

**THE EFFECT OF USING HORROR THEMED WEBTOON ON WRITING
SKILL OF ELEVENTH GRADE AT SMA NEGERI 4 KOTA KEDIRI
SKRIPSI**

Submitted in Partial Fulfillment of the Requirements
For Obtaining the Degree of Bachelor of Education (S.Pd.)
In the English Education Study Program



By:

VAELA SUKMA NINGRUM PRATIWI

NPM: 2214050016

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2026

APPROVAL PAGE

Skripsi by:

VAELA SUKMA NINGRUM PRATIWI
NPM: 2214050016

Entitled:

**THE EFFECT OF USING HORROR THEMED WEBTOON ON WRITING
SKILL OF ELEVENTH GRADE AT SMA NEGERI 4 KOTA KEDIRI**

Approved by the Advisor to be Proposed to Examination Committee
of English Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

At the Date of:
Kediri, July 17th 2026

Advisor I



Dr. Yunik Susanti, S.Pd., M.Pd.
NIDN. 0718017801

Advisor II



Dr. Dewi Kencanawati, S.Pd., M.Pd.
NIDN. 0707097102

APPROVAL SHEET

Skripsi by:

VAELA SUKMA NINGRUM PRATIWI
NPM: 2214050016

Entitled:

**THE EFFECT OF USING HORROR THEMED WEBTOON ON WRITING
SKILL OF ELEVENTH GRADE AT SMA NEGERI 4 KOTA KEDIRI**

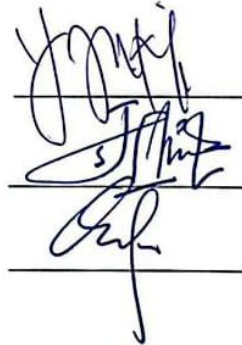
Has been maintained in front of the Examination Committee
of English Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

At the Date of:
Kediri, July 17th 2026

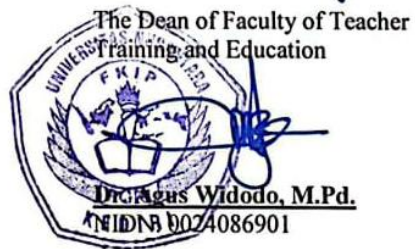
Chairman : Dr. Yunik Susanti, S.Pd., M.Pd.

First Examiner : Dr. Sulistyani, S.Pd., M.Pd.

Second Examiner : Dr. Dewi Kencanawati, S.Pd., M.Pd.



The Dean of Faculty of Teacher
Training and Education



Dr. Agus Widodo, M.Pd.
NIDN 0074086901

MOTTO

"And whoever puts their trust in Allah, then Allah is sufficient for them."
Surah At-Talaq (65:3)

Dedication

This thesis is dedicated to the people who have always been by my side through every challenge and achievement. Their endless love, prayers, encouragement, and support have inspired me to persevere and complete this journey. I am truly grateful for everything they have done for me.

1. First and foremost, to Allah SWT, for Your endless mercy, guidance, strength, and blessings throughout every step of this journey. Thank You for giving me the courage to keep going, the patience to endure every challenge, and the opportunity to finally accomplish this thesis. Every achievement I have today is only possible because of Your grace.
2. My beloved family, especially my father, my mother, and my younger brother, for their unconditional love, endless prayers, sacrifices, encouragement, and unwavering support. Thank you for always believing in me, even during the moments when I doubted myself. This achievement belongs to all of us.
3. My respected lecturers, especially my thesis supervisors, for their patience, valuable guidance, constructive feedback, and continuous encouragement throughout the completion of this research. Thank you for sharing your knowledge and helping me grow both academically and personally.
4. To myself, thank you for choosing to keep going despite the fears, doubts, and exhaustion. Thank you for believing that every hardship would eventually become ease and for always trying to involve Allah in every prayer, every decision, and every step of this journey. This thesis is not only an academic achievement but also a reminder that Allah's plan is always better than mine. Alhamdulillah, we made it.
5. My dear friends, thank you for every prayer, motivation, kindness, laughter, and support during this journey. Thank you for always being willing to listen, help, and remind me that I was never alone in this process.
6. Lastly, to Nadia Omara's YouTube channel, thank you for unknowingly accompanying countless hours of writing this thesis. Your storytelling became one of the little things that made long writing sessions feel less lonely and a little more enjoyable.

STATEMENT OF WRITING ORIGINALITY

The undersigned bellow, I:

Name : Vaela Sukma Ningrum Pratiwi

Gender : Female

Place/Date of Birth : Makassar, November 21th 2003

NPM : 2214050016

Faculty/Department : FKIP/SI English Language Education Department

States in fact, that in this skripsi no work has ever been submitted for bachelor degree in a college, and to the best of my knowledge no written work opinion has ever been published by any other person, except that which is intentionally and written referred to in this manuscript and mentioned in the bibliography.

Kediri, July 17, 2026
The Writer



VAELA SUKMA N.P.
NPM. 2214050016

ACKNOWLEDGEMENTS

Praise is always offered to the presence of Allah S.W.T who has bestowed His mercies and blessings so that this skripsi entitled "THE EFFECT OF USING HORROR THEME WEBTOON ON WRITING SKILL OF ELEVENTH GRADE AT SMA NEGERI 4 KOTA KEDIRI" can be completed.

Furthermore, the writer would like to thank to all parties who have contributed to the success of writing and preparing the proposal of this research, including:

1. Dr. Zainal Afandi M.Pd. as the Rector of University of Nusantara PGRI Kediri who always motivates his students
2. Dr. Agus Widodo, M.Pd. as the Dean of the Faculty of Teacher Training and Education who always encourage his students to learn hard
3. Dr. Khoiriyah, M.Pd. as the Head of English Language Education Study Program who always advise and guide the students during the writing of this thesis proposal
4. Dr. Yunik Susanti, M.Pd. as first advisor who always gives advice and guidance from the beginning till the end of writing this proposal
5. Dr. Dewi Kencanawati, M.Pd. as second advisor who always gives advice and guidance from the beginning till the end of writing this proposal
6. All lecturers and staff of English Language Education Department who facilitate students to experience pleasant atmosphere
7. Other parties who cannot be mentioned one by one who have given prayers and support during the process of writing this proposal.

Kediri, July 17th 2026
The Writer

VAELA SUKMA N.P.
NPM. 2214050016

ABSTRACT

Vaela Sukma Ningrum Pratiwi. *The Effect of Using Horror-Themed Webtoon on Students' Narrative Writing Ability at SMA Negeri 4 Kota Kediri.* Skripsi. English Education Department, Faculty of Teacher Training and Education, Universitas Nusantara PGRI Kediri, 2026.

Keywords: Horror-Themed Webtoon, Narrative Writing, Writing Ability.

This research was conducted to investigate the effect of using horror-themed Webtoon on students' narrative writing ability. Writing is one of the essential productive skills in English language learning; however, many students still experience difficulties in generating ideas, organizing narratives, and applying appropriate language features. Therefore, this study examined whether the use of horror-themed Webtoon could improve students' narrative writing ability. The research problem of this study was: *Is there a significant effect of using horror-themed Webtoon on students' narrative writing ability at SMA Negeri 4 Kota Kediri?*

This study employed a quantitative approach using a pre-experimental method with a one-group pre-test and post-test design. The participants were 22 eleventh-grade students of SMA Negeri 4 Kota Kediri. The instrument used in this research was a writing test assessed using Jacobs et al.'s ESL Composition Profile. The collected data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, and a paired-samples t-test with IBM SPSS Statistics version 32.

The findings revealed that students' narrative writing ability improved after the implementation of horror-themed Webtoon. The mean score increased from **76.64** in the pre-test to **84.68** in the post-test. The results of the paired-samples t-test indicated a statistically significant difference between the pre-test and post-test scores. These findings suggest that horror-themed Webtoon had a positive effect on students' narrative writing ability by helping them develop ideas, organize narrative structures, enrich vocabulary, and improve language use.

Based on the findings and conclusions of the study, it is recommended that English teacher consider using Horror-Themed Webtoon as an alternative instructional medium to enhance students' engagement and narrative writing ability. Students are also encouraged to utilize digital visual media to develop their narrative writing skills through continuous practice. Furthermore, future researchers are encouraged to conduct similar studies with larger samples, different educational levels, or other Webtoon genres to obtain broader findings.

TABLE OF CONTENTS

APPROVAL PAGE.....	ii
APPROVAL SHEET.....	iii
MOTTO	iii
STATEMENT OF WRITING ORIGINALITY.....	v
ACKNOWLEDGEMENTS.....	v
Abstract.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
LIST OF APPENDICES.....	xii
CHAPTER I	1
INTRODUCTION	1
A. Background of the Research	1
B. Research Question.....	7
C. Objective of the Study.....	7
D. Significance of the Study	8
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE	9
A. Writing Skill.....	9
B. Webtoon	14
C. Review of Related Research	18
D. Conceptual Framework	19
E. Research Hypothesis	21
CHAPTER III	22
RESEARCH METHOD.....	22
A. Research Design.....	22
B. Research Variable	23
C. Research Instrument.....	23
D. Population and Sample.....	26
E. Research Procedure	26
F. Place and Time.....	27

G. Data Analysis Technique	28
CHAPTER IV	31
RESEARCH FINDING AND DISCUSSION	31
A. Research Findings	31
B. Discussion	58
CHAPTER V.....	66
A. Conclusion	66
B. Implication	67
C. Suggestion.....	70
BIBLIOGRAPHY.....	72
APPENDICES.....	74

LIST OF TABLES

Table 3.1 Scoring Rubric	24
Table 3.2 Research Timeline	27
Table 4.1 Classification of Students' Pre-Test Scores	35
Table 4.2 Descriptive Statistics of Pre-Test Scores	36
Table 4.5 Test of Normality	49
Table 4.6 Paired Samples Statistics	50
Table 4.7 Paired Samples Correlations	51
Table 4.8 Paired Samples Test	52

LIST OF FIGURES

Figure 2.1 Conceptual Framework	20
Figure 3.1 One Group Pretest Posttest Design.....	22
Figure 4.1 Students' Pre-Test Score in Each Writing Aspect	31
Figure 4.2 Descriptive Statistics of Pre-Test	36

LIST OF APPENDICES

Appendix 1. Research Permission Letter	74
Appendix 2. Research Approval Letter from SMAN 4 Kota Kediri	75
Appendix 3. Teaching Module	76
Appendix 4. Teaching Materials (Horror-Themed Webtoon and Student Worksheet)	83
Appendix 5. Scoring Rubric (ESL Composition Profile)	89
Appendix 6. Scoring Procedure	90
Appendix 7. Pre-Test Instrument	91
Appendix 8. Sample of Students' Pre-Test Writing	92
Appendix 9. Post-Test Instrument	95
Appendix 10. Sample of Students' Post-Test Writing.....	96
Appendix 11. Frequency Distribution of Pre-Test Scores	98
Appendix 12. Frequency Distribution of Post-Test Scores.....	99
Appendix 13. Students' Pre-Test and Post-Test Scores	100
Appendix 14. SPSS Output	101
Appendix 15. Documentation of the Research	102
Appendix 16. Research Supervision Record.....	103
Appendix 17. Thesis Defense Approval Letter.....	105

CHAPTER I

INTRODUCTION

This chapter explains the background of the research, the research problem, the research objective, and the significance of the research.

A. Background of the Research

Writing is one of the most important productive skills in learning English as a foreign language (EFL). This skill is not only related to the ability to organize words or sentences, but also the ability to convey ideas, emotions, and information clearly and logically (Fareed et al., 2016a). Writing also reflects students' critical thinking skills and creativity which are needed in facing the challenges of the 21st century. According to Fodil-Cherif (2021); Ajabshir (2024) EFL students aren't exposed to real literature, they have trouble organizing and logically structuring their thoughts. Furthermore, writing in a foreign language is frequently viewed as intimidating and dull, which lowers students' motivation (Fareed et al., 2016).

One of the pertinent methods for overcoming these obstacles is the task-based learning strategy. This method promotes active participation in the writing process while providing students with direct exposure to language use in authentic circumstances. The Task-Based Language Teaching (TBLT) paradigm has been shown to enhance students' writing abilities in terms of concept creation, sentence construction, and learning motivation (Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, 2019)

The utilization of media that is relevant to students' life is just as vital as the teaching methodology. Webtoon is one of the well-liked and promising digital media. A digital comic that is easily accessible on smartphones, Webtoon tells stories in a vertical format. Webtoon can aid kids in developing their vocabulary, understanding story structure, and inspiring original writing ideas (Artaninghayu & Kartikawati, 2024; Safrina, 2021)

Writing abilities are crucial for learning English as a foreign language (EFL) since they include the capacity to express ideas in a structured and logical way in addition to the arrangement of words and sentences (Fodil-Cherif, 2021). Writing also has an important role in shaping written communication skills that are needed in the academic and professional world. (Fodil-Cherif, 2021) states that through the writing process, students can improve their ability to think reflectively and compose arguments independently. Therefore, mastery of writing skills is an important indicator in measuring students' readiness to face the challenges of global communication.

The field of education has been greatly impacted by technological advancements, particularly in the provision of creative and life-relevant learning materials. Webtoon, a vertical-format digital comic that is easily accessible via mobile devices and delivers interactive illustrated stories, is one of the digital media that is becoming more and more popular among youngsters (Safrina, 2021). Because Webtoon blends narrative text with eye-catching pictures, it may be used as a learning tool in addition to being a source of amusement. This allows students to comprehend the story's structure in a more contextualized way (Angelica & Katemba, 2023; Safrina, 2021).

Horror Webtoon has great potential to be used as instructional material in English learning because digital visual stories can increase students' engagement and motivation during the learning process (Artaninghayu & Kartikawati, 2024; Dar et al., 2023). Webtoon also helps students understand narrative elements such as plot, conflict, climax, and resolution through the combination of images and written text (Ratnasari et al., 2018). In addition, interactive storytelling in Webtoon can stimulate students' imagination and creativity in developing ideas for narrative writing activities (Fauziah & Nasrullah, 2023). The use of Webtoon in English learning has also been shown to improve students' participation and support the development of language skills, especially writing and reading comprehension (Angelica & Katemba, 2023).

The use of technology-based media in English language teaching has become increasingly important in the digital era because it provides students with more engaging and interactive learning experiences (Fauziah & Nasrullah, 2023). Webtoon, as a digital comic platform, offers visual and textual storytelling that can support students in understanding narrative structure and developing language skills, especially writing skills (Ratnasari et al., 2018). Among various Webtoon genres, horror Webtoon is considered one of the most interesting genres for students because horror stories usually contain suspense, conflict, climax, and emotional tension that can stimulate students' imagination and curiosity (Dar et al., 2023). These elements can help students generate ideas more easily and encourage them to develop narrative texts creatively. Furthermore, visual illustrations in horror Webtoon can help students organize story sequences and understand characters, settings, and conflicts more clearly during the writing process (Fauziah & Nasrullah, 2023).

Webtoon is considered an effective digital media for teaching narrative writing because it combines visual illustrations with structured stories that help students understand narrative elements more easily (Ratnasari et al., 2018). As a digital comic platform, Webtoon presents stories in a vertical scrolling format that is easily accessible through smartphones and other digital devices, making it more practical and attractive for students in the digital era (Fauziah & Nasrullah, 2023). The use of Webtoon in English learning can also increase students' motivation and engagement through interactive visual storytelling that creates a more enjoyable learning atmosphere (Fauziah & Nasrullah, 2023). Webtoon helps students organize ideas, understand plot development, identify characters and settings, and improve their writing performance through visual and textual support (Ratnasari et al., 2018). Students can also gain new vocabulary and better understand the structure of narrative texts by reading stories presented in Webtoon (Dar et al., 2023). Therefore, Webtoon can become an engaging and effective medium to support students' narrative writing development in EFL classrooms. In addition, Webtoon provides an

interesting learning experience that can encourage students to participate more actively in writing activities (Fauziah & Nasrullah, 2023).

Horror Webtoon is one of the genres that can attract students' attention in English learning because horror stories usually contain suspense, conflict, and emotional tension that can increase students' curiosity and engagement during learning activities (Dar et al., 2023). Stories with suspenseful plots can also stimulate students' imagination and encourage them to develop ideas more creatively in narrative writing activities (Fauziah & Nasrullah, 2023). Visual illustrations and dramatic storytelling in horror Webtoon help students understand characters, settings, and conflicts more clearly, which supports them in organizing narrative texts effectively (Ratnasari et al., 2018). Therefore, the use of horror Webtoon can provide a more interesting and interactive learning experience for students in developing narrative writing skills. In addition, horror Webtoon can help students become more motivated and confident in expressing their ideas during writing activities (Dar et al., 2023).

One of the most promising digital media for teaching English writing, especially narrative writing, is Webtoon because it presents stories through a combination of visual illustrations and written text (Ratnasari et al., 2018). Students can understand narrative elements such as characters, plot, setting, and conflict more easily through visual storytelling. In addition, horror Webtoon can increase students' curiosity and imagination because horror stories usually contain suspenseful situations and emotional tension that attract students' attention during learning activities (Dar et al., 2023). Interactive and visually appealing stories in Webtoon also encourage students to express ideas creatively and develop their writing more confidently (Fauziah & Nasrullah, 2023). Therefore, the use of horror Webtoon can support students in improving their narrative writing skills in EFL classrooms.

In addition, students today are more familiar with digital media and tend to be more interested in interactive visual platforms such as Webtoon than conventional printed texts (Fauziah & Nasrullah, 2023). Webtoon

provides an enjoyable reading experience that can support both independent and collaborative learning activities. Previous studies have shown that Webtoon can help students improve vocabulary mastery, understand story structure, and generate ideas in writing activities (Ratnasari et al., 2018). However, although Webtoon has been widely discussed as digital learning media, there are still limited studies that specifically examine the use of horror Webtoon as a medium for teaching narrative writing at the senior high school level. Therefore, further research is needed to investigate the effectiveness of horror Webtoon in supporting students' narrative writing skills in EFL classrooms (Dar et al., 2023).

Many EFL students still face difficulties in writing narrative texts because they struggle to develop ideas, organize plots, and use appropriate vocabulary and grammar in their writing (Bulqiyah et al., 2021). Students often feel unmotivated during writing activities because conventional learning media are considered monotonous and less engaging (Hafeez, 2021). Therefore, teachers need innovative and interactive learning media that can stimulate students' imagination and help them generate ideas more easily during the writing process. In this case, Webtoon can become a suitable digital medium because it provides visual and contextual storytelling that supports students in developing narrative texts (Fauziah & Nasrullah, 2023).

Previous studies have shown that digital media such as Webtoon has significant potential in improving students' writing skills. The use of Webtoon in narrative writing activities has been found to help students understand narrative structures, organize story sequences, and develop creative ideas more effectively (Ratnasari et al., 2018). Students also tend to become more motivated and actively participate in English learning activities when learning materials are presented through interactive and visually engaging digital platforms such as Webtoon (Fauziah & Nasrullah, 2023). Moreover, webcomics provide meaningful visual contexts that facilitate idea development and improve students' narrative writing achievement by supporting the organization of ideas into coherent texts (Dar

et al., 2023). These findings indicate that Webtoon can be an effective and engaging medium to support students' narrative writing development in EFL classrooms.

Horror stories are widely popular among teenagers because they provide suspense, emotional tension, and unexpected conflicts that can attract students' attention and curiosity (Fauziah & Nasrullah, 2023). In learning activities, emotionally engaging stories can help students become more involved in understanding and creating narratives. Horror Webtoon also encourages students to imagine settings, characters, and conflicts more vividly through visual illustrations and dramatic storytelling. As a result, students may become more motivated and confident in expressing their ideas in narrative writing activities (Ratnasari et al., 2018).

Although many previous studies have discussed the use of Webtoon in English language learning, there are still limited studies that specifically examine the use of horror Webtoon in improving students' narrative writing skills. Most previous research focused on Webtoon as general digital learning media without analyzing how a particular genre can influence students' creativity, imagination, and writing development (Ratnasari et al., 2018). In addition, studies related to horror Webtoon in EFL classrooms at the senior high school level are still limited (Fauziah & Nasrullah, 2023). Previous studies also mostly focused on reading activities and general English skills rather than narrative writing development through horror-themed digital stories (Dar et al., 2023). Therefore, this research is important to fill the existing gap and contribute to the development of engaging and digital-based media for teaching narrative writing in EFL classrooms.

Based on the previous studies above, most researchers only focused on the general use of Webtoon in English learning, especially for reading activities and general writing improvement. There are still limited studies that specifically investigate the use of horror Webtoon as a medium for teaching narrative writing in EFL classrooms. In addition, few studies have examined how horror stories in Webtoon can stimulate students' imagination, creativity, and engagement in developing narrative texts.

Therefore, this study is conducted to investigate the effect of using horror Webtoon on students' narrative writing skills at the senior high school level.

This study is expected to contribute both theoretically and practically to English language learning, especially in teaching narrative writing in EFL classrooms. Theoretically, this study contributes to the development of digital media integration theories in EFL writing instruction, particularly the use of Webtoon as visual storytelling media to support students' narrative writing skills. Practically, this study is expected to provide teachers with an engaging and interactive learning medium that can increase students' motivation, imagination, and participation in writing activities. In addition, this research may help students develop ideas more creatively and improve their narrative writing performance through the use of horror Webtoon in English learning activities.

B. Research Question

Based on the background of the study presented above, the researcher formulates the following research question:

1. How is student's writing ability before being taught using Horror Webtoon at SMA Negeri 4 Kota Kediri?
2. How is student's writing ability after being taught using Horror Webtoon at SMA Negeri 4 Kota Kediri?
3. How significant is the effect of using Horror Webtoon on students' narrative writing ability at SMA Negeri 4 Kota Kediri?

C. Objective of the Study

Based on the research question above, the objective of this study are:

1. To find out the students narrative writing ability before being taught using Horror Webtoon.
2. To find out the students narrative writing ability after being taught using Horror Webtoon.
3. To find out whether there is a significant effect of using Horror Webtoon on students' narrative writing ability.

D. Significance of the Study

1. For Theoretical

This study contributes to the development of theories related to the integration of digital media in English as a Foreign Language (EFL) writing instruction, particularly the use of visual storytelling media to improve students' narrative writing ability. The findings support the view that Webtoon can serve as an effective learning medium by providing visual and contextual support that helps students generate ideas, understand narrative structures, and develop written texts more effectively. Therefore, this study enriches the existing literature on technology-assisted language learning and provides additional empirical evidence regarding the educational potential of Horror-Themed Webtoon in teaching narrative writing.

2. For Practical

This study provides practical implications for English language teaching and learning. **For English teachers**, the findings indicate that Horror-Themed Webtoon can be used as an alternative instructional medium to increase students' engagement, creativity, and participation in narrative writing activities. During the implementation of this study, students showed greater enthusiasm when the Webtoon was presented collectively through an LCD projector and followed by classroom discussions, suggesting that interactive implementation may enhance the effectiveness of Webtoon-based learning. **For students**, the use of Horror-Themed Webtoon offers a more enjoyable and contextualized learning experience that supports idea generation, vocabulary development, and the organization of narrative texts. In addition, this study may serve as a useful reference **for other researchers** who are interested in investigating the integration of digital media into English language learning, particularly in the area of writing instruction.

BIBLIOGRAPHY

- Ajabshir, Z. F. (2024). Empowering EFL writing through digital storytelling: A quasi-experimental assessment of CALF measures and multidimensional engagement. *Acta Psychologica*, 250.
<https://doi.org/10.1016/j.actpsy.2024.104564>
- Alobaid, A. (2021). ICT multimedia learning affordances: role and impact on ESL learners' writing accuracy development. *Heliyon*, 7(7).
<https://doi.org/10.1016/j.heliyon.2021.e07517>
- Angelica, B., & Katemba, C. V. (2023). EFL Students' Perception on Webtoon: Reading Activity. *PANYONARA: Journal of English Education*, 5(1), 17–29.
<https://doi.org/10.19105/panyonara.v5i1.8267>
- Artaninghayu, D., & Kartikawati, D. (2024). *The effectiveness of Webtoons on descriptive writing teaching in tenth-grade students at SMAN 1 Pakel*. *Innovative: Journal of Social Science Research*, 4(4), 1668–1678.
<https://doi.org/10.31004/innovative.v4i4.12359>
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.
- Bulqiyah, S., Mahbub, M. A., & Nugraheni, D. A. (2021). Investigating writing difficulties in essay writing: Tertiary students' perspectives. *English Language Teaching Educational Journal*, 4(1), 61.
<https://doi.org/10.12928/eltej.v4i1.2371>
- Dar, A., Irfan, S. A., Khan, F. U., & Rahman, Z. (2023). Reading the Visual Narrative: Webtoons as a Pathway for Literacy Development and Social Entrepreneurship. *Journal of Policy Research*, 9(2), 798–800.
<https://doi.org/10.61506/02.00017>
- Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2019). *ask-Based Language Teaching: Theory and Practice*. Cambridge University Press.
<https://doi.org/10.1017/9781108643689>
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL Learners' Writing Skills: Problems, Factors and Suggestions. *Journal of Education & Social Sciences*, 4(2), 83–94. <https://doi.org/10.20547/jess0421604201>
- Fauziah, S., & Nasrullah, N. (2023). Investigating the Use of Webtoon Application for Learning English Skills: A Systematic Literature Review. *Journal of English Language Teaching and Literature (JELITA)*, 4(2), 117–132. <https://doi.org/10.56185/jelita.v4i2.148>
- Fodil-Cherif, S. B. (2021). EFL Writing Skills Development Through Literature. *Education and Linguistics Research*, 7(2), 1.
<https://doi.org/10.5296/elr.v7i2.18835>

- Hafeez, M. (2021). Systematic Review on Modern Learning Approaches, Critical Thinking Skills and Students Learning Outcomes. *Indonesian Journal Of Educational Research and Review*, 4(1), 167.
<https://doi.org/10.23887/ijerr.v4i1.33192>
- Harmer, J. (2007). *The Practice of English Language Teaching (4th ed.)*. Pearson Longman.
- Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. (1981). *Testing ESL Composition: A Practical Approach*. Newbury House.
- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill/Contemporary.
- Rao, P. S. (2019). *The importance of speaking skills in English classrooms*. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6–18.
www.acielj.com
- Ratnasari, N., Mayasari, L., & Wijaya, S. D. (2018). *The effectiveness of Webtoon to develop students' writing skill in narrative text of tenth grader in SMK PGRI 13 Surabaya*. *Tell Journal*, 6(2).
<https://doi.org/10.30651/tell.v6i2.2135>
- Safrina. (2021). The use of Webtoon to improve students' writing ability (A study at MAN 2 Banda Aceh). <https://repository.ar-raniry.ac.id/id/eprint/17574>
- Sari, S. F. E., Basya, D., & Ismaili, I. (2023). Investigating the Impact of Task-Based Learning in Writing Skill of EFL Undergraduate Students at Indonesian University: Qualitative Interview Study. In *Linguapedia* (Vol. 7, Number 2). <http://ejurnal.uij.ac.id/index.php/LIN>
- Susanti, Y. (2023). The Practice and Students' Reaction toward Self and Peer-Assessment in Creative Writing Class. *Lingual: Journal of Language and Culture*, 15(1), 34. <https://doi.org/10.24843/ljlc.2023.v15.i01.p05>
- Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Ur, P. (2009). *A course in language teaching: Practice and theory*. Cambridge University Press.