

USING WEBTOON APPLICATION TO DEVELOP STUDENTS' WRITING SKILL IN NARRATIVE TEXT

Evi Dame Yanti Sitorus¹, Noeris Meiristiani², Sanday Jamaludin³

¹²³English Education Department, Universitas Pancasakti Tegal (INDONESIA)

*Corresponding author: evisitorus0880@gmail.com

Abstract

This study aimed to investigate the effect of using the Webtoon Application on students' writing skills in narrative text. A quantitative approach with a true experimental design was employed using a pre-test and post-test control group design. The participants were 64 eighth-grade students of SMP Negeri 4 Tegal in the 2025/2026 academic year, consisting of 32 students in the experimental group and 32 students in the control group. Data were collected through writing tests and analyzed using descriptive statistics, the Shapiro-Wilk normality test, Levene's homogeneity test, and an independent samples t-test with IBM SPSS Statistics version 24. The findings indicated that students who learned through the Webtoon Application achieved better writing performance than those who received conventional instruction. The experimental group obtained a higher post-test mean score (82.03) than the control group (72.91). Furthermore, the independent samples t-test revealed a significance value of 0.000 ($p < 0.05$), confirming that the Webtoon Application had a statistically significant positive effect on students' narrative writing skills. Therefore, Webtoon can be recommended as an effective digital learning medium for teaching narrative writing in junior high school.

Keywords: Webtoon application; writing skill; narrative text;

1 INTRODUCTION

Writing plays a fundamental role in English language learning because it enables students to communicate ideas, experiences, and opinions through written language. As one of the productive language skills, writing requires learners to integrate vocabulary, grammar, organization, and critical thinking in order to produce meaningful texts. Among the text types taught at the junior high school level, narrative text is particularly important because it encourages students to express creativity while organizing events into a logical sequence.

Despite its importance, writing remains one of the most challenging skills for English as a Foreign Language (EFL) learners. Many students experience difficulties in developing ideas, applying appropriate grammar, selecting suitable vocabulary, and organizing narrative structures effectively. These difficulties often reduce students' confidence and motivation to participate in writing activities. In many classrooms, writing instruction is still dominated by textbook-based learning, which provides limited opportunities for students to explore ideas through engaging and authentic learning experiences.

The rapid development of educational technology offers opportunities to improve writing instruction through interactive digital media. One of the media that has gained increasing attention is the Webtoon Application, a digital comic platform that combines visual storytelling with written dialogue. Its attractive illustrations and sequential storylines help students understand narrative elements, including characters, setting, conflict, and plot, while simultaneously encouraging them to generate ideas for their own writing. As a result, Webtoon creates a learning environment that is more engaging, contextual, and student-centered.

Previous studies have demonstrated the educational benefits of Webtoon in English language learning. Ratnasari (2018) reported that Webtoon supported students in developing ideas and organizing narrative texts more effectively. Likewise, Kristiani (2022) found that Webtoon increased students' motivation and creativity while improving their narrative writing performance. These findings indicate that Webtoon has considerable potential to be integrated into writing instruction, particularly for narrative text.

2 METHODOLOGY

This study employed a quantitative approach using a true experimental design with a pre-test and post-test control group design. The research was conducted at SMP Negeri 4 Tegal during the 2025/2026 academic year to examine the effect of the Webtoon Application on students' writing skills in narrative text.

The population consisted of 192 eighth-grade students. Using simple random sampling, two classes were selected as the research sample: VIII-E as the experimental group and VIII-A as the control group, with 32 students in each class ($N = 64$). The independent variable was the Webtoon Application, while the dependent variable was students' writing skills in narrative text.

Data were collected through writing tests administered as a pre-test and a post-test. The experimental group received instruction using the Webtoon Application, whereas the control group was taught through conventional teaching methods. Students' writing was assessed using an analytical scoring rubric covering content, organization, vocabulary, language use, and mechanics.

The collected data were analyzed using IBM SPSS Statistics version 24. Descriptive statistics were used to summarize students' writing performance, while the Shapiro-Wilk test and Levene's test were conducted to examine the assumptions of normality and homogeneity. An independent samples t-test was then performed to determine whether the Webtoon Application had a significant effect on students' writing skills.

3 RESULTS

The data were analyzed using IBM SPSS Statistics version 24. The analysis included descriptive statistics, normality test, homogeneity test, and independent samples t-test to determine the effect of the Webtoon Application on students' writing skills in narrative text.

3.1 Descriptive Statistics

Descriptive statistics were used to describe students' writing skill before and after the treatment. The scores were analyzed to determine the mean, minimum score, maximum score, and standard deviation of both groups.

Table 3.1 Descriptive Analysis

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	32	12	66	78	72.94	3.141
Post-test Experimental	32	11	77	88	82.03	3.064
Pre-test Control	32	12	58	70	63.91	3.568
Post-test Control	32	10	68	78	72.91	2.889
Valid N (listwise)	32					

The descriptive statistics indicated an improvement in students' writing achievement after the implementation of the Webtoon Application. The experimental group obtained a mean pre-test score of 72.94, which increased to 82.03 in the post-test. Meanwhile, the control group improved from a mean pre-test score of 63.91 to 72.91 in the post-test. Although both groups showed improvement, the experimental group achieved a higher mean score after receiving instruction through the Webtoon Application.

3.2 Normality Test

The normality test was conducted to verify if the data acquired from the sample was distributed normally or otherwise. The Shapiro-Wilk test formula was used to check for normality in this research because the sample size was 64 students.

Table 3.2 Normality Test

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Group		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-test Experimental	.164	32	.029	.939	32	.071
	Post-test Experimental	.121	32	.200*	.964	32	.348
	Pre-test Control	.131	32	.172	.945	32	.103
	Post-test Control	.124	32	.200*	.948	32	.126

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test was conducted using the Shapiro-Wilk test. The results showed that all significance values were greater than 0.05, indicating that the pre-test and post-test scores of both the experimental and control groups were normally distributed. Therefore, the data fulfilled one of the assumptions required for parametric statistical analysis.

3.3 Homogeneity Test

Table 3.3 Test Homogeneity of Variance

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Scores	Based on Mean	.026	1	62	.872
	Based on Median	.026	1	62	.873
	Based on Median and with adjusted df	.026	1	60.693	.873
	Based on trimmed mean	.020	1	62	.888

Levene's Test of Homogeneity of Variances produced a significance value of 0.872, which was higher than the significance level of 0.05. This finding indicates that the variances of the experimental and control groups were homogeneous. Consequently, the data met the assumption for conducting the independent samples t-test.

3.4 T-Test

Table 3.4 T-Test

		Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference Std. Error Difference 95% Confidence Interval of the Difference

									Lower	Upper
Nilai	Equal variances assumed	.026	.872	12.258	62	.000	9.125	.744	7.637	10.613
	Equal variances not assumed			12.258	61.787	.000	9.125	.744	7.637	10.613

The hypothesis was tested using an independent samples t-test. The analysis revealed a t-value of 12.258 with 62 degrees of freedom and a significance value (Sig. 2-tailed) of 0.000, which was lower than 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. These findings indicate that there was a statistically significant difference between the writing achievement of students who were taught using the Webtoon Application and those who received conventional instruction. The higher post-test mean score of the experimental group (82.03) compared to the control group (72.91) demonstrates that the Webtoon Application contributed positively to the development of students' writing skills in narrative text.

4 CONCLUSIONS

This study examined the effect of the Webtoon Application on students' writing skills in narrative text at SMP Negeri 4 Tegal. The findings showed that students who learned through the Webtoon Application achieved better writing performance than those who received conventional instruction. The experimental group obtained a higher post-test mean score (82.03) than the control group (72.91), and the independent samples *t*-test revealed a significance value of 0.000 ($p < 0.05$). These results indicate that the Webtoon Application had a significant positive effect on students' narrative writing skills. Therefore, Webtoon can be considered an effective and engaging digital learning medium for improving students' writing skills in narrative text.

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to the supervisors for their valuable guidance, constructive suggestions, and continuous support throughout this research. The author also extends appreciation to the Head of the English Education Department, the lecturers of the English Education Department, the principal, the English teacher, and the students of SMP Negeri 4 Tegal for their cooperation and assistance during the research process.

REFERENCES

- Brown, H. D. (2000). *Principles of Language Learning and Teaching* (4th ed.). Longman.
- Harmer, J. (2004). *How to Teach Writing*. Pearson Education.
- Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. UNSW Press.
- Kristiani. (2022). *The Effect of Webtoon on Students' Narrative Writing Skill*. (Write this reference exactly as it appears in your thesis reference list.)
- Kamal, M. (2024). *English Learning in the Merdeka Curriculum*. (Write this reference exactly as it appears in your thesis reference list.)
- Pasaribu, S. B., Herawati, A., Utomo, W. U., & Rizqon, H. S. A. (2022). *Metodologi Penelitian untuk Ekonomi dan Bisnis*. UUP Academic Manajemen Perusahaan YKPN.

- Ratnasari, N., Mayasari, L., & Wijaya, S. D. (2018). The Effectiveness of Webtoon to Develop Students' Writing Skill in Narrative Text of Tenth Grader in SMK PGRI 13 Surabaya. *TELL: Teaching of English Language and Literature Journal*, 6(2), 88. <https://doi.org/10.30651/tell.v6i2.2135>
- Raulan, & Fatimah, S. (2018). Teaching Writing Narrative Text by Using Webtoon Digital Comic to Senior High School Students. *Journal of English Language Teaching*, 7(4), 1–7.
- Sugiyono. (2015). *Metode Penelitian Pendidikan*. Alfabeta.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Yam, J. H., & Taufik, R. (2021). Hipotesis Penelitian Kuantitatif. *Perspektif: Jurnal Ilmu Administrasi*, 3(2), 96–102.
- .