

**THE USE OF WEBTOON TO IMPROVE TENTH GRADE STUDENTS
WRITING SKILL IN DESCRIPTIVE TEXT AT SMA IT BAITUL JANNAH
BANDAR LAMPUNG**

(Undergraduate Thesis)

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ABSTRAK

PENGUNAAN WEBTOON UNTUK MENINGKATKAN KETERAMPILAN MENULIS SISWA KELAS X DALAM TEKS DESKRIPTIF DI SMA IT BAITUL JANNAH BANDAR LAMPUNG

Adji Wibisono Tansil

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Webtoon sebagai media pembelajaran terhadap peningkatan keterampilan menulis siswa dalam teks deskriptif. Penelitian ini menggunakan metode kuantitatif dengan desain pra-eksperimental melalui pendekatan one-group pretest-posttest. Sampel penelitian terdiri atas 21 siswa kelas X SMA IT Baitul Jannah Bandar Lampung. Data dikumpulkan melalui tes menulis yang diberikan sebelum dan sesudah perlakuan. Penilaian difokuskan pada lima aspek menulis, yaitu isi (content), organisasi (organization), kosakata (vocabulary), penggunaan bahasa (language use), dan mekanik (mechanics). Data dianalisis menggunakan uji Paired-Sample t-test melalui program SPSS. Hasil penelitian menunjukkan bahwa kemampuan menulis siswa mengalami peningkatan, yang ditunjukkan oleh kenaikan nilai rata-rata dari 50,00 pada pre-test menjadi 79,33 pada post-test. Nilai signifikansi yang diperoleh adalah 0,000, lebih kecil dari 0,05 ($0,000 < 0,05$). Hasil tersebut menunjukkan adanya perbedaan yang signifikan pada keterampilan menulis siswa sebelum dan sesudah diajar menggunakan Webtoon, sehingga hipotesis penelitian diterima. Dengan demikian, penggunaan Webtoon sebagai media pembelajaran memberikan dampak positif terhadap keterampilan menulis siswa, khususnya dalam penulisan teks deskriptif. Selain itu, Webtoon mampu meningkatkan motivasi dan keterlibatan siswa dalam proses pembelajaran serta membantu mereka menghasilkan tulisan yang lebih jelas dan terstruktur. Oleh karena itu, Webtoon dapat dijadikan sebagai salah satu alternatif media yang efektif untuk pembelajaran menulis dalam kelas bahasa Inggris.

Kata Kunci: *Webtoon, teks deskriptif, keterampilan menulis.*

ABSTRACT**THE USE OF WEBTOON TO IMPROVE TENTH GRADE STUDENTS
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BANDAR LAMPUNG****Adji Wibisono Tansil**

This study investigates the effect of using Webtoon as a learning medium to improve students' writing skills in descriptive text. The research was conducted using a quantitative pre-experimental design with a one-group pretest-posttest approach. The sample consisted of 21 tenth-grade students at SMA Baitul Jannah Bandar Lampung. Data were collected through writing tests administered before and after the treatment. The assessment focused on five aspects of writing: content, organization, vocabulary, language use, and mechanics. The data were analyzed by using a Paired-Sample t-test through SPSS. The results showed that students' writing achievement improved, as indicated by the increase in the mean score from 50.00 in the pre-test to 79.33 in the post-test. The significance value was 0.000, which is lower than 0.05 ($0.000 < 0.05$). This indicates that there was a significant difference in students' writing skills before and after being taught using Webtoon, so the hypothesis was accepted. In conclusion, the use of Webtoon as a learning medium has a positive impact on students' writing skills, particularly in descriptive text. It enhances students' motivation and engagement while helping them develop clearer and more structured writing. Therefore, Webtoon can be considered an effective alternative medium for teaching writing in English classrooms.

Keywords: *webtoon, descriptive text, writing*

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BANDAR LAMPUNG**

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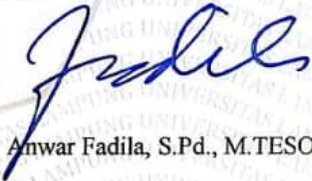
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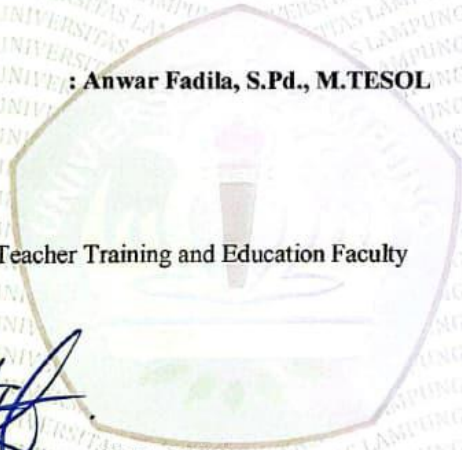


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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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DEDICATION

The writer dedicates this work to:

1. His parents – Ridwan Santoso Tansil and Maria Yuliani
2. His brother – Ravael Glenaldi Tansil
3. His Almamater – University of Lampung
4. His beloved friends
5. His English lecturers

MOTTO

*“when you want something, all the universe conspires in helping you to achieve
it”*

(PAUL COELHO)

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Finally, the writer believes that her writing is still far from perfection. There might be weakness in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, 25 March 2026

The Researcher,

Adji Wibisono Tansil

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I. INTRODUCTION

This chapter indicates some points at the prior information of the research. It consists of research background, research questions, research purposes, research significance, scope and limitations, and definition of key terms.

1. 1. Research Background

English is a global language that serves as a primary means of communication in various fields, including information technology, academia, and literature. According to Mauranen (2012), English is no longer spreading due to colonial legacy, but because it serves a practical purpose in global interactions, especially in academia where it dominates scholarly publications, conferences, and international collaborations. As a result, English is not only used by native speakers but also by millions of non-native users worldwide as a medium for academic, technological, and professional communication. English is also crucial in academic settings, particularly for students pursuing higher education. According to Evans and Morrison (2011) English serves as a crucial component of academic life worldwide. Its role as the medium of instruction, the language of research publication, and a tool for international collaboration highlights its importance for students and scholars alike. Developing strong English skills is essential for navigating the challenges of academia and maximizing opportunities for success. In English, there are four important skills: reading, writing, speaking and listening. These four skills must be mastered in order to master English well.

Writing is one of the essential skills in language learning that involves expressing ideas in a clear and organized manner. According to Nunan (2003), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. This means that writing is not only about putting words on paper, but it also involves deep thinking and careful structuring to make the message understandable.

Furthermore, Harmer (2004) explains that writing is a process of putting together a coherent and cohesive text by going through several stages: planning, drafting, editing, and finalizing. In other words, writing is not a one-time action but a step-by-step process that helps writers shape their ideas into an organized and meaningful text.

In order to master English writing, students often have problems when learning writing material. The problems that they face include difficulties in developing ideas and disinterest in the media used. A study by Toba et al. (2019) found that Indonesian EFL students struggle with various aspects of writing, including content development, organization, vocabulary, grammar, and mechanics. The reasons for these difficulties are multifaceted like students often have limited knowledge of writing conventions, lack writing practice, experience writing anxiety, and possess low motivation toward writing. According to Sudi et al. (2023) stated that Indonesian students' difficulties in writing are partly influenced by the media they use. They also stated that traditional approaches may not fully engage students or address their needs, while digital and social media platforms can offer more effective and motivating alternatives for writing practice.

Descriptive text is one of the materials contained in writing skills. Descriptive text is one of the essential genres in language learning that focuses on presenting clear and vivid descriptions of a particular subject. According to Gerot and Wignell (1994), descriptive text is a type of text that aims to describe a particular person, place, or thing in detail. This means that the purpose of descriptive text is not only to provide information but also to help the reader visualize the subject clearly through the use of specific and sensory details. Furthermore, Anderson and Anderson (2003) explain that descriptive text describes a particular subject by focusing on its characteristics, such as appearance, behavior, or other distinctive features. In other words, descriptive text is not just about listing facts but about selecting and organizing those details to create a vivid mental picture for the reader.

Tiemensma (2009) stated that comic gives different excitement when reading it, pleasure that we cannot get from reading novel, storybook, or other reading materials. According to Hensley (2008), the format of picture and text can hold the students attention longer than print only. Webtoon used in writing for pleasure to gain students motivations toward content development. If the students already have the motivations and have the better motivation to be used to in writing, they can focus to what they want to acquire as their purpose. They can get a new idea and be used to develop the idea.

Webtoon can be a solution to solve the student's disinterest in the media used problem. Webtoon application is a type of digital comic originating from South Korea (Lynn, 2016). Webtoon presented in digital comic form which can be accessed via electronic media such as handphone, laptops, etc. Webtoons are presented in long strips and are typically in color, unlike manga (Japanese comics), which are usually black and white. Webtoons are comics that are shared via online platforms, and the term Webtoon itself is an acronym for cartoon website. This abbreviation arose because many Koreans find it challenging to speak English, leading to the creation of simpler terms for easier communication.

Previous research has highlighted the incorporation of web comics like Webtoon to improve writing skills. Utami & Hamzah (2025) compared the narrative writing skills of junior high school students taught using Webcomics and those using traditional textbooks. The findings revealed that students exposed to Webcomics scored significantly higher in post-tests than those in the control group. The Webcomics offered visual and textual elements that supported engagement, creativity, and comprehension of narrative structure. The study supports the integration of interactive digital media in EFL classrooms to enhance writing performance, particularly under the genre-based approach used in the Merdeka Curriculum.

Torres (2021) evaluated the impact of the Webtoon Reading Application (WRA) on the narrative writing skills of eleventh graders at Saint Augustine School, Philippines. Quantitative results showed significant improvement in students' narrative writing, especially in organization, narration style, and structure.

Qualitative data from focus group discussions revealed that students associated the WRA with increased motivation, emotional engagement, and enjoyment. The Dual Coding Theory supported the use of both visual and verbal input, affirming WRA's effectiveness as an ICT-based tool for enhancing narrative writing performance.

Millah et al. (2025) investigates the challenges faced by eighth-grade students at SMPN 1 Klampis in using Webtoon for learning writing. While students found the platform enjoyable and engaging, many struggled with idea generation, organization, vocabulary, and maintaining focus due to digital distractions. Feelings of frustration and anxiety were common. The study recommends structured teacher guidance, targeted writing exercises, and teacher training to maximize the educational potential of Webtoon while mitigating its limitations.

Moreover, Susanti et al. (2023) assessed the impact of Webtoon on narrative writing ability. Results showed a significant improvement in the experimental group's post-test scores compared to the control group. Students benefited from the visual storytelling elements that enhanced their understanding of narrative structure. The findings confirmed that Webtoon is an effective tool for improving students' writing skills, making learning more interactive and accessible for young learners.

Despite this insight, previous research has mainly focused on improving writing skills in narrative text through Webtoon at the high school level. However, there is a gap in using Webtoon as a learning medium for other text types. In particular, there have not been many studies that directly investigate the use of Webtoon to improve students' writing skills in descriptive text. This focus is crucial because descriptive text is explicitly taught to grade X students under the Merdeka Curriculum, making it a fundamental writing genre that must be mastered before progressing to more complex texts. At the same time, many students struggle with descriptive writing, especially in generating appropriate vocabulary, organizing sensory details, and presenting clear descriptions of people, places, or objects. Webtoon is particularly suitable for addressing these difficulties because its strong visual elements provide concrete scaffolding that helps students describe

characters and settings more effectively. Therefore, this study seeks to examine the significant impact of Webtoon in improving students' writing skills in descriptive text at the senior high school level.

1. 2. Research Questions

Based on the research background explained above, thus research attempts to answer these following questions:

1. Is there any significant improvement in the 10th grade students in writing skill through the using webtoon as learning medium?
2. Which aspects of writing has the most significant improvement after using webtoon as learning media?

1. 3. Research Objectives

In relation to the research question above, the objective of the research is:

1. To find out whether there is significant improvement in 10th grade students writing skills through using Webtoon as learning medium.
2. To find out which aspects of writing that has the most significant improvement after being taught by using Webtoon.

1. 4. Uses of the Research

The use of this research are as follows:

1. Theoretically, the researcher hopes this research may contribute useful information for future research regarding the implementation of Webtoon in teaching writing.
2. Practically, the result of this result hopefully can be used as a consideration for English teacher to use Webtoon as a teaching medium in teaching writing in classroom.

1. 5. Scope and Limitations

Based on the research background, the researcher limits this study to explore the impact of Webtoons in writing skills, the sample of this study consisted 10th grade students of senior high school in SMA Baitul Jannah Bandar Lampung, one class as a sample for this study.

The materials will adjust for the writing class using webtoons; the interactions include explaining descriptive texts in general and writing descriptive texts. This research focused on many genres with the webtoon story title “Our Beloved Summer”, “Rankers Return”, and “10 PM”.

1. 6. Definition of Key Terms

Writing

English writing skills are the ability to convey ideas clearly and effectively through writing. It involves various aspects, including word selection, sentence structure, grammar, and proper use of style. Writing is a process of putting together a coherent and cohesive text by going through several stages: planning, drafting, editing, and finalizing.

Webtoon

Webtoon application is a type of digital comic originating from South Korea. Another term for Webtoon is an application used to published online by Never Corporation that are published online. Presented in digital comic form which can be accessed via electronic media such as handphone, laptops, etc.

Descriptive text

Descriptive text is text that aims to describe something in detail. This text describes objects, people, places or events using clear and detailed words, so that the reader can imagine what is being described. Descriptive text describes a particular subject by focusing on its characteristics, such as appearance, behavior, or other distinctive features.

This is all about the explanation of this chapter which consists of background, research question, research objectives, uses of the research, scope and limitations, and definition of key terms.

II. LITERATURE REVIEW

This chapter will be divided into ten parts of the discussion which deals with several points i.e., definition of writing, aspects of writing, definition of descriptive text, teaching of writing, definition of webtoon, theoretical assumption, hypothesis and also the related research study in order to provide more information of this research.

2. 1. Theories of Writing

Writing is one of the four important skills that must be learned to mastering English. In the Merdeka Curriculum, writing is understood as the process of creating text that communicates effectively and appropriately to a specific audience. It involves not only the technical aspects of language but also the ability to organize ideas logically and creatively.

According to Nunan (1999) writing is a cognitively demanding, recursive process that requires learners to simultaneously manage a variety of linguistic and organizational components. Rather than seeing writing as merely the act of putting words on paper, Nunan (1999) also highlights the importance of planning, drafting, revising, and editing as interconnected stages that help writers gradually build a coherent and purposeful text. He emphasizes that writing should be approached as a process, not just a product, especially in second language classrooms where learners need opportunities to develop their ideas through multiple drafts and feedback cycles. Moreover, Nunan (1999) stated that teaching writing effectively involves more than correcting grammatical errors; it requires guiding students in developing strategies for generating ideas, organizing content, and polishing language use. He advocates for process writing approaches, where writing tasks are contextualized, goal-oriented, and focused on both form and meaning. In EFL/ESL contexts, this approach helps foster learner autonomy,

enhances critical thinking, and supports language acquisition through meaningful writing activities.

Grabe and Stoller (2002) define writing as a non-linear, goal-directed mental process that involves continuous decision-making and problem-solving. According to this theory, writing is not simply about transcribing ideas into words but is an active process that includes three major components: the task environment (including the writing assignment and external resources), the writer's long-term memory (containing knowledge of topic, audience, and language conventions), and the writing processes themselves, which are further divided into planning, translating, and reviewing. Planning involves generating ideas and organizing them based on the goals of the writing task. Translating refers to putting those ideas into written language, while reviewing includes evaluating and revising the text to improve clarity and coherence.

Meanwhile, according to Harmer (2004), writing is a process of encoding language into a text form that involves several stages such as planning, drafting, revising, and editing. He emphasizes that writing is not just a product but a process that requires careful thought and organization. Harmer (2004), also notes that writing is a form of communication that allows writers to express ideas, feelings, and information to an audience, whether real or imagined. It involves a range of skills, including grammar, vocabulary, spelling, punctuation, and the ability to structure ideas logically and clearly.

From the definitions provided, the researcher used Grabe and Stoller (2002) writing theory. Their model explains writing through three interrelated elements: the task environment, the writer's long-term memory, and the writing processes of planning, translating, and reviewing. This framework is particularly relevant in EFL contexts because it highlights how learners draw on linguistic knowledge, background knowledge, and task demands while composing texts. By emphasizing writing as a recursive process, Grabe and Stoller's theory supports instructional practices that allow students to generate ideas, organize content, and revise their writing through feedback, which aligns with the objective of improving students' overall writing quality.

2. 2. Aspects of Writing

In writing skills, there are some aspects of writing that learners need to focus to produce a successful writing. Brown (2001), outlines five aspects of writing that are essential for effective written communication: content, organization, discourse, syntax, and mechanics. He emphasizes that content should be meaningful and relevant to the topic; organization refers to the logical flow and structure of ideas; discourse involves cohesion and coherence in connecting sentences and paragraphs; syntax focuses on the grammatical structure of sentences; and mechanics deals with correct use of spelling, punctuation, and capitalization. Brown stated that successful writing requires attention to all these aspects to ensure clarity, accuracy, and effective communication with the reader.

Moreover, according to Jacobs et al. (1981), there are five key aspects of writing used to assess students' writing performance. These aspects are:

1. **Content:** This refers to the substance or meaning of the writing. Good content reflects the writer's knowledge, ideas, and ability to develop a topic with relevance, clarity, and originality.
2. **Organization:** Organization involves the logical arrangement of ideas in a coherent structure. A well-organized piece of writing has a clear introduction, body, and conclusion, with smooth transitions between ideas.
3. **Vocabulary:** Vocabulary assesses the writer's word choice. Effective writing uses a range of vocabulary appropriately and accurately, enhancing clarity and expression.
4. **Language Use (Grammar):** This aspect evaluates the use of grammatical structures, including sentence formation, tense consistency, agreement, and word order. Accurate grammar helps convey the intended message clearly.
5. **Mechanics:** Mechanics refer to the technical aspects of writing, such as punctuation, spelling, capitalization, and formatting. Proper use of mechanics ensures that the writing is readable and professionally presented.

The researcher used the writing assessment criteria developed by Jacobs et al. (1981) to evaluate students' writing performance, as it provides a structured and consistent method. This framework includes five essential elements: content, organization, vocabulary, language use, and mechanics, allowing for a thorough assessment of students' writing abilities.

2. 3. Descriptive text

In English language learning, mastering various text types is important to develop comprehensive writing skills. One of the fundamental genres' students must understand is descriptive text. This type of writing plays a crucial role in helping learners convey clear depictions of people, places, or objects through written language. Understanding what descriptive text is, along with its structure and language features, provides a strong foundation for effective communication and detailed expression.

According to Anderson and Anderson (2003), the social function of descriptive is aim to describe a particular person, place, or thing in detail. It provides information about the subject's characteristics by focusing on specific features such as appearance, behavior, sound, smell, and feelings. The purpose of a descriptive text is to create a clear image in the reader's mind, helping them to experience what is being described as if they were observing it directly. Moreover, Gerot and Wignell (1994) stated that a descriptive text is a type of factual genre used to describe a particular person, place, or thing. Its social function is to give information by presenting the characteristics or features of the subject in a detailed and organized way. The authors explain that this genre plays an important role in helping readers or listeners to visualize and understand the object being described, especially when they cannot directly experience it. They explain that descriptive text usually focuses on specific participants, employs attributive and identifying processes such as the verbs *to be* and *have*, uses adjectives to describe qualities, and commonly applies the present tense.

Moreover, according to Anderson and Anderson (2003) the social function of descriptive is aims to describe a particular person, place, or thing in detail. It provides information about the subject's characteristics by focusing on specific features such as appearance, behavior, sound, smell, and feelings. The purpose of a descriptive text is to create a clear image in the reader's mind, helping them to experience what is being described as if they were observing it directly. For the generic structure of descriptive text, they emphasize that descriptive texts are usually organized using a structured format, often beginning with a general identification or classification of the subject, followed by a detailed description of its parts, qualities, or behaviors. The language features of descriptive text, focus on presenting detailed information about a specific subject so that the readers can visualize it clearly. They highlight the use of specific nouns, adjectives, adverbs, linking verbs, and sometimes technical terms, especially when describing scientific objects. In summary, the main language features of descriptive text include the use of specific participants, adjectives, detailed noun phrases, linking verbs, present tense, and sensory or figurative language, all of which work together to give a vivid picture of the described subject.

In conclusion, this research used theory of descriptive text from Anderson and Anderson (2003) to describe particular person. This research also used the generic structure and language features from Anderson and Anderson (2003), which is beginning with a general identification or classification of the subject, followed by a detailed description of its parts, qualities, or behaviors and specific nouns, adjectives, adverbs, and linking verbs as the language features of descriptive text. By mastering the characteristics and structure of descriptive texts, students can improve their descriptive writing skills and become more effective communicators in English.

2. 4. Teaching of Descriptive Writing

Teaching writing means helping students express their thoughts or ideas in writing. To make it more effective, teachers should use materials that are interesting and relevant to students' lives. This helps students stay engaged and learn better. Brown (1980:7) stated that teaching is showing or helping someone

to learn how to do something, causing to know or to understand. It means that in teaching, teacher helps the students and guides them to learn the material easily.

Harmer (2007) stated that teaching writing should focus on guiding students through the stages of the writing process rather than treating writing as a one-step product. He emphasizes that effective writing instruction involves helping learners understand that writing is a recursive process that includes planning, drafting, revising, editing, and finalizing their work. Each stage allows students to develop and refine their ideas, structure, and language use. Harmer also highlights the importance of providing feedback throughout the process to support learners in improving both the content and form of their writing. By following this approach, students are encouraged to see writing as a skill that can be developed over time through practice and reflection.

Raimes (1983) also stated that in order to be successful in writing, English teacher should guide the students in writing, in which the materials presented are relevant to their interest, needs, capacities and age until they are able to make composition with few or no error. Since teaching writing is about helping students put their ideas and imagination into words, it's very important for teachers to use materials that match what students are interested in and what they need.

Blanchard and Root (2003) state that there are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

1. Pre-writing: Pre-writing is the first step; it is a preparation step before writing process. It gives a warming up to gather ideas which are going to write.
2. Writing: The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. When we write, the ideas in pre-writing are used as a guide in this step.
3. Revising: The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft which may be unclear, ambiguous or confusing. We have to ensure that our

paragraph is unified, coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with adding new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.

After the process of writing, writing should produce the product as a result from the process of writing. Brown (2001) explains that the product of writing is the final written text that can be assessed in terms of content, organization, vocabulary, grammar, and mechanics. In this sense, writing products are tangible results that show learners' ability to communicate meaning effectively. Moreover, according to Harmer (2004), the product of writing is the final written text that learners create, which can take the form of paragraphs, essays, letters, reports, stories, or other written compositions. These products are concrete outcomes of the writing process and serve as evidence of the writer's ability to express ideas in a structured and coherent way.

To conclude, it is important for English teachers to help students during the writing process. Engaging and enjoyable activities can boost students' enthusiasm and motivation to learn. This research implemented three stages of writing: pre-writing, writing, and revising. Notably, webtoon was applied during both the pre-writing and writing phases. The product of writing that researcher used in this research is form of paragraph.

2. 5. Definition of Webtoon

Webtoon application is a type of digital comic originating from South Korea. Webtoon presented in digital comic form which can be accessed via electronic media such as handphone, and laptops. It consists of images and can enhance students' interest in reading, as Webtoon, often referred to as webcomics, is a type of comic distributed over the Internet. Originating from South Korea, Webtoons are presented in long strips and are typically in color, unlike manga (Japanese comics), which are usually black and white. Webtoons are comics that are shared via online platforms, and the term Webtoon itself is an acronym for cartoon website. This abbreviation arose because many Koreans find it challenging to speak English, leading to the creation of simpler terms for easier communication.

Webtoon offers several distinctive features that can support students' learning, particularly in developing reading and writing skills in a digital and multimodal environment. One of the most notable features is its mobile-optimized vertical scroll format, which allows students to read continuously and intuitively on smartphones or tablets. This format reduces distractions from page-turning and helps maintain narrative flow, thus enhancing reading engagement. Additionally, the use of full-color illustrations and visual cues within Webtoons aids students in understanding context, character emotions, and setting descriptions, which is especially beneficial for visual learners and for students learning descriptive or narrative writing. The genre diversity within the platform (e.g., romance, fantasy, slice of life) also allows teachers to select texts that are relevant and interesting to students, increasing motivation and personal connection to the material.

Hensley (2008) explains that using multimedia elements such as images alongside text can hold students' attention longer than traditional print materials. Webtoon, as an interactive medium, provides an enjoyable way to foster students' motivation, especially in language learning contexts. Tiemensma (2009) supports this by arguing that comics, such as Webtoon, give readers a unique sense of pleasure that is often missing from more conventional reading materials like novels or textbooks. Moreover, Ratnasari, (2018) stated that media which have series picture like comic strips or webtoon can be used as a tool to create many interesting activities such as in teaching English. In addition, this application is needed because many students find it difficult to generate ideas before starting to write.

In conclusion, Webtoon serves as a powerful and engaging tool for enhancing students' interest in reading, especially within educational settings. With its interactive, colorful format and easy access via digital devices, Webtoon can sustain students' attention and foster a deeper motivation. The multimedia elements and unique enjoyment that Webtoons provide make them an ideal medium for boosting students' idea before writing and engagement, particularly in language learning. By integrating Webtoons into learning, educators can leverage

a modern and visually appealing resource to enrich students' reading experiences and support their literacy development.

2. 6. Teaching Writing Skills Through Webtoon

In today's digital era, integrating multimedia tools into education has become important for engaging students and enhancing their learning experiences. Among these tools, Webtoon a type of digital comic has emerged as a compelling medium for promoting writing skill. With its visually engaging format, Webtoon captures students' attention, motivating them to explore and understand texts in a way that traditional materials may not achieve. Webtoon's digital platform also aligns well with students' familiarity with electronic devices, making it an accessible and enjoyable way to develop writing skills.

Susanti et al. (2023) have demonstrated that the use of Webtoon as a learning medium had an impact on increasing students' writing skills for the experimental class, according to data analysis using SPSS 22. Students that utilize the Webtoon application significantly outperform their peers in terms of their ability to write narrative texts. The way that students react to using the Webtoon application to learn how to compose narrative texts can influence how positively they feel about the teaching and learning process. The majority of the pupils attentively and passionately followed the lesson's topic and the teacher's explanation. Students' passion and interest in learning through the usage of the webtoon application is strong, and they are confident in their writing skills and enjoy using characters and images to form concepts into written text.

Millah et al. (2025) conducted a qualitative study to identify the challenges faced by eighth-grade students at SMPN 1 Klampis when using the Webtoon application in writing lessons. Using interviews, observations, and surveys, the researchers found that although students enjoyed the engaging visuals and storylines in Webtoon, they encountered significant difficulties in generating ideas, organizing their writing, and managing anxiety during writing tasks. These challenges often resulted in lower motivation and reluctance to participate actively in writing activities. The study emphasizes the importance of providing structured guidance, targeted writing exercises, and teacher training to address these issues effectively.

Without such support, the potential benefits of Webtoons in improving writing skills may not be fully realized.

Torres (2021) explored the use of the Webtoon Reading Application (WRA) as an ICT-based teaching tool to improve narrative writing skills among senior high school students at Saint Augustine School, Philippines. Employing a mixed-method design, the study involved 35 eleventh-grade students and combined pre- and post-tests with focus group discussions (FGDs). Quantitative results showed a marked improvement in students' writing quality, with the mean score rising from 2.14 (pre-test) to 2.88 (post-test) across categories such as external structure, narration style, and organization. For instance, in the organization category, students' mean score improved from 2.16 to 2.99, indicating enhanced ability to structure narratives coherently. Thematic analysis of FGDs further revealed that students perceived WRA as engaging and motivating, associating it with feelings of excitement and ease. These findings align with Dual Coding Theory, supporting the idea that the integration of visual and verbal stimuli enhances comprehension and creative output in narrative writing.

Utami and Hamzah (2025) conducted a quasi-experimental study to examine the effectiveness of webcomics in enhancing students' narrative writing achievements. This research involved VIII grade 61 students from SMP Negeri 3 Padang, divided into an experimental group (n=31) taught using webcomics and a control group (n=30) taught using conventional textbooks. The intervention lasted for eight meetings, where students analyzed narrative elements such as characters, settings, and conflicts through the webcomic medium. A post-treatment narrative writing test assessed their learning outcomes. The findings revealed a statistically significant improvement in the experimental group's writing performance compared to the control group, with an independent samples t-test showing $p = 0.006$. Students in the experimental group demonstrated better mastery of narrative structures, richer vocabulary, and greater creativity in their writing. These results suggest that webcomics, as an interactive digital medium, can effectively engage students and support their development of narrative writing skills.

Putri et al. (2025) reported that the use of Webtoon as a learning medium contributed positively to students' writing skills, particularly in developing content and generating ideas. Their findings showed that Webtoon provided clear visual context that helped students understand topics and express ideas more easily in written form. The visual narratives supported students in selecting relevant information and expanding their ideas, which led to better content quality in writing tasks. However, the study found that improvement in writing mechanics, such as grammatical accuracy and spelling, was relatively limited. This indicates that although Webtoon supports idea development and content clarity, it does not directly train students to apply language rules accurately, and therefore requires additional grammar-focused instruction.

Based on previous studies, there are several gaps that can be identified for further research. One of these is the focus on the use of webtoons in the context of narrative texts. Previous research has extensively highlighted the influence of webtoons in writing ability in narrative text. However, there is limited research that specifically explores how webtoons can be used to strengthen writing skills in descriptive text at the high-school level, such as in grade 10. Consequently, the subsequent research could significantly advance the creation of creative and successful teaching strategies that use webtoon media to teach English in 10th grade classrooms.

2. 7. Procedure of Using Webtoon in Teaching Writing in Descriptive Text

In practicing to write by using webtoon as a learning media and observing the process, the researcher will follow the procedure proposed by Blanchard and Root (2003). In the pre-writing stage, the teacher re-explains the purpose, structure, and features of descriptive text, especially in describing characters such as their physical appearance, personality, habits, and the way they speak. Webtoons are then introduced as a rich source of visual and narrative content that allows students to directly observe characters. A character snippet from a webtoon, either from a popular title or one provided by the teacher, is shown to the class. Students are guided to observe various aspects of the character, including physical appearance (e.g., hair color, clothing style, height), personality traits (e.g.,

friendly, shy, brave), habits or behaviors in the story, and how the character interacts with others. Relevant descriptive vocabulary for describing characters is introduced, and the teacher provides an example of a descriptive paragraph based on the observed character from the webtoon.

In the writing stage, the teacher and students work together to create a sample descriptive paragraph about the observed character, demonstrating how to use both visual and narrative details from the webtoon to create a vivid and clear description. Students are then asked to choose one character from a webtoon they have read, either from their favorite title or one assigned by the teacher. They take notes on the character's appearance, personality traits, behavior or habits, and the character's role in the story. Using these observations, students write the first draft of their descriptive text, being encouraged to use a variety of adjectives, descriptive phrases, and vivid sentences to enhance their writing.

In the revising stage, students are paired up to exchange drafts and give feedback using a checklist, focusing on whether the description includes both appearance and personality, follows the proper structure of descriptive text, and uses descriptive vocabulary effectively. The teacher also provides written feedback, highlighting strengths and areas for improvement, especially regarding the richness of the description and the accuracy of character observation. Students then revise their texts based on both peer and teacher feedback. A class reflection session is conducted to discuss what they learned from writing character descriptions and how webtoons helped them understand characters more deeply. As a closing activity, a few students read their descriptions aloud while others try to guess which character is being described, particularly if everyone read from the same list of webtoons.

2. 8. Advantages and Disadvantages

Webtoon has become a popular digital platform for reading comics, offering both accessibility and variety to readers around the world. Despite the popularity of webtoons, webtoons also have their own strengths and weaknesses. Understanding the advantages and disadvantages provides insight into Webtoon's

growing influence and the challenges it faces in delivering universally accessible content.

1. Advantages

Torres (2021) revealed the advantages of using webtoon as learning media. This research stated that webtoon helps students improve narrative writing skills by combining visual and verbal elements. Graphics, dialogues, and animations support understanding and memory. This approach aligns with Dual Coding Theory, which suggests visuals and text together strengthen learning. Students also find Webtoon engaging because of its popular content and links to Korean pop culture. It is accessible on multiple devices, both online and offline, which supports flexible learning. Many students continue reading outside class, building independent learning habits.

Millah et al. (2025) also revealed the advantages of this media, this research stated that using Webtoon as a learning media has benefits. Students enjoy its interactive features, like visual storytelling and various genres. These elements help them explore ideas and make writing feel less formal. Teachers use Webtoon to guide students in planning, drafting, revising, and presenting their work. The app increases student interest and supports creativity. It also gives learners exposure to different narrative structures and character development. For many, this makes writing more engaging than traditional methods.

2. Disadvantages of Webtoon

However, Torres (2021) also revealed some disadvantages of using webtoon as learning media. This research stated that one concern was the risk of distraction, as students sometimes focused too much on entertaining visuals and audio rather than the writing task itself. Without proper guidance, learners tended to imitate plots or dialogues from Webtoon instead of developing their own ideas. This reliance reduced originality and critical thinking in their writing. Additionally, digital

literacy was an issue for both students and teachers unfamiliar with integrating apps into lessons, which slowed down the learning process. Technical issues such as internet instability and device availability posed further challenges, especially in schools with limited resources.

Moreover, Millah et al. (2025) also revealed the disadvantages of using webtoon as the learning media. This research stated that Many students struggle with vocabulary and grammar. They find it hard to describe settings, characters, and actions in detail. Poor sentence structure leads to unclear writing, which reduces confidence. Psychological barriers like anxiety and fear of poor results also affect their motivation. Some students rely too much on existing Webtoon stories, which limits originality. Technical issues such as unstable internet and lack of understanding of app features create more obstacles. Students said that while visuals spark ideas, they can also distract from focusing on the quality of writing. The study suggests that to make Webtoon more effective, teachers need to give structured guidance and practice. Training on app usage and improving internet access in schools are also important. With these supports, students can use Webtoon to develop stronger writing skills and build confidence in expressing their ideas.

In conclusion, Webtoon as a learning media provides significant benefits and challenges. Its visual and interactive features support students in understanding developing creativity and increasing engagement in writing activities. The accessibility of Webtoon across devices also allows flexible learning both inside and outside the classroom. However, its entertaining elements can distract students from focusing on language accuracy and originality. Technical issues like unstable internet connections and limited digital literacy add further obstacles. To use Webtoon effectively in education, structured guidance and teacher support are necessary. Improving digital skills and ensuring access to reliable technology can help students strengthen their writing skills and build confidence in expressing ideas.

2. 9. Theoretical Assumption

Based on the reviewed theories and previous studies, it can be theoretically assumed that the integration of Webtoon as a learning medium has the potential to improve students' writing skills, particularly in descriptive texts. Writing, as a recursive and cognitively demanding process, involves planning, drafting, and revising, which are important for developing clear, coherent, and well-structured texts. When students engage with visually rich and narratively driven content like Webtoon, they are exposed to characters, settings, and events in a multimodal format that stimulates observation, imagination, and vocabulary development.

The appealing visuals and story elements in Webtoons can serve as concrete references for students in the pre-writing stage, helping them generate ideas and descriptive vocabulary related to character traits, appearances, and behaviors. Furthermore, writing activities based on these characters can support students in developing better content and organization in their writing, while repeated feedback cycles enhance grammar and mechanics. This aligns with process approach to writing and audience awareness and engagement.

Therefore, it is theoretically assumed that by integrating Webtoon into the writing classroom, especially in the pre-writing and writing stages, students will be more motivated, better prepared with ideas, and more capable of producing vivid, detailed, and structured descriptive texts.

2. 10. Hypothesis

Hypotheses are makes referring to the formulation of the problem that has been mentioned previously. Based on several theories from the literature review and previous research that have explained before, the hypotheses proposed in this research as follows:

H1: There is a significant improvement of students' writing skills after being taught by using webtoon.

This chapter already discussed about literature review of the research, including the explanation about definition of writing, aspects of writing, definition of

descriptive text, teaching of writing, definition of webtoon related research study, theoretical assumption, and hypothesis in order to provide an insight to this research.

III. METHODOLOGY

This chapter will be divided into six parts of the discussion which deals with several points i.e., design, variable, data sample, instrument, data collection, data analysis, data treatment, and hypothesis testing.

3. 1. Research Design

This study is quantitative research aimed at examining the effectiveness of using the Webtoon application to improve students' writing skills and which aspects of writing have significant improvement in descriptive text. This research employs a one-group pretest-posttest of a pre-experimental research design, as the study involves only one class. This design allows for a comparison of students' writing abilities by analyzing the scores from a pretest and a posttest administered after the treatment. According to Setiyadi (2018, 113), the research design can be illustrated as follows:

T1 X T2

Explanation:

T1 represents the pretest conducted before the implementation of the Webtoon application, assessing the students' initial writing skills.

X refers to the treatments given by the researcher through the webtoon application to improve students' writing skills.

T2 represents the posttest administered after the Webtoon application has been used, measuring the students' progress following the treatment.

3. 2. Population and Sample

Population, according to Sugiyono (2008), is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by the researcher. The population of this research was the first-grade students of the

Senior High School. The sample is a part of the number and characteristics possessed by the population (Sugiyono, 2013: 81). There are 4 classes in 10th grade in SMA Baitul Jannah Bandar Lampung. For sampling technique, the researcher used purposive sampling technique because the selected class met the criteria needed in this research. Based on the interview with the English teacher, the students had learned descriptive text material, but they still faced difficulties in developing ideas and organizing descriptive writing. Therefore, the class was considered appropriate for the implementation of Webtoon as learning media to improve students' writing skills.

3. 3. Instrument

This study used two-stage in descriptive writing test. A pre-test was conducted before treatment to measure students' initial ability to write descriptive text. A post-test was conducted after treatment to determine whether students had better improvement after using webtoon as learning medium. Both tests were created with the same format and level of difficulty, so that differences in scores indicated the effect of treatment rather than differences in the instruments.

This writing test was a performance test. Students were asked to write a descriptive paragraph consisting of 2 paragraphs, the topic was describing a person. The writing must describe someone, use the simple present tense, and include common words in accordance with descriptive writing standards. The rubric proposed by Jacobs et al. (1981) is used to assess the writing. This rubric includes five assessment components: (1) content (30%), which assesses the completeness, relevance, and accuracy of the content; (2) organization (20%), which assesses paragraph cohesion, flow, and suitability to the general structure of a report text; (3) vocabulary (20%), which assesses the accuracy and diversity of vocabulary; (4) language use (25%), which assesses the accuracy of grammar usage, especially the present simple tense; and (5) mechanics (5%), which assesses spelling. To meet the criteria for a good test, it's important to assess its reliability and validity.

3. 3. 1. Validity

Validity refers to the degree to which an instrument accurately reflects the objectives it is designed to measure and aligns with the appropriate criteria (Hatch and Farhady, 1982). Additionally, Setiadi (2013) explains that validity means the data can be relied upon. To ensure the validity of this research, the researcher considers both content validity and construct validity.

a. Content Validity

Content validity involves selecting descriptive text from the Grade XI Indonesian curriculum, utilizing Webtoon to present these texts, and designing writing tests alongside surveys to gauge student engagement. As Hatch and Farhady (1982, p. 251) explain, content validity means the test should cover a representative sample of the subject matter. To ensure that this research has good content validity, the researcher made this test based on the course objectives in the syllabus of the first-grade students at SMA Baitul Jannah Bandar Lampung. The type of text is descriptive text. The topics are the representative of writing materials of Merdeka curriculum. Additionally, researcher used expert judgment, who is the English writing teacher to measure the items if they are already focused on how well a measurement instrument covers all the relevant aspects of the concept being studied (see appendix 16).

b. Construct Validity

The constructs include aspects of writing, researcher assessed students' writing skills using the scoring criteria by Jacobs et al. (1981), which include content, organization, language use, vocabulary, and mechanics. The construct validity of the test would include these aspects. It can be said that the instrument of this research is valid if it has construct and content validity.

In conclusion, this research ensures validity by addressing both content and construct validity. Content validity was achieved by aligning Webtoon-based materials and assessments with the Grade X curriculum to evaluate their impact on writing skills. Construct validity focuses on key writing skills, such as content, organization, language use, vocabulary, and mechanics. Together, these approaches provide a solid basis for assessing Webtoon's effectiveness in enhancing learning outcomes.

3.3.2. *Reliability*

According to Hatch and Farhady (1982:224), reliability refers to the consistency of the test and how far measurements can be measured for similar subjects at different times but show the same result. In this study, the researcher used the writing aspects from Jacobs et al. (1981) as the scoring rubric to evaluate students' writing. To measure how reliable the scoring is, this study used Rank – order Correlation with the formula:

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

R refers to the reliability of the test

N refers to the number of students

D refers to the difference of rank correlation (mean score from the pre-test and the post-test)

1 – 6 refers to the constant number

The reliability coefficient can be analyzed with the reliability standard proposed by (Arikunto,1998, p. 260) below:

- a) A very low reliability (range from 0.00 to 0.19)
- b) A low reliability (range from 0.20 to 0.39)
- c) An average reliability (range from 0.40 to 0.59)
- d) A high reliability (range from 0.60 to 0.79)

e) A very high reliability (ranges from 0.80 – 0.100)

Based on the standard of reliability above, it can be concluded that writing tests are considered reliable if the tests reach the minimum range of 0.60-0.79. After calculating the result of students' recount writing, the data were calculated by the researcher by using the formula above (see appendices 8, 9, and 10). The result of the reliability could be seen in the following tables:

Table 3. 1 The Result of Reliability

Reliability	Pre Test	Post Test
	0.986	0.947

Based on these reliability measures, the writing test demonstrated a very high level of reliability (between 0.80000 - 1.00000). From this, it can be concluded that this test produces stable and reliable results, indicating that it is a trustworthy tool for assessing students' writing skills.

3. 4. Data Collection

In collecting data, the researcher used the following procedures:

1. Pre-test

The pre-test was conducted before the students were taught using the webtoon. It is intended to assess the students' initial ability in writing descriptive text before they receive the treatment. The pre-test was the form of a writing task, where students were asked to compose a short descriptive text about describe a famous person. In this test, the students were expected to write a paragraph focusing on the content and the generic structure of descriptive text, including identification and description. The test was conducted within 45 minutes.

2. Treatment

The treatments were conducted after the pre-test. The process of teaching students in descriptive text using webtoon is the treatment in this study. The treatments were conducted three times during the study.

3. Post-test

The post-test was conducted after the students are being taught by using Webtoon. It used to know the improvement of student's skill in writing a descriptive text. The test had the same form as the pre-test which the students created a descriptive text about describe the chosen character based on the title of webtoon they read and focused on content paragraph especially in generic structure and language features of descriptive text. It was conducted in 45 minutes.

Overall, both the pre-test and post-test provide researchers with the opportunity to measure the impact of using flashcards as a learning tool on students' writing skills. The post-test results were compared with the pre-test results to identify significant changes in students' writing skills. Thus, this study was able to evaluate how well webtoon helped improve students' writing skills in descriptive text.

3. 5. Data Analysis

In order to get the results of this research, the data were analyzed by using some steps as follows:

1. Scoring the students' writing worksheet of the pre-test and the post-test.
2. Putting the scores from students' worksheet into the table.
3. Comparing the average score (mean) of the pre-test and post-test. The statistical formula for counting the average score was as follows:

$$Md = \sum d/N$$

With the following explanation:

Md = mean relates to total score.

Σd = total students' score.

N = the number of students.

3. 6. Scoring Criteria

There were five aspects to be tested for evaluating the students' descriptive text: content, organization, vocabulary, language use and mechanic. In evaluating the students' writing scores the researcher analyzed the result of students' text writing to make sure that the treatment had given an impact to the students' skill. The criteria of scoring system are based on the rating sheet from Jacob et al (1981) because it provides a well-defined standard.

The score of the test was derived as follows:

1. Content: 30%
2. Language use: 25%
3. Organization: 20%
4. Vocabulary: 20%
5. Mechanic: 5%

Aspect	Criteria	Score
Content	Excellent to very good: Knowledgeable, substantive, through development of thesis, relevant theory.	30-27
	Good to average: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.	26-22
	Fair to poor: Limited knowledge of subject, little substance, inadequate development of topic.	21-17

	<p>Very Poor: Does not show knowledge of subject, no substantive, not pertinent, not enough to evaluate.</p>	16-10
Language use	<p>Excellent to very good. Effective complete constructions, few errors of agreement, tense, number, word order, function, pronouns, and preposition.</p> <p>Good to average. Effective but simple construction, minor problem in complex construction, several error of agreement, preposition but seldom obscured.</p> <p>Fair to poor. Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.</p> <p>Very poor, virtually no mastery of Sentence construction rules, dominated errors, does not communicate, not enough to evaluate.</p>	<p>25-22</p> <p>21-18</p> <p>17-11</p> <p>10-5</p>
Organization	<p>Excellent to very good. Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.</p> <p>Good to average. Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</p> <p>Fair to poor. Non-fluent, ideas confused or disconnected, lack logical sequence and development.</p> <p>Very poor. Does not communicate, no</p>	<p>20-18</p> <p>17-15</p> <p>14-10</p> <p>9-7</p>

	organization, not enough to evaluate	
Vocabulary	Excellent to very good. Sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.	20-18
	Good to average. Adequate range, occasional errors of idiom choice, usage but meaning not obscured.	17-15
	Fair to poor. Limited range, frequent errors of idiom/words, meaning confused or obscure.	14-10
	Very poor. Essentially translation, little knowledge of English vocabulary, not enough to evaluate	9-7
Mechanic	Excellent. Few errors of punctuation, spelling, and capitalization/ used correctly	5
	Good. Occasional errors of punctuation, spelling, and capitalization.	4
	Fair. Numerous errors of punctuation, spelling, and capitalization	3
	Very Poor. No mastery of convention, dominated by errors of punctuation, spelling, and capitalization	2

3. 7. Data Treatment

According to Setiyadi (2006), using Paired Sample T-Test to examine the hypothesis has three basic assumptions that can be illustrated as follows:

- a. The data are an interval.
- b. The data are taken from random sample in population (non-absolute).
- c. The data is distributed normally.

The test used to find out whether the data are normally distributed or not by using normality test SPSS. Shapiro Wilk Normality was used by the researcher to analyze the normality of the data because this research has a small sample. The hypotheses of the normality test are:

H0: The distribution of the data is normal.

H1: The distribution of the data is not normal

The hypothesis is accepted if the result of the normality test is higher than 0.05 (sign > α). In this case, the researcher used the level of significance of 0.05. To find out whether the data were distributed normally or not, test of normality was used as follows:

Table 3. 2 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test score	.157	21	.192	.964	21	.592
Post-test score	.135	21	.200*	.949	21	.323

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

a. Lilliefors Significance Correction

From table 3.3, it can be seen that the value of normality test in the pre-test (0.592) and the value of normality test in the post-test (0.323) is higher than 0.05. It could be concluded that H0 is accepted. In other words, the data of the pre-test and the post-test are distributed normally.

3. 8. Hypothesis Testing

The researcher compared the result of pre-test and post-test then analyzed it to determine whether there is a significant improvement of students reading comprehension ability after being taught using Webtoon or not after the treatment. The hypothesis was tested by using Paired Sample T-test of Statistical Package for Social Science (SPSS). The significance level is in 0.05 even the hypothesis is

approved if $\text{Sign} < p$. Therefore, the probability of error in the hypothesis is only about 5%. The decision criteria were:

For basic calculation analysis, the paired sample t-test uses the following formula:

$$t = \frac{\bar{D}}{S_D / \sqrt{n}}$$

\bar{D} : average difference between post-test and pre-test scores

S_D : standard deviation of score differences

n : number of samples

The formula for testing the hypothesis for the first question of this research is:

$$H_o = \text{Sig.} > 0.05 \quad H_i = \text{Sig.} < 0.05$$

H0: There is no significant improvement of students' writing skills after being taught by using webtoon.

The null hypothesis will be accepted if the significance level (p-value) is greater than 0.05 ($p > 0.05$).

H1: There is significant improvement of students' writing skills after being taught by using webtoon.

The alternative hypothesis will be accepted if the significance level (p-value) is smaller than 0.05 ($p < 0.05$).

With a significance value of 0.00, H1 is accepted and H0 is rejected, so that learning using webtoon is proven to provide a significant increase in student learning outcomes.

3. 9. Schedule of the Research

In practice, this study was conducted in five meetings, namely pre-test, first

treatment, second treatment, third treatment, and post-test.

Table 3. 3 Table of the Research

Meeting	Activity	Description
1 st meeting November 10 th , 2025	Pre Test	Giving a first test about descriptive text
2 nd November 17 th , 2025	Treatment 1	Provide a brief overview of descriptive texts and learn about adjective using webtoon.
3 rd November 24 th , 2025	Treatment 2	Learn descriptive text structure and simple present tense while drafting a piece of writing.
4 rd December 1 th , 2025	Treatment 3	Revise descriptive texts through peer review activities to improve writing skills.
5 th December 8 th , 2025	Post Test	Giving final test about descriptive text

This chapter already discussed design, research variable, data sample, instrument, data collection, data analysis, data treatment, and hypothesis testing in order to provide an insight to this research.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research and suggestions for English teachers, students and future researchers.

5.1. Conclusion

Based on the findings and discussion in the previous chapter, it is concluded that the use of webtoon as a learning medium has a strong positive impact on the improvement of descriptive writing skills among tenth-grade senior high school students. The results of the pre-test and post-test indicated a significant improvement in students' writing performance. The mean writing score was increased from 50 to 79.3. The result of the paired sample t-test (Sig. $0.000 < 0.05$) showed that the improvement was statistically significant. These findings indicate that webtoon are effective in supporting students in writing descriptive texts by facilitating idea generation, organizing descriptive information, and improving understanding of text structure.

Furthermore, improvements were found in all five aspects of writing, namely content, organization, vocabulary, language use, and mechanics. The greatest improvement was observed in the content aspect, indicating that webtoon are particularly effective in helping students generate ideas for descriptive writing. This finding demonstrates that webtoon are not only used as a vocabulary learning tool, but are also utilized as support in the academic writing process.

In addition, this study was conducted to address a gap in previous research, as earlier studies have mainly focused on the use of webtoon in developing narrative texts. By demonstrating effectiveness in teaching descriptive writing at the senior high school level, new insights into the use of media-based instruction for writing were provided. Overall, it can be concluded that the use of webtoon stimulates idea development, increases learning motivation, and contributes to improved learning outcomes in descriptive writing.

5.2. Suggestion

1. For English Teacher:

Based on the findings of this research, students had difficulties in developing ideas and organizing descriptive writing before the implementation of Webtoon. During the learning process, students showed higher interest and participation when Webtoon was used. Therefore, English teachers are suggested to use Webtoon as an alternative learning medium to help students develop ideas more easily in descriptive writing activities. Since the improvement in the mechanic aspect was still limited, teachers are also suggested to give more guidance in punctuation, capitalization, spelling, and grammar during the revising stage, for example by using a mechanical checklist.

2. For Students:

Students are encouraged to use webtoon not only during classroom activities but also as a resource for independent learning. Through repeated exposure to visual narratives, students can strengthen vocabulary use, understand descriptive text structure, and develop ideas more effectively. With regular practice, improvement in writing fluency and confidence in composing descriptive texts can be achieved.

3. For Future Research:

This research only focused on descriptive text writing and showed limited improvement in the mechanic aspect. Therefore, future researchers are suggested to combine Webtoon with activities that focus more on punctuation, spelling, capitalization, and grammar to improve students' mechanic skills. Future researchers are also suggested to use independent inter-raters in the scoring process to reduce scoring bias and improve assessment reliability. The raters should assess students' writing separately without knowing each other's scores. In addition, future research may involve a larger sample and different text types to obtain broader findings.

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