De La Salle University - Dasmariñas
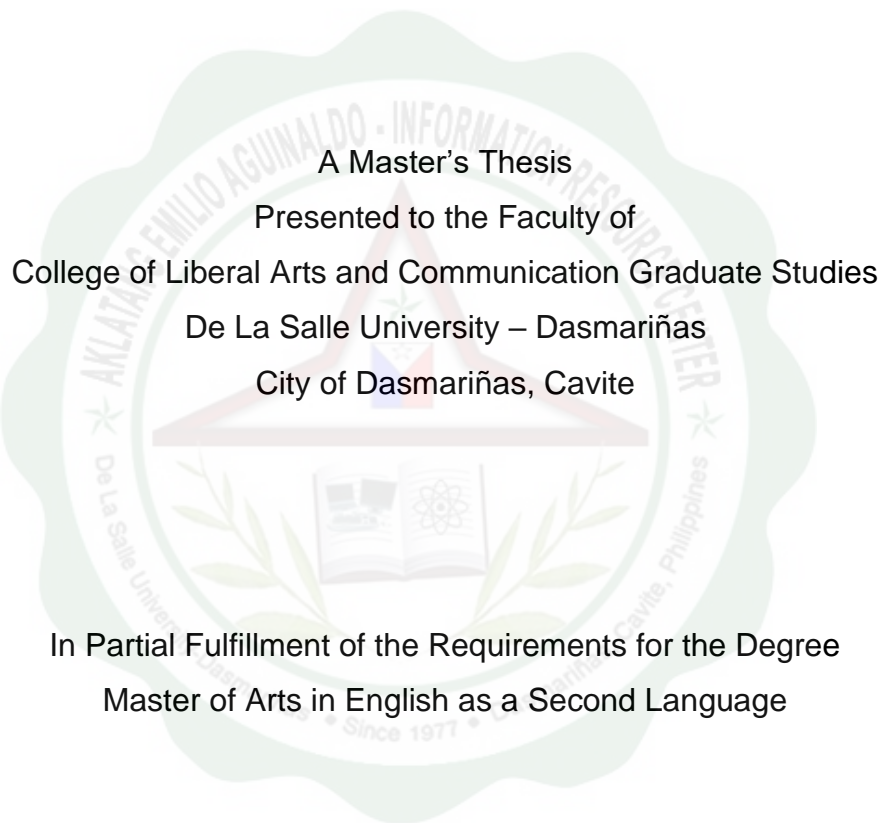### COLLEGE OF LIBERAL ARTS AND COMMUNICATION

DEVELOPING SENIOR HIGH SCHOOL STUDENTS' SKILLS IN NARRATIVE WRITING THROUGH WEBTOON READING APPLICATION

A Master's Thesis

Presented to the Faculty of

College of Liberal Arts and Communication Graduate Studies

De La Salle University – Dasmariñas

City of Dasmariñas, Cavite

In Partial Fulfillment of the Requirements for the Degree

Master of Arts in English as a Second Language

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June 2020

ABSTRACT

Language teaching and learning have been extensively influenced by the innovations in Information and Communication Technology (ICT). This study aimed to determine the effectiveness of Webtoon Reading Application (WRA) as a form of ICT-based teaching tool for developing narrative writing skills among students of Saint Augustine School - Senior High School. A mixed method research design involving the analyses of both quantitative and qualitative variables was used. The quantitative variables were represented by quantifiable differences and improvements of the scores of the student-participants from the narrative writing tasks while their actual human experience comprised the qualitative variables which were thematically analysed in order to assess the perceived effects of the WRA. The quality of the students' narrative text after the WRA utilization has significantly improved particularly on the manner of organizing the story, writing the external structure of their outputs, and the narration style used. Thematic analysis registered five self-perceived effects to students which include functional, personal, epistemic, social, and emotional values which are equated to their association of the WRA to positive predictors of feeling easy, excited, good, entertaining, and elaborative. The study recommends that future researchers should consider evaluating WRA through involving more participants, crafting their own WRA-based lessons, and exploring how they can be used in subjects not limited to English language teaching.

Key words: *graphic narrative, ICT-based teaching tool, language teaching, narrative writing, Webtoon Reading Application*