USING WEBTOON COMICS AS AN ONLINE LEARNING MEDIA TO IMPROVE STUDENTS' SPEAKING SKILLS

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ABSTRACT

The development of online learning media has opened new opportunities in language learning. Speaking is an essential skill for learners however it is often labeled as the most challenging skills in language learning. It is affected by several factors, such as low motivation, speaking anxiety, and non-contextual learning media. This study investigates whether the use of Webtoon comics as an online learning media would improve students' speaking skills. Using quasi-experimental design, 69 vocational students were divided into experimental and control group. The experimental group were engaged with selected Webtoon comic entitled "Your Letter" as the intervention, while the control group received conventional learning process. Pre-test and post-test measured content, structure, and fluency in speaking. The results indicate that the students in experimental group demonstrate significant improvement in speaking achievement. These findings suggest Webtoon comics as an online learning media to improve speaking skills, it serves as an effective and interesting teaching aid.

Keywords: *speaking skills, Webtoon comics, vocational students*

ABSTRAK

Pengembangan media pembelajaran telah membuka peluang baru dalam pembelajaran bahasa. Keterampilan berbicara merupakan aspek penting bagi siswa, namun keterampilan tersebut dianggap paling sulit untuk dikuasai. Hal ini dipengaruhi oleh beberapa faktor, seperti rendahnya motivasi belajar siswa, kecemasan saat berbicara, dan penggunaan media pembelajaran yang tidak sesuai konteks. Penelitian ini mengkaji apakah penggunaan komik Webtoon sebagai media pembelajaran dapat meningkatkan keterampilan berbicara siswa. Dengan menggunakan desain kuasi-eksperimen, 69 siswa sekolah kejuruan dibagi menjadi kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen menggunakan komik Webtoon berjudul "Your Letter" sebagai bentuk intervensi, sedangkan kelompok kontrol proses pembelajaran konvensional. Pre-test dan post-test dilakukan untuk mengukur beberapa aspek keterampilan berbicara. Hasil penelitian menunjukkan bahwa siswa dalam kelompok eksperimen mengalami peningkatan yang signifikan. Temuan ini mengindikasikan bahwa komik dapat digunakan

sebagai media pembelajaran daring untuk meningkatkan keterampilan berbicara, serta berfungsi sebagai sarana bantu pengajaran yang efektif dan menarik.

Kata Kunci: keterampilan berbicara, komik Webtoon, Sekolah Menengah Kejuruan

A. Introduction

As English is labeled as an international language, English played an important role. It connects people across the world with different cultures. Therefore, it is essential to have the ability to communicate in English, both verbally and in writing. However, learners often encounter difficulties in learning to speak, especially when learning English as a foreign language.

There are many factors that make speaking English difficult, both internally and externally. It is also influenced by the larger context around learners. In a formal institution, English is mainly taught in a conventional way and without a clear context. Hence, it should be taught in a contextual manner. Not only that, but using media that is not aligned with the context also brings confusion and more challenges to the learners. Thus, finding suitable media for teaching and learning speaking is crucial.

Learning media can be found in any form. In this technological era, where the situation is favorable, it is easier to engage the learners through online media platforms particularly by using colorful media. Webtoon is one of it, it is a platform that provides online cartoon-like comics, manga, and manhwa in many languages, including English. The comics in Webtoon have various genres, so the teachers can get a contextual comic for teaching while learners can find the most suitable comic for their self-learning.

This study aims to investigate how the engaging media, Webtoon comics, can help learners stay engaged and improve their speaking skills. It specifically investigates the needs of 11th-grade students in one of Surabaya vocational school.

B. Research Method

This study was conducted using quasi-experimental research design. The participants in this experimental research were two classes of 11th grade students of the same major in a Surabaya vocational school. The experimental group involves 34 students, while the control group involves 35 students.

The data were collected through pre-test and post-test by doing storytelling as the speaking assessment, while doing the intervention for two meetings. The collected data were analyzed using SPSS 27 version, involving Wilcoxon Signed-Rank test, Mann-Whitney U test, and effect size formulation to see the improvement between pre-test and post-test of both groups.

C. Results and Discussion

Table 1 Wilcoxon Signed-Rank Test

Ranks	N
Negative Ranks	0[a]
Positive Ranks	33[b]

Explanation:

a. Post-Test Experimental Group < Pre-Test Experimental Group

b. Post-Test Experimental Group > Pre-Test Experimental Group

The table shows the results of Wilcoxon Signed-Rank test that works as an alternative of paired samples t-test. It presents the positive ranks n = 33b which means the post-test score is higher than the pre-test score. It can be concluded that there is an improvement after the treatment.

Table 2 Mann-Whitney U Test

	Post-Test Score
Mann-Whitney U	355.000
Wilcoxon W	985.000
Z	-3.225
Asymp. Sig. (2-tailed)	.001

The table shows the post-test score comparison between control and experimental group. It can be seen that the sig. (2-tailed) is under 0.05, therefore the result implies that the treatment has real impact in improving the students' speaking skills.

Table 3 Effect Size Formula

Formula	Explanation
$r = \frac{Z}{\sqrt{N}}$	r = effect size z = test statistic n = total numbers of observations

Effect size test is conducted in this study in order to know the impact of the treatment. Wilcoxon Signed Rank Test and Mann-Whitney U Test use the same effect size formula as written on the table above.

Table 4 Effect Size Interpretation

Effect Size	Interpretation
0.1	Small
0.3	Medium
0.5	Large

According to Cohen (1992), the interpretation of effect size is divided into three categories, small, medium, and large. The table shows the interpretation of each category.

Table 5 Wilcoxon and Mann-Whitney Effect Size Calculation

Wilcoxon Effect Size	Mann-Whitney Effect Size
$r = \frac{5{,}104}{\sqrt{34}}$ $r = 0{,}8753287786$	$r = \frac{3{,}225}{\sqrt{69}}$ $r = 0{,}3882443762$

The result shows a large effect size (r = 0.87) between experimental group students' pre-test and post-test scores, while between control group and experimental group students' post-test scores, it shows a medium effect size (r = 0.38). It indicates that the intervention is impactful for the students.

E. Conclusion

Based on the research conducted at a vocational school in Surabaya, this study concludes that the utilization of Webtoon comics as an online learning media has a significant impact on students' speaking skills. This suggests that Webtoon comics effectively keep the learners engaged and motivated during teaching and learning activities, while helping them to learn.

However, there are limitations in this study, such as students' levels, environment, motivations, and learning materials. Therefore, it is suggested to do research in order to discover the maximalization of using Webtoon comics as an online learning media for students in different kinds.

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