

**THE INFLUENCE OF USING WEBTOON TOWARDS STUDENTS'  
SPEAKING SKILL AT NINTH GRADE OF SMP ASSAFINA BANDAR  
LAMPUNG IN THE ACADEMIC YEAR 2020/2021**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

**By:**

**Amila Putri Pratiwi**

**NPM: 1611040047**

**Study Program: English Education**

*Acc for exam  
Mar 5th, 2021  
Meisuri, M.Pd*

**Advisor : Meisuri, M.Pd**

**Co-Advisor : Agus Hidayat, M.Pd**

Acc for Exam  
April 15, 2021



Agus Hidayat



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
RADEN INTANLAMPUNG  
1442H/2021**

## ABSTRACT

### THE INFLUENCE OF USING WEBTOON TOWARDS STUDENTS' SPEAKING SKILL AT NINTH GRADE OF SMP ASSAFINA BANDAR LAMPUNG IN THE ACADEMIC OF 2020/2021

By:  
**Amila Putri Pratiwi**

In this research the researcher aims to know whether there is an influence of webtoon towards students' speaking skill at the second semester of ninth grade of SMP Assafina Bandar Lampung in the academic year of 2020/2021. Based on the preliminary research. It shows that the students' speaking skill in the second semester of SMP Assafina was still low. It can be seen from students' speaking score which shows that there were 57.45% of the students who got score under the criteria of minimum mastery. The criteria minimum mastery of students' speaking skill score in SMP Assafina is 73.

In this research, the researcher used a quasi-experimental design with pre test and post test design. The population of this research was the ninth grade of SMP Assafina Bandar Lampung. There were two classes of 64 students. The researcher took the sample by using cluster random sampling, the sample was IX A as an experimental class that consist of 31 students and IX C as a control class that consist of 32 students. In collecting the data, the researcher used oral test for pre-test and post-test the topics was about retelling a story. There were pre-test which was held before researcher gave treatment to the experimental class and post-test which was held afterwards. To make the data analysis, the researcher analyzed the data by using SPSS.

From the data analysis, it was obtained that  $Sig=0.037$  and  $\alpha=0,05$ . It meant that the  $H_a$  was accepted and there was a significant influence of using the Webtoon towards Students' Speaking Skill of Ninth Grade of SMP Assafina Bandar Lampung in the Academic Year 2020/2021. The researcher hopes that this result affected anyone who is involved in the education field especially for English teachers.

**Keywords: Quasi Experimental Design, Webtoon, Speaking Skill.**

## DECLARATION

Hereby, I stated this thesis entitled “The Influence of Webtoon Towards Students’ Speaking Skill at Ninth Grade of SMP Assafina Bandar Lampung in Academic Year of 2020/2021” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, 29th Maret 2020

The Researcher

Amila Putri Pratiwi

NPM. 1611040047





**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp.  
(0721)703260

**APPROVAL**

**Title : THE INFLUENCE OF USING WEBTOON TOWARDS  
STUDENTS' SPEAKING SKILL AT NINTH GRADE OF SMP  
ASSAFINA BANDAR LAMPUNG IN THE ACADEMIC YEAR  
2020/2021**

**Student's Name : Amila Putri Pratiwi  
Student's Number : 1611040047  
Study Program : English Education  
Faculty Y : Tarbiyah and Teacher Training Faculty**

**APPROVED**

**To be tested and defended in the examination  
session at Tarbiyah and Teacher Training  
Faculty State Islamic University of Raden  
Intan Lampung**

**Advisor,**

**Meisuri, M.Pd**

**NIP: 198005152003122004**

**Co-Advisor,**

**Agus Hidayat, M.Pd**

**The Chairperson of  
English Education Study Program**

**Meisuri, M.Pd**

**NIP: 198005152003122004**



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

*Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260*

**ADMISSION**

A thesis entitled: **"THE INFLUENCE OF USING WEBTOON TOWARDS STUDENTS' SPEAKING SKILL AT NINTH GRADE OF SMP ASSAFINA BANDAR LAMPUNG IN THE ACADEMIC YEAR 2020/2021"** by: **AMILA PUTRI PRATIWI, NPM: 1611040047**, Study Program: **English Education**, was tested and defended in the examination session held on: **Thursday, June 03<sup>th</sup> 2020.**

**Board of Examiners:**

The Moderator : Dr. Melinda Roza, M.Pd

The Secretary : Septa Aryanika, M. Pd

The Primary Examiner : Rohmatillah, M.Pd

The Second Examiner : Meisuri, M.Pd

Advisor : Agus Hidayat, M.Pd

**The Dean of**

**Tarbiyah and Teacher Training Faculty**



**Prof. Dr. Sri. Nirva Diana, M. Pd**

**196408281988032002**

## MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ۗ يُصْلِحْ لَكُمْ أَعْمَالَكُمْ وَيَغْفِرْ  
لَكُمْ ذُنُوبَكُمْ ۗ وَمَنْ يُطِيعِ اللَّهَ وَرَسُولَهُ فَقَدْ فَازَ فَوْزًا عَظِيمًا ٧١

“O you who believe, fear Allah, and (always) say a word directed to the right: that hemay make your conduct whole and sound and forgive you your sins: he that obeysAllah and his messenger, has already attained the highest achievement.”<sup>1</sup>  
(Al-Ahzab:70-71)



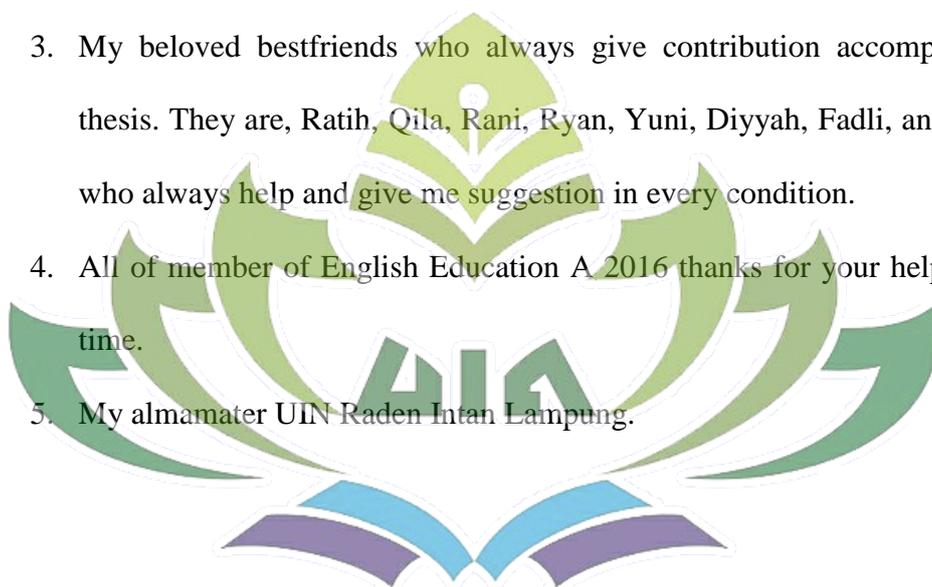
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<sup>1</sup>Ahadi, “Qur’an Surah Al-Ahzab 70-71 (QS 33: 70-71) in Arabic and English translation” (Online), available at: <http://www.alquranenglish.com/quran-surah-al-ahzab-70-71-qs-33-70-71-in-arabic-and-english-translation> (Accessed on September 7<sup>th</sup> 2020)

## DEDICATION

I would like to dedicate this thesis to all my beloved people:

1. My beloved parents, Mr. Hendrik and Mrs. Afriyana who have always prayed and supported for my success and advised me wisely,
2. My beloved brothers Muhammad Alfin Ibnu Raihan and Muhammad Alfen Ibnu Raihan who support me all of time.
3. My beloved bestfriends who always give contribution accomplish this thesis. They are, Ratih, Qila, Rani, Ryan, Yuni, Diyyah, Fadli, and Agung who always help and give me suggestion in every condition.
4. All of member of English Education A 2016 thanks for your help all this time.
5. My almamater UIN Raden Intan Lampung.



## CURRICULUM VITAE

Amila Putri Pratiwi was born in Kotabumi on April 10th, 1998. She is the first child of three children of Mr. Hendrik and Mrs. Afriyana. She has two Brothers: Muhammad Alfin Inbu Raihan, Muhammad Alfen Ibnu Raihan and she has one cat: Jopi,

She began her study at elementary school of SD Negeri 4 Tanjung Aman Kotabumi in 2005 and graduated in 2010. Then, she continued her study at Junior High School of SMP Negeri 3 Kotabumi in 2010. After graduated from Junior High School in 2013, she continued her study at Senior High School at SMA Negeri 1 Kotabumi in 2013 and graduate in 2016. In 2016, she continued her study at state Islamic University of Raden Intan Lamupung (UIN) as the student of English Education program of Tarbiyah and Teacher Training Faculty.



## ACKNOWLEDGEMENT

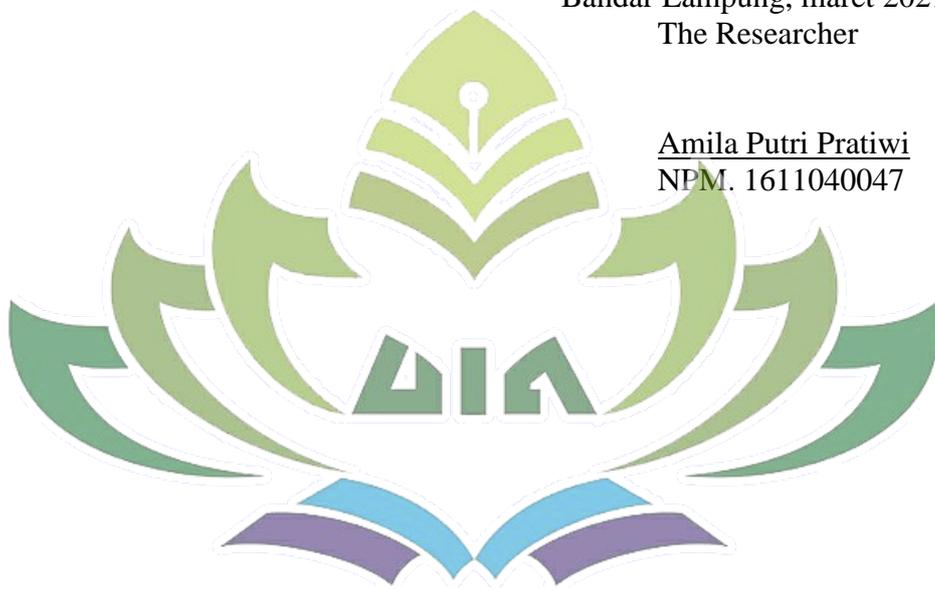
Praise be to Allah, the Almighty God, the Most Merciful and Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Webtoon Towards Students’ Speaking Skill at the Nith Grade at SMP Assafina Bandar Lampung in the Academic Year 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana. M.Pd., the dean of tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personel, who has given and opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
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6. Suciyanto, S.Pd, the English teacher of SMP Assafina Bandar Lampung, for being helpful during the research process and giving suggestion during the research.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the himparticularly and the readers generally, especially for those who are involved in English teaching Profession.

Bandar Lampung, maret 2021  
The Researcher

Amila Putri Pratiwi  
NPM. 1611040047



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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is used to communicate feelings, ideas, loves, information, etc. Language is helpful for human life to interact with each other. It is impossible for everyone to interact with each other without language. English is an important language in Indonesia. Indonesian use English as their foreign language which is learned and taught at school from kindergarten to adult or higher education. The governments proclaimed that it is one of the subjects which becomes parts of national exam of junior and senior high schools. The English teacher in senior high schools have the obligation to help the students to be able to communicate in English.

In English language, there are four skills to be mastered.<sup>1</sup> Those skills are listening, speaking, reading and writing. In this research, the researcher focused on speaking skill. Speaking is probably the language skill that most students wish to perfect as soon as possible. We must have the appropriate vocabulary, grammar and pronunciation to avoid the misunderstanding in the speaking.

Speaking is one of the productive skills, which is the evidence of a student that how much he or she is competent in a language.<sup>2</sup> Speaking is definitely the main way of people to communicate. It is important for students to master speaking, because speaking is the first skill that will help human to communicate with others. If someone can not speak well, it will be hard for him or her to get or

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<sup>1</sup>J. Richard and W. Renandya, *Methodology in Language Teaching* (USA: Cambridge University Press, 2002), p. 303.

<sup>2</sup>*Theoretical Perspective on How to Develop Speaking Skill Among University Students*, Pune Research Scholar Vol 2 Issue 1, 2016, P. 1

ask information to others. They can not share their feeling and their opinion either. According to Fulcher, speaking is the verbal use of language to communicate with others.<sup>3</sup> It means speaking is important in teaching English, because speaking can make them easier to share their opinion and communicate with others.

Based on the interview with the English teacher of SMP Assafina Bandar Lampung, Mr Suciyanto, S.Pd, role play technique is usually applied when he teaching speaking, the media is only book. The teacher sometimes gives each students script and asks them to memorize the text after that he asks them to speak based on script in front of the class. He teaches three classes, there are IX A, and IX B, and IX C. The teacher said, that the students' speaking skill was not really good, because the students often find the difficulties to memorize vocabulary and pronounce the word well. The students are not confident to speak English because they are afraid to make mistakes since they lack the vocabulary. The researcher got the data of student's speaking test from the English teacher. The results were:

**Table 1**  
**The Students' Score of Speaking at the Ninth Grade SMP Assafina Bandar Lampung at the Second Semester in the Academic Year of 2020/2021**

Students of Scoring	Range of Scoring	IX A	IX B	IX C	Total
Excellent	80-100	2	0	1	3%
Very Good	73-79	2	2	0	4%
Good	65-72	4	3	3	11%
Average	60-64	7	11	13	32%
Poor	56-59	10	7	8	27%
Very Poor	≤55	6	8	7	23%
<b>Total</b>		<b>31</b>	<b>32</b>	<b>31</b>	<b>100%</b>

*Source: The data of Students' speaking scores of English Subject at Eight Grade of SMP*

<sup>3</sup>Glenn Fulcher,(2003), *Teaching Second Language Speaking*, New York: Pearson Longman, P.24

*Assafina Bandar Lampung.*<sup>4</sup>

From the table above, it can be explained that only 3 students who got an excellent score, students who got a very good score were only 2 students from IX A and good scores of only 10 students. Mostly the students got average score there were 31 students. Besides, there were 25 students who got the poor scores. It means that most of the students of IX grade in SMP Assafina have difficulties in speaking skill.

Based on the students' interview, the researcher found that the students have some problems in speaking. The teacher only used text book for teaching speaking. It makes the students feel confused in learning process, they are afraid and not confident to make mistakes when they want to speak English. They have limited grammar and also they can not memorize vocabulary and they are confused to pronouncing some words in text, because when the students practice, then they have to practice it in front of the class with their limit vocabulary and pronunciation.

To overcome the problems above the way to make students success in learning English is the teacher should give the students the opportunity to active in class and make the students more interest about the material. Not only that, giving support and helping students were important in teaching learning English as foreign language. A good teacher should be able to choose the appropriate media in teaching English. Media is anything used to send message from sender to the receiver, so it can arouse the learners' thought, feeling, and interest to gear the

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<sup>4</sup>The data of Students' speaking scores of English Subject at Ninth Grade of SMP Assafina Bandar Lampung.

students' learn.<sup>5</sup> There many kind of media, one of which comic.

Nowadays, the comic develops into digital. Webtoon is one of the examples. Webtoons are a type of digital comic that can be accessed on Line application and website (www.webtoons.com). Using Webtoon as a medium for teaching narrative text can be very interesting for students. They will feel something new and different from what they usually get in their class.

Webtoons are digitalized version of physical comic books for online reading on web manhwa in Korean, and keitai manga in Japanese, webtoon are distinguished not only by language and the site of production, but by the use of web format to alter, at least in many cases, presentation, through vertical scrolling and use multimedia visual and sound effects such as flash animation, sound and touch reaction buttons.<sup>6</sup>

Comics can play a powerful, influential role in the English classroom, and can have a positive impact on the learning habits of many students. Comics can provide a powerful media between literature and visual entertainment.<sup>7</sup> That is the reason why the researcher chooses this research that will be entitled 'the influence of using webtoon to students' speaking skill at SMP Assafina Bandar Lampung in academic year 2020/2021.

## **B. Identification of the Problem**

Based on the preliminary reseach conducted on february 2021 in SMP Assafina Bandar Lampung in the teaching and learning activity, the researcher found some problems. The problem was the media which is used by the

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<sup>5</sup>Nunung Ruis, Muhyidin, and Tri Waluyo, *Instructional Media* (Jakarta:Gramedia,2009), p.2

<sup>6</sup> Hyung-Gu Lyn "Korean Webtoon: Explaining Growth", *Vol. 16, Issue 1, 2016 p.1*

<sup>7</sup>Smith, A. *Teaching with Comics* (Canada: University of Lethbridge,2006), P. 6.

teacher. The teacher only used book as a media to teach the students. The class activity was boring in the classroom. The students was not interested with the material if the teacher always teaching with the same way.

The second problem is the students are embarrassed when they try to speak English, because they are afraid to make mistakes.

The third problem is the students said they have limited vocabulary, because they are bored to read the text from book and lazy to search the meaning of word on dictionary. They said sometimes the teacher asked them to memorize a story based on the book, and speak it in front of class. After the class activity is over, they will forget about the story.

### **C. Limitation of the Problem**

It is important for the researcher to gave the limitation of the study. In the reference to the background of the problem and identification of the problem, this study was focused on student's narrative text in retelling monologue a story taken from webtoon as media. This media acceptable to improve the students fluency in retelling a story in form of monologue story. In this research, the researcher focused on the fluency in retelling a story in form of monologue.

### **D. Formulation of the Problem**

Based on identification of the problem and limitation of the problem above, the researcher fomulated the problem as follows: Is there any influence of using webtoon as media towards students' speaking skill at the ninth grade of SMP Assafina Bandar Lampung?

## E. Significance of the Research

Significance of the research as follows:

### 1. Theoritically

The researcher gave information to English teacher, which webtoon was alternative media to teach speaking skill. Furthermore, webtoon was teacher helped and gave support to the learner how to do something, thus the learner can complete their task independently.

### 2. Practically

Webtoon was effective to increase students' motivation and assist the learners to move towards new skill, concept level understanding. Furthermore, the researcher expected of this research that can give some uses for the students, teacher, and the next researcher as follows:

#### 1) For the students

The students can improve their speaking ability after using webtoon that helped the students to guide and develop their idea.

#### 2) For the teacher

To gave information for the English teacher that webtoon is effective to be used in teaching and learning process, especially speaking.

#### 3) For the next researcher

The researcher knew about the students' speaking ability by using webtoon and the researcher completed the webtoon to the next researcher in teaching and learning in the classroom.

## F. Objective of the Research

The objectives of this research was to know whether there is any influence of

using webtoon as media towards students' speaking skill at ninth grade of SMP Assafina Bandar Lampung.

### **G. The Scope of the Research**

The scope of this research is as followed:

1. Subject of the research

Subject of the research was the students at the second semester of the ninth grade of SMP Assafina Bandar Lampung in academic year of 2020/2021

2. Object of the Research

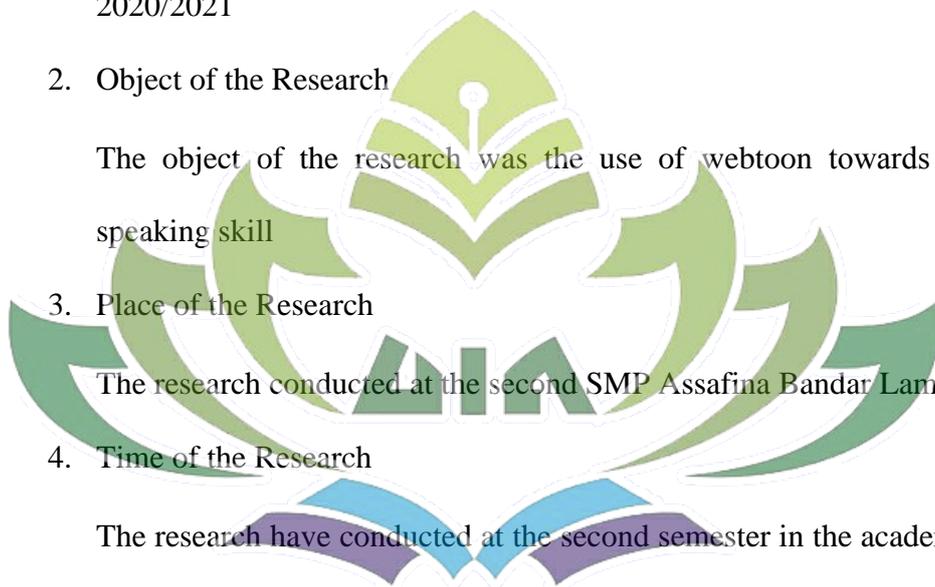
The object of the research was the use of webtoon towards students' speaking skill

3. Place of the Research

The research conducted at the second SMP Assafina Bandar Lampung

4. Time of the Research

The research have conducted at the second semester in the academic year of 2020/2021.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Frame of Theory

##### 1. Teaching English as Foreign Language

Language is systematic.<sup>1</sup> Language is at the centre of human life. It is important in our life. It becomes a connector tool with each other. Setiyadi stated that language is a system for the expression meaning.<sup>2</sup> It means that human communication life is a system of giving and receiving information based on speech sound that needs language as the main one. There are many languages in the world, one of them English. Language is important because it always used by people to communicate with other and as media to share information with other people.

Learning English as a foreign language is not do difficult if the researcher do a lot of practice and are exposed to situation that contents English elements in it. The students have to practice and are exposed to situation that contents English elements in it. The students have to practice their English regularly both inside the classroom and outside the classroom. It means that, in Indonesia, English become a foreign language.

Based on the explanation above, the researcher concludes English has become language that use in daily life activities and communicate with other people.

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<sup>1</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*. (San Fransisco: Pearson Education, 2000), p.6

<sup>2</sup>A.g, Bambang Setiyadi, *Teaching English as A foreign Language*, (Yogyakarta: Graha Ilmu,2006). P.10

## 2. Speaking Skill

### a. Definition of Speaking

People know that there are various skills in English. One of them is speaking. Speaking is the most natural way to communicate between the people to others.

According to Brown, speaking is an interactive process of constructing the meaning that involves processing and producing information.<sup>3</sup> Moreover, speaking is not only done for the sake of speaking but the speaker is trying to tell information for the listener to understand. Laskarin said speaking is the most difficult skill among the four skills that should be mastered.<sup>4</sup> Some of the students are embarrassed and afraid when they are asked to speak English in the class even though they had understood what the teacher said. It means that speaking skill is the most difficult one. Speaking is considered a complicated skill because it requires language components such as grammar, vocabulary, and pronunciation.

Harmer defined that speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for a detailed planning.

Tarigan said that the main point of speaking is for communication, so we have to convey thoughts and feeling effectively and the speaker

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<sup>3</sup>H. Douglas Brown,. *Teaching by principles: An interactive approach to language pedagogy*. (Harlow, Essex: Pearson Education,2001), p. 32.

<sup>4</sup>*Ibid.*

must understand the meaning to be communicated in order to make other people understand with what they are talking about.<sup>5</sup> It means that people in the world must have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society.

From the explanation above, we can get a conclusion that speaking is a process to convey and to share ideas and feelings orally.

### **b. Aspect of Speaking**

Speaking can be divided into two types based on the achievement, good speaking and bad speaking. Speaking can be said as good or bad based on the aspects of speaking. Harris said that the aspects of language are:

- 1) Pronunciation is way of words are pronounced. One who learns english as a foreign language must be able to use english pronunciation as well as other skill in the language.
- 2) Grammar is a rule system in a language.
- 3) Vocabulary is the words that is used in a language. We can not speak at all without vocabulary.
- 4) Fluency is one of the important part because it is the parameter of the speaking level of someone. Someone who has good fluency will perform or use the language easily and quickly in right other of language.

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<sup>5</sup>Henry Guntur, *Berbicara sebagai suatu Ketrampilan berbahasa* (Bandung: Angkasa, 1981),p.15

- 5) Comprehension denotes the ability of understanding the speaker's intention and general meaning good comprehension refers to a good understanding.

### c. Type of Speaking Performance

According to Brown, there some types of classroom speaking performance.They are:

#### 1) Imitative

This category includes the ability to practice the intonation and some particular elements of language form. That is just imitating word. Phrase and sentence focus on pronunciation. The teacher uses drilling to help students to get the opportunity by listening and orally repeating word.

#### 2) Intensive

Intensive speaking goes to step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

#### 3) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instruction and directions. Those replies are usually sufficient and meaningful.

#### 4) Interactive

The length and complexity of the interaction is when someone includes multiple exchanges or multiple participants.

### 5) Extensive

Teacher gives students extended monologues in the form oral report, summaries, speeches, oral presentations, and storytelling.<sup>6</sup>

## 3. Concept of Text

### a. Definition of Text

A text is a meaningful linguistic unit in a context.<sup>7</sup> A linguistic unit is a phoneme or morpheme or phrase or a clause, or a sentence or discourse. Meaningful is full of meaning. Context refers to either linguistic context or non linguistic context. Non linguistic context is outside a text. So, it means that text is any meaningful linguistic unit in both linguistic context and non linguistic context.

A text is both a spoken text and a written text.<sup>8</sup> A spoken text is any meaningful spoken text such as song, poetry, or drama, etc. A written text is any meaningful written text such as, notice, direction, article, or book, etc. It can conclude that text refers to any meaningful short or long written or spoken text.

### b. Kinds of Text

Genre is a term for grouping texts together, representing how

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<sup>6</sup> Brown, Teaching by principles: *An interactive approach to language pedagogy*. (Harlow, Essex: Pearson Education, 2001), P. 271.

<sup>7</sup> Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure* (1st Ed) (Yogyakarta: Graha Ilmu, 2008), p. 1.

<sup>8</sup> *Ibid.*,

researchers typically use language to respond to the recurring situation.<sup>9</sup> Genre helps to categorize texts and the situation in which it occurs. There are several kinds of text genre, such as:

1) Spoof

Spoof is a genre that has social function to retell an event with a humorous twist.

2) Recount

Recount is a genre that has social function to retell event an event for the purpose of informing or entertaining.

3) Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

4) Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

5) News Item

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.

6) Anecdote

Anecdote is a genre that has social function to share with others an account of an unusual or amusing incident.

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<sup>9</sup>Ken Hyland, *Genre and Second Language Writing* (Michigan: London, 2003), p. 4.

## 7) Narrative

Narrative is a genre that has social function to amuse, entertain and to deal with the actual or vicarious experience in different ways, narrative deal with problematic events which leads to a crisis or turning point of some kinds, which in turn finds a resolution.

## 8) Procedure

Procedure is a genre that has social function to describe how something is accomplished through a sequence of actions or steps.

## 9) Descriptive

Descriptive is a genre that has social function to describe a particular person, place, or thing.

## 10) Hortatory Exposition

Hortatory exposition is a genre that has social function to persuade the reader or listener that something should not be the case.

## 11) Explanation

Explanation is a genre that has social function to explain the processes involved in the formation of workings of a natural or social-cultural phenomenon.

## 12) Discussion

Discussion is a genre which ha social function to present (at least) two points of view about an issue.

## 13) Review

Review is a genre that has social function to critique an art work or event for a public audience.

Based on the preliminary research, there are some texts that should be studied by the students but the researcher was focused on narrative text only. The researcher will focus on narrative text because the students of SMP Assafina Bandar Lampung feel really confused about how to speak English in narrative text with their limited vocab. Therefore, the researcher will focus on the study of narrative text.

### c. Narrative Text

According to Siahaan, narrative is any written English text in which the researcher wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.<sup>10</sup> It means that narrative text is kind of the text that tells the reader about story, as if the readers take part in the story that is purpose to amuse the reader.

Narrative is kind of text not only story of fiction and legend, but also story of real life story.<sup>11</sup> It means that the story in narrative text not only the fiction but also the real story.

There are step for constructing a narrative text.<sup>12</sup>

Constructing a narrative:

- 1) An Orientation : sets the scene and introduces the participants
- 2) Evaluation : a stepping back to evaluate the plight
- 3) Complication : a crisis arises
- 4) Resolution : the crisis is resolved, for better or for worse

<sup>10</sup>Sanggam Siahaan and kisno Shinoda. *Generic text structure*. (Yogyakarta: graha ilmu, 2008). p. 73

<sup>11</sup>Emi Emilia. *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*. (Bandung: Rizqi Press, 2011). p.92

<sup>12</sup>Mark Aderson and Kathy Anderson. *Text Types in English 2*. (Chapel Street: Macmilan, 2003). p.8

5) Re-orientation : optional

From the statements above, it can be concluded that narrative text is text which consists many kind of stories such as fiction, fable, tales, etc which is aimed to entertain and to inform the reader. The narrative text is good for the student because it can motivate student when do speaking activity.

#### 4. Teaching Media

Media are important because people will know the world by using them. They work as tools which provide people with the information about the world. This is the reason why the media can be useful for instrument, which can help students in learning process.

The example of mass media is television, movies, and newspaper have been used alongside with the traditional media such as chalkboards and textbook. However, today the range of media is wider. Now, English teacher can use interactive smartphone, tablets, notebook, and whiteboards as media.

No matter what type of media are used, it could be a picture, magazine, video, movie, or comic, even smartphone application. Media are commonly used to bring piece of real world into the classroom.

#### 5. Webtoon

##### a. Definition of Webtoon

Webtoon is another kind of visual entertainment which is increasingly popular among the young generation. Presented as comic strips, webtoon series is composed of predominantly visual elements

interspersed with verbal texts<sup>13</sup>. Webtoon is a new genre of published Korean comics (*manhwa*) online, and is considered a unique case in the global cartoon market.<sup>14</sup>

According to Park, webtoon is a genre of online comic strips, with or without animation, which has developed at the nexus of Korea's ubiquitous internet access and high speed digital communication. A Webtoon feature is read from top to bottom, and is often in full color.<sup>15</sup> Webtoon can help students to be active in speaking because it contains colourful pictures and it makes students more interested in speaking.



Webtoon, originally created by a Korean artist, quickly caught on among the young generation because of their easy access, wide variety of genres, quick publication, optimization for hand-held gadgets, and its

<sup>13</sup>Patrisius Istiarto Djiwandono, "How Line Today and Webtoon Affect Millenials' reading habit"(Universitas Kristen Petra:Petra Press) 2018 P.5

<sup>14</sup>Wonho Jang & Jung Eun Song "Webtoon as a New Korean Wave in The Process of Glocalization" digital culture 2017 P.187

<sup>15</sup>Park Seok-hwan, From Webtoon to smartoon Manhwa in Digital Traslation, Vol.28 Issue 2 2016, P.1

clever tactic of sustaining the readers' curiosity.<sup>16</sup>

Webtoon was released in Indonesia on April 2015, and Indonesia is one of the country that has the most online webtoon reader.<sup>17</sup> These services regularly released webtoon that is available for free. As digital comics have emerged as a popular medium, the print publication of *manhwa* has decreased. The amount of material, published in Webtoon from has now reached an equal amount as offline publication.

Webtoon or comics online is a media that is enjoyable for all people, for all age, especially children. They enjoy reading something that has images and colors which are more interesting to read. Another reason why people like to read Webtoon because it is simple. Webtoon is an application that people will easily download for free on their smartphone. In this modern era, people like something simple and instant like Webtoon. Most of people are lazy to bring or open the book, they choose to open their smartphone more often than book, some people think that something on their phone is more interesting than book, so Webtoon is more interesting for people and easy to bring and you can open it anytime.

## **b. Advantages and Disadvantages of Webtoon**

There are advantages of Webtoon are:

- a. Webtoon can make students more active in the class
- b. Webtoon can make students express their opinion in the classroom

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<sup>16</sup>Dafna Zur, *Modern Korean literature and cultural identity in a pre- and post-colonial digital age* (Korea:Stanford University Press,2016), In Kum, Y. (Ed). Routledge handbook of Korean culture and society. Routledge, pp. 98 – 115

<sup>17</sup>detikHOT. "Pembaca Line Webtoon Indonesia Terbesar di Dunia". (On-Line), tersedia di: <https://m.detik.com/hot/art/d-3274551/p-embaca-line-Webtoon-indonesia-tebesar-di-dunia>

c. The students do more activities than the teacher in the class room.<sup>18</sup>

There are disadvantages of Webtoon are:

- 1) The students will be lazy to read book without picture.
- 2) Webtoon is online application, so the student must provide the internet data or they can not use Webtoon.
- 3) Several Webtoon stories contain expletive or swear word.<sup>19</sup>

Through Webtoon as media in retelling a story, it is expected that the teacher can make students more attracted in learning speaking. It is very easy to access Webtoon. The teacher and students can download it from App Store or Google Play, then students can read it for free. They can read it anywhere and anytime. So, it will increase their ability in reading and speaking especially in retelling a story.

### c. Procedure of Teaching Speaking by Using Webtoon

Preparing good procedure is very important for the teacher before teaching students. Mr. Suciyanto as English teacher at SMP Assafina said he usually uses Conventional method or traditional method in his class. Conventional method is teaching method involving instructors and the students interacting in a face to face manner in the classroom.<sup>20</sup> Based on that, the researcher used the same procedure as Mr. Suciyanto but with different media. Then, the procedure of teaching speaking by using

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<sup>18</sup>Nurul Fauziah, A thesis: *The effectiveness of using English comic in the teaching students' speaking ability*" (Surakarta: IAIN, 2017), p.95

<sup>19</sup>*Ibid.*,

<sup>20</sup>Yap Wei Li, Transforming Conventional Teaching Classroom to Learner-Centred Teaching Classroom Using Multimedia-Mediated Learning Module (Internasional Journal of Information and Education Technology, Vol. 6, No. 2, 2016) p.105-106

Webtoon as followed:

- 1) First of all the researcher has to tell the goal of learning narrative text
- 2) The teacher give instruction to the students for open thei weboon application by using computer.
- 3) The teacher asked one of the studentsto read the story
- 4) The researcher asked the students to open and read one story.
- 5) Each student has to retells in monologue, in front of the class.
- 6) Maximum 4 minutes time allocation.
- 7) The teacher give general conclusion.
- 8) Closing.<sup>21</sup>

## 6. Textbook

### a. Definition of Textbook

Textbook is a written media in the classroom, especially for the teaching learning process.<sup>22</sup> Most of teachers use textbook as media in class. Textbook can help the teacher in delivering the material and creating task. Textbook becomes a useful media to students because it summarizes the teacher's explanation in the textbook. Usually the teacher writes material on the white board that based on textbook and students should write it on their notes. The textbook can help teacher for giving task to students. In textbook, there are many questions and essays for exercise.

Textbook is a book that contains the description of a specific

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<sup>21</sup>Ratih A. Puspitasari, Christina I.T. Pangabea *The Use of Comic as Media in Teaching Speaking of Narrative Text For The Eight Graders of Junior High School* Vol 1 No 2, November 2016, p. 76

<sup>22</sup>Laurika L. Simatupang, Drs. Albert Rufinus, and MA. Dwi Riyanti, S. Pd, M.A, *An Analysis on Speaking Material of a Student Textbook 2012*, p.2

subject matter which is organized systematically and has been selected based on certain goals, learning orientation, and student's development to be integrated.<sup>23</sup> The book has material explanation of certain subject which is written by the educational expert, it means the material on the textbook is valid.

The teacher can use textbook for finding materials for the whole semester. The textbook is not only for finding materials but also can help the teacher for finding an inspiration for classroom activities. Textbook also helps teacher to find the task for students. For the students, textbook can help them as a guideline and framework, which can help them to learn faster, better, and easier.

Mr. Suciyanto usually uses story from textbook for teaching narrative text. Based on that, the researcher will use the text story from textbook as media on the control class.

#### **b. Types of Textbook**

Textbook has four types, there are:

##### **1) Pocket book**

This book has the same function as the guide book which used depends on specific event. It is small book that similar with smart phone size that can be put in the pocket which is usually used to write an idea, and information.

##### **2) Event book**

Event book is a book contained list of events of some institution, meeting, or seminar.

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<sup>23</sup> Muslich, Textbook writing : *dasar dasar pemahaman, penulisan, dan pemakaian buku teks*, Jogjakarta: Ar-Ruzz Media 2010, p. 50

### 3) Reading book

Reading book has a certain topic such as story, experience, and issue.

### 4) Reference book

This book presents brief information of certain objects of knowledge. It is usually as source book.<sup>24</sup>

#### c. Advantages and Disadvantages of Textbook

According to Richards, good textbook has the principal advantages depends on how it is used and the context for its use.

The advantages of textbook are:

- 1) Textbooks help standardize instruction.
- 2) Textbooks are efficient.

Textbook can help teacher to save the time, facilitating time for the teachers to teach the lesson than produce materials.

- 3) Textbook can train the teachers.

The new teachers who have limited experience in teaching can be helped for teaching the students.

- 4) Textbook help standardized instruction.

The textbook can help the teacher for ensuring the students to get similar content of the lesson and task in the same way and in different classes.

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<sup>24</sup>Kahlid Mahmood., Aga Khan University Pakistan. The Process of Textbook Approval: A Critical Analysis, Buletin of Education & Reseaerch, Vol.28, No.1, June 2006. P.3.

The Disadvantages of textbooks are:

1) Commercial

Textbooks may represent a financial burden for students in many parts of the world.

2) Textbooks can make teacher deskill

If teacher always uses textbooks as their primary source of their teaching, the teacher's role can decrease.

3) Textbooks may not reflect students' needs

The textbooks are often written for global markets, they often do not reflect the interest and needs of students.<sup>25</sup>

**d. The Procedure Teaching speaking by using Textbook**

Conventional Method or traditional method refers to a teaching method involving instructors and the students interacting in face to face manner in the classroom, teaching and learning subject based on book and notes.<sup>26</sup>

Mr. Suciyanto said that he usually delivers the material based on book and write it on the white board, the students write the material on their notes and retelling the story based on book or text story.

- 1) Tell the students what they are going to learn about.
- 2) Write the material on the white board
- 3) Explain the generic structure and the language features of narrative text

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<sup>25</sup> Jack C. Richards, "The Role of Textbooks in a Language Program" (Research Gate 2015), p.1-2

<sup>26</sup> *Ibid.*,

- 4) Ask the students to retell the story based on the text story in front of class
- 5) Each student has to retells the story in front of the class
- 6) Maximum 4 minutes time allocation
- 7) There are three rater will give score to the students.
- 8) The final score will be from the middle score of two rater.

Based on explanation above, the researcher will use textbook as media in control class.

## B. Previous Research

There are the previous research

- a. A previous study related with this research was conducted at University of Riau. Putri conducted a quantitative research on the effect of Webtoon on reading interest.<sup>27</sup> The subject research is the students of University of Riau. The result of this research that there is an influence of Webtoon to interest in reading on students of University of Riau. It indicates that Webtoon affects reading interest.

What makes it different from this research is that in the previous study, that the previous study investigated more than one statement of problems. Whereas in this research there is only one problem statement; to investigated whether telling story taken from Webtoon improves students' speaking achievement.

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<sup>27</sup>Destya Maya Putri, "Pengaruh Media Social Line Webtoon Terhadap Minat Membaca komik Pada Mahasiswa Universitas Riau" vol 5 p.6

b. In addition previous study related with this research conducted at State University of Semarang. Ayuningtyas conducted a quantitative research on the use of comic to improve students' storytelling ability, especially in speaking activity. She found that comic could encourage students to improve their speaking abilities and be more active. She also stated comics as media for students have some advantages. The first advantages is comics give students exact and real data of the things are telling about, for example picture. By using comics students can express their ideas on storytelling easily. The second advantages is giving comic for students would entertain and interest them because at their age they are curious at anything. The last advantages is students able to enrich their new vocabularies easily. They will know the meaning of particular word by looking at the pictures in the comic.

c. A previous study related with this research conducted at State University of Muhammadiyah Malang. Rifqi conducted a quantitative research on the use of webtoon to improve students' storytelling ability, especially in speaking activity. He found that teaching storytelling through Webtoon at the tenth grade students of SMAN 7 Malang is effective for improving the students' speaking achievement.<sup>28</sup>

### C. Conceptual Framework

Speaking skill is important aspect of learning foreign language because it is the first tool for communicating. For this reason, teachers should concern in teaching speaking without neglecting other aspects. In learning process, it is

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<sup>28</sup>Muhammad Rifqi Wahidhy, "Improving Students' Speaking Achievement by Using Storytelling Taken from Webtoon in SMAN7 Malang". A Thesis from English Teacher Training Universitas of Muhammadiyah Malang, Malang 2019) p.70

important for the teacher to facilitate the students in using the media which are appropriate with the activity in order to achieve the objectives in language learning process.

Webtoon is one of media that can be used for teaching speaking. Webtoon will help students to be more interested, and be better in comprehending, memorizing, retelling the words, improving grammatical competence, and increasing the educative and interactive media in English teaching and learning process. The researcher believes that the use of Webtoon can improve the speaking skills of ninth grade students of SMP Assafina Bandar Lampung.

#### **D. Hypothesis**

**The researcher formulated the hypothesis of this research as follows:**

**H<sub>1</sub> : There was significant influence in using webtoon towards students' speaking skill in the second semester of the eight grade of SMP Assafina Bandar Lampung in the academic year of 2020/2021**

**H<sub>2</sub> : There was no significant influence in using webtoon towards students' speaking skill in the second semester of the eight grade SMP Assafina Bandar Lampung in the academic year of 2020/2021.**

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