



TEACHING WRITING NARRATIVE TEXT BY USING “WEBTOON DIGITAL COMIC” TO SENIOR HIGH SCHOOL STUDENTS

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Abstract

Lack of imagination, creative ideas, and literacy make writing activity might be unattractive for high school students. While based on curriculum 2013, narrative text is one kind of texts that has to be learned in school. Thus, to help teacher in teaching writing narrative text, the writer suggests the using of media Webtoon digital comic that enable students to develop narrative text idea and rewrite, and be an attractive activity for students. In writing narrative text process, there are five phases, they are *pre-writing*, *drafting*, *editing*, *revising*, and *publishing*, which one of the activity in *pre-writing* phase is reading Webtoon digital comic. This activity does not completely involve book at all for it is done by using Smartphone and laptop that is connected to internet connection. By integrating the using of Internet, Communication, and Technology (ICT) in this learning activity, it is hoped teacher and students might increase the awareness of ICT implementation to facilitate the learning activity.

Key words: *Writing, Narrative text, Webtoon, Digital Comic*

A. INTRODUCTION

Writing is an activity that is completely related to language, words, and sentences; it is an activity of drawing readable words and sentences onto a piece of paper or other media in order to produce reading sources. Elbow in Susilawati (2017:103) states that “writing can also be said as an ability to create words and ideas, and also the ability to criticize them in order to decide which ones to use”. Writing is also a complex activity since it is way of communication for the writer to deliver the messages to the readers; the messages are the writer’s ideas, opinions, comments, and knowledge. It is said writing is one of crucial elements in benchmarking of language.

The ability to write effectively and communicatively in English has been advanced developed since it takes great importance of roles in business and education. Furthermore, according to the National Commission on Writing in

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Yunus, Salehi, & Embi (2012:3462) “writing is a vital skill for academic or occupational success”. Rozimela (2007) states that writing is a skill every single person must have for any purposes. Ironically, in Indonesia Rozimela (2007) adds that students tend to ignore writing while recent curriculums (English curriculum 1994; English curriculum 2004 and 2006) necessitate the alumni to be capable in communicating oral and written. While based on the curriculum, students are demanding to be capable of writing such as functional texts which one of them is narrative. Narrative text, according to Djatmika and Wulandari in Susilawati (2017:103) is “a type of text which can amuse the reader or the listener and also has a moral value inside the story”. Emilia in Sundari, Lengkanawati, and Moecharam (2017:154) states that “narrative aims to entertain the readers; show the readers how individuals deal with problematic events which have to resolve for better or worse”.

While writing a narrative text seems interesting as the writer intends to amuse readers, some students find it uneasy to write a narrative essay. Students may lack of creative imagination and not able to develop ideas. As Rozimela (2016) states “... constructing a narrative is most likely influenced by social phenomenon-events happening around him/her and in other places of their knowledge, and even his/her personal experience”. In other words, to write, students need to be involved to the thousands stories that may arise their creative imagination and ideas. In giving personal experience, students need an effective and enthralling way by using media Internet, Communication and Technology (ICT).

According to Ardi (2012) “... the development of ICT enhances the dynamic of English teaching. However, not many English teachers in Indonesia use this facility yet to create an ICT-based or specifically internet-based learning activity”. The presence of ICT media in English teaching might be the best strategy to captivate students since the ICT using is widely expanded nowadays. One of ICT media using to improve students’ literacy skill in writing narrative text is by using digital comic.

In Indonesia, the comic has not been widely used while in USA it has started to be used for educational purposes in the middle of 20th century. According to Faulkner in Yunus, Salehi, and Embi (2012:3464) “using digital comic can spur students’ interest in the written word”. In their study entitled “Effects of Using Digital Comics to improve ESL Writing”, Yunus, Salehi, and Embi (2012:3466) state that 93.3% of respondents agreed that digital comics attracts the students and also encourage them to write. Since the use of digital comic can be applied for educational purposes, lately digital comic developers massively have created various applications and website for digital comic. One of familiar applications in Indonesia is Webtoon.

Webtoon is a digital comic application originated in South Korea. This application can be found in play store and apple store in Smartphone easily. It contains thousands of stories with twenty two kinds of genres: comedy, romance, drama, fantasy, thriller, action, horror, slice of life, heartwarming, superhero,

sports, sci-fi, informative, post-apocalyptic, zombies, school, supernatural, animals, crime/mystery, inspirational, all ages and historical stories from various creators all over the world. The stories are composed of alluringly formed vertical strip with different style of lively and colorfully cartoon drawings. With these varied stories, Webtoon might be a great place to seek inspiration and conception to write narrative text since those all are completely narrative. It is considered that Webtoon might be a best way to spur students' interest to read independently.

B. REVIEW OF RELATED LITERATURE

1. The Nature of Writing

Writing comes with different definitions by the experts. According to Brown (2001: 336), "writing is the process of putting ideas down on paper to transform thought into words, to give the structure and coherent organization". It can be interpreted that writing is a process of transferring ideas, opinions, issues, knowledge to ensue such words in written form with appropriate structures and organizations. Hence, literacy and grammar are urgently needed in writing, especially for formal occasions or academic purpose. In addition, Perego and Boyle (2008:117) reveal that "...written text has been the subject of oral discussion and interpretation, demonstrating how oral and written language becomes naturally interwoven during a particular communication event". It is clearly proved that writing is a way of communication that cannot be separated from speaking for writing itself is written forms of oral expression.

According to White and Arndt in Nunan (1999:273), the process of writing is comprised of six recursive procedures: drafting, structuring, reviewing, focusing, generating ideas, and evaluation. Beside those procedures, Perego and Boyle (2008:232) add five purposes and strategies of interrelated phases in writing process: prewriting, drafting, revising, editing, and publishing. The process of writing that will be adopted in this learning activity is the five strategies of Perego and Boyle.

2. Narrative Text

According to Rebecca in Susilawati (2017:103) "a narrative text is a text which relates a series of logical and chronologically related events that are caused or experienced by factors". In addition, Bal (1999:1) states that "a narrative text is a text in which a narrative agent tells a story". Narrative text tells about people who encounter their problematic events they have to deal with for better or worse. It is said narrative is a story aims to entertain the reader with structure: orientation, complication, and resolution. With such complex structure, narrative is not only aimed to amuse the reader but also to deliver messages implicitly and explicitly as well as to teach moral lessons and explore social values.

3. Using Digital Comic in Teaching Writing

By using digital comic in teaching writing, teacher also might take advantage of the students to build classroom with highly interesting, encourage them to read independently during process writing. It is found that teachers teach

writing with such media that is no longer intriguing for them because these teachers use media in teaching writing whom are unlikely to have any experienced in media training before. As Hart & Hicks (2002:10) states that “English teachers were most likely, in their teaching, to address *representation* and *media language*, and least likely to address *institutions* or *agencies*. When teachers talks about media language they tended to think in terms of literary rhetoric and conventions rather than the presentational codes of the moving image such as *shot*, *lighting*, or *colour*”. Teachers tend to use media without a hint how the media is used well. Despite having simple sentences, using digital comic also can lead students to enjoy reading since digital comic has many genres that can be appealing to all students.

4. Webtoon Digital Comic

Webtoon is an online digital comic platform that is originated from South Korea that can be accessed globally through Smartphone and laptop easily. Although the platform originated in South Korea, it has been widely expanded in Asia and Western countries such as United States, United Kingdom, other English speaking countries, Taiwan, China, and Thailand, including Indonesia. There are three things that make Webtoon is more preferable than other digital comic platform. The first thing is Webtoon publishes comic on long vertical strip in order to make it easier to be read while other digital comic platform presents comic on multiple pages. The second thing is Webtoon is displayed in color rather than black and white since offline comic is usually published in black and white. The last thing is Webtoon has more gutter space, a space between the panels of the comic, than other usual comic. Thus, these three profits are expected to convince more people to use it.

C. DISCUSSION

1. Preparation

a. Preparing Media

Media that is used are laptop and Smartphone that has already Webtoon application being installed in it, which every student must have had. In spite of Webtoon application, students need Smartphone that features notepad and E-mail. Thus, students are required to have at least one active E-mail account. Other application that might be used are Microsoft Word and Microsoft Publisher.

b. Preparing Material

The learning materials that are needed is a video about narrative text including definition, generic structure, aim or purpose, language features, and examples of narrative text. Beside the material of video, teacher also needs to prepare the transcript of the video. Also teacher needs the outline sheet that will be displayed using projector.

c. Preparing Webtoon Account

Before using Webtoon, teacher needs to sign up for an account on Webtoon as a publisher. The main reason of Webtoon account signing up is not to

be comic publisher but to help students publish their writing in pleasing way. To prevent copyright misuse, teacher has to fill the form the guideline.

2. Procedure of teaching writing narrative text by using Webtoon

a. Pre-writing

- i. Before writing the narrative text independently, students are asked to focus on the material the teacher provides. The scientific approach of observing can be adopted in this stage.
- ii. Teacher gives some questions that should be logical, factual, and related to the experience of students to the students related to the material that has been given.
- iii. This step adopts the scientific approach of questioning. Students are given the transcript of the video has been showed previously that students might question about the text.
- iv. Teacher needs to enhance students' knowledge by asking the students to explore and gather information of narrative text from internet. The scientific approach of experimenting should happen in this stage.
- v. Before starting to write, students need to enrich their literacy by reading Webtoon. In this stage, scientific approach of experimenting is still adopted since students are experimenting and experiencing with numerous examples of narrative text.
- vi. The next activity is brainstorming that aims to make students think and develop the idea clearly while teacher explains the technique of brainstorming that can be used. As the teacher explains, students process the information into brainstorming stage, which is the part of the scientific approach of associating.

b. Drafting

At this stage, students are asked to develop their main ideas that are derived from brainstorming into sentences form outline that is usually named draft after being complete. After developing sentences in the outline, students have to send the draft to the teacher by E-mail.

c. Revising

Revising will be done orally and spontaneously; in other words, teacher encourages students to give comments to their friends' writing by pointing the students randomly; it can be comment for the story line, characters, or plot. From this activity until publishing, the scientific approach of communicating is comprehensively done.

d. Editing

Editing stage is divided into two phases: editing the grammar and editing by using publisher. In grammar editing phase, which is done at the lesson time, teacher takes control completely the learning since editing defines correcting spelling, grammar, and punctuation. Next phase is editing by using software such

as Microsoft Publisher where students combine their text with the picture in Microsoft Publisher into JPEG format with size 800 for wide x 1280 for long.

e. Publishing

In this stage, teacher plays role as publisher while the students as the author where teacher uploads the story to Webtoon. After being uploaded, students are asked to read and comment their friends' writing by using their Webtoon application.

3. Advantages and Disadvantages of Using Webtoon in Teaching Writing

a. Advantages

This medium is really helpful because it spur students' interest in learning process. Another advantage is students will be able to generate their idea and that idea will evolve with the help of new vocabularies that is obtained by reading Webtoon. Students will also gain satisfaction through the fact that their writing are published into big application such as Webtoon that might be read by foreigners. By revising friends' writing that is obtained through the feedback and comment, students will compare their skill with their friends, which is accurately implemented might encourage students to improve their knowledge of English.

b. Disadvantages

The first disadvantage is in its application, the use of Webtoon takes up extra time that only can be done outside lesson time. This activity also needs regular monitoring by the teacher. Another disadvantage is using Webtoon in learning and teaching process needs a set of complete ICT tools such as laptop, projector, white screen, Smartphone and obviously internet connection that not every school can provide. Students and teacher need to provide the media long before the lesson time is begun for lesson time can be used effectively.

D. CONCLUSION AND SUGGESTIONS

The use of Webtoon for senior high school students goes into one of the five stages of writing. Meanwhile the scientific approach used is the approach that is in the curriculum 2013: observing, questioning, experimenting, associating, and communicating. In the use of Webtoon itself, the first step starts from the pre-writing stage: pre-writing, drafting, revising, editing, and publishing.

This paper suggests Webtoon as the media to teach narrative text to senior high school students for Webtoon helps teacher to adjust the implementation of Internet, Communication and Technology in the learning and teaching process, teacher can spur students' interests, teacher can help students to understand the writing process, specifically revising, editing and publishing process and Webtoon can be used to improve students' literacy since it provides stories using English that is easy to understand. Despite all of those suggestions, the author suggests that the teacher do not use Webtoon for many classes at once because it takes extra time to implement Webtoon in learning and teaching writing process.

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