The Effectiveness of Toondoo to Enhance Students' Creative Writing

(An Experimental Research at Tenth Grade of MAN Wonogiri in the

Academic Year of 2017/2018)

THESIS

Submitted as A Partial Requirements

for the Undergraduate Degree in English Education Department

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Assalamu'alaikum Wr. Wb

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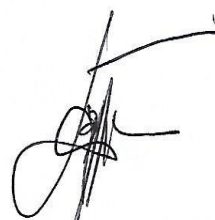
has already fulfilled the requirements to be presented before the Board of Examiners (*munaqasyah*) to gain Undergraduate Degree in English Education Department.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Surakarta, June 7th 2018

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RATIFICATION

This is to certify the *Sarjana* thesis entitled "The Effectiveness of Toondoo to Enhance Students' Creative Writing (An Experimental Research at Tenth Grade of MAN Wonogiri in the Academic Year of 2017/2018)" by DWI KURNIA MUFIDAH has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate Degree in English Education Department.

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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr. Abdul Ghoni S.Pd.I and Mrs. Kustianingsih)
2. My beloved brother and sisters (Fatchul Machin, Nita Yuliana Erla, Oktastika Hidayatul Ilmiah, Ridhotul Nawang Choiroh)
3. My beloved partner Burhanudin Fajri
4. My thesis advisor
5. My beloved blacklist class
6. All of my lecturers of IAIN Surakarta
7. My Almamater IAIN Surakarta

MOTTO

Optimism is the faith that leads to achievement. Nothing can be done

without hope and confidence.

-Helen Keller-

So, verily with every difficulty, there is relief:

Verily, with every difficulty there is relief.

(QS. AL- Insyirah: 5-6)

Good preparation is the key of success, without any preparation we

will be fail

(Anonym)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Effectiveness of Toondoo to Enhance Students' Creative Writing (An Experimental Research at Tenth Grade of MAN Wonogiri in the Academic Year of 2017/2018)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, July   2018

Stated by,

Dwi Kurnia Mufidah

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the days of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled *The Effectiveness of Toondoo to Enhance Students' Creative Writing (An Experimental Research at Tenth Grade of MAN Wonogiri in Academic Year of 2017/2018).* Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would be completed without helps, support and suggestions from several ideas. Thus, the researcher would like to express her great thanks to all of those who had helped, support and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, July   2018

The Researcher

Dwi Kurnia Mufidah

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ABSTRACT

Dwi Kurnia Mufidah. 2018. *The effectiveness of Toondoo to Enhance Students' Creative Writing (An Experimental Research at Tenth Grade of MAN Wonogiri in academic Year of 2017/2018).* Thesis. English Education Department, Islamic Education and Teacher Training Faculty, The State Islamic Institute of Surakarta.

Advisor   : Dr. Imroatus Solikhah, M.Pd.

Keywords   : Experimental Research, Creative Writing, Toondoo, *LKS (Lembar Kerja Siswa).*

Toondoo is one kind of teaching media to create comic strip. It let the students to share their idea, creativity and imagination to write creative writing. This research aims to know whether the use of Toondoo is effective or not for teaching creative writing to the tenth grade of MAN Wonogiri in the Academic Year of 2017/2018.

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 science class at tenth grade of MAN Wonogiri in the Academic Year of 2017/2018, the total number of population was 80 students. The sample was X MIPA 3 as experimental class who were taught by Toondoo and X MIPA 2 as control class who were taught by *LKS (Lembar Kerja Siswa).* Toondoo and *LKS (Lembar Kerja Siswa)* are media that can be used to support teaching learning process in the classroom. The researcher used cluster random sampling to determine the subject of the research. The researcher analyzed of the data by using t-test formula.

The result of the research showed that the students who were taught using Toondoo has higher score in creative writing than the students who were taught by using *LKS (Lembar Kerja Siswa).* Furthermore the research showed the mean of students post-test for experimental class is 79.7 and for control class is 75.8. It shows that there was significant difference between the students who were taught by using Toondoo and those were taught by using *LKS (Lembar Kerja Siswa).* The result of t-test showed that t score is higher (2.341) than t table (2.008). Based on the explanation above, the researcher concluded that using Toondoo is more effective than *LKS (Lembar Kerja Siswa)* to teach creative writing.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is the process of thinking to find ideas, thinking about how to express into good writing and arranged the ideas into statement and paragraph clearly (Nunan, 2003: 88). It indicates that the learners are expected to explore the ideas and make their ideas into good paragraph. Besides, writing is both a physical and a mental act. It is the physical of committing words or ideas to some medium. Brown (2001: 335) explains writing as follows:

> Writing is a written product of thinking, drafting and revising procedures that require specialized skills. The nature of writing focuses students on how to use discourse markers and rhetorical conventions to put them cohesively in a written text, how to revise text for clearer meaning, how to edit text for corresponding grammar, and how to produce a final product.

From those statements above, the researcher can draw a conclusion that writing is a media to communicate to other people in written form. Writing is process on conveying and express ideas or message to communicate and develop their understanding in a something in written text.

Nowadays, writing is needed by language learners because it is an important part to be mastered in language learning. One of the purposes in writing process is to express the ideas. Deal with those purposes, teacher need to give them opportunity to explore their own ideas to develop their writing ability by teaching creative writing.

In Indonesia, Masri (2010: 7-10) says that only a handful of people who know and understand creative writing well and correctly. Even academically the term and its scope are not yet fully understood. He defines that creative writing seen from the estimation comes from the word creative and writing. Creative comes from the Latin word "*creatio*" which means creation, creature, nature of creation, while writing means writing. So, creative writing is a structured writing that has innovative ideas that are entertaining, useful, and beautiful, so as to create a creative imagination. In creative writing can be reconstructed by the author's thought: plot, logic, validity, truth, and point of view. Therefore, writing skills can't be separated from the thinking skills.

Earnshaw (2017: 22) says that creative writing not only develop talent and craft but also bear witness to contemporary culture and develop marketable cognitive and communicative skills. So, from the definitions above, creative writing is skill to create writing from the development of thinking skills, creative imagination, cognitive and communicative skills of the people.

Masri (2010: 11) states that there are two genres of creative writing that are non-fiction and fiction. Based on the syllabus of the tenth grade, there are two genres of text that are recount and narrative. Therefore, through those materials the researcher can teach one of the genres of fiction creative writing. The researcher uses narrative text in this research because the English teacher allows the researcher to teach narrative text to her students while recount text will be taught by the teacher.

Before conducting the research, the researcher did an observation for the subject of the research at MAN Wonogiri. The teacher says that there are several problems are often encountered by the students in creative writing. The most fundamental one is the weakness of vocabulary and the shortage in acquiring the idea. Students also do not have self-confidence and motivation to write publishable work.

Therefore, by setting up creative writing the students are thoroughly engaged and they frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routines assignments (Harmer, 2001: 259). Because creative writing is a journey self-discovery to promote effective learning (Gaffield-vile, 1998: 31 in Harmer, 2001: 259) and it can include imaginative task such as writing poetry, story and play effectively and they are able to be more creative in creating the creative writing based on their imagination or their unique experiences. May (2007: 15) states that one of the purposes of creative writing course is to make the student feel confident to see him/herself as a writer, whether or not he/she eventually succeeds in getting published. Related to theory above, Indonesian English teachers have to heed creative writing in their classroom.

In addition, to develop students' creative writing skill teacher need to use interesting and useful teaching media. One kind of teaching media that is Toondoo which is website that is used to create comic strips. It has a number of pictures, characters and scenery. Based on previous study of Subarkah (2016: 3) by using Toondoo, students are not only exposed to read comic strip, but also to create their own comic strip. Toondoo as media which is

appropriate used in creative writing because of several reasons. First, Toondoo as an internet based learning that nowadays has become lifestyle, not only a need. Second, students are required to be familiar to the internet communication technology in language learning. Third, Toondoo will let the students to share their idea, creativity and imagination to write creative writing. It can increase students' motivation and confidence to express their idea, creativity and imagination into a project work.

Another teaching medium that is explored is *LKS (Lembar Kerja Siswa)*. Prastowo (2011: 205) says that *LKS (Lembar Kerja Siswa)* can facilitate the learning process of students, especially in terms of interaction of subject matter, so there is no mistake in understanding. Facilitate the teachers to give tasks to learners. Arsyad (2006: 38) explains some advantages of *LKS (Lembar Kerja Siswa).* First, clarify the presentation of messages and information so that learning more smoothly. Second, the combination of text and images in the *LKS (Lembar Kerja Siswa)* can increase the attractiveness of the draft and facilitate students' understanding. Thirdly, the material can be distributed easily.

Moreover, Wright and Sherman (1999: 1) state that combining words and picture by making comic strips can promote students' literacy, higher level of thinking and writing skills. So, by using Toondoo students will be active as participants and they have more chance to express their minds, emotions, feelings and especially their creativity. Besides, the use of Toondoo is supported by the complete facility in MAN Wonogiri. This school has potential that support teaching learning by using media. It has computer

laboratory that quite complete and comfortable. Thus media has a great benefit in easy student learn the subject matter.

Based on the explanation above, the researcher interested to use Toondoo as media in teaching students' creative writing. Therefore, the researcher would like to take a research under the title *"The Effectiveness of Toondoo to Enhance Students' Creative Writing (An Experimental Research at Tenth Grade of MAN Wonogiri in the Academic Year of 2017/2018)"*

B. Problem Identification

Based on the background of the research above, the researcher could identify many problems referring to creative writing of the tenth grade of MAN Wonogiri in academic year of 2017/2018.

1. The students of MAN Wonogiri less of vocabulary in acquiring ideas.

2. The students in MAN Wonogiri less self-confidence to write their ideas and publish it.

3. The teachers of MAN Wonogiri are less of optimize the infrastructure.

4. The students need another media in learning creative writing.

5. The teacher has not been able to create an atmosphere in learning process more interesting and fun, so the students are less motivated in learning creative writing.

C. Limitation of Problem

In order to focus on the topic, the researcher makes limitation to both the object and the subject of this research. The researcher only focuses on the effectiveness of teaching media used by the teacher in students' creative

writing. The study tries to find out the effectiveness of Toondoo to enhance students' creative writing which is compared with *LKS (Lembar Kerja Siswa)*. The students as the subject of this study are from MAN Wonogiri. Especially the students of science tenth grade in academic year of 2017/2018.

Based on the genres of creative writing that are fiction and non-fiction, the researcher will focuses on fiction creative writing. It is related with the syllabus for teaching learning English to the tenth grade of second semester, the next that should be taught are recount and narrative text. But, the researcher focused only on narrative text because the teacher will teach the recount text.

D. Problem Statement

Based on the background above, the problem of the research is: Is Toondoo more effective than *LKS (Lembar Kerja Siswa)* in teaching creative writing for the tenth grade students of MAN Wonogiri in academic year of 2017/2018?

E. The Objectives of Study

In line with the problem statement above, the objective of the research is formulated as follow: to find out whether Toondoo is more effective than *LKS (Lembar Kerja Siswa)* in teaching creative writing for the tenth grade students of MAN Wonogiri in academic year of 2017/2018.

F. Benefit of Study

The researcher hopes that the result of this study is beneficial to the development of English teaching and learning activity as follows:

1. Theoretical benefits:

   a. This research giving a description about the effectiveness of Toondoo in teaching creative writing.

   b. This research giving profitable description to other researcher who wants to study the same case, so it becomes a helpful information and useful reference for the next research.

2. Practical benefits:

   a. For the teachers

      The result of this study gives information to the teachers to optimize the infrastructure with using media in teaching learning process. Toondoo is one alternative media in teaching creative writing.

   b. For the students

      By implementing Toondoo, students will be more creative and motivated to write and they will be able to enhance their creative writing.

   c. For other researcher

      The research can be reference for other researcher that the planning to have research in the same subject.

d. For the school

The result of this research can be used as a point in teaching and learning activity in classroom. It is also hoped that teachers from different subjects are trying to use internet and digital media in teaching learning process.

G. Definition of Key Terms

1. Experimental Research

Fraenkel and Wallen (2012: 265) state that experimental research is intended know whether there is a casual relationship among variables. By comparing one or more experimental group that are given treatments with one or more of the comparison (control group) who are not given any treatment. Experimental has four designs as pre-experimental, true-experiment, factorial design and quasi experiment design (Sugiyono, 2012: 109).

2. Creative Writing

Masri (2010: 10) defines that creative writing seen from the estimation comes from the word creative and writing. Creative comes from the Latin word "*creatio*" which means creation, creature, nature of creation, while writing means writing. So, creative writing is a structured writing that has innovative ideas that are entertaining, useful, and beautiful, so as to create a creative imagination.

3. Toondoo

    Koenig and Olson (2010: 26) describe Toondoo is a great way to assess comprehension of vocabulary, story lines, and main ideas for struggling students. Toondoo allows students to easily create cartoons by dragging hundreds of pre-made backgrounds, props, text boxes, and characters into the cartoon panel chosen by the student. Students can change body positions and facial expression, shrink or clone characters, import their own images, and even doodle or create their own characters.

4. *LKS (Lembar Kerja Siswa)*

    Trianto (2010: 111) says that *LKS (Lembar Kerja Siswa)* is a students' manual used to conduct investigation or problem solving activities. Ardiwinata (in Djamarah, 1997: 49) says that *LKS* is the source of learning comes from humans, books, mass media, environment and educational media, thus *LKS* can be categorized as one of the learning resources that can be used by students.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Review on Writing Skill

1. The Nature of Writing Skill

There are many definitions of writing proposed by experts. Broughton et al. (2003: 116) define writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express idea, to provide information, to persuade the reader and to create a literary work. Nunan (2003: 88) states that writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Harmer (2007: 113) says that writing is used as a practice tool to help students practice and work with language they have been studying.

Nunan (2005: 106) defines that writing is combination of process and product that is the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers. Hyland (2003: 28) states as follow:

> "Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic".

Brown (2001: 335) explains that writing is a written product of thinking, drafting and revising procedures that require specialized skills. The nature of writing focuses students on how to use discourse markers and rhetorical conventions to put them cohesively in a written text, how to revise text for clearer meaning, how to edit text for corresponding grammar, and how to produce a final product. Most writing does one of three things: inform, explain or present an argument.

Based on the definition above, the researcher can take the conclusion that writing is a media to communicate to other people in written form. Writing is as process on conveying and express ideas or message to communicate or develop their understanding in a something in written text.

2. The Process of Writing

Brown (2001: 348-354) states that process of writing approaches tend to be farmed in three stages of writing. Those are:

1) The Free Writing

Free writing designed to help people share their free ideas that they might not realize that they have. An important aspect of free writing is they write without being concerned about spelling, punctuation or grammar. Of course, these elements of writing important but students concern about them can sometimes inhibit the free writing flow of their ideas. Free writing is a technique to generate ideas, it should be used as a beginning as an initial exploration of the ideas that you have about a topic.

2) The Drafting

   After exploring the ideas, put them into paragraph form, keeping in mind how showing and using facts and statistic makes writing powerful and convince. This step can be a fascinating adventure. Then step out of your own selves, to see what you have created through the eyes of the other, to discover the impact of your word on the thoughts of the readers. So, you can use the information to improve what you have written.

3) The Revising

   All good writers go through several steps of revision because they want to make their writing the best it can be. As this point they reconsider what they have written, get feedback from others and then make changes. Make corrections directly on our first draft. Do not be afraid to mark up this paper. You can starch out unnecessary or irrelevant information, squeeze ideas that you want to add into the margin, and even cut up and repast our paper to change the order or make additions.

   Harmer (2004: 4-6) explains that process of writing has four main elements:

1) Planning

   The writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence other things not only the type of text they wish to produce, but also the language they use and the information they choose to

include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece that is, how best sequence the facts, or arguments which they have decided to include.

2) Drafting

It can refer to the first version of a piece of writing as a draft. In the text is often done on the assumption that it will be amended later. As the writing proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

Once writers produced a draft, they then usually read through what they have written. Perhaps the order of the information is not clear or the way something is written is ambiguous or confusing. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

Reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Seow (in Richards and Renandya, 2002: 215) says that the writing process as a classroom activity incorporates the four basic writing stages. They are planning, drafting (writing), revising (redrafting) and editing. Three other stages are also externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. Here is the plot of the process writing.

STAGES

| PROCESS ACTIVATED | → Planning ←---→ Drafting |

| PROCESS TERMINATED | ←Editing ←---→ Revising |
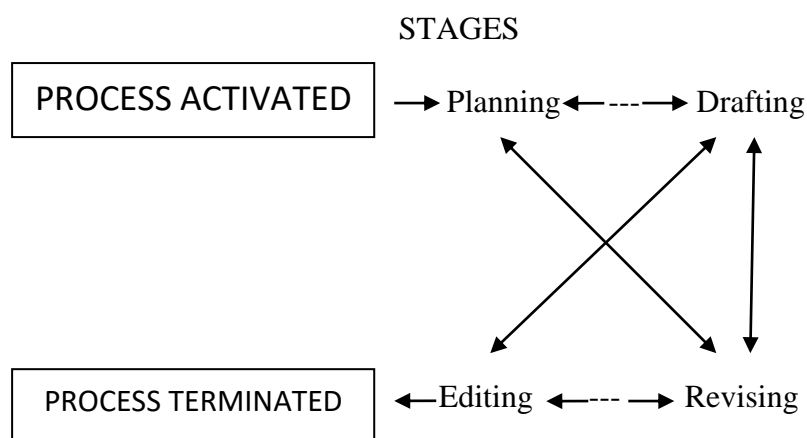
Figure 2.1 the Writing Process

The steps above will be explained clearly by the researcher below. The first step is planning or pre-writing.

1) Planning

Planning is any activity in the classroom that encourages students to write. This is the first step that students have to do before

they write a text. There are some activities which provided the learning experiences for students at this stage, such as group brainstorming, clustering, rapid free writing and WH-questions to generate ideas for the students before they write a text.

2) Drafting

   In this step the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. In the draft stage, students are expected to put the arrangement they did in the planning stage on a paper. In this stage, spelling rules for the written text are ignored. The students primarily try to create the content.

3) Revising

   This stage consists of the students' review of the written draft, sharing the draft with a writing group formed in the classroom, and rearranging the content according to feedback from friends in the writing group. In this stage, the students might expand the text with new ideas or remove the unnecessary parts. Revising is a difficult stage for students.

4) Editing

   Up to this stage the focus is on the content. In this stage spelling rules and punctuation, which are called the mechanical aspect of writing, are checked. Before sharing what they have written with others, the students review the draft for the last time and make corrections for readability. An editing checklist might be prepared

illustrating the spelling errors. The students might benefit from this list for their learning in the future.

From the explanation above, the researcher can conclude and choose the strategy in the process of writing by Brown that in writing there are three process; the free writing (deciding the topic), the drafting (use the information to improve the written) and the revising (the way to make writing easy).

B. Review on Creative Writing

1. The Nature of Creative writing

Kurniawan (2014: 31) states that creative writing is the result of students' writing in the form of the results of experiences that are memorable and interesting with the fantasy and imagination of students. Marsh et al. (in Monteith and Miles, 1992: 2) define that creative writing is not a subject, a body of knowledge to be transmitted but an activity in which the personal and the imagination are indivisible.

In Indonesia, Masri (2010: 7-10) says that only a handful of people who know and understand creative writing well and correctly. Even academically even the term and its scope is often blurred and not yet fully understood. He defines that creative writing seen from the estimation comes from the word creative and writing. Creative comes from the Latin word "*creatio*" which means creation, creature, nature of creation, while writing means writing. So, creative writing is a structured writing that has innovative ideas that are entertaining, useful, and beautiful, so as to create

a creative imagination. In creative writing can be reconstructed by the author's thought: plot, logic, validity, validity, truth, and point of view. Therefore, writing skills can't be separated from the thinking skills.

Academic Goals Korean University (in Masri, 2010: 5) explains that creative writing is considered to be any writing, fiction or non-fiction, that goes outside the bounds of normal professional, journalistic, academic and technical forms of literature. Works which fall into this category include most novels and epics, as well as many short stories and poems. Lee (in Masri, 2010: 11) defines that:

> Creative writing is a composition of any type of writing at any time primarily in the service of such need as: a) the need for keeping records of significant experience, b) the need of sharing experience with an interested group, and c) the need for free individual expression which contributes to mental and physical health.

Another definition comes from Ramet (2007: 1) who states that creative writing is having the power to produce an imaginative original literary production which can be applied to genre of writing. Earnshaw (2017: 22) says that creative writing not only develop talent and craft but also bear witness to contemporary culture and develop marketable cognitive and communicative skills.

From the definition above can be concluded that creative writing refers to the type of writing from the development of thinking skills, creative imagination, cognitive, communicative skills, free individual expression and intelligence of the people to produce an imaginative original literary production.

2. **The Genre of Creative Writing**

There are two genres of creative writing that are non-fiction creative writing and fiction creative writing (Masri, 2010: 11-12).

a. Non Fiction Creative Writing (is a genre of creative writing that uses literary styles and techniques to create factually accurate narratives).

Example: Article, Travel essays, Book writing, Column/ personal essay, Profiles, Culture criticism, Memoirs, Book/film/music review, Ad-writing/copy writing and Booklet.

b. Fiction Creative Writing (is a genre of creative writing to convey the author's point of view).

Example: Short story writing, Novella and novel writing, Comic writing, Drama writing, Poetry writing, Scenario writing, Screen writing and Song writing.Non Fiction Creative Writing

3. **The Process of Creative Writing**

Morley (2007: 125-132) defines the process of creative writing as follows:

a. Preparing

The creative process begins in preparation, which includes active reading, imitation, research, play and reflection: all conscious actions. This is also the time when you are settling the project, deciding exactly what the students are going to do, and researching ways to help them achieve it, including researching history and other factual data for fiction and creative nonfiction.

b. Planning

A creative nonfiction writer usually begins with subject, not structure, and makes a choice; they research the subject, and carry out interviews and archive and internet searches. They may also use brainstorming games to cluster ideas and images for later use. With fiction writers, it is almost as if its practitioners were groups of twins divided at birth, and whose upbringings were quite different. On the one hand, there are short story writers and novelists who forge ahead with their work with little planning. Their books are an exploration, a journey without maps, or one in which the map of events is a secret held by its characters.

c. Incubation

It creates an incoming wave of the subconscious that washes over the pages students will write. Importantly, it is not a time for talking about student's project, but for listening to it growing.

d. Beginning

Write any sort of rubbish that covers the outlines of what the students intend: the plot outline, character sketches and description. Begin by free writing and free-associating sentences until some patterns emerge that begin to intrigue you solely for the sound they make, their rustle of possibility.

e. Flowing

Write freely and as rapidly as possible and throw the whole thing down on paper. Never correct or rewrite until the whole thing is

down. Creative flow has been described by psychologists as a state of total absorption, a superfine focus in which the writer has clear goals but is writing at a stretch: at the limits of their intelligence, in fact. The act of writing becomes an end in itself. Flow can lead to a skewed sense of time; distractions and worries shift into a mental background. This is possibly why writing can become addictive, and also be perceived as therapeutic.

f. The silent reservoir

The students will often find their fluency naturally slowing in order to allow the reservoir of language and ideas within their unconscious mind to replenish. Leave the field and stop writing. Finish for the day, and go for a walk. Give the time to recover your eloquence through silence. Silence is itself a type of eloquence, for thinking about writing is writing. Idleness itself is also conducive, but less easy to get away with. The students will find, as they do so, that the reservoir fills quickly, and words and phrases rise through it in shoals.

g. Breakthroughs and finish lines

Operate on the same artistic plane for a time, working through several pieces of writing, or even several books. However, given sufficient fluency through practice, students make artistic breakthroughs and leaps while writing one particular piece – a short story.

From the explanation above, it can be concluded that process of creative writing are; preparing, planning, incubation, beginning, flowing, the silent reservoir and breakthroughs and finish lines.

4. **Assessing Creative Writing**

This research will implement the analytical of creative writing assessment provided by Mozaffari (2013: 2217).

Table 2.1 the Mozaffari's Creative Writing Rubric

Criteria	Excellent (21-25)	Good (16-20)	Fair (11-15)	Poor (6-10)
Image	Maximal use of significant details (there is no or just one abstraction, generalization and judgment)	Several use of significant details (they are significantly more than abstractions, generalizations and judgments)	Minimal use of significant details (they are significantly less than abstractions and judgments)	No use of significant details (sole use of abstractions and judgments)
Criteria	Excellent (21-25)	Good (16-20)	Fair (11-15)	Poor (6-10)
Characterization	Maximal use of characters' physical appearance, action, thought, symbol, etc. to reveal characters (complete indirect characterization)	Several use of characters' physical appearance, action, thought, symbol, etc. to several characters.	Minimal use of characters' physical appearance, action, thought, symbol, etc. to reveal characters.	No use of characters' physical appearance, action, thought, symbol, etc. to reveal characters. (complete direct characterization)
Voice	Maximal use of images to make the voice appealing	Several use of images to make the voice appealing	Minimal use of images to make the voice appealing	No use of images to make the voice appealing
Story	The use of narrative to convey purpose	-	-	No use of narrative to convey purpose (purpose is conveyed through formal statement)

Based on her rubric, it is found that there are four indicators of creative writing which include image, characterization, voice and story. Image is so central to discipline that Burroway (in Mozaffari, 2013: 2215) refers to creative writing as imaginative writing. He also concludes that creative writing refrains from three major elements of flat writing including: a) abstractions: concepts which cannot be experienced through the senses (love), b) generalizations: words which include too many of a specific group and thus cannot be visualized (everything) and c) judgments: tell the reader directly how to think about something instead of showing it. There are two ways of creating images by Burroway (in Mozaffari, 2013: 2216) including: a) concrete significant details: details which appeal to senses (concrete) and suggest ideas beyond the surface (significant), b) Literary figures: literary figures such as metaphor, simile, personification, picture etc. are a powerful tool for writers to create images which appeals to the readers' senses. The following example would clarify how Morrison (in Mozaffari, 2013: 2216) uses literary figures to add color to the text. The first imparts the information directly, the use of personification and simile. In the second creates a clear picture (illustrations) in the mind of the reader signifying.

The second quality in creative writing is characterization. All the genres in creative writing (fiction and non-fiction) are replete it major and minor characters. Thus, for the students the development of convincing characters is of considerable importance.

There are two district ways of characterization: a) direct characterization in which the writer directly tells the reader what a

character is like and is usually accomplished through description and b) indirect characterization in which the writer gives the reader some information and allows him/her to draw his/her own conclusion about the kind of person the character is. This is often accomplished through: a) action: what a character does through the narrative, b) thought: what a character thinks about how a character thinks about his/her surrounding, c) dialogue: what a character says and how it is said, d) setting: where and when a character is situated in, and e) symbol: objects and details which signify various information about a character such as names, entertaining choices, etc (Saskatchewan in Mozaffari, 2013: 2216). Burroway (in Mozaffari, 2013: 2216) says that like many others, admits that indirect characterization which employs concrete significant details is the way through which creative writers develop their characters.

The third is voice, Alden (in Mozaffari, 2013: 2216) states that external manifestation in language of the writer's sensibility: how she sees the world; her values and what she is attracted to in terms of subject matter. Unlike speech which is replete with aural clues such as rhythm, tone, etc that help the hearer to recognize the voices, writer's only asset is diction (the choice of vocabulary and syntax). In the case of creative writing, vocabulary and syntax are primarily employed to create images and it is the richness of these images that makes writer's voice original and appealing (Mills in Mozaffari, 2013: 2216).

The last quality in creative writing is story. Literally, story refers to a narrative which puts events in a sequence from A to Z. Story as a

quality of creative language implies that instead of conveying a purpose (to inform, to enlighten, to entertain, etc) through a formal statement, the students provides the reader with some information which allows the reader to draw their conclusion about the purpose of the text (Mills in Mozaffari, 2013: 2216).

Thus, it can be concluded that the indicator of an excellent creative writing form the aspects of writing mentioned in advance are:

a. **Image** refers to imaginative writing. A writing which there is no abstraction, generalization, and judgment is excellent creative writing.

b. **Characterization** covers the use of physical appearance, action, thought, and symbol to reveal characters.

c. **Voice** covers the choice of words, vocabulary, grammar and syntax that makes students' voice original and appealing.

d. **Story** refers to a narrative which put events in a sequence from A to Z (orientation, complication, climax and resolution).

The researcher can concluded that the total scoring is 100 which described in following table:

Table 2.2 Total Scoring

No	Component	Score
1	Image	25
2	Characterization	25
3	Voice	25
4	Story	25
Total		**100**

C. Teaching Creative Writing by Using Toondoo

1. Definition of Media

Sadiman et al. (2002: 6) say that the word "media" derivers from Latin language, that is *medium* the meaning is *"perantara"* or *"pengantar"*. In Arabic language, media is an intermediary or mediator a message from a sender to receiver. In addition, Gagne and Briggs (in Arsyad, 2006: 4) define that medium is device used deliver content of material which includes some of books, recorder, video, film, photograph, picture, television and computer.

Heinich et al. (2001: 9-10) state that medium is deliver information from source to the receiver. Usman and Asnawir (2002: 11) define that media is anything used to send messages from the senders, so it can be aroused the learner's thought, feeling and interest to gear the student's learn.

Based on the statements above, it can be concluded that media is tool to support teaching learning process to deliver the material to the students, so that the students can stimulate to learn.

2. Classification of Media

There are a lot of media in teaching and learning process. Seels and Glasgow (in Arsyad, 2006: 33-34) define that kinds of media is divided into two categories. They are:

a. Traditional Media

   1) Silent visual which is project

      Example: Opaque projection (not transparent), overhead projection, slides, and filmstrips.

   2) Not projected visual

      Example: Picture, poster, photo, charts, graphic, diagram, exhibition and information board.

   3) Audio

      Example: Recording disc, cassette, reel, and cartridge.

   4) Multimedia

      Example: Slide and voice (tape) and multi-image.

   5) Projected dynamic visual

      Example: Movie, television, and video.

   6) Print-out media

      Example: Text book, handout, programming text, workbook, occasionally scientific magazine, and module.

   7) Game

      Example: Puzzle, simulation and board game.

   8) Realia

      Example: Model, specimen (example), and manipulative (map and puppet).

b. Modern media

   1) Telecommunication media

      Example: Teleconference and studying on the long distance.

2) Microprocessor media

Example: Computer-assisted instruction, computer game, intelligent tutorial system, interaction, hypermedia, compact (video) disc.

Based on the explanation above, the researcher chooses Toondoo as visual comic strip and connected with the internet to teach creative writing.

3. **The Nature of Toondoo Digital Comic Strip**

Harmer (2007: 148) states that any website has potential for English students. For example they can go and visit virtual museum for a project of history or science. In addition, he states that internet allows the teachers and students to access the authentic material wherever they happen to be working. Students can also use the website to create their own newspaper. They can also download the material for learning like song, film, etc.

One of the website that beneficial for learning is Toondoo. It is conceptualized and created by Jambav, an Indian engineering company. It was originally made as an education-entertainment website that designed for children with special needs. Nowadays, there are two kinds of Toondoo available, Toondoo.com and Toondoospaces.com. Toondoo.com can be used for free, in other hand Toondoospaces.com needs to be paid. The differences of them are about the features that are available. The cartoon story created from Toondoo can be presented in different modes such as an online flip book, a comic strip, an image, embedded code of shock wave

flash on the web page, tweet on tweeter and post on Facebook, for instant. A product from Toondoo includes social networking and social media functions such as users sharing with their friends, voting and making comments.

Koenig and Olson (2010: 26) state that Toondoo is a great way to assess comprehension of vocabulary, story lines, and main ideas for struggling students. Toondoo allows students to easily create cartoons by dragging hundreds of pre-made backgrounds, props, text boxes, and characters into the cartoon panel chosen by the student. Students can change body positions and facial expression, shrink or clone characters, import their own images, and even doodle or create their own characters. Once several cartoons have been created, they can be dropped into a Toonbook. When students go to save their work, they are asked if they want to publish it to the world, keep it private, or share with friends (like their teacher). Teachers who are concerned about student work being published on the web can join Toon Spaces, designed to protect students' identities.

> In addition, Kirchhoff and Cook (in Suvi, 2016: 18) state that:
> "Toondoo is a free, fully online comic creator that offers many options for comic strip creation through a user-friendly interface".

By using Toondoo, users allowed to edit, reshape, distort and color. The comic strip produced can be published online and shared with teachers, peers, and a broader audience through the use of URL and embed codes. After publishing and sharing the products, classmates and teacher can provide feedback and comments using the feedback tool. Toondoo

allows the students to share their project to the class. They can do the project continually from home, as it is an online technology (Bustamante in Suvi, 2016: 18).

Based on the elaboration above, it can be concluded that Toondoo is a website by which people can create digital comic strip and share their products to the readers by using internet connections.

4. **The Components of Toondoo**

Related to use Internet Technology in the classroom, there are "Menu Choices" which exist in Toondoo.

a. **Design Menu**

The Design Menu on Toondoo creation screen is pictured below. The Design Menu gives a number of options to customize your Toondoo.
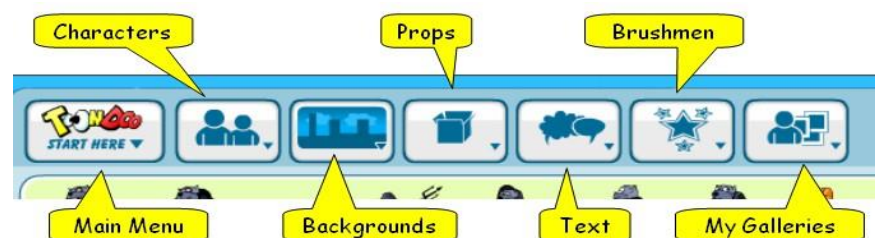
1) **Main Menu**: From the Main Menu the people can create, save, or open a new Toondoo. They can also submit feedback to the people at Toondoo.

2) **Characters**: The Characters menu offers students the choice of hundreds of different Toondoo characters. They are classified into categories like Men, Women, Children, Stick Figures and more. Later, students will see that students can manipulate the positions and facial expressions of each character.

3) **Backgrounds**: There are dozens of cartoon panel backgrounds to choose from here. Most can be altered only between color and black-and-white.

4) **Props**: The Props menu is just what students need for adding important details to your Toondoo. What's a mad scientist without a well-stocked laboratory? Or a football hero without a football? Most of these can be manipulated by size, position, and color.

5) **Text**: The Text menu lets students create dialog balloons to make their Toondoo characters come alive. They have several choices of fonts and languages, and they can change the colors as well.

6) **Brushmen**: This menu catalogs all of the graphic elements in Toondoo; characters, props, backgrounds by the artist who created the graphic. This is useful if students really like one particular style or need to have their elements work well together stylistically.

7) **My Galleries**: This menu allows students to import your own images into Toondoo, create customized characters, create drawings and store they most frequently used graphics.

b. **Tools Menu**

The Tools menu gives students a variety of options for manipulating their graphics to suit their desires. From here, students can change the size, color, position, orientation and expression of their characters, props and backgrounds. Some menu options work with all of the graphics; others only work with some of them.

1) **Lock**: Locks the selected graphic in place

2) **Shrink**: Makes the selected graphic smaller

3) **Enlarge**: Makes the selected graphic larger

4) **Clone**: Makes an exact copy of the selected graphic

5) **Flip**: Makes a mirror image of the selected graphic

6) **Rotate Left** and **Rotate Right**: Pivots the selected graphic in the desired direction

7) **To Front**: Places the selected graphic on the top layer

8) **To Back**: Places the selected graphic on the bottom layer

9) **Delete**: Removes the selected graphic from your ToonDoo

c. **Props Menu**

The Props menu allows you to change the color, expression, posture and orientation of many of your props and characters.

1) **Prop**: Changes the orientation of some props

2) **Emotion**: Changes the facial expression of some characters

3) **Posture**: Changes the position of some characters

4) **Color**: Changes the colors of some props and backgrounds

From the explanation above, it can be concluded that there are three types of menu choices; design menu, tools menu and props menu that have different function which can used in Toondoo.

5. Steps to Operate Toondoo Digital Comic Strip

a. Go to the URL http://www.toondoo.com/

b. If you don't have an account yet, creating an account click register to create a new account. Then click "sign up for free" on the right.
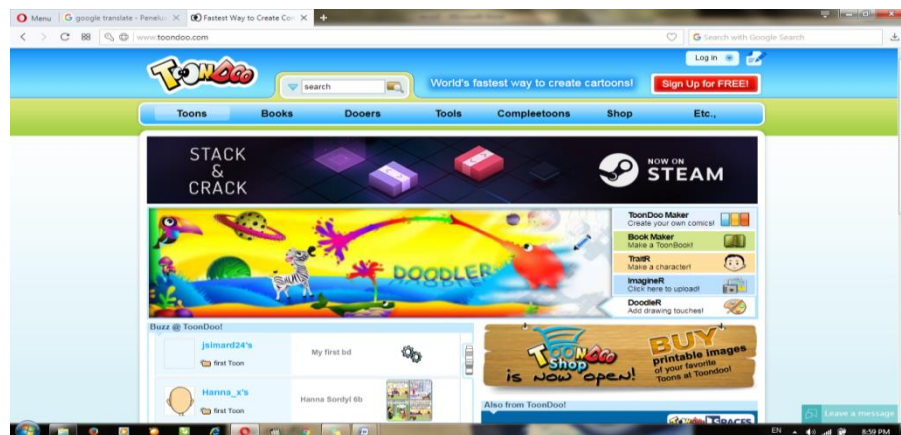
c. After that, it will be appear as shown below. To get free for Toondoo so click "Sign up for Toondoo".
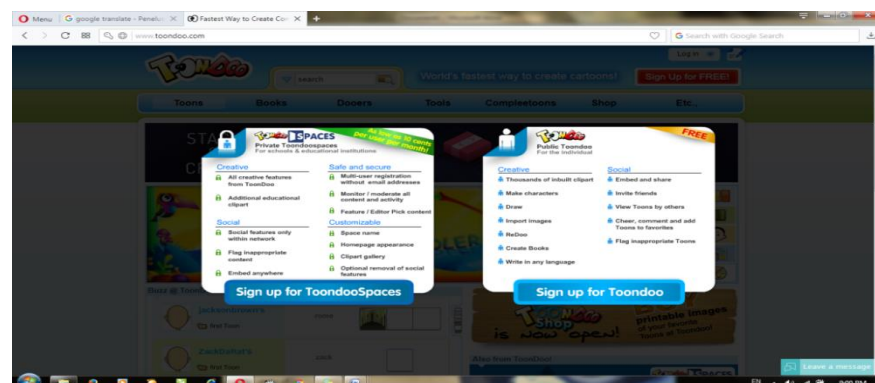
d. Then, will be appear as shown below so the students can make their account.
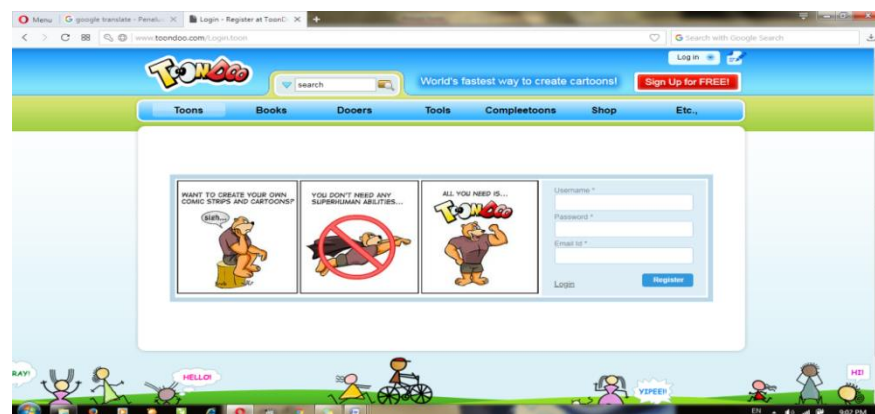
e. If you already have an account it will be appear as shown below. Then

you just fill in all blanks and click register.
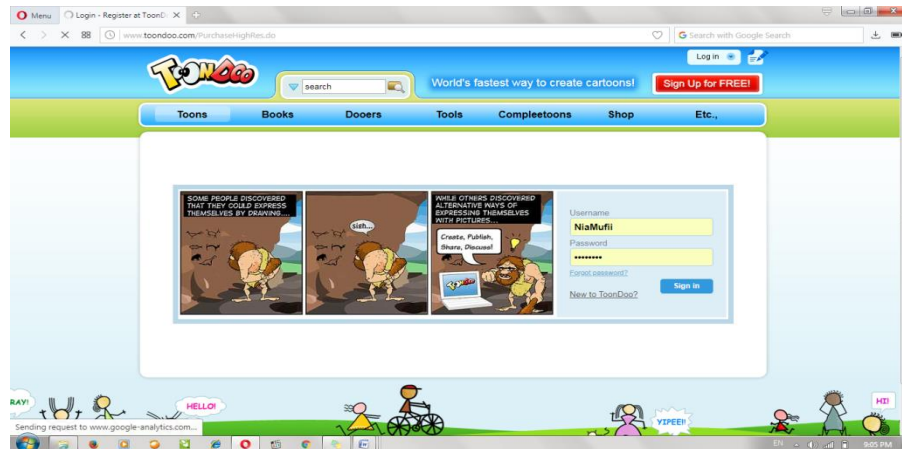
f. Then creating a comic strip click on "Toons" and "Create Toons" as

shown below.

g. Select your layout click to choose layout option.
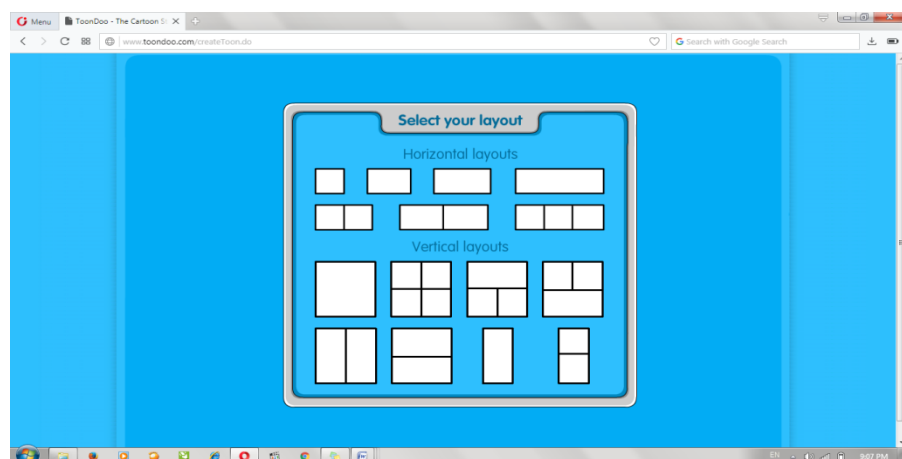
h. Creating a comic strip drag and drop characters, setting, objects, and

dialogue clouds into the desired storyboard box.

i. To save the comic strip, click Toondoo icon then click "save". Click

"publish" to save the project.
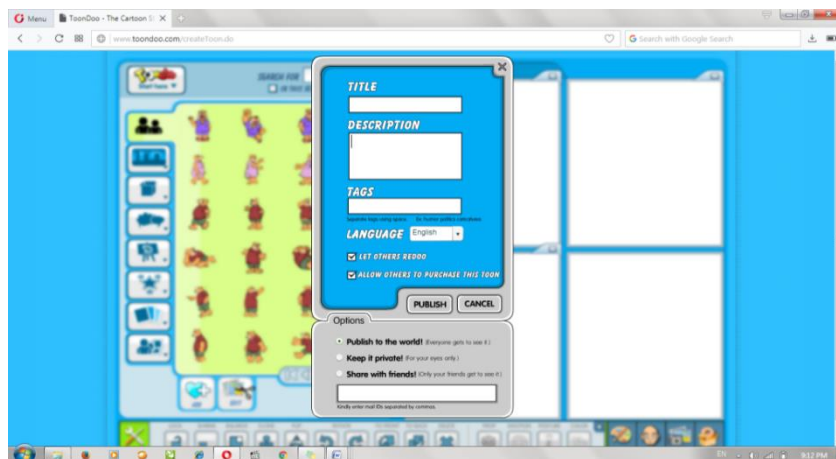
j. After you save your comic, you can print your project or you can share

to others account like facebook, twitter, blog and etc. you friends can

also give feedback to your project.
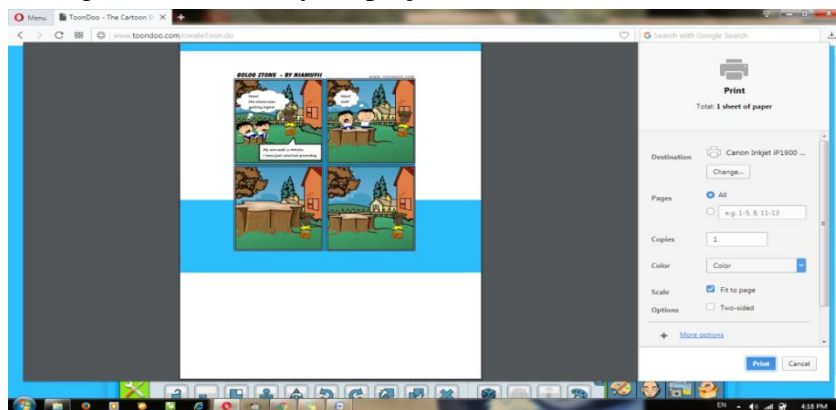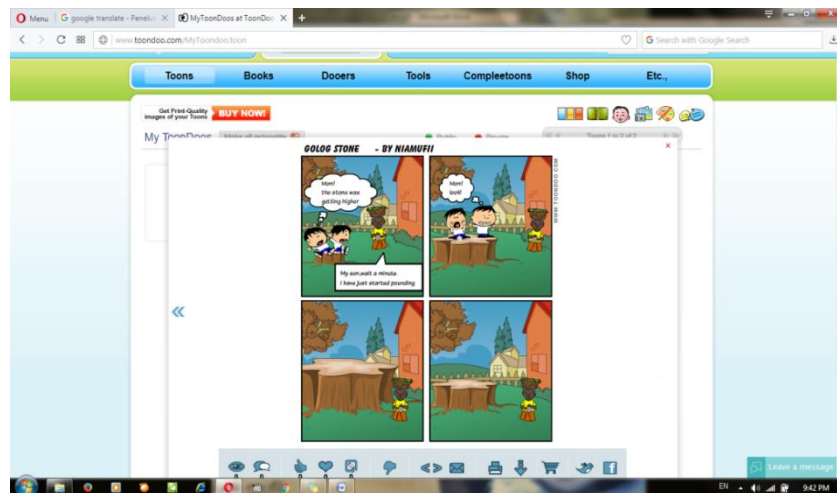
k. When you mouse over your cartoon, you will see four options show up. Click on "Edit" option.

From the explanation above, it can be concluded that the steps to use Toondoo digital comic strip are; Open http://www.toondoo.com/, creating account, click toons, click create toons, select the layout, creating Toondoo, click save and click publish.

6. **Steps of Teaching Creative Writing**

In this research, the researcher plans to implement project based learning in teaching using Toondoo digital comic strip. Based on Kriwas (in Nurhayat, 2016: 27-28) the procedure of teaching creative writing using digital comic strips as follows:

a. Step 1: Speculation

This step includes choice of project topic and sensation about it, aiming at arousing interest and developing a climate to speculate and investigate that will led smoothly to the research process. Topic is chosen after a dialogue among all members of the group, and the teacher. The teacher has a role as a coach who gives them some directions for the students to conduct the project. The important task for a coach are monitoring and facilitating them during the project. Moreover, before conducting the project, the teacher must give the students a real example of the projects that is available in the real life.

b. Step 2: Designing the project activities

This step includes formation of groups and assigning of roles, decisions concerning methodology, sources of information, activities that will take place, and places outside the classroom that students will visit.

The teacher let the students design their project by their own. They have opportunities to draw a brief plan with their creativity to be done in the project. After designing the project, the students are allowed to discuss about the plan of the project with their friends. They need to collect as much as information needed for the design. The information is used to increase the students' understanding and knowledge to be developed with their creativity. To create a perfect result of the project, the students need to collect the necessary

materials to conduct it. They have to be ready with all the important tools which help them in finishing the project.

c. Step 3: Conducting the project activities

   At this step the students are allowed to start in creating the project, the groups implement the activities designed in the previous step. Students gather information, process and categorize it. After finishing the project, the teacher has to give a little time to the students to prepare their selves in presenting their result of the project in front of class. They must ensure that the project is ready to be presented, because the students must show the project and present it to their friends by telling a brief description about the project. They can deliver their thought freely in the presentation.

d. Step 4: Evaluation

   Evaluation refers to assessment of the activities from participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products. The teacher and the students have to reflect every process in conducting the project by giving comments or feedbacks. Besides, the teacher must give the evaluation about the project based on the criteria given. By doing these, the students can reflect their own ability and improve the lack from their experience.

   Wrigley (in 'Arifin, 2013: 31) describes three steps about project based learning as follows:

a. Step 1: Selecting topics

A project should reflect the interests and concerns of the learners. Teachers can begin determining project topics at the start of an instructional cycle by conducting a class needs assessment to identify topic areas and skills to be developed. Whatever the project, learners need to be on decision making from the beginning.

b. Step 2: Making plans and doing research

Learners work together to plan the project, conduct research, and develop their products. Learners may also need practice in specific language skills to complete project tasks. For example, learners using interviews as gathering technique may need instruction and practice in constructing and asking questions as well as in taking notes.

c. Step 3: Sharing results with others

Project results can be shared in a number of ways. Oral presentations can accompany written products within the classroom or in other classes within the program.

Based on the explanation above, the researcher modifies the steps of project based learning as the teaching steps in her research as follows:

a. Speculation

1) Teacher asks the students to make a dialogue to choose the topic of a story about the fairytale, legend or folktale they have ever heard.

2) Teacher shows a comic strip to the students in her Toondoo account by using LCD projector while telling them about the story.

b. Designing the project activities

1) The students discuss about their project (sharing of the different information given each learner)

2) The teacher asked to the students to draw a brief plan with their creativity to be done in their project and explains what they need to do in doing their project.

3) The students create a setting, plot, character and dialogue of the story.

4) The teachers introduce how to use Toondoo to create their story from introducing the component of Toondoo and how to operate Toondoo as media.

c. Conducting the project activities

1) The students write their comic in Toondoo.

2) The teacher observes the students' progress while watching whether the students face difficulties in writing or not

3) In this stage the students are asked to share their project.

4) The students print the story and show the project then present it to their friends by telling brief description about the project.

d. Evaluation

1) The teacher gives feedback and correction to the students' writing

2) The teacher asks about the difficulties faced by the students in writing

3) The teacher re-explain the difficult features faced by the students

7. Advantages of Toondoo to Teach Creative Writing

As an educational website, Toondoo has several advantages. Rahayu et al (2015: 120) explain that in Toondoo, the animation of template images provided by the application, but can also be made by students from uploading photos. Users can collect comic book sheets that have been made into a comic book. Color display, multiple character choices, diverse settings and can be uploaded into Toondoo and used every day.

Milena (2016: 34) describes the use of Toondoo can also beneficial for the students as follows:

a. Interpret a concept from verbal/textual form (provided by teacher) to visual form (created in Toondoo)

b. Organize science concept to fit a limited-panel representation

c. Create their own new, unique representation of an idea

d. Appreciate the difficult scientists encounter when trying to communicate their ideas to others

e. Demonstrate computer skills

In conclusion, Toondoo is very useful tool to improve students' competence, not only about writing but also creativity because students need to create comics strip which require their overall skills. So, students can demonstrate their ideas and skill with Toondoo.

8. **Disadvantages of Toondoo to Teach Creative Writing**

Rachman (2018: 36) defines that Toondoo is not useful without internet connection. Schwichenberg (in Suvi, 2016: 25) says that Toondoo has several weaknesses. First, is about technological problem. Some computers were freezing or cannot be used to open Toondoo website due to problems with flash player or security problems. Second, the privacy setting can hackle the users especially for free version users. If they set their account into private account, no one can see the products have been made. But, if the account's privacy is set into open, everyone can see the products have been made. The audiences are free to write their comments that sometimes very disappointed. The third issue is about inappropriate content. Extremely inappropriate content is often found in Toondoo. The teacher needs to pay attention to this issue and watch over their students in using Toondoo.

From the explanation above, it can be concluded that the security issue is the major issue related implementation of Toondoo. The teacher needs to supervise the students in using Toondoo, so that the students may not access comic strips contain inappropriate content. Another issue is that people always need internet connection to use Toondoo. In fact, in the rural area, students can hardly find computer let alone internet connection. So, the implementation of Toondoo restricted in the area where the ICT has been well developed.

D. Teaching Creative Writing by Using *LKS (Lembar Kerja Siswa)*

1. Definition of *LKS (Lembar Kerja Siswa)*

Trianto (2010: 111) says that *LKS (Lembar Kerja Siswa)* is a students' manual used to conduct investigation or problem solving activities. Prastowo (2012: 204) defines *LKS* is teaching materials that have been packaged in such a way, so that learners are expected to learn the teaching materials independently.

Ardiwinata (in Djamarah, 1997: 49) says that *LKS* is the source of learning comes from humans, books, mass media, environment and educational media, thus *LKS* can be categorized as one of the learning resources that can be used by students.

Based on the definition above, it can be concluded that the *LKS* is a lesson material that is simpler than the module but more complex than the book because in the *LKS* consists of title, instruction or guidance of students in learning, basic competencies or subject matter, supporting information, task or work steps , and assessment. *LKS* contains the task sheets to be done by students referring to the basic competencies that have been cast.

2. Function of *LKS (Lembar Kerja Siswa)*

Prastowo (2011: 205) says that the functions of *LKS* are:

a. As teaching materials that can minimize the role of teachers, but more enable students

b. As teaching materials that make it easier for students to understand the material provided

c. As a concise teaching material and many tasks to practice

d. Facilitate the implementation of teachers to students.

3. **Advantages of *LKS (Lembar Kerja Siswa)***

   Arsyad (2006: 38) explains some advantages of *LKS (Lembar Kerja Siswa)* as follows:

a. Clarify the presentation of messages and information so that learning more smoothly

b. Beside repeat the material in the LKS, students will follow the logical sequence of thoughts.

c. The combination of text and images in the LKS can increase the attractiveness of the draft and facilitate students' understanding.

d. The material can be distributed easily.

   Rosari (2016: 20) says that the advantages of *LKS (Lembar Kerja Siswa)* are:

a. Help students multiply and develop their readiness

b. Increase the spirit of learning

c. Directing the way students learning

d. Giving students the chance to develop their skill

4. **Disadvantages of *LKS (Lembar Kerja Siswa)***

   Rosari (2016: 21) says that the disadvantages of *LKS (Lembar Kerja Siswa)* are:

a. The problems that are contained in the students' worksheet tend to be monotonous

b. Just train the students to answer the matter there is no understanding of the concept of matter correctly

c. Can only display the images, not moving, so that students are less understood

d. Causing bored in learning if there is no other media

From the explanation above, it can be concluded that *LKS* is not suitable to teach creative writing. In *LKS* is no give the chance to the students to explore their ideas in learning creative's writing. Besides, in learning process is not interactive so tend be use passively.

E. Review on Narrative Text

1. The Definition of Narrative Text

Dirgeyasa (2016: 16) states that narrative text is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in difference in different ways, narrative deal with problematic events which lead to a crisis or a turning point of some kind, which in turn finds a resolution. Pardiyono (2007: 94) says that narrative text is a type of text to tell activities or events in the past, there are problematic experience and resolution that has purpose to amuse the readers.

Based on the definitions above, it can be concluded that narrative text is type of text about story or event that happened in the past, its purpose to amuse and entertain to the readers.

2. The Generic Structure of Narrative Text

Dirgeyasa (2016: 17) states that there are rhetorical structures of narrative text, namely: orientation, complication and resolution. In detail, the rhetorical structure as follows:

a. Orientation

It consists of theme or topic to be informed. Introducing the characters of the story, the time and the place the story happened (who, what, when and where). It enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text.

b. Complication

A series of events in the main character attempts to solve the problem. The complication usually involves the main characters often mirroring the complication in real life.

c. Resolution

The ending of the story is containing the problem solution. The complication may be resolved for better or worse/happily or unhappy. Sometimes there are number of complications that to be resolved. These add and sustain interest and suspense for the reader.

Based on the explanation above, the researcher concluded that there are three generic structure of narrative text, namely: Orientation (introduction in which the characters, setting and time the story are established), complication (there are some problems in the story) and resolution (it is a conclusion to solve the problem in the story).

3. Language Features of Narrative Text

Pardiyono (2007: 97) says that the language features usually found in the narrative text are:

1) Sequence markers that connect to tell when they occur. For example: first, second, third, etc.

2) Using past tense, past perfect tense, pat continuous tense.

3) Verbs to show the actions that occur in the story. For example: tried, sat down, went, etc

4) Using adjective words. For example: frightened, quiet, calm, worried, anxious, happy, etc.

5) Using repetition of subjective pronoun is usual. For example: First, **my aunt** was very frightened, but **she** failed to do it, so **she** screamed out very loudly and then called some neighbors for some help.

6) Using conjunction, for example: unfortunately, but, so, and then, that, etc.

F. Review of Previous Study

In this research, the researcher has found the other previous studies that are related with this research study to prove the originality of the researcher.

The first previous study is the journal from Hartati T, et al. (2013) with the title "Video Streaming for Creative Writing at International Elementary School" *Journal of Education and Learning*. Vol.7 (1) p. 43-56. The method used in this study is developmental research. The results obtained

by the study consisted of: (a) The first stage in the form of streaming video script obtained through brainstorming with teachers, lectures, a team of investigators from Universitas Pendidikan Indonesia and Universitas Sains Malaysia, (b) The second phase of finalizing the script, making Video Streaming, making WEB involving media experts, expert creative writing materials and a team of investigators, (c) obtaining Stage Video Streaming and Web-based dissemination of the results of investigations to the entire SD International in Indonesia and Malaysia. The conclusion that the material creative writing in Indonesian and English for international primary schools can be addressed through the web-based streaming video presentations are characterized by an increase in the quality and competence of teachers teaching students in creative writing.

The second previous study is the journal from Yasemin Kirkgoz (2014) with the title "Exploring poems to promote language learners' creative writing". This journal has discussed using poetry in an EFL/ESL context to promote students' creativity in writing through composing a poem. It can be pointed out that what is missing in many classrooms is lack of tasks that contribute to the improvement of learners' creativity in writing. The creative writings illustrated in this journal are different from writing tasks found in many ELT materials, where students are required to use the sentence structure to write about familiar events. In such cases, the presence of a familiar topic could lead students to retrieve known meaning rather than generating imaginative responses, constructing new and surprising meaning as in the poems composed by the students in the present study. Many of the examples

used in this journal come from adult language users with a high level of language proficiency; however, the ideas are relevant to other contexts. The result of this journal is showed that poems effective to poster the learners' creative writing in university level.

The third previous study is thesis from Mukti Suvi Subarkah (2016) with the title "The Effectiveness of Toondoo and Picture Series to Enhance Student's Writing Skills in Term of Their Creativity (A Quasi Experimental Study at SMA N 2 Wonogiri)". This thesis use experimental research design. For the purpose to collect data, two groups were used. They are experimental and control groups. The experiment group was the group that was received the treatment by using Toondoo, while the control group was the group that received by using Picture series. In order to find out the difference mean of the two groups, experimental and control groups, the writer was used ANOVA test. The result of this research showed that Toondoo is effective than picture series in teaching writing.

The last is a thesis from Lystiana Nurhayat Hakim (2016) with the title "Using Cartoon Story Maker (CSM) Through Project Based Learning in Teaching Creative Writing (A Mixed-Method at Ninth Grade of SMP 1 Ciamis in The Academic Year of 2015/2016". This thesis use mixed method (qualitative and quantitative) research design. The result of the research showed that the t-test is higher than t-table, the mean score of the experimental group is higher than the control group. It means that Cartoon Story Maker (CSM) is more effective than Comic Life through project based learning in teaching creative writing.

The similarities from the first and second previous research are same use media to enhance students' creative writing and have 2 variables in research. The differences are the media that is used in enhancing students' creative writing, design of research and the subject of research. The first previous research use video streaming as media while second previous research use exploring poems. First previous research conducted in elementary school and used developmental research design while second previous research in university level and use developmental research. The similarities from the third previous research are same use Toondoo in teaching learning process and use experimental research design. The differences are the third previous research use Toondoo in teaching writing, (not creative writing) and use three variables. The similarities from the fourth previous research are use media to teach students' creative writing while the differences are the fourth previous research using Cartoon Story Maker (CSM) as media to teach creative writing, use mixed method research design and the subject of the research in Junior High School.

Based on the previous study, the researcher conducts an experimental research of using Toondoo as media to enhance students' creative writing at the tenth grade of MAN Wonogiri in academic year of 2017/2018.

G. Rationale

Students are categorized as high students' creative writing if they are able to create something new in their daily life. They are also able to solve their learning problems, provide new ideas and apply them in their life.

Creative students are able to think beyond ordinary people feel, see, listen and provide extraordinary ideas so that, they can produce something new, original and fresh from their idea.

However, the less students' creative writing who have less progress in doing something. They have monotonous concept, creation and ideas. They are unable develop their competence. They easily give up and feel afraid when they are given tasks.

Based on the elaboration above, it can be concluded that students who have higher creative writing will be easier to write English text because of more creative in finding new idea and developing it. It is different with those who are having less creative writing will be difficult to write English text because of less creativity in finding out the ideas.

In addition, the teachers have to pay attention how the students have to be taught and what kind of media should be applied in order that they can write and produce a good writing and understand about the material easily. Choosing improper media will bring them to have less creative writing in teaching learning. Therefore, the teacher should be selective and creative in selecting the media that be applied in teaching learning.

By using Toondoo the students are demanded to be more creative since they need to explore many aspects of the story, not only the pictures, but also the characteristics of the characters, the dialogues, etc. The teacher and students also can give comments and feedbacks of their ideas.

Students who have less creative writing or even no progress in doing something are unable develop their competence and tend to imitate others

ideas. They have monotonous concept, idea and creation in solving the problem or just following the rules that has been established. When they are given tasks, they easily give up and feel afraid to take the risks.

Toondoo gives a new way of creative writing by combining picture and texts. By using comic strips, the students will be easier in interpreting the phenomena happened in the text. The balloons which contain the characters' talk can help the students to understand the personalities of the characters. The cartoons which are colorful can improve the students' motivation to learn and become more engaged to the story. Comic strip is also beneficial to help the students mastering text organization since it gives clear about the groove of the story. So, the students are not only exposed to paraphrase the comic strips, but also to comprehend the language feature and to develop the text based on the comic strips given as the reference. Furthermore, since Toondoo is an internet based teaching medium, the students are also exposed to the use of internet so that their technological competence will be lightened.

On the other hand, learning with *LKS (Lembar Kerja Siswa)* do not give chance to the students explore many aspect of the text. They only know the material from the book that only have a little material, so that their creativity will not develop. *LKS (Lembar Kerja Siswa)* only explore the students' vocabulary mastery, but their skills in organizing the text and developing ideas will not be explores because of they are lack of time to practice and also monotonous.

In short, Toondoo digital comic strip is supposed to be more effective to teach creative writing for students at tenth grade of MAN Wonogiri.

H. Hypothesis

Related to the previous study of related theories and basic assumption above, the researcher formulates the hypothesis as follows:

1. H_a: Teaching creative writing using Toondoo is more effective than using *LKS (Lembar Kerja Siswa)* at tenth grade of MAN Wonogiri in academic year of 2017/2018

2. H_0: Teaching creative writing using Toondoo is not more effective than using *LKS (Lembar Kerja Siswa)* at tenth grade of MAN Wonogiri in academic year of 2017/2018.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher uses experimental research. It is quantitative research design. Fraenkel and Wallen (2012: 265) say that experimental research is intended know whether there is a casual relationship among variables. In the Experimental research the researcher manipulates at least one independent variable, controls other relevant variables and observes the effect on one or more dependent variables. Thus, experimental research is quantitative design testing hypothesis to establish cause–effect relations.

Sugiyono (2012: 107) states that the experimental research method can be interpreted as the research methods used to find the effect of a particular treatment over another in a runaway condition. Experimental has four designs such as pre-experimental, true-experiment, factorial design and quasi experiment design (Sugiyono, 2012: 109).

This research will conduct in educational area, it is considered as quasi experimental design. Arikunto (2000: 277) says that quasi-experimental designs are those that are "almost" true experimental designs and it is used because has difficulties to obtain control group for research. In quasi experiment, the researcher uses control and experimental group but does not randomly assign participants to group (Creswell, 2013: 158). In order to know the difference of those two groups, this research will use post test only control

design of experimental research, so it used treatment and post test (Sugiyono, 2012: 116). The design of this research can be seen:

Table 3.1 Post-test Only Control Design

E	X	O_2
C		O_4

Where:

E   : Experimental group

C   : Control group

X   : Treatment (teaching creative writing by using Toondoo)

O_2 : Post test of experimental class

O_4 : Post test of control class

In this design, the researcher uses post-test to collect the data. O_2 is the experimental class after taught by using Toondoo as media and O_4 is the control class taught by using *LKS (Lembar Kerja Siswa)* as media. The score of post test became the data to be analyzed.

B. **The Setting of The Study**

1. **Place of The Study**

This research will be conducted at MAN Wonogiri in academic year 2017/ 2018. This school is located at Jl. Raden Mas Said, Selogiri, Wonogiri. There are three courses in this school such as science, social and religion. There are 20 classes in this school.

2. **Time of the study**

      This research is carried out from January 2018 up to June 2018.

Time of the study such as:

Table 3.2 Time of the Research

Activity	Feb					March					April					May					June	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2
Pre- observation	■	■	■																			
Designing research proposal				■	■	■	■	■	■	■												
Seminar proposal											■											
Try out instrument											■											
Collecting data												■	■	■	■							
Analysis data															■	■	■	■				
Arranging data																		■	■	■		
Writing research report																			■	■	■	■

Table 3.3 Treatment Design

Activity	Experimental Group	Control Group by Teacher
Pre teaching	• Introduction • Interview • Observation	• Introduction • Interview • Observation
While teaching	Meeting 1 • Giving material about narrative text (definition, purpose, structure, language features, kinds of narrative) • Giving them an example of Toondoo created by the researcher Meeting 2 • Ask students to read and discuss the kinds of narrative text in LCD (Legend, Fairy Tale & Folktale) • The students make a draft of narrative plan Meeting 3 • Invite students to go to the computer laboratory • Continue to make draft of narrative plan • Giving material how to use Toondoo Meeting 4 • Making a group discussion (group consist of 5-6 person) • Discuss with their friend to make narrative dialogue in Toondoo. Meeting 5 • Asking the students to present their result of discussing • Asking students to make a narrative dialogue about fairytale, legend and folktale in Toondoo (post test) Meeting 6 • Continue to make narrative dialogue about fairytale, legend and folktale in Toondoo (post test) • Reviewing material	Meeting 1 • Giving material about narrative text • Asking the students read the material in the *LKS (Lembar Kerja Siswa)* • Giving the students example of narrative text Meeting 2 • Teacher explains about simple past tense • Asking the students make sentences Meeting 3 • Ask students to read and discuss the kinds of narrative text in *LKS (Lembar Kerja Siswa)* • The students make a draft of narrative plan Meeting 4 • Continue to make draft of narrative plan • Still in the same group, they finish to make a draft of narrative plan Meeting 5 • Ask students to identify and analyze part of narrative story (orientation, complication, resolution) that given by teacher • Asking the students answer the question in the worksheet in their group Meeting 6 • Asking the students to make a narrative text about fairytale, legend and folktale (post test) • Reviewing the material
After teaching	**Post test**	**Post test**

C. **Population, Sample and Sampling**

1. **Population**

Sugiyono (2012: 117) says that population is generalizations region consisting of objects/subjects that have certain qualities and characteristics that set by the researchers to study and then drawn conclusions. Arikunto (2010: 173) explains that population is all subjects of a research. Based on these two theories, it can be concluded that population is all subjects or individuals with have certain characteristic that would be analyzed. The population of this research was the tenth grade of MAN Wonogiri majoring in science in the academic year of 2017/2018. Each class consist of MIPA 1 (first science class) 27 students, MIPA 2 (second science class) consist of 26 students, and MIPA 3 (third science class) consist of 27 students. So, the total population is 80 students.

2. **Sample**

Sugiyono (2012: 118) states that sample is part of amount and characteristics which is had by that population. Fraenkel and Wallen (2012: 91) define that sample is a group in a research is obtained. The researcher only took two classes as the sample. The samples of this research are students of MAN Wonogiri class X MIPA 2 and X MIPA 3. In X MIPA 2 consist of 26 students while X MIPA 3 consist of 27 students. The total amounts are 53 students. Class MIPA 3 will be taught by using Toondoo as media in teaching learning while class X MIPA 2 will be taught by using *LKS (Lembar Kerja Siswa)* in teaching learning.

3. **Sampling**

Fraenkel and Wallen (2012: 91) explain that sampling refers to the process of selecting the individuals (a sample) from a population preferably in such way that individual are representative of the larger group who will be observed. In this research, it would be possible to generalize the properties or characteristic to the population elements. The sample of this research is taken by cluster random sampling. Fraenkel and Wallen (2012: 96) sate that cluster random sampling is the selection of groups, or clusters of subjects rather than individuals. Thus, cluster random sampling is the technique to take a sample which is the sampling take in random and in the class level of creativity, ages and academic competences. The researcher takes two classes randomly considering that there is an equal capability of students of each class. Then the steps of selecting sample are:

a. Listing the codes all class

b. Writing down the code of each on a small paper and rolling the paper

c. Put the rolled paper in the box

d. Shaking the box and taking paper and take it once more. The result it will be the sample of the research.

Then, X MIPA 3 class is chosen as the experimental group which using Toondoo as media in teaching learning and X MIPA 2 is chosen as the control group taught using *LKS (Lembar Kerja Siswa)* in teaching learning process. The classes are chosen because they have similarity of average achievement.

D. Technique of Collecting Data

1. Test

There are several instruments that can be used to collect the data by researcher. Arikunto (2010: 193) defines that instrument is a tool uses to collect the data. Instrument has some type such as test, rating scale, interview, observation and check-list. In this research, the researcher use test as the instrument to collect the data. Test is a set of questions, exercise or other instrument which are used to measure skills, knowledge, intelligent and attitude of individual or groups (Arikunto, 2010: 193). Brown (2004: 3) states that test in simple term is a method of measuring a person's ability, knowledge or performance in a given domain.

The researcher uses test to know how far students' creative writing in narrative text. The researcher uses posttest to know the effectiveness of Toondoo as media in MAN Wonogiri at the tenth grade. Post-test is a test given after treatment to know student's respond and the effectiveness of the treatment.

2. Try Out of Instrument

Before the items of test are implemented, the researcher analysis the instrument of test. The test should have two criterions. There are validity and reliability. Those item are tried out in other sample of tenth grade of MAN Wonogiri to know these instruments valid and reliable or not. Beside, before the instruction is tested to the students, it needs to check the readability of the instruction. It is used to know whether the instruction is readable by the students or not.

a. Validity Test

Validity is the instruments to collect the data. Test can be called valid if there is same between data has collected with real data in the object of the research (Sugiyono, 2012: 172). Djiwandono (2011: 164) explains that validity is suitability interpretation of the test result as evaluation instrument. In other words, validity is suitability test, as the measure of instrument with the main target should be measured. The researcher measured the validity of creative writing achievement test to know whether the items test is appropriate to use or not.

There are three important ways to seek the validity instrument such as construct validity, content validity and external validity. Content validity is a relevant test that used to measure data wants to collect (Sugiyono, 2012: 177). In this research, the researcher use content validity and assumed the role of the expert to test the validity.

b. Reliability Test

Sanjaya (2013: 252) says that test is an instrument called reliability if those test violence. Reliability refers to the consistency of the scores obtained, how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel and Wallen, 2012: 154). To make the result of the test as reliable as possible, the researcher uses inter-rater reliability. Djiwandono (2011: 185) explains that rater reliability is usually used to measure speaking or writing skill that produce continuous oral or written discourse. There are two kind of rater

reliability: intra-rater reliability (twice assessment by some person) and inter-rater reliability (assessment by two persons).

The researcher uses inter-rater to take the students' creative writing score. The first rater is the English teacher of MAN Wonogiri, Mrs. Yanti and the second rater is the researcher. The rater used assessment criteria suggested by Mozaffari. The final students' creative writing score are determined by the average score between the researcher and the English teacher.

c. Readability Test

Readability test is important to set and determine an understandable instruction. It is necessary from some cases in which students failed to do the test due their inability to understand the given instruction. Hughes (1989: 39-40) mentions some factors to write good instruction. First, the instruction should be clear and explicit. Second, it should avoid the supposition that students all know what is intended. Third, the test writer should not rely on the students' power of telepathy to elicit the desired behavior.

Try out is given to the other sample in the population to know whether the instruction of test was readable or not. The readability of writing test instrument is shown on table 3.4.

Table 3.4 Readability of Creative Writing Test

No	Question	Yes	No
1	Do you understand the instruction of this test?		
2	Are the words in instruction familiar?		
3	Is the kind of narrative to be written in this test stated clearly?		
4	Is the criterion of paragraph structure in narrative text demanded in this test understandable?		
5	Are the creative writing indicators to be evaluated in this test clear?		

The instruction of creative writing test is:

1) Write your full name and your class above.

2) Choose one of these topics for narrative dialogue in Toondoo.

   a) The Legend of Golog Stone

   b) The Dragon Jewel

   c) Why Sun and the Moon Live in the Sky

3) Work individually to write down narrative dialogue in Toondoo consisting of orientation, complication and resolution.

4) Your project was evaluated based on the image, characterization, voice and story.

5) Publish your product in your Toondoo's account, then print your product and collect on sixth meeting.

Readability of creative writing test contains:

1) Do you understand the instruction of this test?

2) Are the words in instruction familiar?

3) Is the kind of the narrative to be written in this test clear?

4) Is the criterion of paragraph structure in narrative text demanded in this test understandable?

5) Are the creative writing indicators to be evaluated in this test clear?

To know whether the test is readable or not, the try out is given to other students out of the samples that have same levels with the sample. If most of students answer yes for each question, the test is readable.

E. Technique of Analyzing Data

The techniques for data analysis that will use in this research are descriptive analysis to know the mean, median and mode and standard deviation of the creative writing test. Besides, prerequisite test which used before giving the treatment. It consists of normality and homogeneity test. The last is hypothesis testing to manage the data which form of number that can produce conclusion.

1. Descriptive Analysis

Sugiyono (2010: 49-57) explains that the descriptive analysis consists of mean, median, mode of writing score. The formula of mean, median, mode and standard deviation as follows:

a. Mean

The mean is adding a list of score then divide in by the number of scores. The formula of mean score as follows:

$$Me = \frac{\Sigma xi}{n}$$

 Where:

   Me = the mean

   Σ = the sum of (*Epsilon*)

   xi = raw score

   n   = the numbers of cases

b. Median

Median is the value that separating the higher half of a data sample, a population or probability distribution from the lower half. It commonly used to measure of a set data in statistics. The formula of median is:

$$Md = b + p\left(\frac{\frac{n}{2} - F}{f}\right)$$

 Where:

   Md = median

   b   = the lower limit of the interval within which the median lies.

   p   = interval (class width)

   n   = the number of sample/ the number of data

   f   = the cumulative frequency in all interval below the interval containing the median

f   = the frequency of cases within the interval containing the median.

c. Mode

Mode is the value in a set of data that most appear frequently. Mode can be more than one.

$$Mo = b + p\left(\frac{b1}{b1+b2}\right)$$

Where:

Mo   = the mode

b = the lower limit of the interval within which the mode lies

p = the interval size

b_1 = the frequency of the interval containing mode reduced by that of the previous interval

b_2 = the frequency of the interval containing mode reduced by that of the following interval

d. Standard Deviation

$$S = \sqrt{\frac{\sum(xi - \bar{x})^2}{n_i - 1}}$$

Where:

S   = the symbol for standard deviation

$\bar{x}$ = the mean of students score

x = value of the item

n_i = total number of items

2. Prerequisite Test

Before testing the hypothesis, the researcher requires pretest. The data have to be tested before giving treatments. It consists of normally test and homogeneity test.

a. Normality test

Normality test is used to know that the sample (class) in normal distribution. The formula of normality test using *Liliefors*:

1) Determining the mean score by using

$$\bar{x} = \frac{\Sigma X}{n}$$

2) Determining the standard deviation

$$Sd = \sqrt{\frac{\Sigma(Xi-X)^2}{n_i-1}}$$

3) Calculating Z value from each item:

$$Zi = \frac{X - \bar{X}}{Sd}$$

4) Calculation Ltable 0,05 α:

$$Ltable = \frac{0,886}{\sqrt{n}}$$

5) Comparing the maximum result of L for each item of questions with L table. If L_0 is lower than L_t it means that the sample is in normal distribution.

b. Homogeneity test

Homogeneity test is used to know whether two groups (experimental and control class) that are taken from population have homogeneity or not. In this research, the researcher used the following

formula to test the homogeneity of the population variants. If $F_0 < F_t$, it means the data homogeneous

3. Hypothesis Testing

The researcher use t-test to prove that there is significant difference of students' creative writing achievement on narrative text by using Toondoo and not. The formula of the t-test is used as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

$\bar{x}_1$	= average of sample 1
$\bar{x}_2$	= average of sample 2
S_1^2	= variance of sample 1
S_2^2	= variance of sample 2
n_1	= total sample 1
n_2	= total sample 2

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

Data of the research include the data of students' creative writing achievement that were taught by using Toondoo as media in experimental class and *LKS (Lembar Kerja Siswa)* in control class. The purpose of the research is to know whether Toondoo is more effective than *LKS (Lembar Kerja Siswa)* in teaching creative writing for the tenth grade students. This research was conducted at MAN Wonogiri in academic year of 2017/2018. The sample was taken two classes, namely MIPA 3 as experimental class, which is taught by using Toondoo and MIPA 2 as control class that is taught by using *LKS (Lembar Kerja Siswa)*.

The data were got after the test was given. The researcher gave the post-test to know the effectiveness of Toondoo as media in teaching creative writing on narrative text by comparing the mean between experimental class and control class. Before the test was given, the students were given the try out test of instrument for other sample in population on 12 April to analyze the readability of the instrument. The try out test comprised the instructions of creative writing test, readability of creative writing test and readability of test items. Try out was given to know the readability of test. To know the test readable or not, try out test was given to other students out of the sample but having same level. In this research try out test was given to MIPA 1. The result of this test more than 75% of the respondents give "Yes" answer to

each item of readability test. It means that the item of creative writing test is readable. In experimental class, the students were given treatment by using Toondoo as teaching media on writing narrative, every meeting was 90 minutes. The first treatment was conducted on 16 April 2018, the second treatment was conducted on 19 April 2018, the third treatment was conducted on 23 April 2018, the forth treatment was conducted on 26 April 2018, the fifth treatment was conducted on 30 April 2018.

The control class was taught by using *LKS (Lembar Kerja Siswa)* Teaching in control class was conducted 90 minutes each meeting. The first meeting was conducted on 14 April 2018, the second meeting was conducted on 18 April 2018, the third was conducted on 21 April 2018, the forth meeting was conducted on 24 April 2018, the fifth meeting was conducted on 28 April 2018. The post-test was given after the students were given material. It was given on 2-3 April 2018 both control and experimental class.

The researcher obtained the result of students' creative writing score and then gave analysis of the data. The data analysis discusses about the data description, pre-requisite test and hypothesis test. The data obtained from both experimental group and control group are used to be analyzed to reveal the difference between experimental group and control group. To reveal the difference, the researcher uses T-test. T-test requires normality and homogeneity. Therefore, normality and homogeneity are tested first based on the post-test.

1. Description of Data

The description of the data analysis included the mean, mode, median, standard deviation and frequency distribution followed by the data are divided into two groups, and they are as follow:

a. The data of post test score of experimental class

The experimental group is class was taught by Toondoo as media to teach creative writing. The experimental group is third science (MIPA 3) class that consists of 27 students. They have performed test presented by the researcher. The data is obtained from post-test score of experimental group. Before they did the post-test, they were given treatments. The data will be presented in the table and histogram. The table below is providing the score of post-test of the experimental group.

Table 4.1 Score of Post-test in Experimental Group

No	Subject	Score of Post-test	No	Subject	Score of Post-test
1	S1	88	19	S19	75
2	S2	78	20	S20	82
3	S3	91	21	S21	81
4	S4	83	22	S22	80
5	S5	69	23	S23	81
6	S6	67	24	S24	79
7	S7	85	25	S25	76
8	S8	75	26	S26	81
9	S9	82	27	S27	69
10	S10	85	**Total Score**		**2155**
11	S11	80			
12	S12	83			
13	S13	77			
14	S14	80			
15	S15	82			
16	S16	78			
17	S17	82			
18	S18	86			

Based on the data post-test in experimental group above, the researcher obtained that the total score is 2155. The high score is 91, the low score is 67, the average is 79.7, the median is 80.25, the mode is 80.9 and the standard deviation is 5.49.

The previously discussed about the list of total number of the students were taught by using Toondoo as media provided each score of the students in the post-test. The explanation is the frequency distribution and histogram as follow:

Table 4.2 Frequency Distribution Post-test in Experimental Class

Class Limit	Class Boundaries	Mid Point	Frequency	Percentage
67 – 71	66.5 – 71.5	69	3	11%
72 – 76	71.5 – 76.5	74	3	11%
77 – 81	76.5 – 81.5	79	10	37%
82 – 86	81.5 – 86.5	84	9	33%
87 – 91	86.5 – 91.5	89	2	7%
Total Score		**395**	**27**	**100%**

The histogram of frequency distribution of post-test in experimental group as follow:
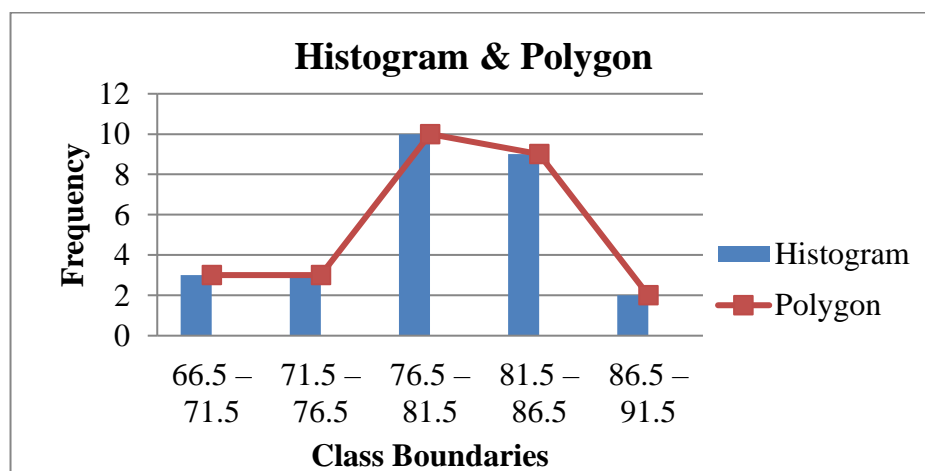

Figure 4.1 Histogram of post-test experimental group

b. The data of post test score of control class

       The control group is class was taught by using *LKS (Lembar Kerja Siswa)* to teach creative writing. The control group is second science class that consists of 26 students. They have performed test presented by the researcher. The data is obtained from post-test score of control group. Before they did the post-test, they were given treatments. The data will be presented in the table and histogram. The table below is providing the score of post-test of the control group.

Table 4.3 Score of Post-test in Control Group

No	Subject	Score of Post-test
1	S1	76
2	S2	82
3	S3	80
4	S4	73
5	S5	78
6	S6	76
7	S7	65
8	S8	79
9	S9	81
10	S10	80
11	S11	86
12	S12	78
13	S13	68
14	S14	74
15	S15	69
16	S16	71
17	S17	81
18	S18	79
19	S19	78
20	S20	70
21	S21	79
22	S22	68
23	S23	66
24	S24	73
25	S25	87
26	S26	83
Total Score		**1980**

Based on the data post-test above, the researcher obtained the total score is 1980. The high score is 87, the low score is 65, the mean is 75.8, the median is 76, the mode is 76.4 and standard deviation is 6.25.

The previously discussed about the list of total number of the students were taught by using direct instruction method provided each score of the students in the post-test. The explanation is the frequency distribution and histogram as follow:

Table 4.4 Frequency Distribution Post-test in Control Class

	Class Boundaries	**Mid Point**	**Frequency**	**Percentage**
65-69	64.5 – 69.5	67	5	19%
70-74	69.5 – 74.5	72	5	19%
75-80	74.5 – 80.5	77	10	38%
81-85	80.5 – 85.5	83	4	15%
86-90	85.5 – 90.5	88	2	9%
Total Score		**387**	**26**	**100%**

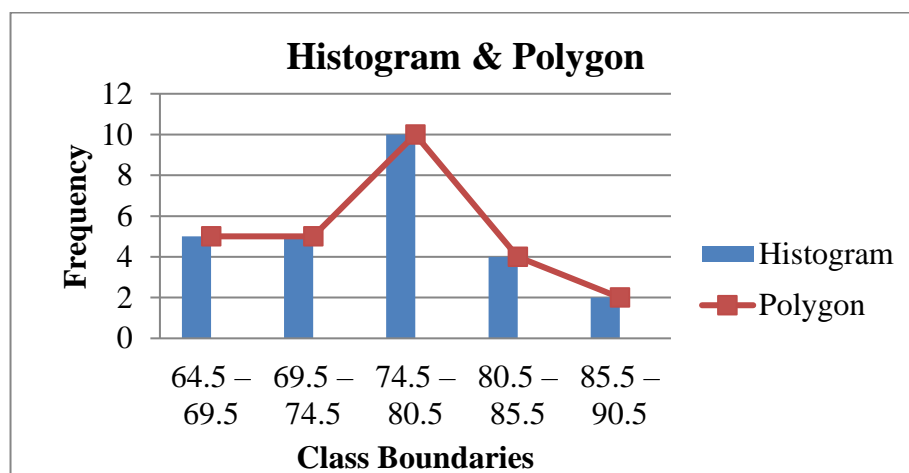The histogram of frequency distribution of pre-test in control group as follow:

Figure 4.2 Histogram of post-test control group

2. **Normality and Homogeneity**

 Before analyzing the data using T-test after testing the validity and reliability, the normality and the homogeneity test must be done. The normality test is to reveal that the samples are in normal distribution. The homogeneity test is to reveal that both samples of experimental group and control group are homogeneous.

a. Normality

 Normality test is used to test the sample from the population whether they have normal distribution or not. In this research, the researcher used *Lilliefors* for normality test. The sample are called in normal distribution "If L_o (L obtained) is lower than L_t (L table) with α = 0.05, so the data is normal".

 Based on the data of normality test of post-test in experimental group, the researcher obtained that L_o is 0.0991 while L_t 0.1705. It means L_o lower than L_t, so the data post-test is normal distribution. Meanwhile, the data of normality test of post-test control group, the researcher obtained that L_o is 0.0745 while L_t 0.1737. It means L_o lower than L_t, so the data post-test is normal distribution. The normality test in experimental and control group in post-test score will be showed in the table as follow:

Table 4.5 the Summary Data of Normality Test

No	Data	The number of samples	Lo	Lt	Alfa	Distribution of Population
1	Post-test in experimental group	27	0.0991	0.1705	0, 05	NORMAL
2	Post-test in control group	26	0.0745	0.1737	0, 05	NORMAL

b. Homogeneity Test

The homogeneity is used to know whether the two samples of experimental and control group are homogenous or not. If F $_{(value)}$ is lower than F $_{(table)(0.05)}$, it can be concluded that the data are homogenous. The calculation of the data homogeneity is presented below:

Table 4.6 the Calculation of the Data Homogeneity

Bigger Variance	Smaller Variance
6.02	5.55

$$F = \frac{\text{Bigger Variance}}{Smaller\ Variance} = \frac{6.02}{5.55} = 1.08$$

F(value =1.08) < F (table =1.97)

Based on the result of calculation above, it can be seen that the data are homogenous.

3. **Hypothesis Test**

The hypothesis test can be done after normality and homogeneity test are done. In this research, the researcher used T-test for the hypothesis test. In this research, the Ho (hypothesis null) stated that Toondoo as media is not effective to teach creative writing at MAN Wonogiri in the academic year of 2017/2018. While Ha (Hypothesis alternative) stated that Toondoo as media is effective to teach writing at MAN Wonogiri in the academic year of 2017/2018.

From the explanation, the researcher obtained that To is 2.341 while Tt is 2.008. It means the To is higher than Tt, so the data is significant.

B. Discussion

This research can be clarified with related theory that had been discussed in chapter II, based on Kirchhoff and Cook (in Suvi, 2016: 18) stated that Toondoo is a free, fully online comic creator that offers many options for comic strip creation through a user-friendly interface. In addition, Koenig and Olson (2010: 26) stated that Toondoo is a great way to assess comprehension of vocabulary, story lines, and main ideas for struggling students. Toondoo allows students to easily create cartoons by dragging hundreds of pre-made backgrounds, props, text boxes, and characters into the cartoon panel chosen by the student. Students can change body positions and facial expression, shrink or clone characters, import their own images, and even doodle or create their own characters. Therefore, Toondoo as teaching media is effective for teaching creative writing. It is proven by acceptability of Ha because the students treated by using Toondoo as teaching media achieved better scores than the students taught by using *LKS (Lembar Kerja Siswa).*

The data obtained from post-test in experimental and control group. The average score for post-test of experiment group was 79.7. The average score of post-test of control group was 75.8. In this research, the researcher taught control group by using *LKS (Lembar Kerja Siswa)* while in experimental group taught by using Toondoo as media in teaching creative writing. In control group, students looked uninterested and less challenged in writing class. Students could

not enjoy in writing. While in experimental group, students looked enjoy and fun in writing class. It causes the student can be active. The classroom atmosphere is also more pleasant. It was proven with the average of post-test in control group is 78 which has lower than the average of post-test in experimental group is 79.7.

The result of T-test shows that To (T obtained) is higher than Tt (T table). It can be seen from the data that To (2.341) is higher than Tt (2.008). It means the data is significant. It is also can be said that Toondoo Digital Comic Strip is effective to teach creative writing at tenth grade of MAN Wonogiri in the academic year of 2017/2018. The researcher conducted this research with experimental research design. In this research, there are two groups as the subject. Second science class (MIPA 2) as control group and third science class (MIPA 3) as experimental group.

The data obtained from the students' score of creative writing test who were taught by using Toondoo. The researcher divided the teaching learning process into two steps. The first, the researcher gave a treatment both in experimental group and control group. In experimental group the researcher was taught by using Toondoo while in control group the researcher was taught by using *LKS (Lembar Kerja Siswa)*. After the treatment, the researcher gave post-test about writing narrative text for those classes. The average of post-test in experimental group is 79.7 and control group is 75.8.

Teaching writing narrative text in experimental group by using Toondoo can encourage students to be more interested, motivated and enhance their creativity. Toondoo is one of media that make the students share their emotion, feeling and creativity in teaching learning process especially in creative writing class. It makes the teaching learning process in

the classroom more active and variety, so the students not bored. In addition, it can be seen from the average score of students. The average score in experimental group is 79.7 while in control group is 75.8. It means, the average of experimental groups is higher than control class.

Based on the computation of T-test shows that To (T obtained) is higher than Tt (T table). It can be seen from the data that To (2.341) is higher than Tt (2.008). It means the data is significant. It is also can be said that Toondoo is effective to teach creative writing at tenth grade of MAN Wonogiri in the academic year of 2017/2018. The students who were taught by using Toondoo as media is better score in writing narrative than the students who were taught by using *LKS (Lembar Kerja Siswa)*

Based on the computation of the research, using Toondoo is effective to teach writing class especially in narrative. So, that the explanation above recommends that there is significant difference of students was taught by using Toondoo and those was taught by using *LKS (Lembar Kerja Siswa).* Based on the discussion above, it can be conclude that the result of this research that there is significant difference of students was taught by using Toondoo and those was taught by using *LKS (Lembar Kerja Siswa)* at tenth grade of MAN Wonogiri in the academic year of 2017/ 2018.

CHAPTER V

CONCLUSION, IMPPLICATION AND RECOMMENDATION

A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. Based on the result of the data analysis, it can be seen that the post-test score in experimental group was taught by using Toondoo as media. From the data, the highest score is 91 while the lowest score is 67. Then the post-test score in control group was taught by using *LKS (Lembar Kerja Siswa)*. From the data, the highest score is 87 while the lowest score is 65.

From the data above, it can be calculated the mean, median, mode and standard deviation. The average of post-test in experimental group is higher than the average post-test in control group. The mean of students post-test in experimental group is 79.7 while the mean of students post-test in control group is 75.8. It can also be said that there is significant difference between students' creative writing was taught by using Toondoo and those taught by using *LKS (Lembar Kerja Siswa)*.

Whereas the score of mode in experimental group is 80.9, the median is 80.25 and the standard deviation is 5.49. Meanwhile the score of mode in control group is 76.4 the median is 76 and the standard deviation is 6.25. Based on the average score of writing narrative text in experimental group is higher than the average score in control group at first grade of MAN Wonogiri in the academic year of 2017/2018.

The result of T-test computation of post-test between experimental and control group shows that To is 2.341 while Ttable is 2.008 and the level significant a= 0.05. Ha is accepted when the score in To is higher than T table. It can be seen from the explanation above, that T table is lower than T score. It can be concluded that the use of Toondoo as media is effective to teach creative writing for tenth grade of MAN Wonogiri in the academic year of 2017/2018.

B. Implication

The result of the research shows that Toondoo can be beneficial to students' creative writing. It implies that students taught using Toondoo have better creative writing than those who are taught by using *LKS (Lembar Kerja Siswa)*. Toondoo is an attractive and engaging teaching medium to lure students' interest. Consequently, the students will be motivated to write more creative. Using Toondoo makes the students able to write publishable work easily to teach creative writing for tenth grade of MAN Wonogiri in the academic year of 2017/2018.

The application of Toondoo is more effective since it make the students to learn creative writing fun and the student more creative. The researcher has the conclusion has some implication as follow:

1. Students can explore their ideas with making the product by their own creativity.
2. Toondoo makes the students in the class have same opportunity to show up their feeling, emotion and creativity and show their publishable work.

3. Toondoo is beneficial to the students to comprehend their vocabulary, grammatical and communicative competence.

4. Toondoo makes the students more active, expressive, enjoyable, pleasant, enthusiasm and enhance the students' creative writing.

5. Toondoo provides story from different authors with many different cultures.

C. Recommendation

Related to the result of the study that Toondoo is significant difference creative writing ability achievement between the students who are taught by using Toondoo that has higher achievement than the students who are taught by using *LKS (Lembar Kerja Siswa)*, the researcher gives some recommendation as follows:

1. For the teacher

   a. It is important for teacher to use enjoyable and effective media to teach creative writing. Toondoo can be applied as one of the alternative media to teach creative writing since it gives the students benefit and interesting activities

   b. Teacher should always encourage students to be more active in teaching learning process, mainly in English lesson by using Toondoo as media.

   c. Teacher should give motivation in or out class, to make students fun and enjoy when teaching learning process in beginning.

d. Teacher should manage the class effectively and maximally by using time management correctly, so there is no wasting time for teaching learning process.

e. The teacher should be more optimize the infrastructure especially visual media learning, such as Toondoo in teaching learning process.

2. For the students

a. The students have to stay to focus on teacher's direction in order to be able to practice and apply the media from the teacher.

b. The students must have high motivation to follow the English lesson especially in creative writing.

c. The students are suggested to have many vocabulary or words in English in order to they can write easily.

3. For other researcher

a. Other researcher are expected to use of the research findings as the foothold to conduct the next research on similar issues of teaching creative writing

b. Other researcher can conduct further research with other skills such as in speaking, reading, vocabulary, grammar and many others.

c. Other researcher can conduct further research with other subject.

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