

**THE USE OF TOONDOO IN TEACHING WRITING SKILL
OF NARRATIVE TEXT AT THE FIRST-YEAR STUDENTS
OF SMKN 2 SELONG IN ACADEMIC YEAR 2020/2021**



A THESIS

**Presented as A Partial Fulfillment of the Requirements for the Bachelor
Degree of Education in English Language Teaching**

By

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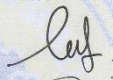
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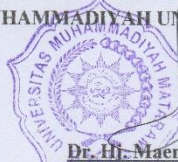
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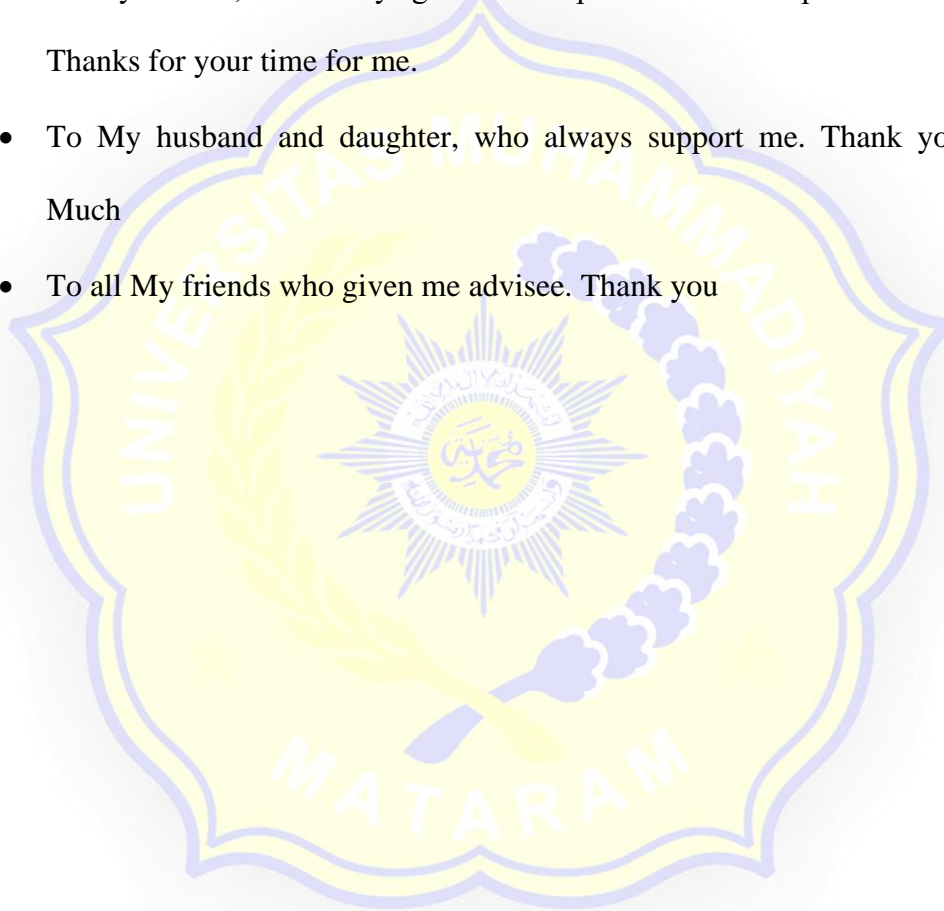
“Do as you will, for Allah will see your deeds, and so, will His Messenger and the believers. And you will be returned to the Knower of the unseen and the witnessed, and He will inform you of what you used to do.” (At Taubah 105)



DEDICATION

This thesis is dedicated for:

- To My beloved parents, my father Abdul Manan and my mom Zaitun who have given me lots of morale support, motivation and unconditional prayer all my life.
- To My sister's, who always given me inspiration to accomplish this thesis. Thanks for your time for me.
- To My husband and daughter, who always support me. Thank you so Much
- To all My friends who given me advisee. Thank you



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ABSTRACT

Launa. 2019. A THESIS: "The Use of ToonDoo In Teaching Writing Skill Of Narrative Text at The First-Year Students of SMKN 2 Selong In Academic year 2020/2021. "English Education Program Faculty of Teacher Training and Education Muhammadiyah University of Mataram.

Toondoo is one kind of teaching media to write and create creative comic strip. It let the students to share their idea, creativity and imagination. This research has to know whether the use of Toondoo is effective or not for teaching creative writing to the first year of SMKN 2 Selong in Academic Year of 2020/2021. This research used quantitative approach with experimental method. The researcher used quasi experimental research design (post-test only control design). The population was all the students of OKTP (administration) and AKL (accounting) class at first year of SMKN 2 Selong in Academic Year of 2020/2021. This research was quasi-experimental design and the population of this research was 60 students. Besides, the sample from an experimental class consists of 30 students. Furthermore the research showed the mean of student post-test for experimental class is 79.29 and for control class is 79.43. From the research analysis, it means that H_a was accepted. Thus, the use of ToonDoo apps strategy has effect and significant different in teaching writing at the first-year of SMKN 2 Selong in academic year 2020/2021.

Key words: ToonDoo, strategy, writing

TABLE OF CONTENTS

| | |
|--|-------------|
| TITLE PAGE | i |
| APPROVAL SHEET | ii |
| ACCEPTANCE | iii |
| DECLARATION | iv |
| MOTTO | v |
| DEDICATION | vi |
| ACKNOWLEDGMENT | vii |
| ABSTRACT | viii |
| TABLE OF CONTENT | ix |
| | |
| CHAPTER I INTRODUCTION | |
| 1.1 Background of Study | 1 |
| 1.2 Research Question | 3 |
| 1.3 Purpose of Study | 4 |
| 1.4 Scope of study..... | 4 |
| 1.5 Significance of study | 4 |
| 1.5.1 Practically | 5 |
| 1.5.2 Theoretical..... | 5 |
| 1.6 Hypothesis of study | 5 |
| 1.7 Definition of key terms | 6 |
| 1.7.1 ToonDoo | 6 |
| 1.7.2 Writing..... | 6 |
| 1.7.3 Narrative | 7 |
| | |
| CHAPTER II REVIEW OF RELATED LITERATURE | |
| 2.1 Theoretical Review..... | 8 |
| 2.1.1 Teaching writing in EFL..... | 8 |
| 2.1.2 Types of text | 19 |
| 2.1.3 Writing narrative text..... | 11 |
| 2.2 Media | 12 |
| 2.2.1 Definition of media..... | 12 |
| 2.2.2 Classification of media | 13 |
| 2.3 Toondoo | 14 |
| 2.3.1 Strengths and weaknesses of ToonDoo | 17 |
| 2.3.2 Make a comic with ToonDoo | 17 |
| 2.4 Review of Previous Study | 24 |
| | |
| CHAPTER III RESEARCH METHODE | |

| | |
|--|----|
| 3.1 Research Design | 26 |
| 3.2 Population and sample | 26 |
| 3.2.1 Population | 26 |
| 3.2.3 Sample | 26 |
| 3.3 Research Instrument | 27 |
| 3.4 Technique of Data Collection | 31 |
| 3.4.1 Pre-test | 31 |
| 3.4.2 Treatment | 32 |
| 3.4.3 Post-test | 32 |
| 3.5 Technique of Data Analysis | 33 |
| 3.5.1 Descriptive Data | 33 |
| 3.5.2 Normality Test | 33 |
| 3.5.3 Paired Test | 34 |
| 3.5.4 Homogeneity Test | 34 |
| 3.5.5 Independent Test | 35 |

CHAPTER IV FINDING AND DISCUSSION

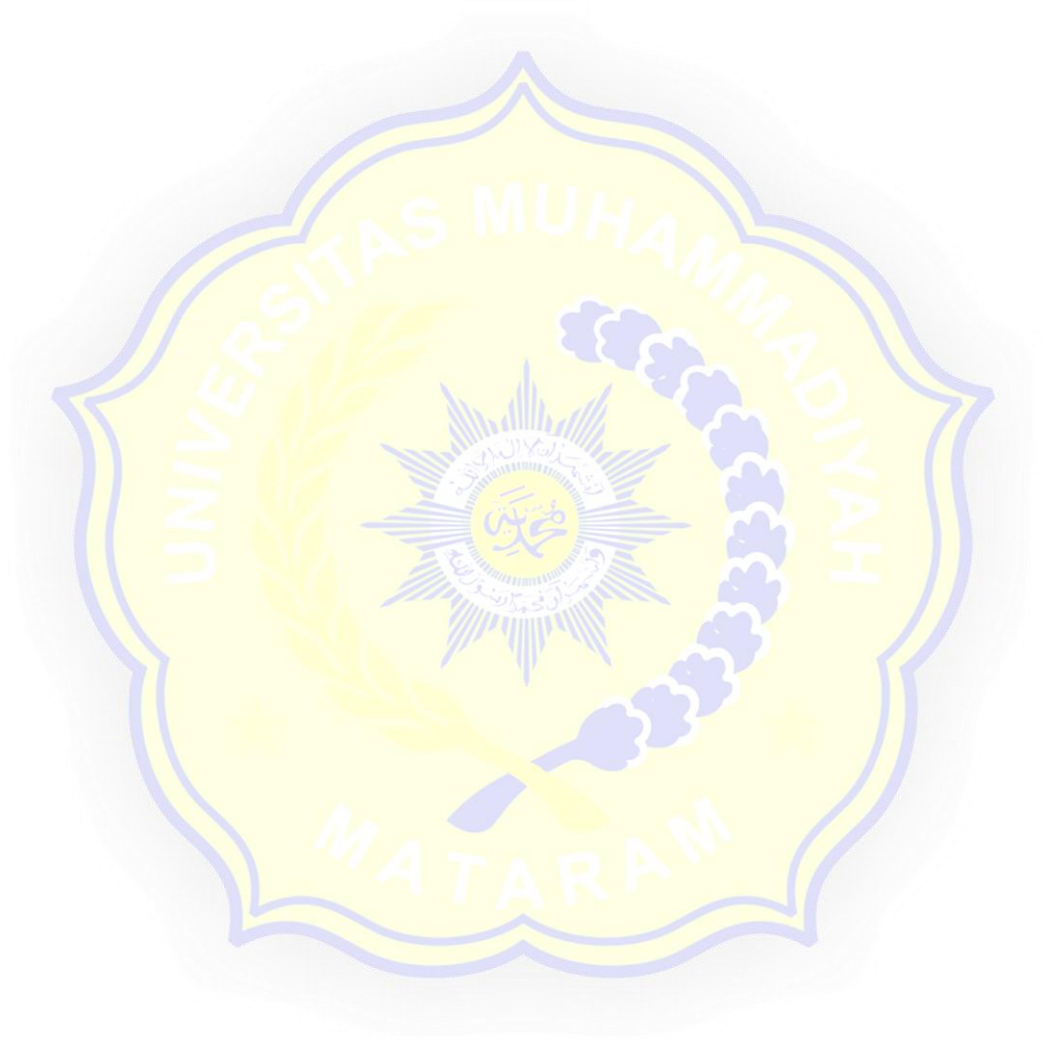
| | |
|---|----|
| 4.1 Finding | 36 |
| 4.1.1 Pre-test score of experimental class | 36 |
| 4.1.2 Pre-test score of control class | 37 |
| 4.1.3 Post-Test Score of Experimental Class | 38 |
| 4.1.4 Post-Test Score of Control Class | 38 |
| 4.1.5 Descriptive Statistics | 39 |
| 4.1.6 Tests of Normality | 40 |
| 4.1.7 Paired Sample Test | 41 |
| 4.1.8 Test of Homogeneity of Variance | 42 |
| 4.1.9 Independent Test | 42 |
| 4.2 Discussion | 44 |

CHAPTER V CONCLUSION AND SUGGESTION

| | |
|----------------------|----|
| 5.1 Conclusion | 46 |
| 5.2 Suggestion | 46 |

BIBLIOGRAPHY

APPENDICS



CHAPTER I

INTRODUCTION

1.1 Background of Study

Writing is also one of media communication. Writing is very important as media of communication, that can help us to have good socialisation, can express our idea, feeling, and our opinion so that we can have a good interaction with each other. Importance of writing we can see in daily life and also in our social life, such as in education and business aspect, for example, when we write a letter or application letter. Writing also gives some other benefits. Besides being a means of communication, writing can also create jobs. In beginning writing, it is just an activity to express idea, opinion, or feeling in the text. Writing also can be a hobby to spend of the time, but finally, people can get money in this modern life from doing their writing; for example, a journalist, novelist, or scriptwriter.

Although writing is important, it is a difficult subject, especially for the student. The reason is that writing is a mixture of idea, vocabulary and also grammar, according to Heaton in his book "Writing English Language Test" (1979: 138); writing skill is more complex and difficult to teach, requiring, and mastering not only of grammatical and theoretical devices but also conceptual and judgement because of the difficulties of writing, some efforts have been made to solve the problem. The main objective is to make the writing become easier to learn for the students. When the researcher observed at SMKN 2 Selong, the researcher found that the students in senior high school easy to feel bored because they still on the growth period, which always curious. Another reason is, while the

teacher was giving a writing task, the students lack to arrange each word into a good sentence, they are confused to find out the best meaning from each word, lack of vocabularies and grammar.

The teacher should find out how to make the students be able to distinguish each kind of text and another. One of the solutions is through using media apps ToonDoo. The meaning of media aimed at something that delivers information (message) between message sender and receiver. Teaching media based on Arsyad (2009:4) is a media that bring the instructional purpose of message or information of learning. Media its means that of expressing message and information. Any kinds of media that teacher uses must make the students' comfortable with the material or in the class so they can easily understand the lesson. Moreover, English has been introduced as a second language for a year for students, but the result is not satisfying. It can be seen when they get difficulties to make a short paragraph of narrative text in the second class of the senior high school. The students tend to keep silent and never ask when they get difficulties. There are some reasons why the students have difficulties in doing writing activities. One of them is the use of uninterested and unapplicable media in the teaching-learning process, which is applied by the teacher.

The teacher should utilise a teaching media of teaching writing, which interesting for the students includes; materials, comfortable environment, and self-confidence teachers. ToonDoo can be used by educators in the learning process, including to deliver material, interpret a concept from verbal or textual form visual for the example fairy tale and it can be applied in writing for the example

make a simple comic to create a more interesting and just select the pictures that are already available indirectly the students have different unique ideas, and enjoyable.

The researcher was explored writing skill of students, that is narrative, using ToonDoo at the first-year students' of SMKN 2 Selong in academic year 2020/2021 so that their skill better than before and they do not feel fear to share their idea, opinion, and a message from writing. The researcher took "The use of ToonDoo in teaching writing skill of narrative texts at the first-year students of SMKN 2 Selong in academic year 2020/2021" to research because researcher wants to help students eliminate their feeling that they cannot be successful and make the students become braver to active in the learning process without feeling fear to make a mistake. Students were relaxed, enjoyed, comfortable, and not bored in the learning process because the classroom was set-up different from the normal class we have been so far so that their skill in writing narrative skill more.

1.2 Research Questions

Based on the background above the researcher stated the research question as follows:

1. Does the use of ToonDoo in teaching writing skill have effect in teaching narrative text at the first-year students of SMKN 2 Selong in academic year 2020/2021?
2. Is there any significant difference in students score between the students who are taught using ToonDoo than without using ToonDoo at the first-year students of SMKN 2 Selong in academic year 2020/2021?

1.3 Purpose of Study

The specific objective of the research based on the problem above stated as follow:

1. To investigate whether the use of ToonDoo has an effect or not in teaching writing skill of narrative text in the first-year students of SMKN 2 Selong in academic year 2020/2021.
2. To analyse the significant differences in student score between the students who are taught using ToonDoo than without ToonDoo in teaching writing skill of narrative text at the first-year students of SMKN 2 Selong in academic year 2020/2021.

1.4 Scope of the Study

1. The subject is the first-year students of SMKN 2 Selong in academic year 2020/2021.
2. The object of the study is narrative text in English book for SMK 1, forward an English course for vocational school students grade x.
3. The use of ToonDoo in teaching writing skill by narrative text.

1.5 Significant of study

The result of this study is expected to bring beneficial influencing for the teacher, students and another researcher which are divided into theoretical and practically significant.

1.5.1 Practically

The student will be more interest in studying English, especially in learning writing. The result of this researcher is expected to help the teacher to find out the alternative way for the teacher to teach in the learning process in their school. This researcher also informs the English Teacher strategy in teaching writing, and it can be applied to the students as well. This researcher is expected to give knowledge of the future researcher to do better researcher in teaching writing narrative text; it can be one of the references to conduct a study about the same media like comic and skill so the future researcher can make their studies more complete.

1.5.2 Theoretical

The researcher expected that this study could be as a reference for the next researchers who want to study about using ToonDoo in teaching writing skill, and could be used as a teaching strategy in the teaching-learning process.

1.6 The hypothesis of the study

In this study, the researcher has stated the hypothesis as follow:

1. The alternative hypothesis (H_a)

Using ToonDoo apps has an effect in teaching writing students writing skill of narrative text in the first-year students of SMKN 2 Selong in academic year 2020/2021. Using ToonDoo apps has significant differences in students score between the students who are taught using ToonDoo apps than without using

ToonDoo apps in the first-year students of SMKN 2 Selong in academic year 2020/2021.

2. The null hypothesis (Ho)

Using ToonDoo apps does not have an effect in teaching students writing skill in the first grade of SMKN 2 Selong in academic year 2020/2021. Using ToonDoo does not have significant differences in students score between the students who are taught using ToonDoo than without ToonDoo at first-year students of SMKN 2 Selong in academic year 2020/2021.

1.7 Definition of Key Terms

1.7.1 ToonDoo

ToonDoo is a free online software program that can turn your material into a comic stripe that you design. Create yourself giving a presentation using images and text that create a comic narrative. ToonDoo design has a lot of choices so you can create a lot. As stated by Tahsaldar and Seeman (2018), ToonDoo Comics to Wiki Books is a great way to assess students' comprehension of storylines, and main ideas as it allows them to easily create cartoons by dragging hundreds of ready-made backgrounds, props, text boxes, and characters into the cartoon panel chosen by them. ToonDoo also provides several features which are interesting for the participant.

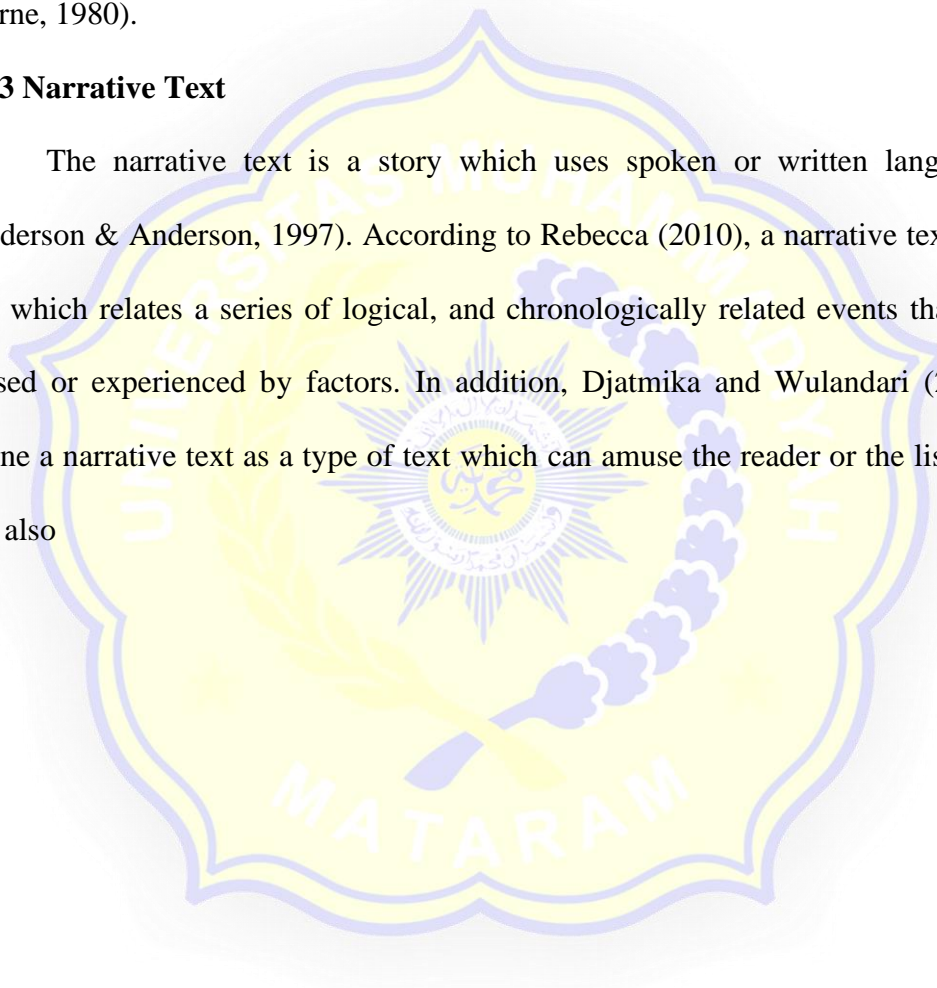
1.7.2 Writing

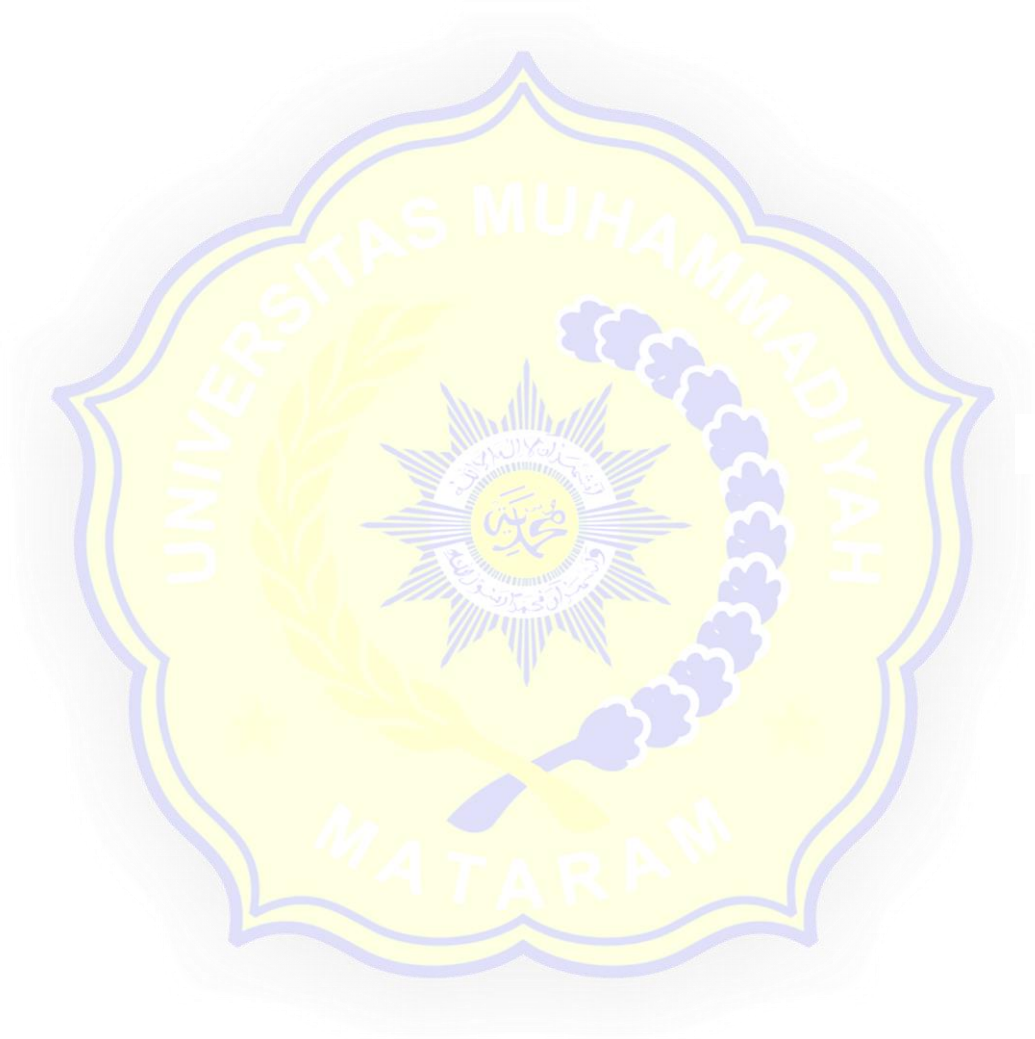
Writing is a process of communicating with others in which a writer sends his ideas and thoughts in written forms to readers. It is a process of thinking which

the writer discovers, organises, and communicates his or her thoughts to the reader (Wingersky,1999). All in all, writing means sending information and expressing ideas through written forms. In short, writing is a tool of communication in written form. Writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication (Byrne, 1980).

1.7.3 Narrative Text

The narrative text is a story which uses spoken or written language. (Anderson & Anderson, 1997). According to Rebecca (2010), a narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors. In addition, Djatmika and Wulandari (2013) define a narrative text as a type of text which can amuse the reader or the listener and also





CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Teaching writing in EFL student

Writing is a process of communicating with others in which a writer sends his ideas and thoughts in written forms to readers. It is a process of thinking which the writer discovers, organises, and communicates his or her thoughts to the reader. (Wingersky,1999). Moreover, it is about conveying meaning by using words that have been chosen and put together in written or printed form (Farbrain& Whinch,1996). All in all, writing means sending information and expressing ideas through written forms. In short, writing is a tool of communication in written form.

According to the genre-based approach, writing is a process of deep critical thinking producing text. This activity is not merely the process of producing supported texts linguistic features but also addresses the context and cultural and social background. Where the text as discourse (discourse) as well as conventions where the text is produced in certain discourse communities (Zeng in Gao, 2007). Must in writing, students must have competence about the context in which the text occurs, competence about the setting social and cultural background, and competence about linguistic features.

Kim and Kim (2005) mention four problems in writing classes. First, a very big emphasis on aspects of grammar (grammar); Second, the emphasis overdoing the final result; Third, there is less emphasis on genre-specific writing

across the curriculum; fourth, the lack of feedback diversification. Does not mean that grammar learning is not important; of course, it is not possible an idea can well be expressed without using accurate grammar. But you should indeed this grammar teaching is carried out with context and is integrated into the text. Excessive orientation or hasty attitude in pursuit of a product can make someone missed an important stage in the learning process of writing. The feedback that is variety, for example, not just fixating on the grammar aspect, can make students think more broadly about authorship. Writing is not merely about grammar but other aspects such as the structure of the text, logic wrangling, acceptance and etc.

2.1.2 Types of text

English texts are divided into 13 types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.

- a. Narrative text to amuse or entertain the readers and to tell a story. Generic structure is orientation, complication resolution, reorientation (optional). Dominant language features are using the past tense, using action verb, chronologically arranged.
- b. Recount text, to retell something that happened in the past and to tell a series of the past event. Generic structure is orientation, event(s), reorientation. Dominant language features are using the past tense, using action verb, using adjectives.
- c. Descriptive text is describing a particular person place or thing in detail. Generic structure is identification and description. Language features are

using the simple present tense, using action verb, using an adverb, using special technical terms.

- d. Report text, to presents information about something as it is. Generic structure is general classification and description.
- e. Explanation text, to explain the processes involved in the formation or working of natural or socio-cultural phenomena. Generic structure general statement, explanation, closing.
- f. Analytical exposition, to reveal the readers that something is the important case. Generic structure is the thesis, arguments, reiteration/ conclusion.
- g. Hortatory exposition, to persuade the readers that something should or should not be the case or be done. Generic structure is thesis, arguments and recommendation.
- h. Procedure text to help readers how to do or make something completely. Generic structure is goal/ aim, materials/equipment and steps/methods.
- i. Discussions text, to present information and opinions about issues in more one side of an issue ('for/pros' and 'against/cons'). Generic structure is an issue, arguments for and against, conclusion.
- j. Review text, to critique or evaluate an artwork or event for a public audience. Generic structure is orientation, evaluation, interpretative recount, evaluation, and evaluative summation.
- k. Anecdote text, to share with others an account of an unusual or amusing incident. Generic structure is abstract, orientation, crisis, reaction, coda.

- l. News item about events of the day, which are considered a newsworthy or important. Generic structure is a newsworthy event and background events, source.
- m. Spoof, to tell an event with a humorous twist and entertain the readers. Generic structure is orientation, event(s), and twist.

2.1.3 Writing Narrative Text

There are some types of writing text; one of them is narrative text. The narrative text is a story which uses spoken or written language. (Anderson & Anderson, 1997). According to Rebecca (2010), a narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors. In addition, Djatmika and Wulandari (2013, p.3) define a narrative text as a type of text which can amuse the reader or the listener and also has a moral value inside the story.

A narrative text has a structural organisation that includes orientation, complication, and resolution (Djatkika & Wulandari, 2013). In addition, Djatkika and Wulandari (2013) say that narrative text itself has some textures, which is preposition, conjunction, adverb, adverbial phrase, adverb of time, noun phrase, tenses (past tense and past perfect tense), and also direct and indirect speech

Narrative writing can be broadly defined as story writing – a piece of writing characterised by the main character in a setting who encounters a problem or engages in an interesting, significant or entertaining activity or experience. What happens to this main character is called the plot. The plot follows a beginning, middle, and end sequence. The middle of the story is the largest, most significant

part, which we call the main event. The main event is really what the story is all about and involves either a problem to be solved or life experience for the main character. Authors write narrative stories in order to entertain an audience of others – this is called the author's purpose.

Usually, narrative writing is categorised as fiction, which is based on imaginative events or stories that did not actually happen. The other category of writing is known as nonfiction, which would be writing that is based on real facts. This usually consists of newspapers, essays, reports, and other informative writing. However, some nonfiction can, in fact, tell a story, which would classify it as narrative writing. In the case of nonfiction, the story must be a true story with real people and events. Autobiographies and biographies are examples of nonfiction that is narrative writing, as they tell the real story of a person's life. In this case, the researcher uses ToonDoo apps like a media in teaching writing skill, especially narrative text.

2.2 Media

2.2.1 Definition of Media

As known that media dominate in human life. It is around them, so they can find it easily everywhere. Media is made in various types and substances. Many people use it for any purposes. The following will be explained the definition of media by (Djamarah and Zain, 2006):

"The word "of media" is derived from Latin and the plural form of the word "medium", which literally means "mediator or conductor". Thereby, media is a vehicle of transferring information about knowledge or message."

Based on the definition above, the media have an important role for people to get information. Therefore, many teachers use the media as a tool to teach students in the classroom to transfer knowledge.

2.2.2 Classification of Media

Media will offer a different situation in the teaching-learning process in class. By media, students are hoped to be more interested in the lesson and more active in the learning process. Media can be used by both teachers and students. Media also gives more details information to the students on the material and skill that is being taught. It gives the teachers and students the opportunity to do an activity together. Then, the teacher has to know the appropriate media for the students.

Media can be classified into some categories. (Azhar, 2011: 33) divides media into two categories:

1. Traditional media

Traditional media is simple media used by the teacher in the learning process before modern media is occurring such pictures, poster, photo, chart, graphs, diagrams, cartoon, comic, information boards, recording disc, cassette tape, cartridge, film, television, video, textbooks, module, puzzle, simulation, board game, manipulative. The researcher will discuss some of the preview examples such as:

2. Comic

The comic is a form of cartoons in which the same disposition to form a story in the order of the pictures are closely related and are design for entertaining his readers. Even though the comic has achieved widespread popularity, especially

as media entertainment, a few specific items in the classification have an educational value that is not in doubt. The researcher will use ToonDoo apps as media because it can be affected by a teacher in an effort to generate interest, develop a repertoire of vocabulary and writing skill.

3. poster

A poster is a pictorial device design to attract attention and communicate a story, a fact, an idea, or an image rapidly and clearly. It aims for conveying the specific message, teaching a particular thing, giving a general idea etc.

4. cartoon

A cartoon is a simple picture of an amusing situation; sometimes, it is a satirical comment on a serious or topical issue. A strip cartoon is a sequence of framed drawings, which tell a story. Both types are able to be found in newspapers, magazines and leaflets. In development situations, a cartoon is a method of conveying a specific message.

2.3 ToonDoo

ToonDoo is a cool, comic-creating tool from Jambav, a fun site for kids with the website is www.ToonDoo.com. Jamba is devoted to creating a unique array of free and customisable online games of educational value for children of all abilities.

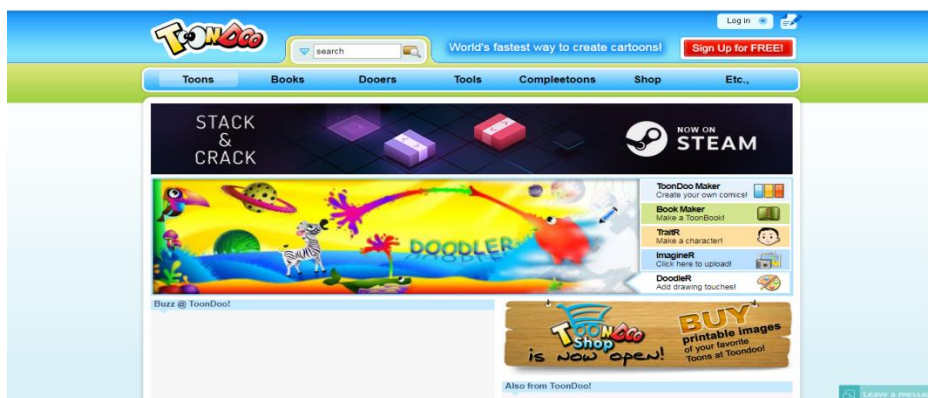


Figure. 2.1

ToonDoo, as one of the web-based applications provided on the internet, is known as an easy and appealing application which can be used as an instructional tool the teachers to create a picture and use it for teaching. Kirchoff and Cook in Fatimah and Santiana (2017) point out that ToonDoo is a free, fully online comic creator, one that offers many options for comic strip creation through a user-friendly interface. This web-based application tool is really beneficial, allowing teachers to create cartoon by only choosing comic strips components, such as setting, characters, props, clip, art, and text bubble provided on its application. Its component is categorised to help users find what they are looking for and select just the right image. Moreover, they can upload pictures taken from the internet or their own if they want. This feature is useful and easy to use.

Similar to other web-based technology, teachers need to create an account by submitting the name and email address to use ToonDoo. It provides fifteen options for panel layout, from one to four panels of equal or varying sizes. It also has the option to create individual comic strips or to combine panels to form

books (i.e., collections) of multiple strips (Kirchoff& Cook, 2015). Moreover, this tool also consists of sharing options allowing the users to share their comic on the internet. Students can select from the public (where anyone can view), private (where only they can view), and shared (where they can select who views) for their product. This can create a different setting and experience for the students, which can increase their motivation to study. Gonzalez (2016) has found that the elaboration of the comic in ToonDoo was something very motivating for the students.

Creating comics using this app is really easy. As the free cartoon maker, the participant can create a free account by submitting username, password and email. ToonDoo consists of hundreds of characters, backgrounds and clip art which can be chosen easily by the participant. As stated by Tahsaldar and Seeman (2018), ToonDoo Comics to Wiki Books is a great way to assess students' comprehension of storylines, and main ideas as it allows them to easily create cartoons by dragging hundreds of ready-made backgrounds, props, text boxes, and characters into the cartoon panel chosen by them. ToonDoo also provides several features which are interesting for the participant. He does not need to have a skill of drawing to create the characters. In addition, the facial expressions and body positions also can be changed easily using this tool. There are several emotions provided on the app, such as happy, angry, sad or disappointed.

In contrast, students can use ToonDoo to share their ideas online with no stress at all. As mentioned by Education and Culture DG (2012), ToonDoo is a digital comic that offers a way for students to experiment and use their skills in a

way that eradicates constraints. It minimises stress connected to productive skills because this instrument allows them to express contents confidently. Through this tool, students are empowered to share their ideas easily at the same time, use it as a learning platform for vocational high school. Based on the definition of ToonDoo above, the researchers concluded that ToonDoo is a free comics tool or software without paying that provides various features of convenience for making comics even though they do not have the talent to draw.

2.3.1 Strengths and Weaknesses of ToonDoo

As a learning media, ToonDoo has strengths and weakness. The advantages of ToonDoo are; the availability of many characters that can be directly used as characters in comics created by users. In addition, there are many backgrounds, as well as other objects that can be used easily. Users can create their own characters or objects. Although many characters and objects are available for use, in ToonDoo, the user can draw the appropriate character you want with his own hands with Traitor, and to colour, it can use Doodler. It can be saved in the user's account at any time. On this website www.toondoo.com, there is an option to save comic projects to compile books. If you suddenly stop in the middle of the road, you can continue at any time, because the comic is already saved in the ToonDoo account. The results of making comics using ToonDoo can be shared on social networks such as Facebook and Twitter.

ToonDoo also has weaknesses because this application is an online website application, so users cannot make comics offline. It means that support this activity, the internet network is needed.

2.3.2 Make a Comic with ToonDoo

The steps to make comic ToonDoo are:

- 1) Search website <http://www.toondoo.com>

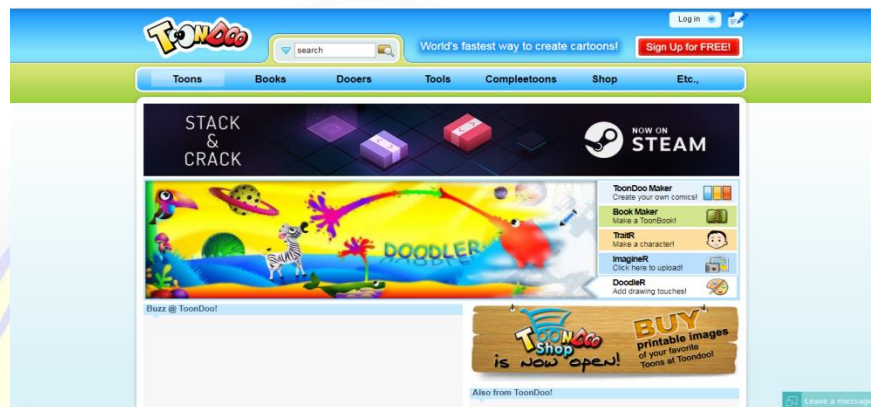


Figure. 2.2

- 2) Sign up at <http://www.toondoo.com> by click “*sign up for free*” at the right corner

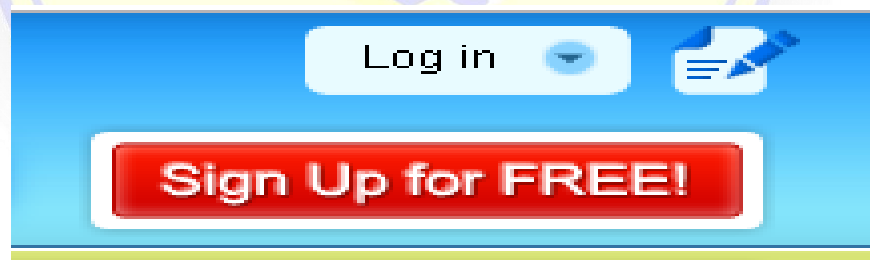


Figure 2. 3. *Sign Up for Free*

- 3) After signing up the display will appear as shown below:

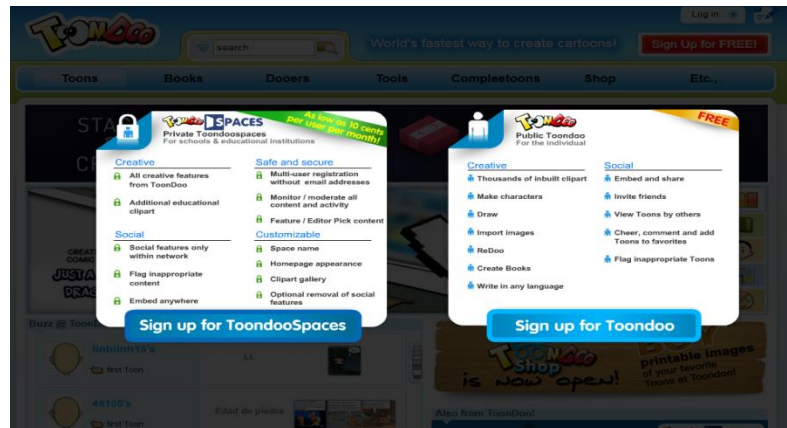


Figure 2.4 Sign Up

- 4) Next, users can choose *free* and click *sign up for ToonDoo*.

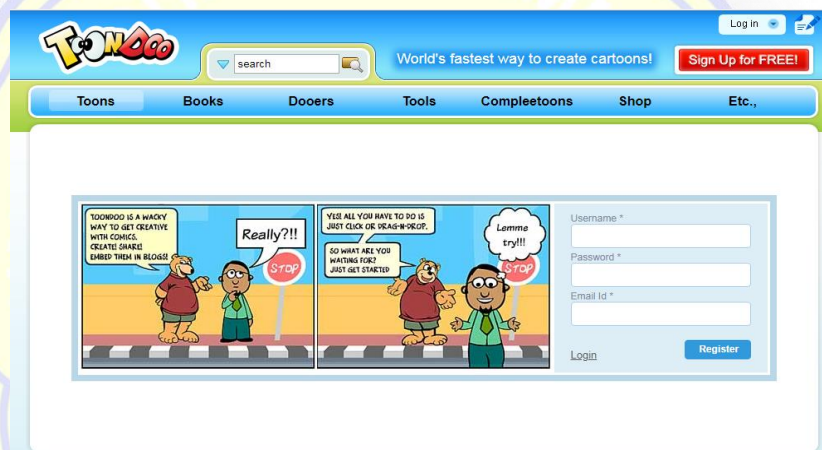


Figure 2.5. Form Register ToonDoo

- 5) After completing the registration form and checking e-mail, the user can follow the instructions in the e-mail. And then, click *login*. After a successful login, a display will appear as shown below:



Figure 2.6. User

- 6) Next, users can start making comics by click "Toons" and select "Create Toon."

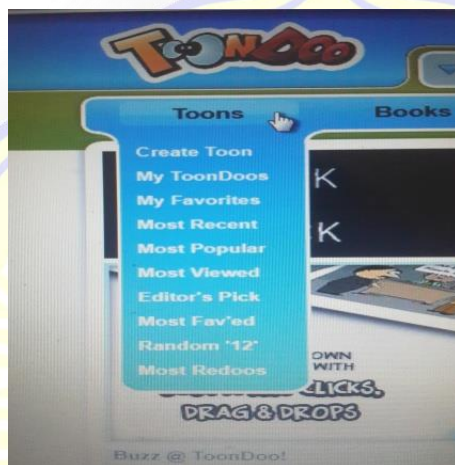


Figure 2. 7. *Create Toon*

- 7) Choose a horizontal layout, because it will be made into a book.
Click and wait until loading 100%.

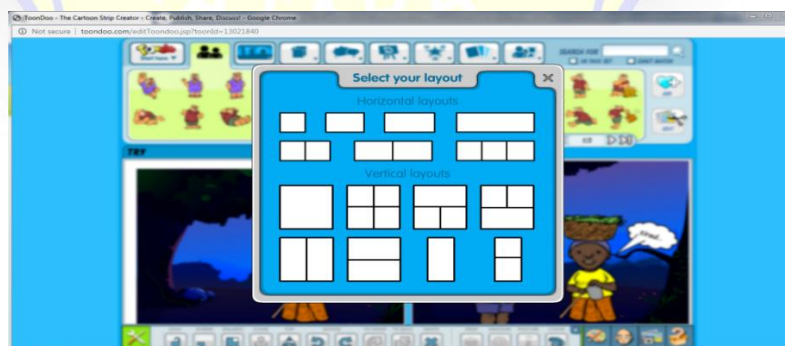


Figure 2. 8. *Layout ToonDoo*

- 8) If it is successful, a display will appear as shown below:

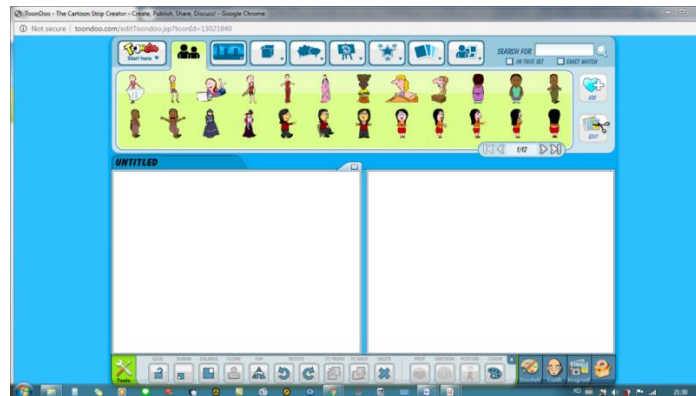


figure 2. 9. Worksheet of *ToonDoo*

9) Choose *menu background*



Figure 2. 10. *Menu Background*

10) To add an image to the layout, click the character image then drag it to the screen. And if you want to install a background. Click the image then drag it to the screen.

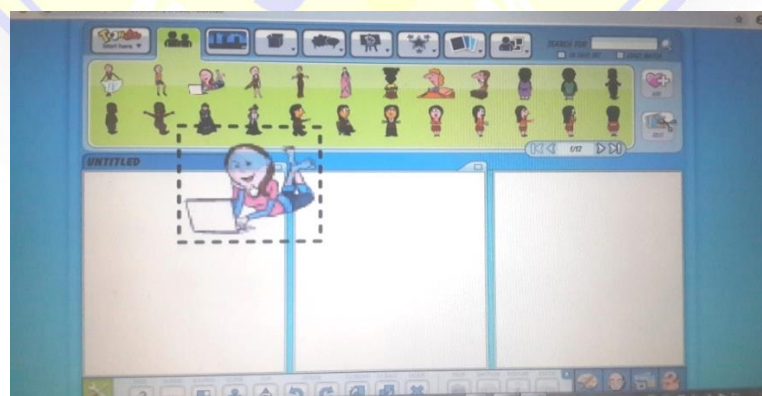


Figure 2. 12. *Insert Character*

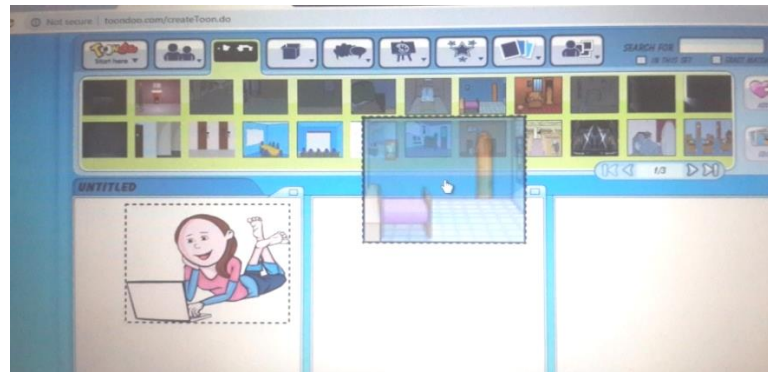


Figure 2. 13. *Insert Background*

11) Next, give it the touch with *Props* feature



Figure 2. 14. *Props feature*

12) The next step is to enter the conversation text. Continue to the next screen so it looks like this:



Figure 2. 15. *Insert text*

13) When finished, the comic results can be saved by click "*start here*" in the top left corner, then select "*save*".

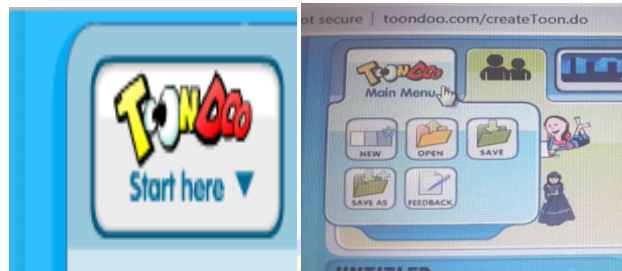


Figure 2. 16. Menu Save

14) Next, compile the comic into a book with a *bookmaker*.

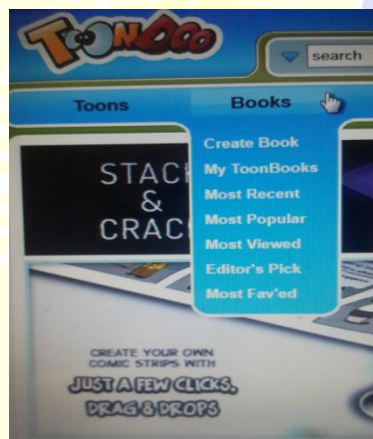


Figure 2. 17. Menu Create Book

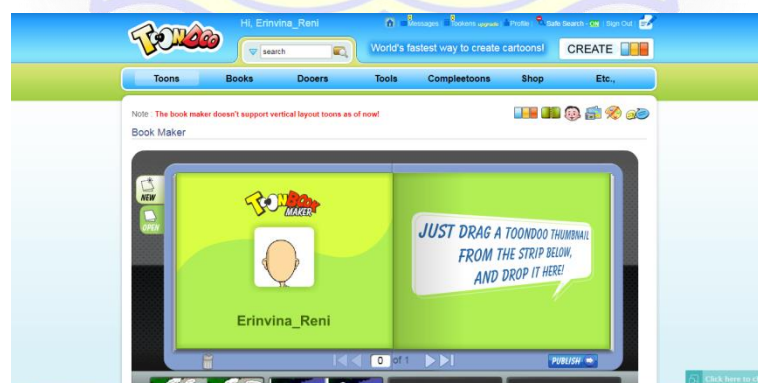


Figure 2. 18. *Bookmaker*

15) And it is the result of the comic

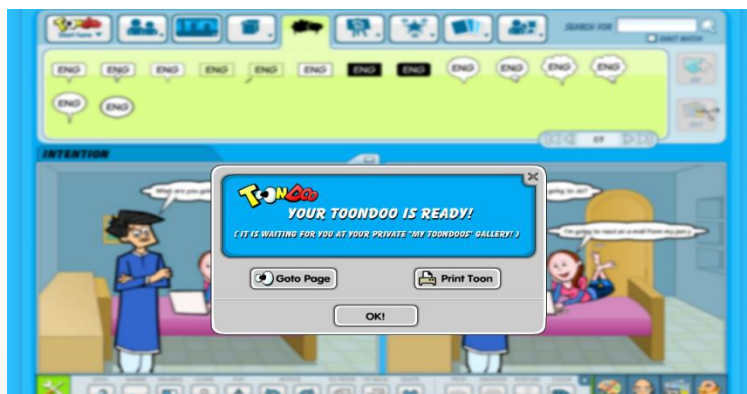


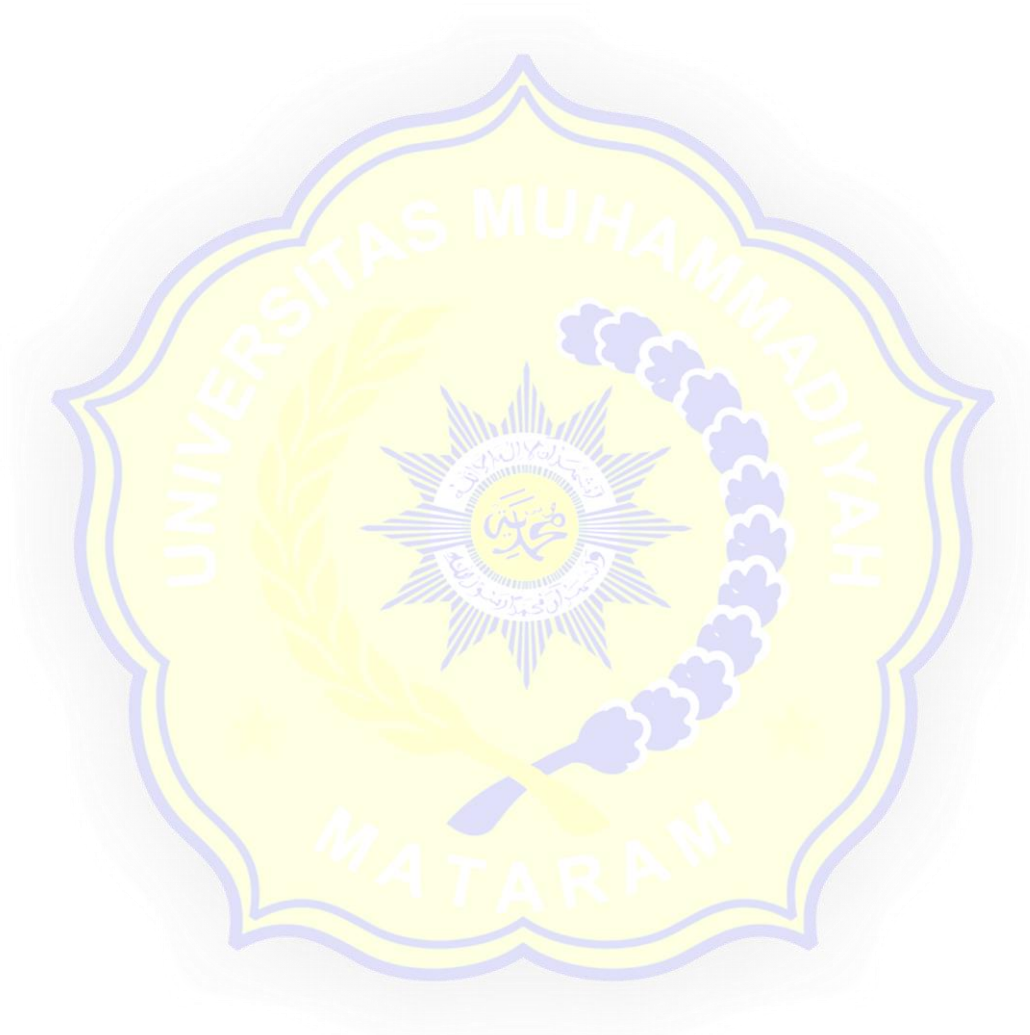
Figure 2. 19. *Print out Book*

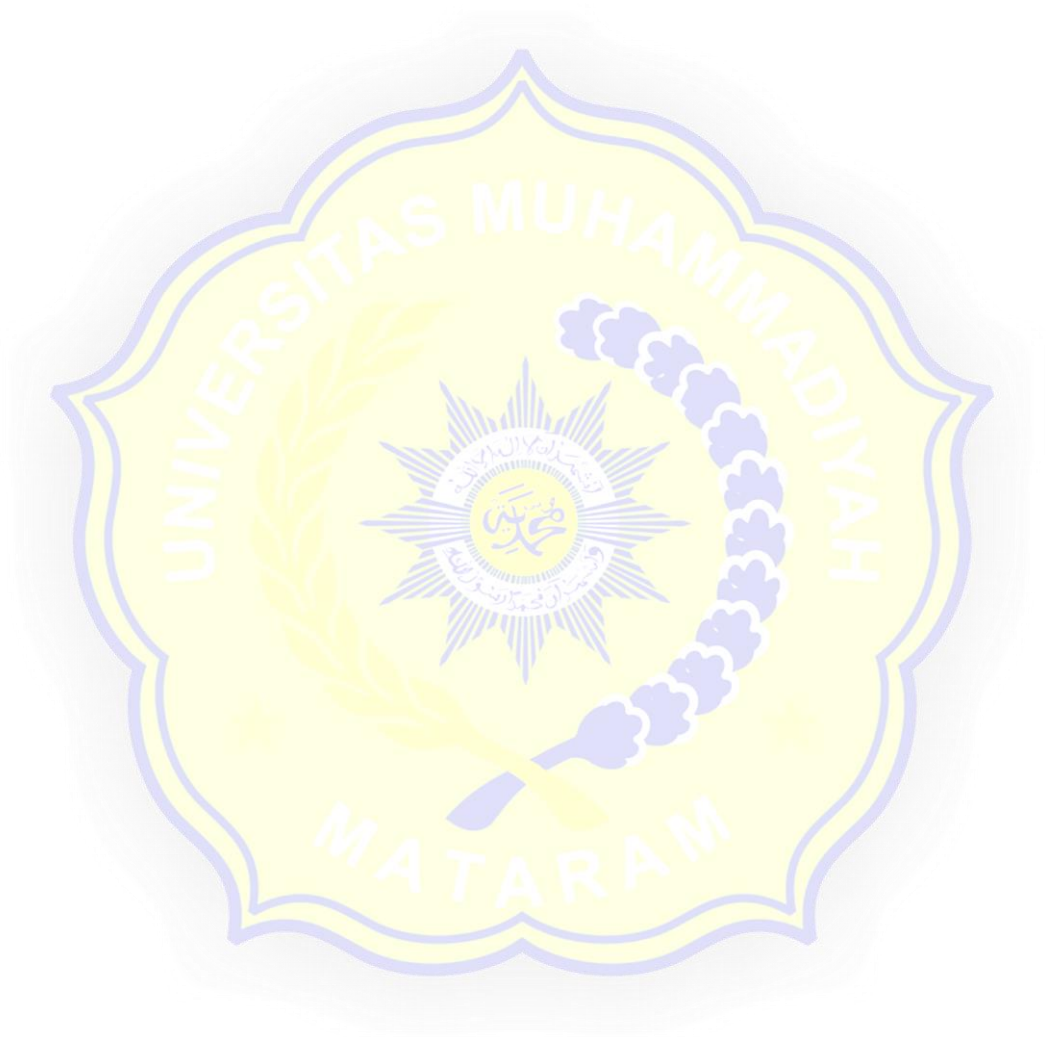
2.4 Previous Study

One of the researched related to this research is the research who did by Asri Siti Fatimah in June 2019. The title is "Digital Comic: An Innovation of Using ToonDoo as Media Technology for teaching English Short Story". This study investigates the use of ToonDoo as media technology for teaching English short story. Therefore, this study aims at knowing how the implementation of ToonDoo in teaching English short story and finding out the benefits of this tool for teaching performance. To gain the data, reflective journal created by a pre-service teacher who becomes the participant of the study and interview were used to reflect the process of creating ToonDoo and the process of teaching English short story using this tool.

The data to collect, reflective journal and interview were used. He was asked to write his reflective journal three times; after the lecturer introduces ToonDoo; after he creates ToonDoo; and after he teaches using it for teaching

English short story. Do reflection to help him, reflection template proposed by Smith adapted by Widodo and Ferdiansyah is used. The collected data were then analysed by using thematic analysis proposed by Braun, Clarke, and Rance. Firstly, the data taken from a reflective journal and interview were transcribed.





CHAPTER III

RESEARCH METHOD

3.1 RESEARCH DESIGN

The researcher quasi-experimental design. According to Nunan (1992), quasi-experimental is giving pre-test and post-test using a control group, and there is no determination of subject randomly. It's because the researcher believed that quasi-experimental was helped the researcher to investigate does the ToonDoo comic apps have a positive effect in teaching writing narrative text in the first grade of SMKN 2 Selong. There are some procedures that were being used in this research as the researcher divide the group into two groups, namely the experimental group and control group. The first group call experimental group was treat by using ToonDoo comic apps, while the second group call control group did not use ToonDoo comic apps.

3.2 Population and Sample

3.2.1 Population

The population is object or subject, which has the quality and characteristic use by the writer to study then make the conclusion (Sugiyono, 2018: 80). Total of the population in this research in the first-year students of SMKN 2 Selong in academic year 2020/2021. The number of populations there's 360 students divided into 12 classes. Each class consists of 27-35 students.

3.2.3 Sample

The sample is any group on where information is obtained (Franken & Walles, 2008) (Arikunto, 2006: 134) state that if the sample is less than 100, take

all the samples. If the sample more than 100, take 10-15% or 20-25% or more, depending on the research ability in time, energy and find. The researcher used purposive sampling technique in taking the sample from the population because it takes two classes that are homogenous and capable of representing the population characteristic but also the consideration of English teacher in SMKN 2 Selong. Purposive sampling is a sampling approach as a strategy where "member of sample is chosen with a purpose to represent a location or type in relation to the criterion" (Ritchie et al., 2003: 77). In this research, the researcher used 2 X classes Office Administration (OTKP), and accounting (AKL) that consist of 30 students as the subject of this study which consist 60 students as a sample but just 14 students collected their duty.

3.3 Research Instrument

In this study, the researcher has used a test as an instrument. In this study, the researcher was taught the students could implement the social function, structure text, grammar to make narrative text relate to folk legend. After that, the researcher was given the students some duty to make narrative text related about a fairy tale or folk legend using ToonDoo apps by paying attention to social functions, structure text, grammar, correctly and in context through teacher instruction and respond collaboratively. The test in the form that is covered with an indicator of writing consist of; content, organisation vocabulary, language use

and mechanic. The sources of the instrument taken from the English for SMK 1, forward an English course for vocational school students grade x, Buku Bahasa Inggris SMA/SMK/MA/MAK Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017 Revisi.

In addition, Jacobs et al. (1981) differentiated five aspects: content is weighed 30 points, language use is 25 points, organisation and vocabulary are weighed 20 points, and mechanics are weighed 5 points. These are the criteria:

| Aspect | Level | Criteria |
|--------------|---------|---|
| Content | 30 – 27 | EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic. |
| | 26 – 22 | GOOD TO AVERAGE: some knowledge of the subject, adequate range, limited development of thesis lacks of detail, mostly relevant the topic. |
| | 21 – 18 | FAIR TO POOR: limited knowledge, little substances, in adequate development of thesis. |
| | 16 – 13 | VERY POOR: does not show knowledge of subject, non-substantive, not pertinent. |
| | 20 – 18 | EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive. |
| Organization | | |

The Use of Guided Writing and Sequences of Pictures as Teaching Technique to Enhance the Ability of Writing Narrative of Students in “Different English Course”

| | | |
|------------|---|---|
| | <p>17 – 14</p> <p>13 – 10</p> <p>9 – 7</p> | <p>GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</p> <p>FAIR TO POOR: non-fluent, ideas confused or disconnected lacks of logical sequencing and development.</p> <p>VERY POOR: does not communicate, no organization, or not enough to evaluate</p> |
| Vocabulary | <p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p> | <p>EXCELLENT TO VERY GOOD: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.</p> <p>GOOD TO AVERAGE: adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured.</p> <p>FAIR TO POOR: limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured</p> <p>VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate.</p> |

| | | |
|---------------------|--|--|
| <p>Language Use</p> | <p>25-22 21-18 17-11 10-5</p> | <p>EXCELLENT TO VERY GOOD: effective complex construction, few errors agreement, tense, number, word order/ function, articles, pronouns, preposition.</p> <p>GOOD TO AVERAGE: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p>FAIR TO POOR: major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.</p> <p>VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate</p> |
| <p>Mechanics</p> | <p>5 4 3 2</p> | <p>EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>GOOD TO AVERAGE: occasional errors of spelling, punctuation, paragraphing but meaning not obscured</p> <p>FAIR TO POOR: frequent errors of spelling,</p> |

| | | |
|--|--|---|
| | | <p>punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.</p> <p>VERY POOR: mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.</p> |
|--|--|---|

Table 1 Jacobs et al's (1981) analytic scoring profile

3.4 Technique of Data Collection

In collecting data, the research takes data from pre-test, treatment, and post-test. The researcher has given a pre-test to the subject before training using media Toondoo apps. Meanwhile, the researcher gives post-test after gaining treatment using the technique of the data collection. The steps of collecting data as follows:

3.4.1 Pre-test

The researcher has given the pre-test to both groups (experimental group and control group) as the sample of the research. Pre-test aims to know the student ability before use ToonDoo apps media of treatment. The researcher gives pre-test for the students to make's narrative text relate to folk legend or fairy tale, by paying attention to a social function, structure text, and grammar, in order to know the students before the researcher teaching using media ToonDoo apps in teaching writing.

3.4.2 Treatment

In the process of treatment, the researcher needs a different treatment to both groups. The researcher was taught students by using ToonDoo apps and without ToonDoo apps to the control group. First, in pre-activity, the researcher was meet, give motivation and explain the main materials of learning. The second the researcher was taught the students could implement the social function, structure text, grammar to make narrative text relate to folk legend. The third that the researcher was given the students some duty to make narrative text related about a fairy tale or folk legend using ToonDoo apps by paying attention to social functions, structure text, grammar, correctly and in context through teacher instruction and respond collaboratively. Fourth, in the close, the researcher has reviewed the learning material which had by students and closed the meeting.

3.4.3 Post-test

In this part, after the students treated by using ToonDoo apps for the experimental group and without teaching by ToonDoo apps for the control group. The researcher was giving a test of post-test to all students as the sample, both the experimental group and control group. The post-test was giving the student the students some duty to make narrative text related about a fairy tale or folk legend using ToonDoo apps by paying attention to social functions, structure text, grammar, correctly and in context through teacher instruction and respond collaboratively. The content of post-test has a bit different than pre-test.

3.5 Technique of Data Analysis

This phase of activity focus by an effort to analyse, understanding, explaining, and concluding. Researcher discusses the execution of study with a teacher based on the result of perception. Therefore, the data obtained from the test, observation paper, and field note analyse inductively by listing themes that were seen to appear. Items refer to any symptom which appears in the data.

3.5.1 Descriptive Data

Descriptive statistical data is useful for explaining and describing research data including the amount of data, maximum score, minimum score, average score and other.

3.5.2 Normality Test

- a. Normality test is done to find out whether the research data is normally distributed or not.
- b. Normal data is an absolute requirement before we do parametric statistical analysis.
- c. In parametric statistics, there are two types of normality test that are often used, namely Kolmogorov-Smirnov test and Sharpio-Wil test.

If significance (Sig) score is more $>$ (great) than 0.05 then the data is normally distributed, while if significance (Sig) score is more $<$ than 0,05 then the data is not normally distributed.

3.5.2 Paired Test

- a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs
- b. Requirements in the paired sample t-test are normal distribution data
- c. For homogeneous variant data, it is not a requirement in the paired sample t-test.
- d. The paired sample t-test in this research is used to answer the problem statement.
- e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with post-test experimental class, then the pre-test control class data with the control class post-test data.

3.5.3 Homogeneity Test

- a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous.
- b. Homogeneous data is one of the requirements in the independent sample t-test.
- c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not. If significance (Sig) score based on mean $> 0,05$ then the data variant is HOMOGEN, while if significance (Sig) score based on mean $< 0,05$ then the data variant is NOT HOMOGEN.

3.5.4 Independent Testa

- a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.
- b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.
- c. The independent sample t-test in this research is used to answer the problem formulation.
- d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

