THE USE OF WEBTOON TO IMPROVE STUDENTS'
WRITING ABILITY
(A Study at MAN 2 Banda Aceh)

THESIS

Submitted by:

SAFRINA
NIM. 160203167

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR- RANIRY BANDA ACEH
2021 M / 1442 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
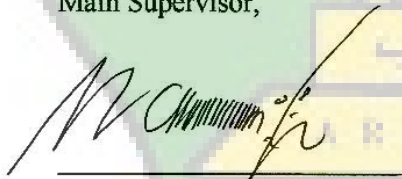The Bachelor Degree of Education in English Language Teaching

by:

<u>SAFRINA</u>
NIM. 160203167

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,

Nidawati, M.Ag   Azizah, M.Pd

Date: 14 / 91 / 2021   Date: 7 / 01 / 2021

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
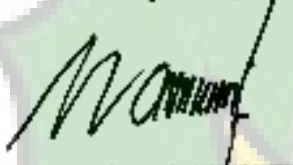for the Bachelor Degree of Education in English Language Teaching

On:

Wednesday, <u>27 January 2021 M</u>
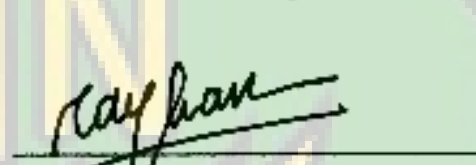14 Jumadil Akhir 1442 H

In Darussalam, Banda Aceh
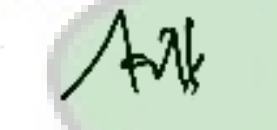
Board of Examiner,

Chairperson,   Secretary,
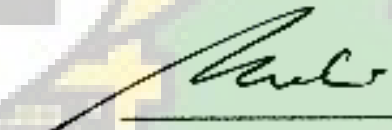
———————————   ———————————
Nidawati, M.Ag   Rayhan Izzati Basith, M.App.Ling

Member,   Member,

———————————   ———————————
Azizah, M.Pd   Mulia, M.Ed

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Safrina

NIM : 160203167

Tempat/Tanggal Lahir : Lhokseumawe, 17 Agustus 1997

Alamat : Desa Payaroh, Kecamatan Darul Imarah, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Use of Webtoon To Improve Students' Writing Ability (A Study at MAN 2 Banda Aceh)

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Januari 2021
Saya Yang Membuat Surat Pernyataan,

Safrina

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

All praises are due to the almighty Allah SWT, who has blessed and given the researcher the chance, health and strength in writing and finishing this study. Peace and salutation be upon to the beloved prophet Muhammad SAW, his companions and his faithful followers who strive in Allah religion Islam.

First, I would like to thank all of those who have given me help and guidance, so that this thesis can be finished in time. the researcher sincere thanks to the main supervisor Nidawati, M.Ag and the co-supervisor Azizah, M.Pd and my academic supervisoras well Dr. Luthfi Auni MA who have given me direction as well as the encouragement that are very useful and helpful for writing this thesis. Then, my thanks to all of the lecturers and all staff of the English Department who helped and guided me during my study in the English Education Department of UIN Ar-Raniry. Second, I would like to express my gratitude and high appreciation to my beloved mother Murtina and lovely father M. Nasir Saleh for being the support system of my life. I also dedicate my thankfulness to my all beloved sisters, they are my precious people who make me keep moving forward.

Banda Aceh, January 18th 2021
The Researcher,

Safrina

ABSTRACT

Name   : Safrina
NIM   : 160203167
Faculty   : Fakultas Tarbiyah dan Keguruan
Major   : Department of English Language Education
Thesis working title : The Use of Webtoon to Improve Students' Writing Ability
Main supervisor   : Nidawati, M.Ag
Co-supervisor   : Azizah, M.Pd
Keywords   : Writing, Webtoon

This research aimed to determine the use of Webtoon as a learning media to improve students' writing ability for second grader students of MAN 2 Banda Aceh. The media used in this research is Webtoon, a comic online that presents interesting pictures and narratives. The researcher used quantitative method and the data were collected by using pre-test, post-test, and questionnaire. The sample was chosen by using simple random sampling, which is use a randomly shuffled lottery. Thus, there are two class were selected; the experimental class and the control class. This data was calculated by using analysis univariate and bivariate. The result showed that students have improved their writing ability. It was proven by the improvement of the mean score of students' pre-test and post-test (50.67 to 71.75). Moreover, the T-test showed that the t-table was less than the alpha value $0,001 > 0,005$. It meant that, has a significant improvement in students' writing scores after receiving treatment through the use of Webtoon. Besides based on the analyses of students' responses in the questionnaire, most of the students were interested, motivated and easier to generate ideas.

TABLE OF CONTENTS

CHAPTER V CONCLUSION AND RECOMMENDATIONS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents the background of study, previous study, research question, research benefit, and research terminologies.

A. BACKGROUND OF STUDY

Nowadays many students feel interesting to learnt English both offline and online. In this modern era some applications use English language and write in English, from the application people interesting to learn English more. Learning English language has divided into four skills, one of those skills is writing. Writing very required in mastering English. According to Alamargo, Chanquoy (2012), the writer must be able to limit the nature, purpose, and communicative function of the text because those things are a complex task in writing. In addition, writing can be more important than other skill because writing is a nonverbal communication.

Furthermore, there are some problems that often found by students in writing, they must know a lot of vocabulary in order to be able to write using the correct grammar, spelling, punctuation and coherent ideas. It is good to keep them from plagiarism because it can make students dependence. The students might know the rules perfectly, but they are unable to write it by using their own language because of lack of idea. According to Nur, Sriati & Muhsin (2015) to write a simple paragraph, the writer must use the correct grammar with clear and right meaning in order to get right messages or ideas in the paragraph itself.

The students have difficult to apply grammar on their writing because of poor confidence. Haudeck has reported that "many learners have difficulty internalizing grammar rules, although they have been taught intensively" (cited in European Commission, 2006). Writing also requires the motivation to make students more excited. According to Ahmad (2015), without motivation, learning is difficult to reach. By having motivation, students will enthusiastic to produce their own ideas and write with confidence in the classroom. To build students' enthusiasm in learning writing, the teacher can use several English-language applications. Many English learning applications are available, especially for millennia's. One of the popular applications is Webtoon.

Webtoon is a combination of "web site" and "cartoon" forms. Initially, webtoon only appeared in Korean before becoming very popular in the world (Ratnasari, Mayasari & Wijaya, 2018). In this webtoon there are several genres, such as horror, romance, mystery, and others. Currently, Webtoon services are available in various language choices one of them is English, so it can be used as a medium for language learning. The comic tells the story by citing characters and portraying scenes with portraits (Bagus, Fahri, 2019). For English teachers, teaching materials can use webtoon or online comics. Comics can be used as teaching material because it can make the teaching and learning process more effective, increase students' interest in learning and generate their learning motivation (Sudjana and Rifai, 2011)

The use of comic can stimulate and provide information to be referred in to discussions. This means helping students to get information and reach their idea based on stories, so that makes it easier for students to improve their writing skill. According to Ratnasari, (2018) 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.

Based on the observations at MAN 2 Banda Aceh, the researcher found that many students have difficulty in learning English, especially in writing. Students are not interested in writing. It is because writing is difficult and boring. The students felt poor confidence in writing English because the teacher only explained materials and then give some exercises. The minimum of learning media used by the teacher it makes students lazy to write and uninterested. English teachers only use textbooks and blackboards as teaching media. So, from this statement, the researcher thought that the teachers must provide some media in teaching and learning process, especially English writing. It is really needs to help the students by using the various learning media, in order to foster students' interest in writing.

From the explanation above, the researcher is interested in undertaking quantitative research to investigate the use of using Webtoon in improving students' writing ability and students' interest in writing. The participants taken are the second grade of MAN 2 Banda Aceh under the title: "The Used of Webtoon to Improve Students' Writing Ability".

B. PREVIOUS STUDY

To support this research, the researcher has read some previous study are related references and research undertaken. First, A Previous study was carried by Rizqi, Rodiana & Lestari (2019) about "The Effectiveness of Webtoon for EFL Students in Mastering Vocabulary", the result showed that using webtoon can develop millennial learners in increasing vocabulary and also can motivate them in improving their vocabulary. So it can be conclude that learning by using webtoon can give a big impact for EFL students in mastering vocabulary.

Second, A previous study was carried by "Ratnasari, Mayasari & Wijaya (2018) about "The Effectiveness of Webtoon to Develop Students' Writing Skill in Narrative Text" the result showed that the use of webtoon to develop the students' writing give a significant effect. The students are suggested to be more enthusiastic, motivated, and interested in learning English, especially in writing skill and they can also learn any skills through webtoon, considering webtoon helps them increase their score in writing.

Third, a previous study was carried by Raulan & Fatimah (2018) about "Teaching Writing Narrative Text by Using Webtoon Digital Comic to Senior High School Students". From this research the result showed that used webtoon in teaching narrative text can increase student motivation in writing, and make it easy for students to generate ideas by using webtoon. The teacher is greatly helped by the webtoon and it is easy to teach writing in narrative text content.

C. RESEARCH QUESTION

Based on the background of the study above, the researcher would like to answer the following questions:

1. What does the extent of using Webtoon to improve students' writing ability?

2. What are the students' responses toward the use of webtoon in improving writing ability?

D. RESEARCH AIMS

Based on the research problems above, the aims of this research are:

1. To know the extent of using Webtoon to improve students' writing ability.

2. To find out the students' responses toward the use of webtoon in improving their writing ability.

E. RESEARCH BENEFIT

The result of this research is expected to bring benefit and advantages for the teacher, students and for researcher, such as:

1. The Teacher

The teacher can motivate students to improve their writing in studying English through Webtoon method. The English teacher can enrich several media to reach students ideas by using webtoon. English teacher can use webtoon to give a solution for students' problems especially in writing and motivate the students.

2. The Students

The result of this study can be used to help students to be able to motivate and develop their abilities in writing, because by using webtoon the students will be more interesting, enjoying and improving the ability of the brain's memory, so information becomes more clear and interesting to write, without under pressure feeling and forced so can be easier to understand it.

3. Researchers

The result of this research might be used as a reference. It is expected to give information and contribute knowledge about Webtoon as media teach writing skill.

F. RESEARCH TERMINOLOGIES

1. Writing

According to Alamargo and Chanquoy (2012) has argued that the writer must be able to limit the nature, purpose, and communicative function of the text because those things are a complex task in writing. Writing is one of from four aspect skills, in learning English writing very important. But while writing, second grade students' at MAN 2 Banda Aceh often felt embarrassed to write because of poor confidence and it is difficult to write with complete and correct sentences. Hence, in this research focuses on students to increase students' interest in writing and generate their motivation. Writing plays an important role in learning English especially for beginners who are just learning. The students

learn to talk in English, without realizing that they are doing grammatical errors in writing, so it is important to realize that writing needs to be deepened.

2. Webtoon

Webtoon is a new compound word consisting of "website" and "cartoon", meaning comics published via the web and optimized for computer screens (Ayu 2018). Webtoon was originated from Korea and was created in 2010 until now the webtoon is very popular among millennia's. One of the connoisseurs of this application is students at the MAN 2 Banda Aceh. However, webtoon is only available in 4 languages, namely Korean, English, Indonesian and Thai. This comic consists of images and text. Each story on the webtoon has an interesting meaning that can captivate the readers' hearts. Learning with the help of this media can provide many benefits to students, one of the benefits are to make it easier for students to create ideas and attract students' interest while the teaching and learning process is ongoing. That is because in terms of pictures, colors, the conversation is short and does not require too long interpretation of the translation, so that students do not get bored.

7

BAB II
LITERATURE REVIEW

A. Definition of writing

Writing is one aspect of language skills programmed for the specific purpose of using language. That is, writing requires a visual image and ideas developed by the author, and used language system symbols for communication or recording purposes. Consequently, the intent of the author is conveyed perfectly. According to Harmer, (2007) writing is a way to produce language and express idea, feeling, and opinion. In addition harmer explains, in writing there is a process that written by someone, with several aim and purpose that can influences and entertains the reader.

Furthermore, writing is synonymous with functional communication, requiring students to create imaginary worlds from their own designs. This means, through writing, students can express their thoughts, feelings, ideas, and love to convey a specific purpose. The purpose of writing is to give some information to the reader (Richard, 2000). Another purpose of writing is to inform, instruct, entertain, solve a problem or show how to achieve a goal or target so that can give advantages for the reader (Miftah, 2013). Writing is essentially knowledge, which is know what's in the mind and then pouring it into writing. The researcher must be able to limit the nature, purpose, and communicative function of the text because those things are a complex task in writing (Alamargo & Chanquoy, 2012).

From the definition above, it can be concluded that writing is one of skills that important to learn. According to Zainuddin (2004) said that writing is an important skill that involves all life skills to produce a written work. Writing can help students communicate each other. Knowledge of writing is not only in the form of words or phrases but can also be in the form of pictures, a combination of ideas and pictures, as well as everything in the mind. Knowledge or someone's thoughts will become clearly visible after being poured into written form.

1. **The Process of writing**

The process is sequences of interrelated or interacting events that occur naturally using time and space to produce a result. In writing also need requires a process to become a good writer. There are several processes in writing that must be followed. The process of writing has roughly four steps. In the first step, create ideas. Creating ideas means ideas that will be developed before starting to write, by trying to write what you feel, observing picture and reading more. In the second step, organize the ideas. Organize idea is a technique for deciding what to write, starting with brainstorming and writing your ideas on note cards. In the third step write a rough draft. A rough draft is a complete but unpolished version of your paper. It's a good idea to write an outline before starting a rough draft, to help organize the author's ideas and arguments (Allce, 2007).

Writing is one of the productive skills that require a process to become a professional writer, in this writing process requires write regularly and sequentially. The writing process is a stage that the writer must to go through, so

that he can produce a written text both scientifically and non-scientifically before becoming the final draft. Harmer (2007) said that the process of writing divided into four aspects, there are:

a. Planning

At this stage, writers must think about three main issues; those are the purpose, the audience (the reader) and the content structure. The purpose of writing will influence not only the type of text which the writer wants to produce and the language that writer used, but also the information which choose by the writer. Secondly, the writer must think of the audience that will influence not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content structure of the piece. It means that the writer have to consider how best to sequence the fact, ideas, or argument in their writing.

Students also can used brainstorming to make them easy to reach ideas while beginning write. Brainstorming is a quick ways to generate a lot of ideas on a subject. According to Karen (2003) Brainstorming is a useful technique in writing because it permits you to approach a topic with an open mind. Because you do not judge your ideas as emerge, you free yourself if come up with ideas that you might not even know you had. Brainstorming is one of several different ways to begin writing (douglas, 2001).
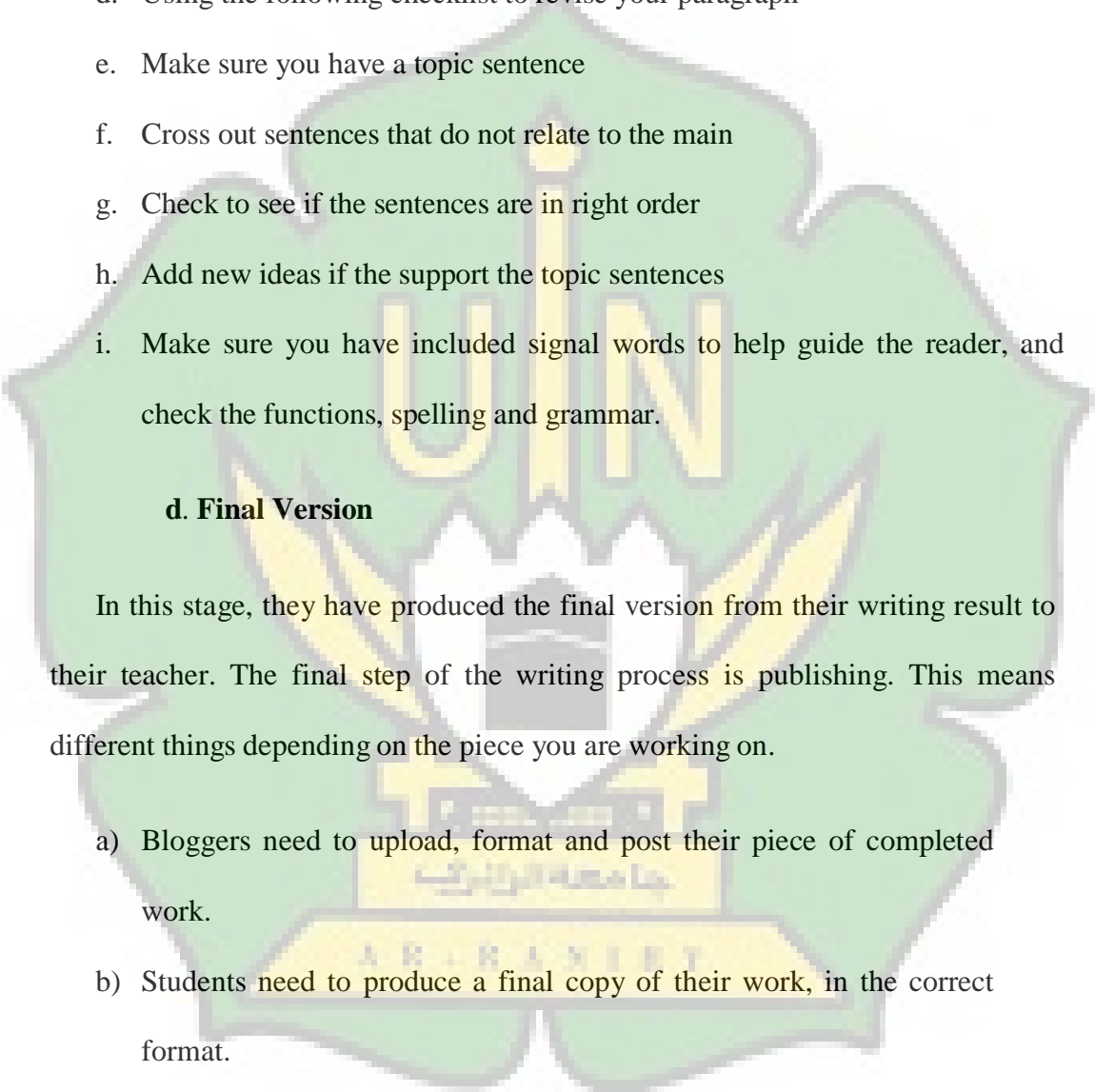
b. Drafting

The drafting stage is where you're really beginning writing. The most important thing here is to get words onto paper (Brown,et al, 1993). After you finish planning, you can move on to the next step (drafting). The first draft on your paragraph, the students have to use the ideas from planning as guides as you write, remember to:

a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

b) Stick the topic does not include information that does not directly support the main idea.

c) Arrange the sentences so that the other ideas make sense.

d) Use signal words to help the reader understand how the ideas in your paragraph connected.

c. **Editing (revising)**

When you're first writing, it's hard to get straight to the perfect paragraph. There may be some common mistakes such as unclear information order or wrong discourse markers. The way to revise and perfect the first draft is called editing. Researchers edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as questions, examples and the like in this case. In 2007, Harmer argued that there are some steps that must consider by write, the following are:

a. Add new ideas to support the topic.

b. Cross out sentences that do not support the topic

c. Change the order of the sentences

d. Using the following checklist to revise your paragraph

e. Make sure you have a topic sentence

f. Cross out sentences that do not relate to the main

g. Check to see if the sentences are in right order

h. Add new ideas if the support the topic sentences

i. Make sure you have included signal words to help guide the reader, and check the functions, spelling and grammar.

d. **Final Version**

In this stage, they have produced the final version from their writing result to their teacher. The final step of the writing process is publishing. This means different things depending on the piece you are working on.

a) Bloggers need to upload, format and post their piece of completed work.

b) Students need to produce a final copy of their work, in the correct format.

c) Is often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number.

d) Journalist needs to submit their piece (usually called "copy") to an editor.

e) The writer fiction may be sending their story to a magazine or competition.

f) Check guidelines carefully, and make sure you follow them. If you have written a novel, look for agents who represent your genre.

According to harmer (2007) "the students might decide to represent these stages in the following way: Planning, Drafting, Editing, Final Version".

2. Genres of Writing

Genre is the way a writer presents to tell a recurring situation using language (Belcher and Liu 2007). In others words, genre is a loanword that refers to the various rules used in arts and culture. These various rules have standards and characteristic those differentiate one from another. Genre is what some might call "typified rhetorical action" and what that means is that there are features that repeat again and again, over time, with few differences, in part because audiences expect certain things to happen or because they want certain kinds of experiences. By learning the genre, the students not only can use English sentences, but also can organize the sentence that is commonly for native speakers. According to Brown & Douglas (2004), there are three main genres of writing:

a) Academic Writing: papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, dissertations.

b) Job-related Writing: messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals.

c) Personal Writing: letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration document, diaries, personal journals, fiction (Brown & Douglas , 2004).

3. Process and Approaches in Teaching Writing

The process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. According to Caroline, (2005) "the process approach focuses on what the authors do when they write rather than textual features, but depending on the author's direct task, this approach also considers the features of the text". In 2004, Brown argued that there are two approaches in teaching writing. Those two approaches are follows:

a. Product-oriented

Product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher (Richard, 2000). In Brown 2004 the compositions of product-oriented approach were supposed to:

a) Meet certain standards of prescribed English rhetorical style;

b) Reflect accurate grammar;

14

c) Be organized in conformity with what the audience would consider to be conventional.

b. Process-oriented

a) Focus on the process of writing that leads to the final written product;

b) Help student to understand their own composing process;

c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting;

d) Give students time to write and rewrite;

e) Place central importance on the process of revision;

f) Let students discover what they want to say as they write

g) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention; encourage feedback from both the instructor and peers.

A. Webtoon

Webtoon is a publishing portal that was launched by Naver Corporation in South Korea in 2005. This service gained a lot of traction during the late 2000s and early 2010s. this comic online was first launched un south Korea as naver Webtoon and then globally as LINE Webtoon in July 2014, as the naver brand is not well kown overseas and some of its services are also not available outside south Korea. According to Ayu (2018) Webtoon is new compound word made up of "website" and "cartoon", and means comics which are published through the web and optimized for computer screen. People can access this application for

free and download in play store. Learning English by using Webtoon cannot make students feel bored because has several genres with interesting story. Such as humor, action, mystery, thriller, adventure, romance, and so forth.

Based on the explanation above, it can be concluded that webtoon is a comic online present a story with interesting picture. The readers can download this application for free in play store. This online comic is a digital comic consisting of many part of comedy to drama, from thriller, romance and fantasy can be enjoyed anywhere, anytime, online and at mobile device. In addition, not only Korean people can enjoy this online comic, but foreigners also can enjoy this comic too. This application presents 4 types of languages, including Korean, Thai, English, Chinese and Indonesian.

Picture 2.1 Webtoon Logo

1. **Characteristic and elements of webtoon**

Jang & Song (2017) stimulate the Characteristic and elements of webtoon shows that the format contained in the webtoon is a long line and for display, scroll down on the web page or mobile application. The format is vertical scrolling, and the order of presentation makes the readers able to understand the storyline quickly and makes the reader feel similar to watching a short film. Nonlinear storytelling is a way can invite readers to argue with author webtoon through messages. In webtoon has many authors used digital techniques, such as video / sound effects, flash animation and music. The functions of digital techniques such as interactive voice and movement can attract the attention of the webtoon reader and stimulate their senses.

However, most of webtoon creators create their work based on digital technology which aims to be a new means of expression, moving sound, images and text visualization on webtoons. This is solely for the satisfaction of the reader, so that it is easy to understand the meaning and unconfused while enjoying this comic online. Then, it helps the reader to read quickly and the meaning of a story is conveyed perfectly.

a. **Webtoon as media learning**

Learning media is the tools used to support the implementation of the teaching and learning process, starting from books and electronic devices. In general, learning media has several functions, including being able to attract students' attention, clarify message delivery, accommodate different types of student learning, and achieve learning goals effectively. According to Muchyidin

and Fathoni (2002) the media use is needed to improve students' motivation in learning. Learning media is useful for complementing, maintaining, and even improving the quality and ongoing learning process. According to Arsyad (2003) states that there are many advantages of media in teaching and learning, they are;

a) Learning media can clarify the presentation of messages and information that can facilitate and improve the process of teaching learning activities.

b) The media can enhance students" attention so that media can lead some motivations of learning. The more direct interaction between students and their environment, the more possible students learn independently in accordance with the abilities and interests. Teaching media can overcome the limitations of the senses, space and time.

c) The teaching media can provide a common experience of teaching the students about the events of their environment, and allow direct interaction with teachers, community, and environment for example through study tours, visits to museums or zoos. From the explanation above, the researcher concludes that media are very important in teaching and learning process. Media can make students easy to understand the material because they are interest in teaching learning process.

In other hand, one of the learning media used is webtoon. Sudjana & Rifai (2011) said Comics can be used as teaching material because it can make the learning process more effective, increase student interest in learning, and generate interest in students' appreciation. Webtoon can make the learning process more enjoyable, and then attract students 'attention and arouse students' motivation to

learn English, especially writing. Students can get easier to create ideas without felt challenging to determine a topic.

2. How to Operate the Webtoon

According to Supitri, (2019) to operate the webtoon there are two ways, as follows:

a) Students need to be go to ho mepage of the goggle and type in search engine with the key "Webtoon", after that students' will find out the link of Webtoon, click that and type the title of Webtoon that students want to read in a search engine box of the Webtoon. Finally, the students will find the story that they want to read.

b) The students had to download "Webtoon" application from playstore and install it to the students' smartphone or computer. After the Webtoon has already installed, the students must open it and students will find many stories in there.

3. Advantages and Disadvantages of Using Webtoon in Teaching Writing

a. Advantages

The webtoon presents comic collections with various genres to entertain the readers and become a medium for learning languages, such as Chinese, Korean, Thai, and English. According to Raulan and Fatimah (2018), there are 3 advantages of using webtoon media. The first, webtoon can increase the interest of students in the learning process. The second advantage is that students can generate their ideas easily, and these ideas can be developed these ideas with the help of new vocabulary obtained by reading the Webtoon. The third advantage is

that students are more motivated to write and make them know that writing is not difficult with learning media using a webtoon.

Therefore, Students can also create their own stories and comics, which can then be published on the webtoon. This can spark satisfaction because their posts are published to large applications such as Webtoon that can be read by others. By revising the writing of friends obtained through feedback and comments, students will compare their writing skills with their peers, which is applied appropriately can encourage students to improve their knowledge of English. Besides writing, students can also develop their drawing talents with various genres to determine for themselves.

b. Disadvantages

As for some of the weaknesses of the webtoon According to Raulan and Fatimah (2018), the first weakness is that in using this application the use of Webtoon takes extra time, which can only be done outside of lesson time because it can make students a little negligent, this activity needs to be monitored regularly by the teacher, especially when teaching. The second weakness is that using the Webtoon in the teaching and learning process requires a complete set of ICT tools such as laptops, projectors, white screens, smartphones, and of course, an internet connection that cannot be provided by every school.

Teaching by using webtoon requires students and teachers to provide media before the learning time starts, so learning time can be used effectively. Based on the researcher experience, teachers have to be able to manage teaching

time by using the webtoon because it takes a lot of time. Students are required to read the text in order to understand the storyline given. Besides that, the teacher must choose the comic that will be used and must check both in terms of pictures and language, whether it is suitable to be given to students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

This research used quantitative research, quantitative research is a method that uses data in the form of numbers to analyze and conduct the research study, especially regarding what has been researched (Kasiram. 2008). In this research used quasi experiment approach to find the relationship of causality (cause and effect) according to Danim (2013) quasi experiment is an experimental research design carried out in conditions that do not allow controlling or manipulating all relevant variables. This research was conducted at MAN 2 Banda Aceh.

The population of this research was second-grade students at MAN 2 Banda Aceh. The total number of students was 146 students. For the research sample, there were two classes chosen by using the random sampling technique. The samples were XI MIA I and XI MIA III, with a total of 48 students. The instruments used test and questionnaire. It took three days to do the research. In the first meeting, a pretest was given for the control and the experimental class. In the second meeting, the experimental class was given treatment using Webtoon as a teaching medium. In the last meeting, the post-test and questionnaire were given to the experimental class, while the control class was only given a post-test without a questionnaire. After that, the data were calculated by using SPSS. The improvement of students' skills using Webtoon as a learning medium could be

seen from their scores in the post-test. The researcher obtained the scores after the students were given the treatment.

B. A Brief Description of the research location

This research took place at MAN 2 Banda Aceh. It has been operating since 1992. This school is one of the public schools in Banda Aceh, located at Jln. Cut nyak Dhien no 590, Lamtemen Barat, Jaya Baru District, Banda Aceh. Currently, the headmaster is Drs. Fardial. This school consisted of 3 levels of letting, first grade and second grade, with 6 classes, while the third grade consists of 5 classes. Besides, the school also provides facilities in the form of a principal's room, administration room, teacher room, library, language lab, science laboratory, computer lab 1, computer lab 2, hall, canteen, UKS, osim, and skills room. The complete facilities available with the school buildings' condition were in good condition; it makes the MAN 2 School meet the superior school standards. In this school, there are 45 teachers, while the total number of all students is 457. In addition, this school established for a long time has completed many students who excel in various fields. Therefore, it makes researchers interested in researching MAN 2 Banda Aceh.

C. Population and Samples

1. Population

According to sugyono (2011) population is a generalization area that consists of objects that have certain quantities and characteristics determined by researchers to be studied and then draw conclusion. The population in this research

was all of the second grade students who studying at MAN 2 Banda Aceh. which

consist of six classes, Bahasa with a total of 18 students, MIA I total 24 students,

MIA II total 28 students, MIA III total 24 students, IIS 1 total 26 students and IIS

II total 26 students. Thus, the total number of second graders is 146 students.

Table 3.1 the second grade students at MAN 2 Banda Aceh

No	Class	Department	Number of class	Number of students
1		Bahasa	1	18
2	XI	MIA	3	76
3		IIS	2	52
	Total		6	146

2. Sample

Sample is part of the number and characteristics possessed by the population

(Sugiyono, 2011). In this research, the sampling technique used probability

sampling. Probability sampling is a sampling technique that provides equal

opportunities for each population to be selected as a sample (Sugyono, 2011). By

using the probability sample, the sample will be selected using simple random

sampling. Simple random sampling is taken of sample members from the population

with random sampling without paying attention to the strata in the population

(Sugyono, 2011).

In determining the sample, the researcher used a randomly shuffled lottery.

With the result that 2 classes was selected from a total of 6 classes. The researcher

took class XI MIA I and XI MIA III, totaling 48 students. The following of the research sample of the second grade of MAN 2 Banda Aceh, which can be seen in table 3.1

Table 3.2 Research Sample Size

No	Unit	Class	Number of students
1	XI MIA III	Experimental	24
2	XI MIA I	Control	24
	Total		48

D. Instrument for Data Collection

The instrument is a tool to obtain information from the research conducted. According to Suharsimi (2010), a research instrument is a tool that chosen and used by researchers in carrying out their activities to collect data, so that these activities become systematic and easier. In this research used two instruments, they were test and questionnaire.

1. Test

Test is a set of questions that is used to measure the skills, knowledge, intelligence, and the talent of an individual or a group. In this research, the students achievement in writing was measured by using tests, namely pre-test and post-test.

a) Pre-test

The pre-test was used to find out the students' writing achievement before the treatment.

b) Post-test

The post-test was used to find the students' improvement after the treatment.

2. Questioners

The questioners was consisted of 9 questions with the Likert scale model, which is assumed to be five statements, those are strongly agree ,agree ,neutral ,disagree and strongly disagree. With The researcher gave the questioners to XI MIA III class, in order to get students' perceptions about webtoon as medium learning. The participants answered the questions based on their own experiences after learning by using Webtoon.

Table 3.3 Likert scale model of questioner

No	Description
1	Strongly Agreed
2	Agree
3	Neutral
4	Disagree
5	Strongly Disagree

3. **Technique of Data Collection**

In obtaining data needed in this research, the researcher held 3 meetings for the experimental class and 2 meetings for the control class. The instruments used in this research were pre-test, post-test and questionnaire.

1. **Experimental class (XI MIA III)**

   a. Pre-test and post-test

   To teach in the experimental class, the researcher had prepared a lesson plan used as teaching material. The lesson plan as a treatment tool was used after the experimental class getting the pre-test. The experimental class consisted of 24 students, with a time allocation of 1 hour and 20 minutes for each meeting. In the first meeting, the researcher applied a pre-test to see the students' initial writing abilities before given treatment. In the second meeting, the students were given treatment. In the third meeting, the students were given a post-test and questioners. The post-test aim was to see the final scores, whether there was an increase or not after given treatment. While, a time allocation in collecting the post-test and questioner data was 60 minutes.

2. **Control class (XI MIA I)**

   a. Pretest and posttest

   In this research, the control class was used as a comparison of the experimental class. The control class consisted of 24 students. This class was not given any treatment. However, the pre-test and post-test were given to the control class, and the duration of collecting the data was 2 days. At the first meeting, the researcher gave a pre-test. In the second meeting, the researcher gave the post-test. Here the design of technique for data collection in experimental class and control class in the table 3.2.

Table 3.4 the design of experimental class and control class.

	Unit / class	Pre-test (day 1)		Treatment (day 2)		Post-test (day 3)	
		Yes	No	Yes	No	Yes	No
1	Experimental class	✓		✓		✓	
2	Control class	✓			✓	✓	

4. Technique of analysis data

After collecting the data, the researcher analyzed the data used Analysis univariate and bivariate. In this case, the pretests and posttest was calculated by using SPSS.

1. Analysis univariate

Analysis univariate was performed on each variable from the results of the research. In general, this analyses only the distribution and percentage of each variable (Notoatmodjo, 2003). Then, the value presentation was carried out using the following formula. The formulas are:

$$S = \frac{R}{N} \times 100\%$$

Explanations:

S   = score

R   = total number of right answer

N   = number of respondents

100%   = constant value

a. Mean

$$\tilde{x} = \frac{\sum x_1}{n}$$

Explanation:

$\tilde{x}$ = Mean value

x_1 = Data value to-1

N   = Number of respondents

b. Standard Deviation

$$s = \sqrt{\frac{\sum x^2 - \left(\frac{\sum x}{n}\right)^2}{n-1}}$$

Explanations:

S   = Standard deviation

N   = number of respondents

$\sum X^2$ = total number of squares x^2

$\sum X$ = total number of scores

2. Analysis bivariate

Bivariate analysis was performed on two variables to find out the relationship or correlation and difference between pre-post in both classes. In this analysis, the test used dependent t-test.

a. T-test Dependent

T-test Dependent or paired sample t-test was used to compare the mean of twos data sets (before and after) which are paired together. In this research, two data sets were the experimental and control class, before and after the score test in each sample group, at a 95% confidence level (0.005). According to Mikha (2013) if, the data significant or Sig.> 0.005, means that the significance (T-test) is less than 0.005, stated that the data is significant, besides, if the significant (T-test) is greater than 0.005 or sig < 0.005 then, it is declared the data not significant. The requirements for this type of test are: data is normally distributed. The data was calculated by using spss.

3. Questioner

The questioner was distributed in the experimental class (XI MIA III), in the last meeting after the post-test had been collected, the aim of distributing questioners was to find out the students perception about webtoon media. The acquired data of the questioners was analyzed statically by counting the percentage of the students' answers in each item of questioners. To count the

percentage of the answers chosen by participants, the researcher calculated by manually used the formula below.

$$P = \frac{F}{N} \times 100$$

Explanations:

P: percentage

F: frequency respondents

N: number of sample

100% : constant value

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed finding of the research related in applying webtoon to improve students' writing ability, which was done at MAN 2 Banda Aceh. Here the explanation of the finding and discussion of the research as well as the analysis of the test and the analysis of questioners.

A. The Analysis of Test

From the results of research that has been conducted in MAN 2 Banda Aceh. This research used two analyses to calculate the test, there are analysis univariat and bivariate.

1. Analysis Univariat

The first step of calculating the data is tabulating the result of both data pre-test and post-test in the two classes, as described in the table below:

a. Experimental class (XI MIA III)

1) The frequency of pre-test score in experimental class

Table 4.1 the frequency of pretest score in experimental class

No	Score	frequency	percent	Cumulative percent
1	40	4	16.7 %	16.7%
2	42	1	4.2 %	20.8%
3	43	2	8.3 %	29.2%
4	45	2	8.3%	37.5%
5	47	1	4.2%	41.7%

6	48	1	4.2%	45.8%
7	50	4	16.7%	62.5%
8	52	1	4.2%	66.7%
9	53	2	8.3%	75.0%
10	55	1	4.2%	79.2%
11	60	3	12.5%	91.7%
12	75	2	8.3%	100%
	Total	24	100%	

Based on Table 4.1, it can be concluded that the highest frequency were at a score of 40 and 50 with a percent of 16.7%.

2) The frequency score of post-test in experimental class

Table 4.2 the frequency of post-test score in experimental class

No	Score	frequency	percent	Cumulative percent
1	58	1	4.2%	4.2%
2	60	3	12.5%	16.7%
3	62	2	8.3%	25%
4	65	3	12.5%	37.5%
5	70	1	4.2%	41.7%
6	72	1	4.2%	45.8%
7	75	3	12.5%	58.3%
8	77	3	12.5%	70.8%
9	80	4	16.7%	87.5%
10	82	2	8.3%	100%
11	83	1	4.2%	100%
	Total	24	100%	

Based on table 4.2, it can be seen that the highest frequency was at score 80 with the percentage 16.7%.

3) The result of pretest-posttest score in the experimental class

Table 4.5 the result of pretest and posttest score in experimental class

No	Group	Mean	Standard Deviation	Minimum	Maximum
1	Pre (x)	50,67	9,805	40	75
2	Post(y)	71,75	8,487	58	83

Based on the table above, the mean pre-test score is 50.67 and the mean score is 71.75. It can be concluded; there is improvement in students' writing skills after being given treatment by using webtoon as media learning.

a. The finding mean score of variables X and Y using the formula:

Variable X

$$\tilde{x} = \frac{\sum x_1}{n}$$

$$= \frac{1216}{24}$$

$$= 50, 67$$

Variable Y

$$\tilde{x} = \frac{\sum y_1}{n}$$

$$= \frac{1722}{24}$$

$$= 71, 75$$

b. The finding standard deviation of variables x and y using the formula:

Variable X

$$s = \sqrt{\frac{\sum_X{}^2 - \left(\frac{\sum x}{n}\right)^2}{n-1}}$$

$$= \sqrt{\frac{63.822 - \left(\frac{1216}{24}\right)^2}{24-1}}$$

$$= \frac{\sqrt{63.822 - 61611}}{23}$$

$$= \frac{\sqrt{2211}}{23}$$

$$= \sqrt{96.130}$$

$$= 9.805$$

Variable y

$$s = \sqrt{\frac{\sum_y{}^2 - \left(\frac{\sum y}{n}\right)^2}{n-1}}$$

$$= \frac{\sqrt{125210 - \left(\frac{1722}{24}\right)^2}}{24-1}$$

$$= \frac{\sqrt{125210 - 123.553}}{23}$$

$$= \frac{\sqrt{1657}}{23}$$

$$= \sqrt{72.043}$$

$$= 8.487$$

b. Control class (XI MIA I)

1. The frequency of pre-test score in control class

Table 4.3 the frequency of pre-test score in control class

No	Score	frequency	percent	Cumulative percent
1	40	2	8.3%	8.3%
2	42	1	4.2%	12.5%
3	43	5	20.8%	33.3%
4	45	4	16.7%	50%
5	47	1	4.2%	54.2%
6	48	1	4.2%	58.3%
7	50	5	20.8%	79.2%
8	53	2	8.3%	87.5%
9	60	2	8.3%	95.8%
10	77	1	4.2%	100%
	Total	24	100%	

In table 4.3 describes that the highest frequency are at score 50 with 20.8 % and 43 with 20.8%.

2. The frequency of post-test score in control class

Table 4.4 the frequency of post-test score in control class

No	Score	frequency	percent	Cumulative percent
1	40	4	16.7%	16.7%
2	44	1	4.2%	20.8%
3	45	4	16.7%	37.5%
4	47	1	4.2%	41.7%
5	48	2	8.3%	50.0%
6	50	7	29.2%	79.2%
7	55	1	4.2%	83.3%
8	60	2	8.3%	91.7%
9	63	1	4.2%	95.8%
10	70	1	4.2%	100%
	Total	24	100%	

Based on Table 4.4, it can be seen that the highest frequency is on the score 50 with percent 29.2 %.

3. The result of pretest-posttest score in control class

Table 4.6 the result of pretest and posttest score in control class

No	Group	Mean	Standard Deviation	Minimum	Maximum
1	Pre (x)	49	8,215	40	75
2	Post (y)	49,38	7,626	40	70

Based on table 4.6 above, states that the mean pre-test score is 49 and the mean score is 49.38. In sum, there is no significant changes between pretest and posttest score in control class.

a. The finding mean score of variables X and Y using the formula:

Variable X

$$\tilde{x} = \frac{\sum x_1}{n}$$

$$\tilde{x} = \frac{1176}{24}$$

$$\tilde{x} = 49$$

Variable Y

$$\tilde{x} = \frac{\sum y_1}{n}$$

$$\tilde{x} = \frac{1185}{24}$$

$$\tilde{x} = 49, 38$$

b. The finding standard deviation of variables X and Y using the formula :

Variable X

$$s = \sqrt{\frac{\sum_X{}^2 - \left(\frac{\sum X}{n}\right)^2}{n-1}}$$

$$= \frac{\sqrt{59176 - \left(\frac{1176}{24}\right)^2}}{24-1}$$

$$= \frac{\sqrt{59176 - 57624}}{23}$$

$$= \frac{\sqrt{1552}}{23}$$

$$= \sqrt{6747}$$

$$= 8,215$$

Variable Y

$$= \frac{\sqrt{59847 - \left(\frac{1185}{24}\right)^2}}{24 - 1}$$

$$= \frac{\sqrt{59847 - 58509}}{23}$$

$$= \frac{\sqrt{1338}}{23}$$

$$= \sqrt{5817}$$

$$= 7,626$$

c. **The result score of experimental class and control class**

After calculating the respective pre-test and post-test scores in the experimental and control class, a comparison of the mean in the both classes is calculate to clearly determine the comparison between both classes. The results can be seen in the table below:

Table 4.7 the result score of experimental class and control class

No	Group	Mean	Standard Deviation	Minimum	Maximum
1	experimental	71,75	8,487	58	83
2	control	49,38	8.215	40	77

Based on table 4.7 above, the mean score of experimental class is 71.75, while in control class is 49, 38. It can be concluded that, the mean score of experimental class is higher than control class.

2. Analysis Bivariate

In this research, bivariate analysis was used to determine the comparison and correlation before and after test. In this analysis, if, the data significant or Sig.> 0.005, means that the significance (T-test) is less than 0.005, stated that the data is significant, besides, if the significant (T-test) is greater than 0.005 or sig < 0.005 then, it is declared the data not significant (Mikha,2013).The comparison results can be seen in the table below:

a. T-test Dependent (difference before and after in experimental class)

1) The difference of mean before and after in the experimental class

Table 4.8 the result of the difference score before and after in experimental class

The difference	Mean		Sig
	Before	After	
Before-After	50,67	71,75	0,001

Based on table 4.8, the significance value was less than the alpha value (0.001<0.005). It can be concluded, there is correlation between before and after the treatment has been given to the experimental class. It meant, has significant improvement in writing after being treatment by using webtoon as media learning.

2) The difference of mean before and after in the control class

Table 4.9 the result of the differences before and after in control class

The difference	Mean		Sig
	Before	After	
Before-After	49	49,38	0,831

Table 4.9 shows that the significance value is greater than the alpha value (0.831>0.005). So, it can be concluded that, there is no the correlation between before and after the test score in control class.

B. The analysis of Questionnaire result

The researcher prepared the questionnaire to inform students' responses about webtoon, student's responses are very influential and useful for finding out whether a webtoon can improve their writing skills or not. In the tables below, it shows the results from the calculations of questionnaire that have been obtained by the researcher. There are 9 questions on the Likert scale model. Specifically, it can be seen in the following tables, here are the result of questioners' analysis:

Table 4.10 students' agreement about their interest in learning English

No	Options	Frequency	Percentage (%)
Q1	Strongly Agree	2	8,4%
	Agree	10	41.64%
	Neutral	7	29,16%
	Disagree	3	12,5%
	Strongly Disagree	2	8,4%
	Total	24	100%

The table above shows some students (41.64%) agree with the statement if they were interested in learning English. Meanwhile, 8.4% of students chose to disagree with the statement that students do not interest in learning English. In sum, some students are interested in learning English.

Table 4.11 students' opinion about their interest in writing

No	Options	Frequency	Percentage (%)
Q2	Strongly Agree	2	8,4%
	Agree	6	25%
	Neutral	11	45,83%
	Disagree	2	8,4%
	Strongly Disagree	3	12,5%
	Total	24	100%

According to the students' answers above, it can be concluded that most students chose (45,83%) neutral and (25%) agree. So, most students felt interest in writing.

Table 4.12 student opinions about the webtoon are easy to access

No	Options	Frequency	Percentage (%)
Q3	Strongly Agree	12	50%
	Agree	9	37,5%
	Neutral	3	8,3%
	Disagree		0%0%
	Strongly Disagree		
	Total	24	100%

In the table above, it can be concluded that the webtoon are easy to access by the students. It shows that 12 students chose strongly agree and 9 students chose agree.

Table 4.13 the students are interested to learn English writing by using webtoon

No	Options	Frequency	Percentage (%)
Q4	Strongly Agree	9	37,5%
	Agree	7	29,16%
	Neutral	6	25%
	Disagree	1	4,16%
	Strongly Disagree	1	4,16%
	Total	24	100%

The information obtained from the table above, that most of students vote strongly agree with 37,5% and 29,16% agree. It can be concluded, learning by using webtoon media can make students interested in writing.

Table 4.14 the language used in the webtoon is easy to understand

No	Options	Frequency	Percentage (%)
Q5	Strongly Agree	9	37,5%
	Agree	11	45,84%
	Neutral	4	16,66%
	Disagree		0%
	Strongly Disagree		0%
	Total	24	100%

In the table above, 11 students chose agree, and 9 students chose strongly agree, which means the language used in the webtoon was easy to understand. It can be

seen in the table; the students agree that the language presented was not difficult to understand. Because none students chose disagree and strongly disagree with this statement.

Table 4.15 webtoon as a learning medium can increase self-confidence, especially in writing

No	Options	Frequency	Percentage (%)
Q6	Strongly Agree	5	20,83%
	Agree	9	37,5%
	Neutral	6	25%
	Disagree	2	8,4%
	Strongly Disagree	2	8,4%
	Total	24	100%

From the description in the table above, 9 students are chose agree, and 5 strongly agree with the statement. While the rest, only 2 students chose strongly disagree about this statement. In sum, learning to write using a webtoon can increase students' self-confidence.

Table 4.16 learning English using webtoon media can increase student motivation in writing

No	Options	Frequency	Percentage (%)
Q7	Strongly Agree	6	25%
	Agree	9	37,5%
	Neutral	6	25%
	Disagree	2	8,4%
	Strongly Disagree	1	4,16%
	Total	24	100%

The student's answer shows that 9 students chose agree and only 1 student chose strongly disagree. The students' answers mean that learning to write by using webtoon as media in the learning process can increase students' motivation.

Table 4.17 Students' opinions on the webtoon can improve writing achievement

No	Options	Frequency	Percentage (%)
Q8	Strongly Agree	3	12,5%
	Agree	11	45,83%
	Neutral	7	29,16%
	Disagree	1	4,16%
	Strongly Disagree	2	8,4%
	Total	24	100%

Based on the table above, 3 students were chose strongly agree, and 11 students chose agree. This means, writing by using webtoon media can improve students' achievement. It can be seen clearly that some students felt it helped to improve their writing achievement by using media learning as webtoon.

Table 4.18 students' agreement about learning to write by using webtoon as a medium can improve their writing rather than other media

No	Options	Frequency	Percentage (%)
Q9	Strongly Agree	7	29,16%
	Agree	10	41,64%
	Neutral	7	29,16%
	Disagree		0%
	Strongly Disagree		0%
	Total	24	100%

Based on the table above, it can be concluded that students prefer to write by using webtoon media than other media. With the results, 7 students chose strongly agree, and 10 students chose agree. Means webtoon media is interesting media, it can be seen from the fact that none students who choose disagree and strongly disagree.

C. Discussion

The first research aimed to know the extent of the Webtoon to improve students' writing ability. In collecting the data, the researcher used instruments in the form of tests, namely pre-test and post-test. There were two classes given pre-test and post-test, the control and experimental class. After analyzing the results of the test, the researcher found that the mean value of the post-test scores in the experimental class was higher than the pre-test score after the treatment was given. The mean value of the pre-test was 50.67 and the post-test was 71.75. The T-test showed that the t-table was less than the alpha value 0,001>0,005. The result proved that there was a significant improvement in students' writing scores after learning using Webtoon as a medium.

On the other hand, the control class did not have any significant changes. The mean value of the pre-test score was 49 and the post-test score was 49, 38. Based on the control class value, it can be concluded that the teaching staff needed to use media in the teaching process to provide more effective and efficient learning processes. According to Muchyidin and Fathoni (2002), to improve students' quality of learning, the use of media is needed. Learning media are useful for

implementing, maintaining, and even improving the ongoing learning process quality. The uses of the Webtoon media positively provided good impacts on the students and helped them solve their difficulties in writing. So, Webtoon was an effective learning medium used to learn English, especially in writing. The learning material could be delivered by the teacher with the application to make students easier to understand the learning materials.

The second aim was to find out the students' responses of the Webtoon as media learning. In this research, the researcher gave the questionnaire to the experimental class only. Based on the data obtained from the questionnaire, the students had some perceptions of the Webtoon. First, they were more interested to learn English writing through Webtoon as a learning medium compared to the other media. The data showed that 29,16% of students strongly agreed and 41,64% of them agreed. In 2018, Rulan and Fatimah argued that Webtoon can increase the interest of students in the learning process. The second webtoon can help to improve students' writing achievement. The students who chose the agree scale were 45, 83%. The data proved that the use of Webtoon as a medium of learning can make some students easy to generate ideas before they start to write. According to Rulan & Fatimah (2018), the students can generate their ideas easily, and these ideas can be developed with the help of new vocabulary obtained by reading in Webtoon. The third was that 37, 5% of the students agreed that learning English by using Webtoon as a learning medium increased their motivation in writing.

In this research, there were 9 statements in the questionnaire. From the results of the students' answers in the experimental class, there were 3 statements with the most dominant. The statements were Q7, Q8, and Q9. The Q7 statement was the learning English using Webtoon can increase students' motivation in writing.

The second statement, Q8, was webtoon can improve students' writing achievement. Furthermore, Q9, students' agreements about learning to write used Webtoon as media learning rather than other media. It can be concluded that most of the students had positive responses on using Webtoon as a learning media to improve their writing skills. Moreover, the students felt happy and comfortable while learning, they feel that learning writing by using Webtoon was not difficult.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the result of the research related to the finding and discussion, the researcher drew some conclusions and recommendations after implementing the teaching writing using Webtoon. The conclusions and recommendations were:

1. Teaching writing by using Webtoon improved students' writing ability at MAN 2 Banda Aceh, especially in the second grade. The mean score of the post-test of the experimental class was proven by the mean score, which was higher than the pre-test score from 50,67 to 71,75. In other words, the score increased to 20,83 points after the treatment was conducted. It showed that learning writing with Webtoon made it easy for students to generate ideas, find information explicitly or implicitly, and make their predictions.

2. The implementation of Webtoon as a learning media generated meaningful progress in improving students' writing achievement. It was proved by the responses to the questioners of the research that almost all students of MIA III were more interested in learning using Webtoon. It showed the mean results of the students' responses. The students were easier to generate an idea in writing with the help of Webtoon that provided interesting images. Besides that, the use of Webtoon in learning also raised students'

motivation and confidence in writing. Students felt comfortable and enjoyed writing without feeling pressured.

B. Recommendation

Based on the result of the research, some recommendations can be drawn as follows. First, the researcher expects that students can practice writing and take advantage of using webtoon as media learning. Second, the researcher expects that the result can give teacher accurate information in providing good materials for writing subjects supported by webtoon at any level of class. Third, the researcher expects that other researchers can investigate deeply related to students' writing skills in any schools by using different media, and then can elaborate on the use of webtoon media in various fields and abilities.

REFERENCES

Alamagrot, D. Chanquoy, L (2012), *Through the models of writing.* Springer science & Business media.

Arikunto, Suharsimi. 2010. *Prosedur penelitian suatu pendekatan praktek.* Jakarta: Rineka Cipta.

Aliaga,M., Gunderson, B. (2002). *Interactive statistic.* New Jersey: Prentice Hall

Allce, O. Ann, H. (2007). *Introduction to academic writing*, USA: Person Education Inc.

Arsyad, A., (2003). *Media pembelajaran.* Jakarta: PT. Raja Grafindo Persada

Ayu, A, P., (2018).*The use of webtoon and kwl (Know-Want-Learn) Strategy to Improve Students' Reading Fluency.* (The degree of Sarjana Pendidikan). State Institute for Islamic Studies (Iain) Salatiga. Jawa Tengah

Belcher, D,. Jun Liu, (2004) *Genre and second language writing*, Michigan: University of Michigan Press

Brown, Cristine,. Susan, H,. (1993), *Writing matters writing skills and strategies for students of english,* USA: Cambridge University press

Brown, H. Douglas. (2004). *Language assessment: principles and language practices.* New York: Pearson Education Inc

Brown, H. Douglas, (2001) *Teaching by principles; an interactive approach to language pedagogy*, New York: Addison Wesley Longman, Inc,

Christine, B,. Susan, H.1993. *Writing matters writing skills and strategies for students of English*, USA: Cambridge University Press

Ellis, Rod., (2009). "Investigating learning difficulty in terms of implicit and explicit knowledge" inside David Singleton *Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching.* Great Britain: Short Run Press Ltd

Hamidah, Nur., Usman, Sriati., Muhsin, (2015). Improving writing skill of eight grade through comic strips*, e-Journal of English Language Teaching Society*, *3*(2)

Harmer, J. (2007).*How to teach English*. London: Pearson Education Limited.

Hidayat, (2011). *Metode penelitian kebidanan teknik analisis data*. Jakarta,Salemba Medika.

Kasiram, Moh. 2008. *Metodologi penelitian*. Malang:UIN-Malang Pers.

Kern, Richard, 2000, Literacy and language teaching, New York: Oxford University Press.

Miftah, M.(2013). Fungsi, dan peran media pembelajaran sebagai upaya peningkatan kemampuan belajar siswa. *Jurnal Kwangsan, 1*(2) 95. Doi :10.31800/jtpk.v1n2.

Mikha, A,W. 2013. *Statistic terapan konsep & aplikasi spss: studi kasus pendidikan, psikologi & ilmu social lainnya*. Jakarta, PT Gramedia

Muchyidin, A.S. dan Fathoni, T. 2002. *Media pembelajaran*. Bandung : FIP-UPI.

Notoadmodjo, S., (2007). *Metode penelitian*, Jakarta, Rhineka Cipta.

Nova, R., Linda, M., Sulton, D, W., (2018). The effectiveness of webtoon to develop students' writing skill in narrative text of tenth grader in smk pgri 13 surabaya. *Tell Journal*. 6(2)

Raulan,. Siti, F,.(2018). Teaching writing narrtive text by using webtoon. *Journal of English Language Teaching*,7 (4). Retrieved from http://ejournal.unp.ac.id/index.php/jelt

Rizqi , A, W., Rodhiana, E, L., & Siti, L , U.(2019).The effectivness of webtoon for efl student in mastering vocabulary.*Proceeding of 1st Conference of English Language and Literature (CELL)*

Sudjana, N., & Rifai, A., (2011). *Media pengajaran*. Bandung: Sinar Baru Algensindo.

Sugiyono.(2011). *Metode penelitian kuantitatif, kualitatif* dan R & D.Indonesia:Bandung.

Yusuf,A.M. (2014). *Metodologi penelitian kuantitatif,kualitatif, dan penelitian gabungan*. Padang, UNP Press

W, Jang. J, song,. 2017. Webtoon as a new Korean wave in the process of globalization. *Kritika Kultura*. South korea 2017(29), doi: 10.13185/KK2017.02908

Zainuddin, M. 2004. The effect of giving feedback to students' writing. *TEFLIN Journal*: An EFL Journal in Indonesia, *15*(2)
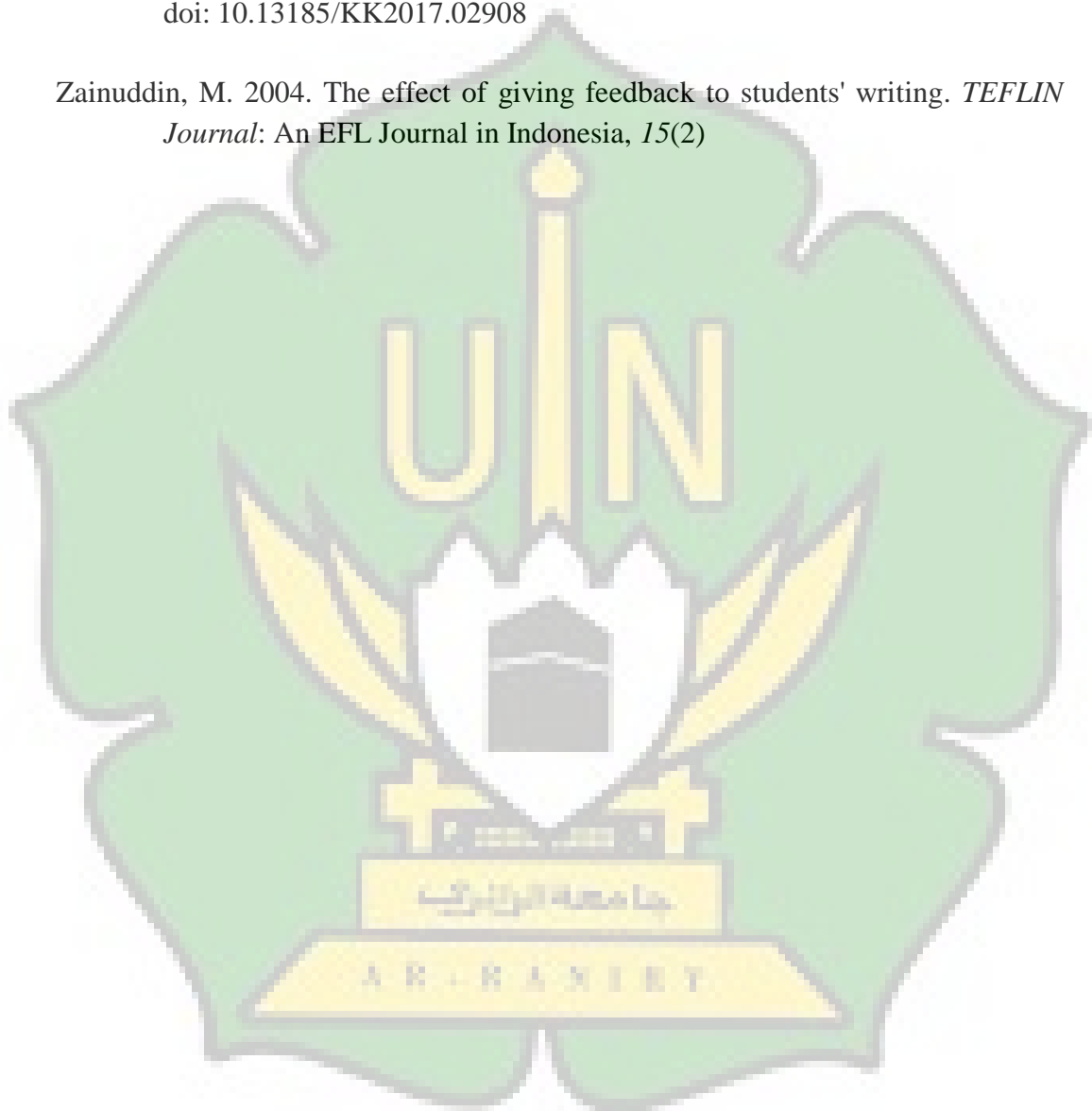
Appendix A : Recommendation Letter From The Fakultas Tarbiyah Dan Keguruan to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-13349/Un.08/FTK.1/TL.00/12/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
MAN 2 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SAFRINA / 160203167**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Lampenerut

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Use of Webtoon Application to Improve Student' Writing Ability*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 01 Desember 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. M. Chalis, M.Ag.

Berlaku sampai : 01 Desember 2021

Appendix B : Letter Of Research Work From MAN 2 Banda Aceh

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH ALIYAH NEGERI 2 BANDA ACEH
Jalan Cut Nyak Dhien Nomor 590 Telepon (0651) 41105 Email: manduabnanad@yahoo.co.id
Banda Aceh-Kode pos 23230
NSM: 131111710002 NPSN: 10113768

Nomor   : B -010/Ma.01.091/TL.00/01/2021   06 Januari 2021
Lampiran : I (Satu) eks
Hal   : Telah Pengumpulan Data Untuk
           Penelitian Skripsi.

Yth.
Wakil Dekan Bidang Akademik Dan Kelembagaan
UIN Ar Raniry Banda Aceh
di-
Banda Aceh

Dengan Hormat,

Sesuai dengan surat dari Kasi Pendidikan Madrasah Kantor Kementerian Agama Kota Banda Aceh Nomor:B-1893/Kk.01.07/4/TL.00/12/2020 Tanggal 04 Desember 2020 tentang Izin pengumpulan data pada MAN 2 Banda Aceh, maka bersama ini kami sampaikan bahwa mahasiswa yang tersebut dibawah ini :

Nama   : Safrina
NIM   : 160203167
Prodi / Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan pengumpulan data untuk Penelitian Skripsi dengan Judul "The Use of Webtoon Application to Improve Student' Writing Ability", Pada tanggal 09 s.d 16 Desember 2020.

Demikian surat ini dibuat untuk dapat dipergunakan sebagai mestinya.

Kepala,

Fardial

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : MAN 2 Banda Aceh

Mata Pelelajaran   : Bahasa Inggris

Kelas/semester   : XI MIA III (Experiment class)

Materi   : Terlampir

Aspek/skill   : Writing

Alokasi Waktu   : 2 x 40 menit (3 pertemuan)

A. Kompetensi Inti

K11. Menghargai dan menghayati ajaran agama yang dianutnya.

K12. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K13. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifk sesuai dengan bakat dan minatnya untuk memecahkan masalah

K14. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	3.14.1. Memahami fungsi sosial dalam teks naratif fabel pendek dan sederhana sesuai dengan konteks penggunaannya. 3.14.2. Mengidentifikasi sifat / karakteristik tokoh dalam fabel pendek dan sederhana sesuai dengan konteks penggunaannya. 3.14.3. Memahami struktur teks naratif fabel pendek dan sederhana sesuai dengan konteks penggunaannya. 3.14.4. Memahami unsur kebahasaan teks naratif fabel secara singkat dan sederhana sesuai dengan konteks penggunaannya
4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1 Membuat sebuah teks naratif fabel lisan dan tulis pendek yang sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. **Tujuan Pembelajaran**

Melalui serangkaian kegiatan pembelajaran peserta didik dapat:

1. Peserta didik dapat menyebutkan ungkapan meminta jasa dengan tepat.
2. Peserta didik dapat menyebutkan ungkapan memberi jasa dengan jujur.
3. Peserta didik dapat menyebutkan ungkapan menolak jasa dengan tanggungjawab.
4. Peserta didik dapat melengkapi percakapan rumpang tentang ungkapan meminta, memberi dan menolak jasa perhatian.
5. Peserta didik dapat menyusun percakapan tentang meminta dan memberi jasa dengan cermat.
6. Peserta didik dapat menyusun percakapan tentang meminta dan menolak jasa dengan percaya diri.

D. **Materi Pembelajaran**

- Fungsi Sosial

  Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur

  melalui cerita fable.

- Struktur teks

  memperkenalkan toko, tempat, waktu terjadinya cerita (orientasi)

  memberikan penilaian(evaluasi)tentang situasi dan kondisi terjadinya cerita

  memaparkan krisis yang terjadi terhadap tokoh utama(komplikasi)

  memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih

  memberikan alasan atau komentar umum (reorientasi)

- Unsur kebahasaan

  Simple past tense, simple past continuous tense

Kosa kata: nama binatang,tempat,waktu dan situasi yang terkait dengan toko

Adverb of time: first, next, then, after that, before, finally, etc

Preposional pharase : a long ago, one day, in the morning, the next day, last

Ucapan, tekanan kata, intonasi

Ejaan dan tanda baca

Tulisan tangan

- Topik

Narrative text (fable story)

E. Strategi pembelajaran

Metode   : scientific approach

Strategi   : Role Play

F. Media Pembelajaran

Webtoon Application

G. Sumber Belajar

Buku wajib peserta didik MAN kelas 2

https://www.sederet.com/tutorial/contoh-narrative-text-dongeng-binatang-fable/

H. Langkah-Langkah Pembelajaran
- **Pertemuan Ke-1 (1 x 20 menit)**
  1. **Pendahuluan (10 Menit)**

     a. Mengucapkan salam dan berdoa.
     b. Memberikan motivasi dan apersepsi.
     c. Menginformasikan tujuan pembelajaran
     d. Menginformasikan garis besar kegiatan yang akan di lakukan.

2. **kegiatan Inti (60 Menit)**

a. pendidik memberikan prettest (15 menit)
b. penjelasan tentang narrative text dan webtoon(45 menit)
   - peserta didik mendengarkan penjelasan dari pengertian, ciri-ciri dan tujuan teks narrative
   - peserta didik memerhatikan contoh teks naratif yang diberikan oleh guru
   - peserta didik di beri kesempatan untuk bertanya
   - pendidik menjelaskan aplikasi webtoon secara singkat
   - peserta didik di minta untuk membuat sebuah kalimat dari satu gambar yang diberikan oleh guru
   - peserta didik mengumpulkan cerita yang telah selesai di tulis
   - peserta didik mengevaluasi kembali hasil tulisan mereka dengan cara menukarkannya dengan teman sebangku
   - Pendidik mengevaluasi tentang kegiatan pembelajaran yang telah dilakukan dan membahasnya bersama-sama.

3. **Penutup (10 menit)**
a. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
b. Memberikan umpan balik terhadap proses dan hasil pembelajaran.
c. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

➢ **Pertemuan ke-2 (1 x 20 menit)**

1. **Pendahuluan (10 menit)**
   a. Salam, berdoa dan tegur sapa
   b. Pendidik mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
   c. Pendidik menjelaskan tujuan pembelajaran yang akan dicapai
   d. Mengimformasikan garis besar kegiatan yang akan dilakukan.

2. **Kegiatan inti (50 menit)**
   a. **Mengamati**
      - Pendidik akan membagikan komik webtoon kepada seluruh siswa yang ada di kelas, sebelum mulai membaca siswa di minta untuk mengamati gambar yang ada pada cerita.
   b. **Menalar**
      - Peserta didik membaca komik yang berjudul to love your enemy. Setiap peserta didik wajib membaca teks tersebut.
      - Setelah memahami isi komik dan teksnya, peserta didik akan diberikan gambar komik dengan judul yang sama tanpa ada teks.

- peserta didik akan membuat sebuah cerita yang berkaitan dengan gambar yang sudah di baca.

c. **Mengkomunikasikan**

-Peserta didik dan guru akan mendiskusikan maksud dari tugas latihan yang telah diselesaikan oleh peserta didik

d. **Menanyakan**

-peserta didik menanyakan hal-hal yang belum di mengerti

3. **Penutup (10 menit)**

a. Melakukan penilaian /atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

b. Memberikan umpan balik terhadap proses dan hasil pembelajaran.

➢ **Pertemuan ke 3 (1x20 menit)**

1. **Pendahuluan (10 menit)**

a. Salam, berdoa dan tegur sapa

b. Pendidik mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari

c. Pendidik menjelaskan tujuan pembelajaran yang akan dicapai

d. Mengimformasikan garis besar kegiatan yang akan dilakukan.

2. **Kegiatan inti (60)**

a. Post-test (terlampir)

b. Questioner (terlampir)

3. **Kegiatan penutup (10)**

a. Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram

b. Memberikan umpan balik terhadap proses dan hasil pembelajaran

c. Perpisahan

H. Penilaian Hasil Pembelajran

1. Teknik penilaian

- Sikap : Observasi

- Pengetahuan : Tes Tulis

- Keterampilan : berbicara

Rubric penilaian

- Aspek pengetahuan

  Rubric penilaian karangan

No	Aspek yang dinilai	Skor			
		1	2	3	4
1	Kesesuaian judul dengan tema komik				
2	Kesesuaian alur atau rangkaian cerita dengan komik				
3	Kesesuaian pelaku				
4	Kesesuaian latar				
5	Penulisan ejaan (tanda titik, tanda koma)				
6	Penulisan huruf kapital				
7	Diksi/pilihan kata dan				
8	Penulisan struktur kalimat				
9	Kerapian menulis				

Rumus Perhitungan Skor:

$$nilai = \frac{jumlah\ skor\ maksimal}{36} \times 100$$

- Aspek keterampilan

Aspek	Skor			
	40	30	20	10
Content	Menceritakan cerita dari sebuah karangan yang sudah di buat dengan menggunakan lebih dari 6 kalimat secara benar	Menceritakan cerita dari sebuah karangan yang sudah di buat dengan menggunakan 5-6 kalimat secara benar	Menceritakan cerita dari sebuah karangan yang sudah di buat dengan menggunakan 3-4 kalimat secara benar	Menceritakan cerita dari sebuah karangan yang sudah di buat dengan menggunakan kurang dari 3 kalimat secara benar
pronunciation	Semua kalimat di ucapkan dengan benar	4-5 kalimat di ucapkan dengan benar	3-2 kalimat di ucapkan dengan benar	Kurang dari 2 kalimat di ucapkan
fluency	Semua kalimat	1-2 kalimat di	3-4 kalimat	Lebih dari 2

	seperti penetur asli	ucapkan tidak seperti asli	diucapkan tidak seperti penutur asli	kalimat diucapkan tidak seperti penutur asli
intonation	Semua kalimat di ucapkan dengan intonasi secara benar	5-6 kalimat di ucapkan dengan intonasi secara benar	3-4 kalimat diucapkan dengan intonasi secara benar	Kurang dari 3 kalimat diucapkan dengan intonasi secara benar

Rumus Penilaian Skor:

$$nilai = \frac{jumlah\ skor\ maksimal}{100} \times 100$$
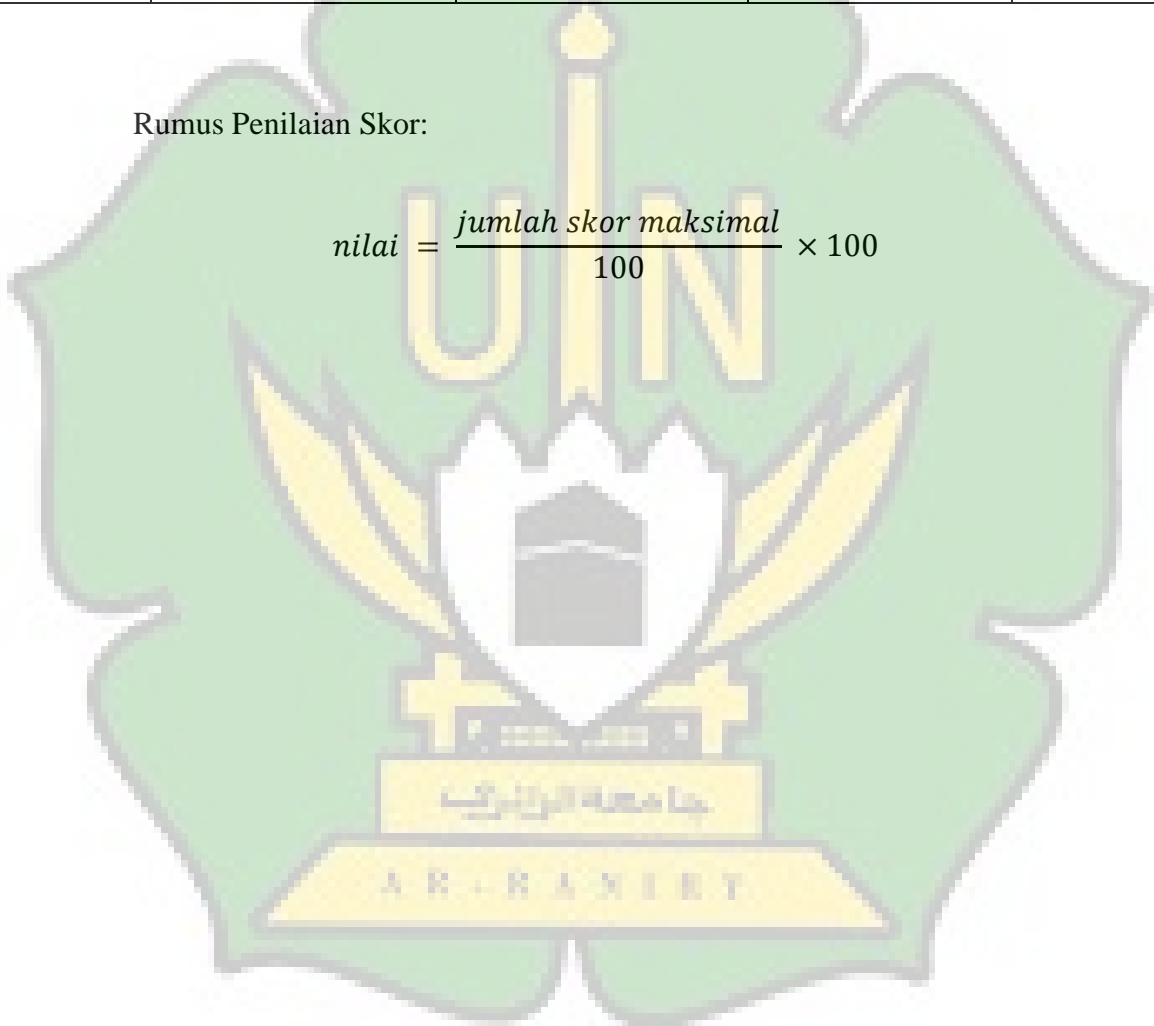
Lampiran materi

a. The definition of narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

b. The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

c. Generic Structures of Narrative Text

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4) Re-orientation/Coda
This is a closing remark to the story and it is optional. It consist of a moral lesson, advice or teaching from the writer

b. Type of narrative text
   1. **Folklore or Folktale**
   2. **Legend**
   3. **Myth**
   4. Fable
   5. Short story

   In this meeting the teachers focus of fable story.

- Fable is a story that features animals, plants or forces of nature which are anthropomorphized (given human qualities). A fable always ends with a 'moral'. This is the lesson that is intended to be learnt through reading the story.

- Example of fable story with the tittle mouse deer and Mr. crocodile

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed; "Ha... ha... ha, you can't run away from me, you'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightened. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly, "said the mouse deer.

"Oh...o,great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

...

REACH

HOW...
ARE YOU?

TOUCH

HUH?

ARE YOU
DOING
OKAY?

IT IS OUR RESPONSIBIL...
...EAD A MORAL LIF...

SNIFFLE

MOM...

ANSWER ME,
PLEASE...

SOB

SOB

SAY SOMETHING,
MOM...

SOB
SNIFFLE
SOB

GLANCE

...

HEY...

YONGGEUM*...

FLINCH

SCRATCH
SCRATCH

WILL YOU
PUT SOME MONEY
IN MY COMMISSARY
ACCOUNT?

WHAT?

SOME
COMMISSARY
MONEY!

I DIDN'T
KNOW YOU EVEN
NEEDED MONEY
IN PRISON.

YOU SAID
YOU'RE WORKING
FOR SOME COMPANY
THESE DAYS.

HUU

NEW
LEV?

NULAV?

STARE

DUN DUN —

HELLO.

BOW

...?

STARE

I AM APPLICANT NUMBER 181!

SPARKLE

YEONHEE BAE!

APPLICANT 181 YEONHEE BAE

...

SHINE

SNIFFLE

SNIFFLE

AH, UH,

HI YEONHEE...

WHY THE HELL DOES HE KEEP STARING...

WE'RE READY FOR APPLICANT NUMBER 181!

SMILE

CLICK

TO START, PLEASE TELL US ABOUT YOUR LIFE GROWING UP...

...AND A VALUE THAT YOU HOLD DEARLY.

PEOPLE OFTEN SAY THAT SELF-INTRODUCTIONS...

SHAKESPEARE ONCE SAID,

NO LEGACY IS SO RICH AS HONESTY.

WHEN I WAS A CHILD, MY PARENTS ALWAYS EMPASIZED THE IMPORTANCE OF HONESTY.

MY FATHER WOULDN'T JAYWALK, EVEN IF ON AN EMPTY STREET.

HE WAS THE KIND OF PERSON WHO WOULDN'T BREAK THE RULES, EVEN IF NO ONE WAS WATCHING.

MY MOTHER IS AN HONEST WOMAN WHO COULD NEVER CHEAT ANYONE.

...ARE MORE LIKE AN OPPORTUNITY TO FABRICATE THE TRUTH ABOUT YOURSELF.

BECAUSE OF THEIR GREAT EXAMPLES,

I GREW UP...

...IN A LOVING HOME, AND HAVE BECOME AN ADULT WHO VALUES HONESTY ABOVE ALL.

EVERYTHING I'VE SAID SO FAR IS A COMPLETE FABRICATION.

24 IS A LITTLE OLDER THAN USUAL TO ENTER COLLEGE.

WHAT HAVE YOU DONE IN THE PAST FEW YEARS?

IT'S NOT LIKE IT'S A CRIME OR I'M HURTING ANYONE, SO WHAT'S THE HARM IN A LITTLE WHITE LIE?

I STARTED WORKING.

INSTEAD OF GOING TO UNIVERSITY RIGHT AWAY, I WANTED TO GAIN REAL WORK EXPERIENCE FIRST.

THANKFULLY, I HAD SOME GREAT MANAGERS AND WAS ABLE TO LEARN A LOT WHILE I WAS THERE.

IT MUST HAVE BEEN A GREAT EXPERIENCE.

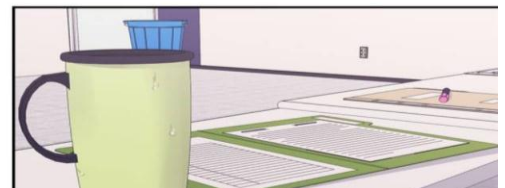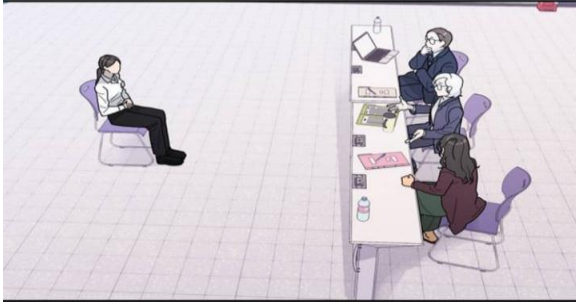IT *WAS* GREAT.

HAHA...

AT LEAST... UNTIL I FOUND OUT IT WAS A PYRAMID SCHEME...

SOMETIMES, THE ACTUAL TRUTH IS STRANGER THAN FICTION.

TRUST NO ONE ELSE.
TRUST ONLY YOURSELF.

THE LESSONS MY PARENTS
TAUGHT ME...

BEEP

THANK YOU
YEONHEE,

THAT'S ALL
FOR TODAY.

CLICK

THANK YOU!!

BOW

Lampiran soal!

1. Make a composition out of this image!

2. Make your own story related to this comic!

Appendix D : Pre-Test And Post-Test Form For Students

Pre test

Read the text below then answer the question 1-10!

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Answer the question below!

1. Where did the story take place?
2. What was the word that the parrot cannot say?
3. How often did the man teach the bird how to say the word?
4. What did the parrots finally say?
5. What was the man did to the bird because the bird cannot say the name of a place?
6. What did the parrots do to the chicken at the chicken house?
7. What was the story about?
8. "It was very, very smart" (paragraph 1)

    The underlined word refers to ….
9. "The parrot was very, very smart"

    The synonym of word 'smart' is….
10. Why was the parrot screaming at the four chickens?

Answer key of pretest

1. The story took place in the Puerto Rico
2. The word that the parrot could not say is Catano
3. The man teaches his bird to say the words are many times.
4. At last the parrot could say Catano
5. The man taught the parrot to say "Catano"
6. The bird killed the three chickens.
7. A parrot and the owner
8. "It was very" refers to the bird
9. The word "smart" means cleaver
10. Because the parrot saw the man came to the chicken house?

Post test

Read the text below then answer the question 1-10!

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed; "Ha... ha... ha, you can't run away from me, you'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightened. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly, "said the mouse deer.

"Oh...o,great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

Answer the question below!

1. Why did mouse deer want to go across the river?
2. How many crocodiles were there in the story above?
3. What did the mouse deer do while he was counting?
4. Where did the mouse deer see green grassland?
5. What did the mouse deer do when he didn't see the reflection because the water flowed very fast?
6. Who was appeared when the mouse deer dipped one of his fore legs into the water?
7. After arriving at grassland, what did the mouse deer do?
8. The synonym of the word "precisely" is?

   " .... But we are a large group; I can't count it <u>precisely</u>,"

9. The word "it" from the dialogue refers to …

   "Hmmm, **it** seems delicious"

10. After reading the text, we may conclude that the mouse deer was?

   Key Answer of posttest!

1. Because he was very hungry
2. In the story there were ten crocodiles
3. the mouse deer was jumping and singing while counting
4. The mouse deer saw the green grassland across the river
5. He dipped one of his fore legs into the water
6. Mr. Crocodiles
7. The mouse deer did was thanked to the dumb crocodile
8. exactly, Accurately
9. the word" it" refers to green grassland
10. The mouse deer was smarter than the crocodile because he used his intelligence.

Indicator score of pretest and posttest

- Indicator score of pretest and posttest which includes 4 aspects of assessment are content, organization, grammar, vocabulary and mechanics.

  Scale Description:

- Excellent = 20
- good = 15
- fair = 10
- poor = 5

Aspect	Score			
	20	15	10	5
Content • Topic • details	The topic is complete and clear and details are relating to the topic	The topic is complete and clear but the details are almost relating to the topic	The topic is complete and clear but the details are not relating to the topic	The topic is not clear and details are not relating to the topic
Organization • identification • description	Identifications is complete and descriptions are arranged with proper connectives	Identifications is almost complete and descriptions are arranged with almost proper connectives	Identifications is not complete and descriptions are arranged with few misuse of connectives	Identifications is not complete and descriptions are arranged with misuse of proper connectives
Grammar	Very few grammatical or agreement inaccuracies	few grammatical or agreement inaccuracies	Numerous grammatical or agreement inaccuracies	Frequent grammatical or agreement inaccuracies
Vocabulary	Effective choice of words and words form	Few misuse of vocabulary, word form, but not change the meaning	Limited range confusing words and word form	Very poor knowledge of word, words form, and not understandable
Mechanics • Spelling • Punctuation • Capitalization	It uses correct spelling, punctuation, and capitalization	It has occasional errors of spelling, punctuation, and capitalization	It has frequent errors, spelling, punctuation, and capitalization	It is dominated by errors, spelling, punctuation, and capitalization

Appendix E : Quesioners Form

Petunjuk:
Beri tanda checklist (√) pada kolom yang telah disediakan sesuai dengan pengalaman anda selama belajar bahasa inggris sesuai keterangan berikut:

Strongly agree: sangat setuju
Agree: setuju
Neutral: sedang
Disagree: tidak setuju
Strongly disagree: kurang setuju

Jawablah dengan jujur, karena jawaban yang anda berikan tidak akan memengaruhi nilai.

No	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Pelajaran bahasa inggris adalah pelajaran yang saya sukai dan mudah dimengerti					
2	Saya suka menulis dengan menggunakan bahasa inggris					
3	Aplikasi webtoon sangat mudah di akses					
4	Saya sangat tertarik belajar menulis dengan menggunakan media webtoon					
5	Bahasa inggris yang di gunakan dalam webtoon mudah di pahami					
6	Belajar menulis dengan menggunakan webtoon dapat meningkatkan kepercayaan diri saya					
7	Belajar menulis dengan webtoon dapat meningkatkan motivasi saya.					
8	Belajar bahasa Inggris melalui webtoon dapat meningkatkan prestasi menulis saya					
9	Saya lebih suka belajar menulis dengan menggunakan media webtoon dari pada media yang lain.					

Appendix F : Master Table

No. Res	kelas	X	Y	x^2	Y2	No. Res	kelas	X	Y	x^2	Y2
	experimental						**Control**				
1	XI IPA 3	50	75	2500	5625	1	XI IPA 1	50	50	2500	2500
2	XI IPA 3	40	60	1600	3600	2	XI IPA 1	45	60	2025	3600
3	XI IPA 3	60	80	3600	6400	3	XI IPA 1	60	45	3600	2025
4	XI IPA 3	55	80	3025	6400	4	XI IPA 1	75	63	5625	3969
5	XI IPA 3	53	77	2809	5929	5	XI IPA 1	53	70	2809	4900
6	XI IPA 3	45	80	2025	6400	6	XI IPA 1	45	50	2025	2500
7	XI IPA 3	40	75	1600	5625	7	XI IPA 1	40	50	1600	2500
8	XI IPA 3	40	65	1600	4225	8	XI IPA 1	50	40	2500	1600
9	XI IPA 3	48	65	2304	4225	9	XI IPA 1	48	50	2304	2500
10	XI IPA 3	50	72	2500	5184	10	XI IPA 1	50	48	2500	2304
11	XI IPA 3	43	60	1849	3600	11	XI IPA 1	43	40	1849	1600
12	XI IPA 3	75	83	5625	6889	12	XI IPA 1	43	45	1849	2025
13	XI IPA 3	60	82	3600	6724	13	XI IPA 1	40	40	1600	1600
14	XI IPA 3	43	58	1849	3364	14	XI IPA 1	43	40	1849	1600
15	XI IPA 3	50	62	2500	3844	15	XI IPA 1	43	45	1849	2025
16	XI IPA 3	40	62	1600	3844	16	XI IPA 1	40	50	1600	2500
17	XI IPA 3	60	82	3600	6724	17	XI IPA 1	60	55	3600	3025
18	XI IPA 3	53	60	2809	3600	18	XI IPA 1	53	50	2809	2500
19	XI IPA 3	52	77	2704	5929	19	XI IPA 1	50	45	2500	2025
20	XI IPA 3	50	75	2500	5625	20	XI IPA 1	50	50	2500	2500
21	XI IPA 3	45	77	2025	5929	21	XI IPA 1	45	44	2025	1936
22	XI IPA 3	75	80	5625	6400	22	XI IPA 1	43	48	1849	2304
23	XI IPA 3	42	65	1764	4225	23	XI IPA 1	60	47	3600	2209
24	XI IPA 3	47	70	2209	4900	24	XI IPA 1	47	60	2209	3600
	total	1216	1722	63822	125210		**total**	1176	1185	59176	59847

Appendix G : Data Processing

1. **Frequency Experimental Class**

Score Posttest Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	1	4.2	4.2	4.2
	60	3	12.5	12.5	16.7
	62	2	8.3	8.3	25.0
	65	3	12.5	12.5	37.5
	70	1	4.2	4.2	41.7
	72	1	4.2	4.2	45.8
	75	3	12.5	12.5	58.3
	77	3	12.5	12.5	70.8
	80	4	16.7	16.7	87.5
	82	2	8.3	8.3	95.8
	83	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Score Pretest Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	16.7	16.7	16.7
	2	1	4.2	4.2	20.8
	3	2	8.3	8.3	29.2
	5	2	8.3	8.3	37.5
	7	1	4.2	4.2	41.7
	8	1	4.2	4.2	45.8
	0	4	16.7	16.7	62.5
	2	1	4.2	4.2	66.7
	3	2	8.3	8.3	75.0
	5	1	4.2	4.2	79.2
	0	3	12.5	12.5	91.7
	5	2	8.3	8.3	100.0
	otal	24	100.0	100.0	

2. Frequency Control Class

Score Posttest Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	16.7	16.7	16.7
	2	1	4.2	4.2	12.5
	3	5	20.8	20.8	33.3
	5	4	16.7	16.7	50.0
	7	1	4.2	4.2	54.2
	8	1	4.2	4.2	58.3
	0	5	20.8	20.8	79.2
	3	2	8.3	8.3	87.5
	0	2	8.3	8.3	95.8
	7	1	4.2	4.2	100.0
Total		24	100.0	100.0	

4	1	4.2	4.2	20.8
5	4	16.7	16.7	37.5
7	1	4.2	4.2	41.7
8	2	8.3	8.3	50.0
0	7	29.2	29.2	79.2
5	1	4.2	4.2	83.3
0	2	8.3	8.3	91.7
3	1	4.2	4.2	95.8
0	1	4.2	4.2	100.0
otal	24	100.0	100.0	

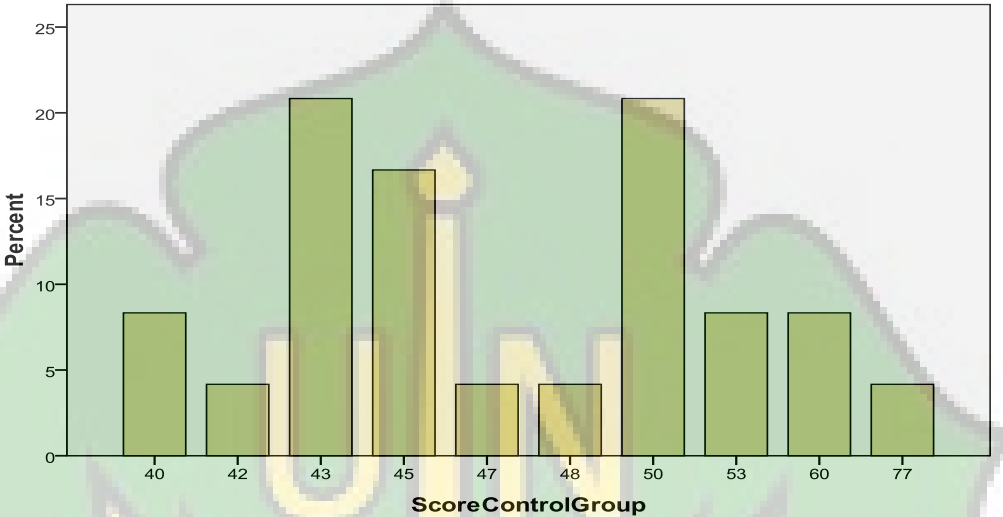# Bar Charts Experimental Class

ScorePreTest
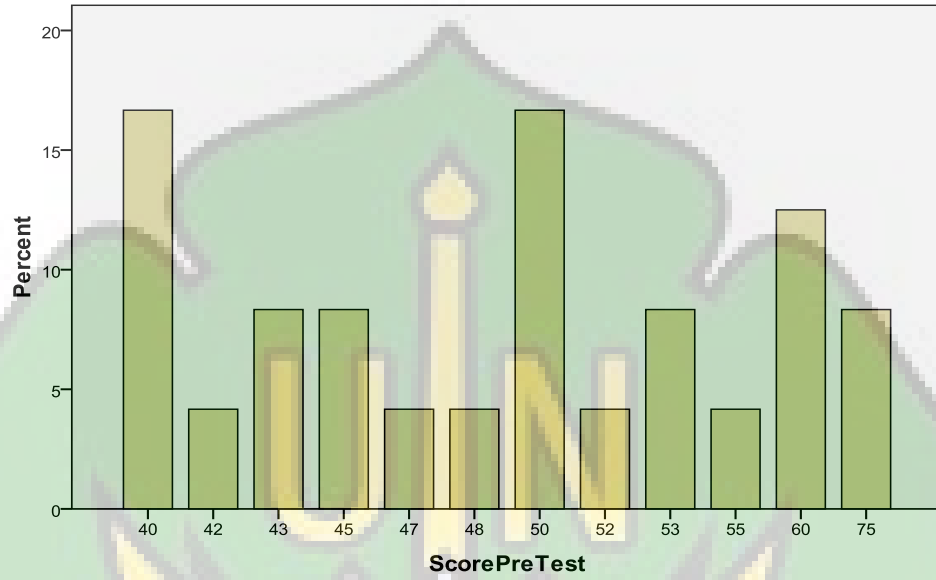
ScorePostTets
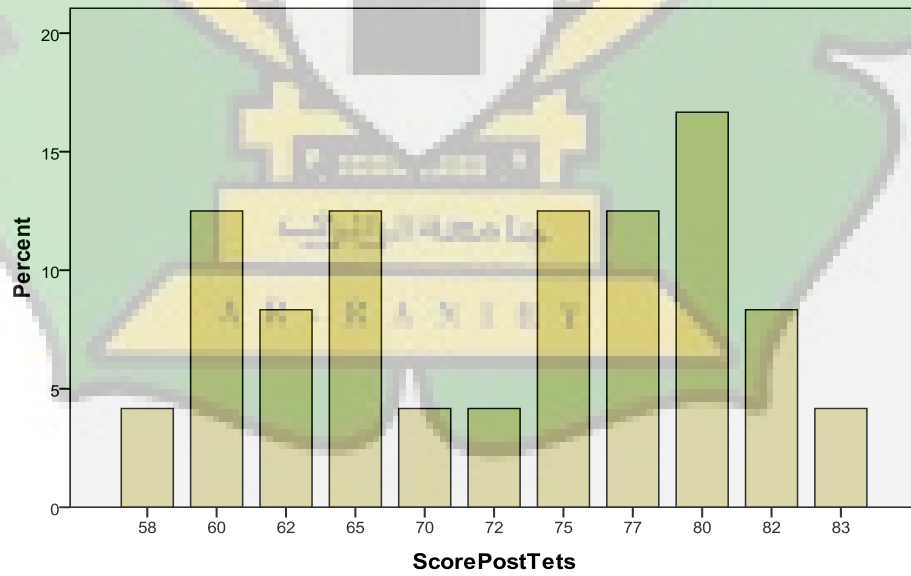
Bar Charts Control class

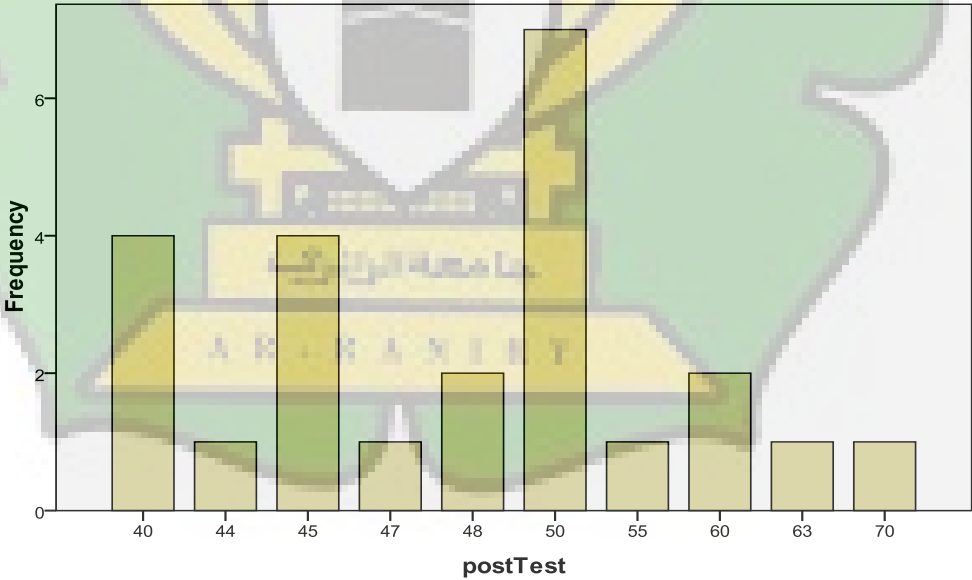## ScoreControlGroup

postTest

Appendix H   : Documentation of Research