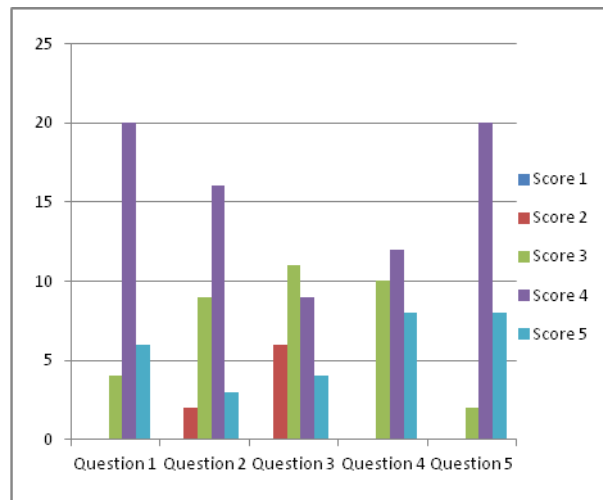| Pair 2 (pre test2 and post test 2)	Paired Differences							
	mean	Std. deviation	Std Error mean	95% Confident Interval of the difference		t	df	Sig 2 –tailed
				Lower	Upper			
Pronunciation	.600	.855	.156	.281	.919	3.844	29	.001
Grammar	.767	.679	.124	.513	1.020	6.185	29	.000
Vocabulary	.833	.834	.152	.522	1.145	5.473	29	.000
Fluency	.900	.607	.111	.673	1.127	8.115	29	.000
Comprehension	.687	.802	.146	.367	.966	4.551	29	.000

Figure 1. Students' response questionnaire

DISCUSSION

This research applied in two times of pre-test, two times of treatment, and two times of post-test. the aims of two times pre-test, treatment, and post-test are to know the students speaking performance before and after the implementation of Webtoons comic in speaking performance on the recount.

Based on table 4, in the first implementation of Webtoons comic in teaching speaking recount, minimum score in pre test 1 is 25 and the maximum score is 38. The mean of pre-test 1 is 31.93. Meanwhile post test 1 has 29 as minimum score and 40 as maximum score. The mean for post-test 2 is 34.77. There is an increasing average from pre test to post test, 2.84.

The second implementation of Webtoons in teaching speaking recount has a similar result. There is a positive gap between the average of pre-test and the post-test (3.77)

Table 5, the outputs of pair t-test displays that pair 1 consists of pre test 1 and post test 1 and pair 2 consists of pre test 2 and post test 2. The sig values of both pairs are .00. These values are less than alpha .05 which indicate some differences between the speaking competence before and after treatments.

The total score of each speaking performance contains five rubrics namely pronunciation, grammar, vocabulary, fluency, and comprehension. The figure number 6 explains the detail differences of each rubric of speaking performance assessment in pre test 1 and post test 1 which named as pair 1. The sig values for five aspects are less than .05 and in the second implementation, the sig values for all five rubrics are also less than alpha. These imply that all experience some changing (see tables 6 & 7)

The chart of students response (Figure 1) toward Web tools application in teaching speaking on recount brings some indications. Based on question number 1 which is about the teaching technique, 66.7% of students feel comfortable. Next, the students consider that Webtoon is an appropriate media with the topic (question 2). In question three, many students measure their speaking performance are underrate before the treatment (56.67%). However, this condition becomes different after the application of Webtoons. They feel better and bravely in speaking on recount (question 4 and 5).

CONCLUSIONS

The most important point of the school environment is the learning process not the final result in the form of a score. If the teaching and learning process runs well, so the result will get the impact. These can be seen in the application of Webtoons as digital comic or webcomic in teaching speaking recount in SMA Muhammadiyah 1 Surabaya. along with the treatment given, the interaction between teacher and students appeared. The students paid attention to teaching material. They feel their teacher come up in the classroom with a thing which is a part of their daily life. It can be seen from how the teacher tried to link her students' gadget and their social media application into the teaching and learning process.

Through Webtoons, the students could get a visual illustration of a recount. The Webtoons worksheet asked the students to work together with their group to arrange some events inside the comic story to be told in the form of recount

structure. The lack of Webtoons comic is this does not give audiovisual. It made the students did not get some model of how to speak with the correct pronunciation. So that is why their speaking performance could not be so significant changing.

For further research, Webtoons digital cartoon is still applicable to be such a medium for teaching language. Choose a certain writer and his or her comic episode. Then invite the students to make a narrative composition based on the comic being read. As a note, Webtoons is not only to be used in teaching English, but also other languages. The Webtoons can be set up into Bahasa Indonesia, Korean language, and some more.

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