



STUDENTS' PERSPECTIVE TOWARD THE USE OF DIGITAL COMIC IN LEARNING WRITING SKILL

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Abstract

Many instructors and students have used digital comic to enhance their English skills. This research aims to analyze students' perspectives on using digital comic in learning writing skill at the senior high school level. This research employed a qualitative design to gain the data through a questionnaire instrument. The sample of this research was the eleventh-grade students of SMAN 1 Padang Cermin, and 20 students participated in this research. Based on the data result of this study, students had positive feedback toward the use of digital comic to help them develop their multiple English skills and help the students enjoy and increase their interest, especially in learning writing skill of the English language through creating a short English story. As conclusion, the result proved that the use of digital comic could give positive effects on students' writing skill in eleventh grade. It is also suggested that teachers can apply this learning medium to help them teach writing skill for their students at school.

Keywords: digital comic, students' perspective, writing skill

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INTRODUCTION

One of the courses offered at senior high schools is English. Students see it as one of the most difficult courses to master. There are a variety of reasons why individuals see English as a tough subject. Reading, speaking, listening, and writing are the four abilities that students must master when learning English. Writing is one of the most challenging talents for many students. According to Richard and Renandya (2002), writing is the hardest skill for a foreign language student to acquire in terms of stringing together grammatically acceptable sentences. Writing is also essential since it allows students to build their thoughts into a great paragraph (Elbow, 1998). Since writing is a crucial and difficult ability to master, the students need to deal with several strategies to help them write. Moreover, teachers as facilitators also need to dig learning resources and learning mediums to increase their students' writing skill.

Many experts define writing in several definitions. Nunan (2003) states that writing is the technique of thinking to generate ideas, thinking about how to convey those ideas in effective writing, and clearly organizing those ideas into statements and paragraphs. Kurniawan and Fitrawati (2014) mentioned that the stage of converting a concept into words on paper is referred to as writing. Writing may also be defined as the capacity to generate words and ideas and the ability to analyze them to choose which ones to employ. It is very important in expressing one's ideas, thoughts, opinions, and attitudes. People may share ideas, emotions, persuade, and convince others through writing (Golkova & Hubackova, 2014). People may write for personal satisfaction or for a variety of different reasons. According to Fahreza et al. (2010), students perceive writing to be an incredibly tough aspect of teaching English. It appears to be a difficult challenge for the majority of ESL learners. As stated by Aminatun et al. (2018), during the process of writing, students not only deal with the ideas in mind but also many writing aspects such as grammatical, punctuation, vocabulary, and so on. It might be frustrating for some students. Therefore, fun and interesting way need to be created in the process of teaching writing.

English writing skill is relatively low due in part to various factors such as grammar, punctuation, and spelling. These problems were found in SMAN 1 Padang Cermin where the students still need to improve their motivation to increase their English skills, especially writing skill. It is also connected to another core issue in terms of the desire to learn to write since they lack basic understanding and interest in writing. As a result, teachers must find effective ways to increase students' interest in and ability to write. Moreover, the big concern that

contributes to their lack of interest in writing is a lack of media that can facilitate them to write. The correct media will assist in a better teaching process by increasing student engagement and interest in classroom activities. This then may lead to greater writing ability. Since writing is still seen as difficult and problematic by many students, the teacher must always look for innovative ways to solve this issue while also motivate their students. Many previous researches reveal that some teachers have utilized games, images, music, actual objects, and cartoons as instructional media to help students develop their creativity during the learning process, and many of them indicate positive results. It shows that the role of technology does help teachers in switching their conventional to the modern way of teaching (Aminatun, 2019).

Improving education quality can be achieved by expanding access to science and information technology to implement excellent education using computer technology. As Yunus (2012) stated, the advancement of technology in education influences the learning process. To be successful and efficient, the teaching process must be designed, implemented, assessed, and monitored. The advancement of technology and information should make it possible to facilitate the learning process. This occurred because the learning process is about delivering information, and tools may be used as transmitters of information or content that becomes instructional objectives.

One of the instructional objectives that can be used to teach writing for senior high school students is through digital comic. Purnama et al. (2015) define a digital comic as a tale with certain organized graphics created or published by computer. A digital comic is a type of digital media that may be utilized in the classroom to aid students' comprehension by including images into the tale and digital media features (Kustianingsari & Dewi, 2015). Digital comic may easily start from the concept of a comic because they may feature moving pictures, be accompanied by audio tracks, or even be genuine multimedia tales (Dittmar, 2012). There are several digital comic resources that teachers can use as references in developing their teaching media. One example of the previous research conducted by Wahyudin et al. (2020) used digital comic toondoo as a learning media in students' writing skill. Besides that, digital comic can also be a tool to teach other English components, such as grammar and vocabulary. Educators who teach new vocabulary or grammatical structures may empower students to produce a digital comic in which the characters utilize the words or constructs acquired in class (Yunus, 2016).

Digital comic are predicted to increase students' learning performance as an effective instructional tool for the teacher to teach. Even though comic have been utilized at many levels of education, research on the use of comic to improve senior high school students' creativity and writing abilities in Indonesian Language courses is rare. As a result, this study aims to create and evaluate the impact of digital comic on the students' writing improvement at the senior high school level (Rina, et al. 2020). Digital comic also inspire students to collaborate since they are a strong tool for online collaboration (Mcgrail et al., 2017). As a result, students' language abilities may increase.

Digital comic offer a positive aspect that engages students' attention and makes them want to learn more about the things being taught. Comic contain less text, which attracts hesitant readers. They also use vibrant imagery and popular characters to entice and hold students' attention. Students will be drawn in by comic since they have a visual appeal, less text, and some recognized characters. Beyond the initial attraction, comic can help with writing, reading, and language acquisition (Januarty & Nima, 2018). The teaching activities on how to utilize digital comic in language teaching are identical to Barker's (2009) claimed that making teaching interactive is the greatest method to maintain our students' interest and engagement in them. By implementing digital comic to teach writing, it is hoped that SMAN 1 Padang Cermin can be motivated in writing and improve their English skills as well.

According to the explanation above, the researchers conducted the research by implementing digital comic using webcomic named *Manga Toon* to teach writing skill and tried to find out the students' perception towards this implementation.

METHOD

In this research, the researchers used the qualitative method to find out the students' perspective toward the use of digital comic in learning English in students' writing skill at senior high school, especially in SMAN 1 Padang Cermin. According to Creswell (2003), a qualitative method emphasizes the understanding and exploring of individual or group problems as social issues. The aim of the implementation of this qualitative descriptive research is to provide a factual and accurate description of a particular fact related to students' perspective toward the use of digital comic in learning English to enhance students' writing skill at senior high school. The researcher used ten questionnaire questions to be distributed to 20 students from the eleventh grade of IPA 1 at SMAN 1 Padang Cermin. The questionnaire used close-ended questions in the form of "Yes" or "No" answers via Google Forms. Besides that, the researchers also applied interview sessions to the participants to support the data from the questionnaire.

FINDINGS AND DISCUSSION

The results of this research findings are described by students' perspectives on the use of digital comic in learning English to enhance students' writing skill at senior high school. The findings of the questionnaire are as follows:

Table 1. Students' perceptions on the use of *Digital Comic* in writing skill

No.	Statements	Yes	No
1.	I like writing a story.	92.2%	7.8%
2.	The use of digital comic enables me to develop my multiple (reading and vocabulary skill) English skills.	89.9%	10.1%
3.	Digital comic in learning English encourages me to write in English.	86.2%	13.8%
4.	In my opinion, digital comic becomes an interesting learning media in my writing skill.	81.2%	18.8%
5.	I think digital comic is practical in improving my writing skill.	87.6%	12.4%
6.	I think learning writing using digital comic is easy to do and understand.	97.6%	2.4%
7.	I use digital comic to develop my writing skill.	85.4%	14.6%
8.	The use of digital comic minimizes my difficulties in writing.	78.2%	21.8%
9.	Writing through digital comic motivates me to write short English stories.	96.5%	3.5%
10.	I think the use of digital comic is a positive way to attract my interest in writing skill.	90.6%	9.4%

Based on the result above, ten questions of the questionnaire conclude students' perspective toward the use of digital comic in learning English in students' writing skill at senior high school. In the first statement, 92.1 % of students said "Yes," and 7.8% said "No". This statement demonstrates that students had a positive perspective in learning writing. In the second statement, 89.9% said "Yes," and 10.1% of students said "No." This statement describes that students show positive responses toward the use of digital comic because it enables them to increase their multiple English skill, such as writing, reading, speaking, and listening. In the third statement, 86.2% of students said "Yes" and 13.8% said "No". From this statement, students had agreed that digital comic can encourage students in English to write English stories. In the fourth statement, there were 81.2% of students who said: "Yes" and 18,8% of students who said "No". This statement shows that digital comic is one of the interesting learning media in improving their writing skill. In the fifth statement, 87.6% of students said "Yes" and 12.4% of students said "No". Based on this response, students think that digital comic is a practical medium to practice their writing.

The next statement, there were 97.6% of students said "Yes" and 2.4% of students said "No". From this statement, students agreed if digital comic is easy to understand and to operate. The seventh statement, there were 85.4% of students were said "Yes" and 14.6% of students said "No". From this statement, students had a positive perspective if digital comic can help them in increasing their writing skill. In the eighth statement, there were 78.2% of students said "Yes" and 21.8% said "No". According to that data result, the students agreed that digital comic could help them to minimize students' difficulties in writing English stories. In the ninth statement, there were 96.5 % of students' responses said "Yes" and 3.5% of students said "No". From this result, students believed that digital comic can motivate students to write English short stories. Lastly, in the tenth statement, 90.6% of students said "Yes" and 9.4% of students said "No". It means that the digital comic is interesting enough so that the students were attracted to use it to write English stories.

According to the data result, almost all the students agree and show positive perception toward the implementation of digital comic to learn writing skill. To validate the result of the questionnaire, an interview was also conducted to support the data. The excerpts of some students' responses related to their experience of using digital comic are displayed below.

- S1: *The simple thing that I like in learning writing skill using digital comic is I can explore my thought using pictures when I create a short story*
- S2: *I think digital comic can improve my writing skill day by day.*
- S3: *In my opinion, it is easier for me to start writing when I used digital comic.*
- S4: *Digital comic can help me how to create a story through my imagination.*
- S5: *I can learn how to correlate the story and the pictures in my writing.*

Moreover, students also stated about the impact of using digital comic in improving their writing skill.

S1: *Digital comic can motivate me to write a short story. It can be my personal story or my friends' experiences. When I start to write my story or my friend's story, it gives me positive vibe that makes me want to write again.*

S2: *I think, I can improve my English skill by improving my writing skill using digital comic. For example my vocabulary, when I write a short English story, I always learn and found new vocabulary.*

S3: *I can increase my score in writing skill. Not only my soft skill has increased, my score is also getting better from the last semester. Because of the improvement of my writing skill.*

S4: *I can learn using technology tools to help me increase my skill in writing. Because of the easiness of technology to utilize, I can learn from the other web digital comic.*

S5: *This way increases my interest in improving my writing skill. The use of interesting picture in digital comic can increase my interest to create an interesting story.*

Therefore, from the result above, it can be concluded that digital comic allows the students to improve their skill in writing, for example, how to create a story and how to correlate one sentence to another.

The result of the questionnaire and interview above shows students' positive outcomes and positive perceptions. Students describe the impact of digital comic in their learning, such as increase students' interest and motivation in writing skill, improve their language skill, and increase students' score by using digital technology to improve their writing skill. As a result, digital comic can also increase students' enthusiasm for writing skill. By using digital comic, students are able to create a story and combine or connect the story in order to make a good story. Thus, students are free to choose the story's topic to make sure students can create a digital comic to make students help to make a story using their experiences and tier friend' experiences. Besides that, students can deliver their stories as unique as they think (Mahir et al., 2016). Secondly, digital comic can improve students' creativity in writing an English short story. As stated by Putra and Iqbal (2014), students' creative thinking ability can increase the process of teaching and learning ability. Thirdly, Kannenberg (2002) also defined the pictures in a comic as the visual story and the sentences as the textual narrative. Thus, comic are distinguished by the mix of pictures and a relatively modest amount of text, which are structured into visually distinct sections in sequential order. Some researchers agree that balloons of the text are the important or crucial component of comic, providing dialogue, text, or a caption that conveys the character or narrator's voice, giving the comic story or "alive." Fourthly, digital comic can increase students' interest in writing skill, especially in writing an English short story. It is in line with a statement as stated by Yunus et al. (2011), digital comic can help students to increase their interest and intentions when students learn how to write English stories.

According to the students' response, students had a positive learning way and appear to become a positive perception using digital comic to learn writing skill. Manga Toon as a digital comic used here was easy to use and provided interesting pictures that make students enthusiast to create their own picture and their own stories. From the interview, students also said that learning writing using digital comic is such a good idea. Not only writing, there are also some skill that can be improved when students use digital comic as one of interesting media learning, such as reading and it also enrich students' English vocabulary.

CONCLUSION

According to the data result, the researchers can conclude that students have a positive perspective toward using digital comic in learning English in students' writing skill at senior high school. The use of pictures in digital comic can increase students' attention and engagement in learning to increase students' writing skill. The majority of respondents recognized the benefits of utilizing digital comic in learning writing skill. They also acknowledged that digital comic are simple to use and help in their writing by motivating the students to write in English. Not only writing, digital comic is also an interesting and a useful medium to teach other English skill for students. Completed by various aspects like variations of pictures, sound, and flexible edited texts, digital comic can be one of the options to teach English to the students.

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