The Use of Learning English Webtoon Comics to Improve the Students' Speaking Ability

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ABSTRACT

Considering that Webtoon is an innovative media in teaching reading comprehension. And The Question Is How can the use of English comic improve the ability of students?. Teachers should know how to use Webtoon and how to connect students into virtual classroom that can give some advantages either for teacher or students. For teacher, social application like Webtoon can make teachers help students to interested and teach how to use their android, computer and their free time by reading. It can be suitable process where the process of teaching and learning is not limited to classroom for meeting only. For students, it can be new experience for them to learn digitally and virtually. This strategy supported by researchers. The research design of this study is Classroom Action Research (CAR). This study uses Classroom Action Research (CAR) as the design research, because it attempts to overcome students' problem in their teaching-learning activities. There are 2 cycles to get a good score to test student, the first is Cycle 1 Quality Time that contains post-test webtoon, the second is Cycle 2 Good As New that contains evaluation webtoon. accordance with the objective of the research was to improve students' ability in speaking through the use of English comic. The results of this research on English subjects can be concluded that English learning is still conventional, In post-test of cycle 1, the results were established from quantitative and qualitative data. Quantitatively, the students score were improved but still categorized unsuccessful because only 11 students who improved and passed the MPG. In post-test of cycle 2, the results of the research were gained from both quantitative and qualitative data. Quantitatively, it showed the students got higher score of pronunciation test after using this technique. There are 31 students were categorized successful and passed the MPG. It means that the students' speaking ability was improved. The data also strengthened by the qualitative data from the observation and the interview with the students and the teacher. It shows that they feel more better in speaking using comic webtoon as media.

INTRODUCTION

English is an important means of communication, which is used by many countries in this world. It plays an important role as an international language. This is why the Indonesian government choses English as the first foreign language to be taught in school according to (Ramelan, 2019). English is introduced as a compulsory subject to be taught from the seventh year of Junior High School up to the twelfth year of Senior High School students. Usually teaching English is indeed to develop and to enhance the students' competence in four language skill: listening, speaking, reading, and writing.

In order to achieve those four language skills, the language components such as grammar, vocabulary, pronunciation, and speaking are also given to the students. In this matter, speaking can help student' to be able to speak brave and fluently with another person or foreigner. According to (Tuan, 2015) Spoken language production is often considered one of the most difficult aspect of language learning. In reality, many language learners find it difficult to express themselves in spoken language in the target language. Sometimes they

think that learn English especially in speaking is so difficult. They think that speaking need much vocabulary, and mentality to speak to other people.

(Bailey, 2015) said, "Speaking is an interactive process of constructing meaning that involves producing receiving and processing information". people often indicate that someone has used foreign language to communicate with other just need simple thing. That is how the people who communicating with us can understand what we say. On the other hand, we understood what they said.

However, English language teaching in Indonesia has not reached the objective yet. Many Indonesian people fail to communicate with other people from English speaking country because they cannot understand what is said to them, though they can speak comprehensively. Based on the writer's observation to the teachers and students, the failure of teaching speaking is caused by the teacher's and student's factor. Sometimes teacher say to count student but they just silent, it is phenomenon happen.

The problems of speaking capability is speaking rarely used and the teacher didn't teach the student to speak fluently. They always taught them reading and writing mostly. In class used to speak Indonesian more than English, it happens because the student cannot understand what the teacher said in English. Using Indonesian language while teaching English has purpose to make the student get easier to understand what the teacher said when teaching English in the classroom. In Indonesia teaching and learning English is difficult because English is a foreign language. The students' motivation factors and they were lazy to read or study about English, the student kept silent when learning English. The problem are students have limited vocabulary. They afraid if they make mistake when they speak English. When the students found new vocabulary usually, they didn't understand the right pronunciation to speak. In class the students speak very weak and low, it is because teacher's is limited in class.

In addition, the student problems are not only from the classroom environtment but also from the student themselves. The reality we often see is that, in fact many students master the theory better then practice. For example, in speaking, they may have the knowledge of how to speak, but in practice they find difficulties. They lack self confidence to build their confidence, students need more practice so that teacher are suggested to create and use interesting method. One of the methods is retelling story. Generally retelling story is liked by the students because they like stories. It is also appropriate for the students at their age.

In order to make story retelling more interesting, good media are needed. The term 'media' is defined by (Brown et al,2017) as tools or the physical things used by a teacher to facilitate the instruction. According to (Gerlach and Elly, 2020), to select the appropriate media, the teacher must consider the characteristics of the students, which directly related to the learning process such as verbal abilities, visual and audio perception skills. Other factors which also ought to be considered in media selection come from our instructional system model, that is, the organization of groups, the time available and the space in which the media will be used.

(Eastment,2009) said that comic have been regarded as 'low art' at best, whereas other culture, especially the French and the Japanese, have held them in high esteem. Comic is one of the many media to teach retelling story. Comics are an art form using a series of static images in fixed sequence. Using English comics as a means for teaching retelling story can be very pleasing and interesting for the students. By using English comics students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. The writer hopes that with the use of English comics they will be active as participants and they have more a chance to express their minds, emotions, feelings and attitudes.

Considering that Webtoon is an innovative media in teaching reading comprehension. Teachers should know how to use Webtoon and how to connect students into virtual classroom that can give some advantages either for teacher or students. For teacher, social

application like Webtoon can make teachers help students to interest and teach how to use their android, computer and their free time by reading. It can be suitable process where the process of teaching and learning is not limited to classroom for meeting only. For students, it can be new experience for them to learn digitally and virtually. This strategy supported by researchers.

METHOD

This study uses Classroom Action Research (CAR) as the design research, because it attempts to overcome students' problem in their teaching-learning activities. In accordance with the objective of the research was to improve students' ability in Speaking through the use of English comic among the tenth graders students.

(Burns, 2010) states, "action research is related to the idea of reflective practice, which involves a self-reflective, critical, and systematic approach to explore our own teaching context". Beside Mills, as cited by (Creswell, 2012), states that action research is "systematic procedures done by the teachers (or other individuals in an educational setting) to gather information about, and subsequently improve the ways their particular educational setting operates, their teaching, and their student learning.

This section describes preliminary study and procedure of the action research. The researcher used guiding question as a technique. The classroom action research be conducted in a cycle consist of planning, implementing, observing and reflecting. The action plan is made by considering the analysis of the preliminary study. It is to know the detail problems of condition in classroom.

1. Pre-Cycle

    The first in doing the research, the researcher conducted pre-cycle to know the student's ability in retelling story. The researcher also identifying the problem in the class as like the method, student's ability, lack of motivation and student's nature in the classroom.

2. Cycle

    In improving the student's ability in retelling story, the researcher decided to conduct an action research study based on Kemmis and McTaggart model as cited by Burns (2010:7-9) there were four steps in each cycle involved in this research. Those are planning, action, observation, and reflection.

    a. Planning

        In this phase, the researcher identifies a problem or issue and develops a plan of action in order to bring about improvements in specific area of research context. This is a forward-looking phase where the researcher considers: 1) what kind of investigation is possible within the realities and constraints of the teaching situation, and 2) what potential improvements he thinks possible.

        Researcher provides a lesson plan and instruments in this study and criteria of success. Researcher prepared the materials that will be used in research process.

        a) Lesson Plan

        b) Instrument

            The instrument consisted of several documents. According to (Burns, 2010) document in action research are relevant to the research questions which can include the students written works, students records and profiles, course overviews, lesson plans, and classroom materials. The document used for this research were course overviews, lesson plans, and classroom materials. In order to gain the valid data on the students' speaking performance, some instruments were used such as retelling story performance rubric.

        c) Criteria of success

            The criteria of success is also used to identify things which still needs to revise for the action in the cycle. The researcher used criteria success based on the criteria of success of the school, that is 70%. Therefore the use of English

comic to improve student ability in retelling story is success if 70% of the students get score equal or more than 71 in the student retelling story test, because the standard of passing grade is 71 based on the KKM.

b. Acting

The plan is carefully considered one which involves some deliberate intervention into the researcher's teaching situation that he puts into action over an agreed period of time. The interventions are 'critically informed as the researcher question his assumptions about the current situation and plan new and alternative ways of doing things.

c. Observing

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions, and opinions of those involved. It is data collection phase where the researcher uses 'open-eyed' and 'open-minded' tools to collect information about what is happening.

d. Reflecting

At this point, the researcher reflects on, evaluates, and describes the effects of the action in order to make sense of what has happened and to understand the issue the researcher has explored more clearly. He may decide to do further cycles of CAR to improve the situation even more, or to share the 'story' of his research with others as part of your ongoing professional development.

RESULTS AND DISCUSSION

Results

There are Planning, Acting, Observing and Reflecting/ Evaluation in this result.

Analysis of the level of difficulty is intended to select items with a good level of difficulty. (Hornby, 2018) states that the index of difficulty or the value of an item facility shows just how easy or difficult a particular item evident in the testing.

To calculate the value of the level of difficulty, the following formula   is   used: Power differentiator shows how these items work in separating the older students better than students who are poorer. If good students tend to do well on an item and poor students do poorly on the same item, then the item is a good one because it distinguishes the good from the bad students.

(Hornby, 2018) states that the discrimination index of an item indicates the extent to which the item discriminates between test takers who separate the more from the less fortunate. The discrimination index tells us whether those students who performed well on the overall test were likely to perform or poorly on each item on the test.

The speaking test requires a subjective assessment on the part of the raters, teachers verbal rating scales affect the testing process substantially. To minimize subjective, the authors and teachers scored students used the rating scale developed by David P. Harris modified by Walter Bartz and then the scores were divided by two. Measures improvement and scores on pronunciation, grammar, vocabulary, fluency and comprehension.   In order for the raw scores to become more meaningful numerical data, it should be converted into numerical data, which has been processed into a scale of 0 to 100, so that the student's score is multiplied by 4. Then, the processed value can be used as a basis for decision making. If all students, the scores are arranged from the highest to the lowest, it will be easier to know the position of a student. (Weir, 2016). These results indicate that students are more interested in reading and understanding their ideas by using Webtoons. However, he students were motivated in reading after using webtoon media. These findings indicate of webtoons such as social networks can shape students' reading comprehension. Therefore, it can be concluded that there is a different significance of achievement students in reading comprehension of 9th graders before and after

using the webtoon.

Webtoon as an innovative medium in teaching reading comprehension. Teachers need to know how to use Webtoons and how to connect students into virtual classrooms which can provide several advantages for both teachers and students. For teachers, social applications such as Webtoon can make teachers help students to be interested and teach how to use android, computers and their spare time by reading. This can be a suitable process where the teaching and learning process is not limited to classrooms for meetings only. For students, this can be a new experience for them to learn digitally and virtually.

The value of educative Webtoon comics in the learning process is unquestionable. Sudjana and Rivai stated that the comic media in the teaching and learning process creates student interest, makes the teaching and learning process more effective, increases interest in learning and increases interest in appreciation. Webtoon media in learning should not use dirty words but use words that contain images of knowledge messages. Abusers are replaced by examples of moral behavior. Love scenes are replaced with scenes that direct love and affection between fellow creatures and their creators.

The webtoon material meets the criteria for good extensive reading material because it meets the reader's interest and the language of the content falls within the proficiency level of most readers today. In fact, the style of language is usually everyday conversation and thus it is impossible to expose the reader to the sophisticated words and phrases that are most often used in academic or scientific domains. If advanced words are defined as words other than the 3000 most frequent English words (Minami, 2011), it is clear that Webtoon comic content contains very few, if not none, of such words. Reading webtoons, even if it's meeting young readers from changing to more sophisticated phrase processing. In addition, the comics developed and used are also adapted to the objectives and materials to be taught. The pictures presented in narrative comics are in the form of cartoons, this is because cartoons are liked by students. The function of the image is only as an illustration of the story presented in accordance with the material discussed.

Meanwhile, the text narrative material presented through the conversations of the charactersin the comics. Stories in narrative comics are not presented in their entirety, but are concepts every episode. However, the characters used remain the same according to the material presented later.

After the data is collected, the writer analyzes it using analytic. the writer transcribed the students' oral tests on paper and then he printed the results of the oral tests. The students who were given the treatment (experimental class) were students in class I X. The results of the assessment of each of the indicators above indicate that the developed Webtoon Comic media is good and is declared worthy to be tested. It is based assessment as outlined in the table use of media gets value 4. In the aspect of grammar language, easily understood language for the indicator get 4, whereas the text readability scored 5.

Test try to do as much as three times, namely (1) test try limited (2) small group trial (3) large group trial (*operational field test*). Purpose of the trial is to get responses and assessments from students on the developed media. The results try each stage can be seen in the table below.

After going through several stages of validity and testing that have been described previously, the learning media of Webtoon Comics as a result of this development is feasible to use, it can be seen from the average assessment in almost all stages showing results in the very good category. Based on observations and studies for research. It is

can be seen from the enthusiasm of students to use Comic webtoon and learning outcomes of students who are becoming more good.

The feasibility test for the Webtoon Comic media can be seen from the validation results of material experts and media experts, where the average validation results from media experts are above average, and the average results obtained from material experts are increasing. assessments from media and material experts indicate that the Webtoon Comic media is in a good category and is worthy of being testedMeanwhile, in the *operational field test* stage, it is known that the average score obtained by students after using digital book media increased dramatically compared to before using Comic Webtoon.

Webtoon Comic Media is also able to increase the effectiveness of learning, this is shown by the average value obtained by the experimental class which is above the average, this average value is higher than the control class which use *digital book* media in learning but only uses English text book. Thus, it can be concluded that the use of digital book media in the field trial has met the very good category and is suitable for use in learning English.

Comic Personality webtoon easy to use and flexible nature of digital books, can be inserted into the device *smartphone* and *gadget* users making it easy to carry and can be used anytime and anywhere be one of the causes Comics webtoon readily accepted.

Effectiveness is the ability to choose the right goals or equipment for achieving the goals that have been set (Harmer, 2011). Effectiveness can be defined as the level of success achieved from a certain method or effort in accordance with the objectives to be achieved. This is similar to that delivered by (Skinner, 2009) that the effectiveness of learning is the result to that obtained after the implementation of the activities of learning to teach.

This Webtoon Comic Media can be used by students to study at school or at home. Students operate the learning media themselves and students are given the freedom. s that proposed by (Jeremy, 2016) that one of the advantages of using the application the computer as a tool to help the process of learning is the ability of the computer to resume all the information required by the wearer.

Whichis termed the "patience computer", can help students that have a slow learning speed. In other words, computers can create an effective learning climate for slow learners (*slow learners*), but can also stimulate learning activities for faster learners (*fast learners*).

Discussion

Pretest was conducted. Both groups were given the same comic and they were asked to want to doa test individually in retelling stories from comics for 3-5 minutes. Having conducted the pretest, the author conducted with experiments. The author teaches three times a week to the experimental group by using comics as an alternative way of teaching speaking. On the other hand, the control group was taught by their own English teacher without using comics. After the experiment was carried out, the author conducted a posttest.The tests were carried out at the same time.

Administered in the experimental and control groups together. Students are asked to retell stories individually in 3-5 minutes and the writer records their voices one by one. The results of the posttest can be seen in the appendix of the process. After doing the post-test, the writer distributed the comics in the last activity. The goal is to answer questions about the students 'interest in comics, the relevance between the vocabulary is offered in this study vocabulary that the students use in their everyday speech, the students' mastery of the m aterial and with sustainability research.

To check whether or not the difference between the two ways of the experimental group and the control group was statistically significant, and can be earned value must be consulted by the critical value in the table.

Before this experiment is carried out, the level of significance must have been decided first so that the decision making will not be influenced by the results of the experiments. In this experiment, there were 36 students as the experimental group and 20 students too as the control group. So, the sum of the two groups is 16 students.

This study was to determine whether the use of comics as a medium to improve students' ability in story retelling it was effective or not.

The author conducted this analysis to present the results of the discussion. Harris' theory (1969: 134) is used to classify student achievement in these subjects, using grades from poor to very good. Below is a list of mastery levels showing the percentages and degrees of the experimental and control groups.

The observational results are presented separately based on one encounter. Three meeting s were completed. The teacher gives the students the material and instructs them to read a narrative story about the "comic webtoon"

According to (Kennedy, 2013), the teacher should choose interesting texts and various stories for students to learn. (Rozimela, 2014) showed that the genre of the story in the comic can improve students' motivation to read and to overcome difficulties. It is a good strategy for the teacher not to explain the text explicitly , so the teacher uses some of the other vocabulary in the comics to trigger students and make them anticipate the storyline.

It can be concluded that using Comic Webtoon Path in teaching for ninth grade students helps to improve their vocabulary mastery by finding many foreign words in each episode of the "comic webtoon" story which also gives positive effect to the students reading. First, the media is also very easy to use that the students do n't need long time to read by using the webtoon. Second, webtoon is an easy medium to understand the students as equipped with multiple languages such as English and the language of Indonesia. Therefore, the teachers of instruction can be understood easily by the students because they already have background knowledge on how to use comic webtoons. Third, it can be seen that using webtoon comics to complete the lessons in the three meetings was beneficial for the students because they were able to gain a deeper understanding of new unfamiliar things by giving correct answers. Thus, Hiking webtoon Comic proven to have helped them to understand the flow of the story easier by providing them with some interesting illustrations. There were some difficulties in upgrading vocabulary, they didnot affect students' knowledge. The results of this study propose a major recommendation to use webtoons to explore and upgrade the students' vocabulary.

After going through several stages of validity and testing that have been described previously, the e-webtoon learning as a result of this development is feasible to use, this can be seen from the average assessment in almost all stages showing results in a very good category. Based on observations and studie sfor research, media webtoon ratedcan increase the interest of students in studying English English. It is can be seen from the enthusiasm of students to use webtoon and learning outcomes of students who are becoming more good.

The feasibility test of the webtoon can be seen from the validation results of material experts and media experts. In trials to students or users, the average results of the assessment at the *preliminary field test* and *main field test* is unbelievably good, meaning that media webtoon also already be in the category very well.

It's mean, learn to use the media support has influence that is quite well against the understanding of participants learners against the material presented. Thus indirectly affect the increase in student achievement.

Media webtoon also able to increase the effectiveness of learning, it is shown by the average value obtained by the experimental class that is very good, the average value is higher than the control class that does not use the media webtoon in learning, but only using books Text language English.

The nature of the webtoon is easy to use and the flexible nature of the webtoon, which can be inserted into the user's *smartphones* and *gadgets* so that it is easier to carry and can be used anytime and anywhere is one of the reasons why webtoons are easily accepted.

Effectiveness is the ability to choose the right goals or equipment for achieving the goals that have been set (Harmer, 2011). Effectiveness can be defined as the level of success achieved from a certain method or effort in accordance with the objectives to be achieved. This is similar to that delivered by (Cryl, 2009) that the effectiveness of learning is the result to that obtained after the implementation of the activities of learning to teach.

Soemosasmito (in Cryl, 2009) states that a lesson can be considered effective if it meets some of the requirements of major effectiveness of study, namely:

1. presentation of student learning time high devoted to teaching and learning;
2. The average behavioral carry out tasks that high among students;
3. The accuracy between the content of the teaching material and the ability of students (orientation success of the study), and
4. Develop an atmosphere of learning that is familiar and positive.

This webtoon media can be used by students to study at school or at home. Students operate the learning media themselves and students are given the freedom to determine the speed of learning and choose the sequence of learning activities according to their needs.

CONCLUSION

Based on the results of research and development of products that do, it can be concluded as follows:

1. The results of observations on English can be concluded that English learning is still conventional the lecture method and donot use supporting learning media in delivering mat erial, resulting ineffectiveness, and students need additional webtoon media or supporting m edia to assist students in studying and understanding the materials lesson that served or were submitted by teachers at school.
2. This classroom action research was conducted through several stages, namely: a. conduct preliminary research; b. webtoon comicsearch; c. implementation; e. evaluation. P reliminary research includes identification of learning needs. Making webtoon media design includeslearningobjectives, formulating materials, writing indicators, and developing learnin g materials. The development phase includes the manufacture of medium and perform validation. In the implementation phase, digital books are implemented in the learning process. The evaluation stage is filled with evaluating the webtoon media that has been developed and tested.

This finding shows that the use of English Comic Webtoon in teaching reading to students has a significant and significant effect on students' reading achievement. Using Webtoon is higher than those who do not use Webtoon. The evidence also confirms that teaching by using webtoon has a significant difference in reading achievement between those taught by webtoon.

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