THE INFLUENCE OF USING WEBTOON NEXT DOOR COUNTRY IN LEARNING DRAMA WRITING CLASS XI STUDENTS

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Abstract. This research was conducted to determine the effect of using the webtoon Next Door Country in learning to write drama scripts for class XI students. The research was conducted at Assa'adatul Abadiyah Vocational School using a quasi-experimental research method with a control group design. Data collection was carried out using test techniques in the form of pretest and posttest. The final results show that the value of tcount = 7.8 is greater than the ttable value of 5% = 1.681 and the ttable value of 1% = 2.416. Based on these results, then H0 is rejected and H1 is accepted, which means that the use of webtoon Next Door Country media in learning to write drama scripts is effective.

Keywords: instructional media, webtoon, drama script.

INTRODUCTION

Writing skill is not something that can be mastered by someone in a short span of time, but requires a lot of practice over a long period of time. This is reinforced by Tarigan's opinion which defines writing as a language skill that is used to communicate indirectly, not face to face with other people, because writing is a productive and expressive activity (Pohan et al., 2014). Meanwhile, Fachruddin Ambo Enre defines writing as an ability to express thoughts and feelings in effective writing (Kasupardi & Supriatna, 2010).

Theories related to writing skills certainly help someone to better understand writing skills. Even so, new writing skills will be possessed if the person practices writing a lot, not just understands theory. Writing skills are also skills that must be possessed by an academic. Therefore, aspects of writing skills must be included in the Indonesian curriculum. Learning with the content of students' writing skills is also carried out in stages, from simple to complex writing skills.

One of the writing skills in learning Indonesian is writing drama scripts. Derived from the Greek word *draomai* (to do), Moulton defines drama as human life which is depicted or expressed directly (WS, 1996). This understanding is in line with the explanation by N. Riantiarno who said that a drama script is considered complete only when it has been staged (Riantiarno, 2011). From the existing understanding, the drama script can be interpreted as a literary work that is staged.

Drama is developed simultaneously with the elements within, both intrinsic and extrinsic. These elements are displayed in drama through dialogues arranged in script form. Drama scripts have several elements, namely themes, settings, plots, characters and characterizations, and mandates. Drama scripts play an important role in a performance, so to write a drama script you also need the right steps. Writing a drama script is usually done in several steps as follows: determining the theme; determination of the big framework of the story; character determination and role characteristics; determining the pattern of acts and scenes; compose dialogue (Tarigan, 2005).

Writing drama scripts is a fairly complex lesson compared to writing other literary works. Unfortunately, not many schools focus on studying literature, especially writing this play. Students tend to be less enthusiastic about learning literature because it is considered boring or difficult to understand. Even though writing a drama script certainly aims to make students able to understand the components of drama, write a drama script, so that they are able to stage it.

One of the factors causing the lack of enthusiasm of these students is that the media used in the class is not able to deliver the learning objectives to the fullest. Learning media according to Yudhi is something that can convey messages in a planned manner to create a conducive learning environment and learning to be efficient and effective (Munadi, 2010). This understanding is in line with Gagne and Briggs who implicitly define learning media as physical tools that can be used to convey learning material, such as books, videos, tapes, computers, and so on (Arsyad, 2009).

Learning media has many types and variations, ranging from visual, audio, audio-visual, to android. All learning media basically aim to help learning. The many variations of learning media, of course, must be accompanied by the creativity and activeness of educators in order to achieve maximum results. As with learning media, it must also be accompanied by suitable learning strategies so that they are aligned. Variations in learning media are also due to student tendencies that are different from one another. Some tend to like visual media, some like audio media, and so on. Based on the results of the interview with several students at Assa'adatul Abadiyah Vocational School, on average students tend to like android-based media.

The word comic was originally interpreted as something funny or a joke. This is because the word comic comes from a word that has a funny meaning, such as the Dutch language "*komiek*" which means 'comedian' or the ancient Greek word "*komikos*" which is formed from the word "*kosmos*" which means 'happy' or 'joking'. The meaning of the word comic is what makes comics often connoted as something funny or entertaining.

Furthermore, comics according to Scott McCloud can be interpreted as symbols that are placed side by side in a certain story to get an aesthetic response from the reader (McCloud, 1993). While comics according to Soedarso are sequential stories that involve the visual senses and aim to entertain the readers (Rahayu et al., 2020). Based on these two definitions, it can be concluded that comics are sequential images that form a story with the aim of entertaining the reader. Even so, basically there is no definite definition related to comics. This is because researchers and comic observers have their own perceptions regarding the definition of comics, so there is no agreement regarding the establishment of a definite definition of comics (Maharsi, 2011).

Comics are one of the most popular readings today. Comic fans are always hunting for the whereabouts of these readings with all the changes presented. Along with the development of the times, even comics can now be accessed via smartphones. One of the most popular digital comics today is the webtoon. Webtoon is a digital comic from a Line product that was initiated by Kim Junkoo in Korea in 2004. Then it only entered Indonesia in 2015 because Indonesia is one of the countries with the most readers on webtoons. In 2016 there were 88 comic titles on the webtoon with various genres, and 36 of them were from Indonesian comic artists. In fact, 5 Indonesian comics are the world's favorite. The five webtoons are "*Eggnoid*", "*My Pre-Wedding*", "*Tahilalats*", "*Flawless*", and "*304th*" (Agnes, 2016). Webtoon can be accessed via the web or by downloading the application directly. Various stories and genres, as well as the ease of access, have made webtoons popular among teenagers.

The existence of this webtoon can be used by educators as a medium that can attract the attention of students. One of the interesting stories in the webtoon is the webtoon entitled *Next Door Country* by Aditiya Wahyu Budiawan. This webtoon tells the story of various culture shocks experienced by tourists when they come to Indonesia. This story is made more interesting because the comic is presented without dialogue. Readers are forced to think for themselves how the dialogue of the images presented. This of course will make the reader think more creatively.

Based on the explanation above, the researcher conducted a study to determine the effect resulting from the use of the *Next Door Country* webtoon by Aditiya Wahyu Budiawan in learning to write drama scripts for class XI students of SMK Assa'adatul Abadiyah.

RESEARCH METHOD

The methodology used in this study is Quantitative Research using the experimental method. The experimental method in the field of education is a method used to determine the effect of an action or treatment that is carried out intentionally on a certain condition (Sanjaya, 2021). Experimental methods in the field of education have two forms of implementation, namely quasi-experiments and pure experiments. This study used a quasi-experimental method with a control group design.

The data used in this study were student drama scripts from the pretest and posttest in two classes, namely the experimental class (XI MM) with a total of 25 students and the control class (XI AKL) with a total of 20 students. The experimental class is the class that will be given treatment in the form of *Next Door Country* webtoon media, while the control class will not.

The results of student drama scripts will be graded based on several aspects, namely the accuracy of the formal aspects of the drama script, conformity with the comic or title, creativity, spelling and punctuation, and neatness of the writing. The values that have been obtained are then tested for normality using SPSS to find out that the sample data taken comes from populations that are normally distributed, and performs a homogeneity test to show that the sample data groups come from populations that have the same variance. After ensuring that the data meets the normality requirements, a hypothesis test is carried out based on the results of the t test with the following conditions.

H0 : Using of the Next Door Country webtoon media in learning to write drama scripts is not effective.
H : Using of the Next Door Country webtoon media in learning to write drama scripts effective.

RESULT AND ANALYSIS

1.1 Data Discription

This study uses a quasi-experimental design with a control group design. The researcher conducted a pretest and posttest by maintaining the class as it was. The pretest was in the form of writing a drama script with a free theme, and the posttest was in the form of writing a drama script using webtoon *Next Door Country* media for the experimental class.

The assessment was carried out by paying attention to five aspects, namely the accuracy of the formal aspects of the drama script, the accuracy of the contents of the script with the title, creativity, the use of spelling and punctuation, and the neatness of the writing with a total score of 100. The following are the pretest and posttest values in the experimental and control classes.

Table 1. Pretest and Posttest Scores Writing Drama Scripts Experimental Class

No.	Nama	*Posttest*	*Pretest*	Selisih
1	AJ	72	48	24
2	AH	72	48	24
3	APS	68	44	24
4	BMA	56	36	20
5	CS	56	44	12
6	CR	68	32	36

7	GA	72	44	28
8	JR	68	52	16
9	KF	60	40	20
10	MN	72	32	40
11	MFZ	60	48	12
12	MR	80	32	48
13	MZ	68	44	24
14	MFN	68	48	20
15	MF	60	52	8
16	MI	60	36	24
17	MS	76	40	36
18	MY	76	56	20
19	MA	84	36	48
20	PA	84	44	40
21	S	72	36	36
22	SA	80	56	24
23	TRP	80	56	24
24	VY	80	56	24
25	ZS	76	52	24

Table 2. Pretest and Posttest Scores Writing Drama Scripts Control Class

No.	**Nama**	***Posttest***	***Pretest***	**Selisih**
1	AR	48	44	4
2	AAS	48	40	8
3	AP	44	40	4
4	ADS	60	48	12
5	AZ	68	52	16
6	DA	56	48	8
7	DS	32	32	0

8	EO	52	40	12
9	GP	48	44	4
10	IM	32	32	0
11	MS	40	36	4
12	MSC	64	56	8
13	MSA	28	28	0
14	NA	40	36	4
15	NJO	56	44	12
16	ONR	60	52	8
17	PW	60	52	8
18	SM	64	56	8
19	SMY	56	56	0
20	VIA	64	52	12

1.2 Normality Test

The sample data for this study amounted to less than 50, therefore the normality test used was the Kolmogorov-Smirnov normality test. The data used are the results of the pretest and posttest from the experimental class and the control class. The first normality test was carried out on the pretest results from the experimental class and the control class, and the second normality test was carried out on the posttest results from the experimental class and the control class. The basis for decision making in this normality test is through a probability approach, with a significance of α=0.05. The basis for decision making is to look at the probability figures with the following conditions:

a. If the value of Sig. > 0.05 then the assumption of normality is fulfilled.
b. If the value of Sig. < 0.05 then the assumption of normality is not met.

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Posttest	1	.137	25	.200*	.937	25	.126
	2	.163	20	.171	.935	20	.195
Pretest	1	.135	25	.200*	.925	25	.067
	2	.159	20	.200*	.938	20	.216

a. Lilliefors Significance Correction

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Posttest	1	.137	25	.200*	.937	25	.126
	2	.163	20	.171	.935	20	.195
Pretest	1	.135	25	.200*	.925	25	.067
	2	.159	20	.200*	.938	20	.216

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

Fig. 1. Normality Test Results in SPSS

The image above is a tabular image showing the results of the normality test performed in the IBM SPSS Statistics application. The following is a description of the normality test results above.

Table 3. Pretest Normality Test Results

Kelas	*Kolmogorov-Smirnov*	
	N	*Sig.*
Eksperimen	25	0,20
Kontrol	20	0,20

Based on the results of the table above, it is known that the value of Sig. for the results of data analysis pretest experimental class and control class each of 0.20. This probability value is greater than the significance level of 0.05. This means that the normality assumption is fulfilled or the data is normally distributed.

Table 4. Posttest Normality Test Results

Kelas	*Kolmogorov-Smirnov*	
	N	*Sig.*
Eksperimen	25	0,20
Kontrol	20	0,17

Based on the results of the table above, it is known that the value of Sig. for the posttest data analysis results for the experimental class was 0.20 and for the control class was 0.17. This probability value is greater than the significance level of 0.05. This means that the normality assumption is fulfilled or the data is normally distributed. The results obtained from the normality test for the pretest and posttest values in both classes are all greater than the significance level of 0.05, with that it is known that the sample data taken comes from populations that are normally distributed.

1.3 Homogeneity Test

Homogeneity test was carried out using pretest and posttest value data. The basis for decision making in the Levene's Test is carried out through a probability approach, with a significance of α=0.05. The basis for making decisions is to look at the probability figures, with the following conditions:

a. If the value of Sig. > 0.05 then the assumption of homogeneity is met.
b. If the value of Sig. < 0.05 then the assumption of homogeneity is not met.

Table 5. Homogeneity Test Result

	F	df_1	df_2	*Sig.*
Pretest	0,22	1	43	0,64
Posttest	3,47	1	43	0,07

The results in the table above are based on the results of the calculations in SPSS as shown below.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	3.468	1	43	.069
	Based on Median	2.879	1	43	.097
	Based on Median and with adjusted df	2.879	1	39.080	.098
	Based on trimmed mean	3.364	1	43	.074
Pretest	Based on Mean	.220	1	43	.641
	Based on Median	.223	1	43	.639
	Based on Median and with adjusted df	.223	1	42.952	.639
	Based on trimmed mean	.237	1	43	.629

Fig. 2. Homogeneity Test Results in SPSS

Based on the results of the data homogeneity test in the table above, it is known that the probability value or Sig. the pretest and posttest scores for the experimental and control classes were 0.64 and 0.07, respectively. This probability value is greater than the significance level of 0.05. This means that the homogeneity assumption is fulfilled.

1.4 T-Test

After the normality and homogeneity assumptions are met, the next step is to perform the t test. The researcher conducted a t test with the following steps:

a. Finding the mean of variables X1 and X2;
b. Look for the deviation of the variable scores X1 and X2;
c. Squaring X1, then summing;
d. Square X2, then add up.

The four steps above are presented in one table as follows.

Table 6. T Test Steps

No.	Selisih		X_1	X_2	X_1^2	X_2^2
	X_1	X_2	(X_1-M_1)	(X_2-M_2)		
1	24	4	-2,24	-2,6	5,0176	6,76
2	24	8	-2,24	1,4	5,0176	1,96
3	24	4	-2,24	-2,6	5,0176	6,76
4	20	12	-6,24	5,4	38,9376	29,16
5	12	16	-14,24	9,4	202,7776	88,36
6	36	8	9,76	1,4	95,2576	1,96
7	28	0	1,76	-6,6	3,0976	43,56
8	16	12	-10,24	5,4	104,8576	29,16
9	20	4	-6,24	-2,6	38,9376	6,76
10	40	0	13,76	-6,6	189,3376	43,56
11	12	4	-14,24	-2,6	202,7776	6,76
12	48	8	21,76	1,4	473,4976	1,96
13	24	0	-2,24	-6,6	5,0176	43,56
14	20	4	-6,24	-2,6	38,9376	6,76
15	8	12	-18,24	5,4	332,6976	29,16
16	24	8	-2,24	1,4	5,0176	1,96
17	36	8	9,76	1,4	95,2576	1,96
18	20	8	-6,24	1,4	38,9376	1,96
19	48	0	21,76	-6,6	473,4976	43,56
20	40	12	13,76	5,4	189,3376	29,16
21	36		9,76		95,2576	
22	24		-2,24		5,0176	
23	24		-2,24		5,0176	
24	24		-2,24		5,0176	
25	24		-2,24		5,0176	
Jumlah	656	132			2658,56	424,8
Mean	26,24	6,6			106,3424	21,24

The following are the results obtained from the table above.
a. The mean variable X1 : 26.24
b. The mean variable X2 : 6.6
c. X1 score deviation: 656
d. X2 score deviation: 132
e. ∑x1 2 : 2658.56
f. ∑x2 2 : 424.8

After getting the mean of the two variables, the deviation, and the sum of the squares of X1 and X2, the next step is to find to using the formula:

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

$$t = \frac{26{,}24 - 6{,}6}{\sqrt{\left(\frac{2658{,}56 + 424{,}8}{25 + 20 - 2}\right)\left(\frac{25 + 20}{25 \cdot 20}\right)}}$$

$$t = \frac{19{,}64}{\sqrt{\left(\frac{3.083{,}36}{43}\right)\left(\frac{45}{500}\right)}}$$

$$t = \frac{19{,}64}{\sqrt{(71{,}70)\,(0{,}09)}}$$

$$t = \frac{19{,}64}{\sqrt{6{,}453}}$$

$$t = \frac{19{,}64}{2{,}5}$$

$$t = 7{,}8$$

1.5 Hypotesis Test

The step taken in testing the hypothesis is to find t_{table} using the degrees of freedom (df) to find out whether or not there is a significant difference between the 2 variables, with the following formula:

df = n1 + n2 – 2
df = 25 + 20 – 2
df = 43

t_{Count} = 7,8	t_{table} = 5% = 1,681
df = 43	t_{table} = 1% = 2,416

Based on the data analysis above, it is known that the value of t_{count} is 7.8. To find out the t_{table} value, the writer looks for the results of the degree of freedom or df, which is 43. And based on the table of the percentage points of the t distribution, the value at the 43rd number with a significance level of 5% is 1.681 and the value at the 1% level is 2.416. Previously, the hypothesis tested was as follows.

H0: Using of the *Next Door Country* webtoon media in learning write drama scripts is not effective.

H1: Using of the *Next Door Country* webtoon media in learning write drama scripts is effective

Based on the calculation results above, it is known that the value of t_{count} = 7.8 is greater than the t_{table} value of 5% = 1.681 and the t_{table} value of 1% = 2.416. And the basis for decision making from the t test can be done through the following approach:
1. If the result of t_{count} is greater than the result of t_{table}, then H0 is rejected. And these results indicate a significant difference between the two variables.
2. If the result of t_{count} is smaller than the result of t_{table}, then H0 is accepted. And these results show no significant difference between the two variables.

Seeing the results of t_{count} which is greater than t_{table}, the authors conclude that H0 is rejected and H1 is accepted. Thus, the use of *Next Door Country* webtoon media in learning to write drama scripts is effective, because there are significant differences between the experimental class and the control class in drama script writing learning.

CONCLUSION

The use of the Next Door Country webtoon media in learning to write drama scripts for class XI students of Assa'adatul Abadiyah Vocational School is effective. This can be seen from the results of the pretest and posttest in the experimental class and control class. The results of testing the hypothesis from the t test obtained a value of tcount = 7.8 greater than the ttable value of 5% = 1.681 and the ttable value of 1% = 2.416, then H0 is rejected. This shows that there is a significant difference between the two variables, namely the posttest results of the experimental class and the control class.

Based on the results of this analysis, it was concluded that the treatment in the form of webtoon Next Door Country in the experimental class gave better results. This also proves that the use of Next Door Country webtoon media in learning to write drama scripts is effective.

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