

INVESTIGATING STUDENTS' FEELINGS OF DIGITAL COMICS IN WRITING

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

Fijri Nugroho

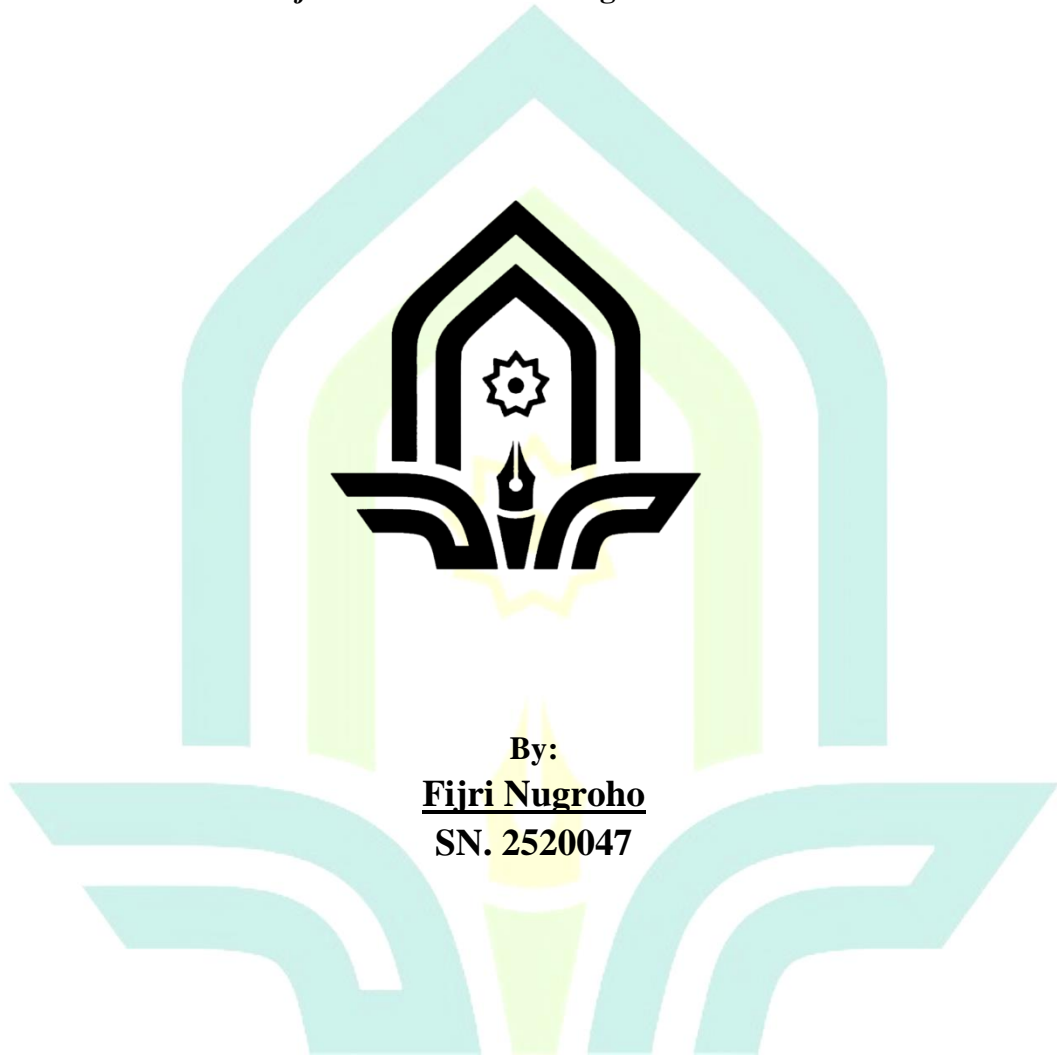
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FACULTY OF TARBIYAH AND TEACHER TRAINING
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Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

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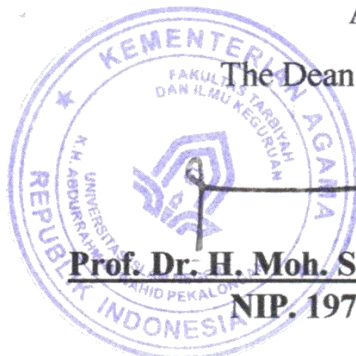
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MOTTO

“Feel, think, accept, and recognize the meaning of suffering. Someone who does not understand this will not understand the meaning of peace.”

Pain Akatsuki



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Praise be to Allah, the Cherisher and Sustainer of the world. Peace be upon my prophet Muhammad. SAW. My thesis has become a reality and is receiving support from many individuals. Then, I would like to thank all of them sincerely.

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ABSTRAK

Penggunaan komik digital sebagai media pembelajaran dalam menulis masih jarang diimplementasikan dalam ruang kelas, meskipun penggunaan komik digital mempunyai potensi untuk mencapai kesuksesan siswa di masa depan. Penelitian ini bertujuan untuk mengeksplorasi perasaan siswa terhadap penggunaan komik digital sebagai media pembelajaran yang dapat membantu siswa untuk mengembangkan kemampuan skill menulis mereka. Menggunakan desain penelitian naratif, hasil dari wawancara dianalisis menggunakan analisis tematik dan teori appraisal. Pengumpulan data menggunakan interview semi struktur, tiga mahasiswa di pilih dalam penelitian ini. Hasil dari penelitian ini menunjukkan bahwa siswa merasa termotivasi untuk belajar menulis melalui penggunaan komik digital. Siswa juga dapat mengembangkan kosa kata mereka dalam menulis. Gambar dalam komik digital dapat membantu siswa memahami konteks dalam sebuah teks. Siswa dapat memahami struktur kalimat dalam teks dan mengembangkan kreativitas menulis mereka melalui komik digital. Hasil lain menunjukkan bahwa siswa berasumsi komik digital dibuat hanya untuk hiburan bukan sebagai media pembelajaran dan mereka merasa tidak tertarik jika pilihan komik yang digunakan ditentukan oleh guru.

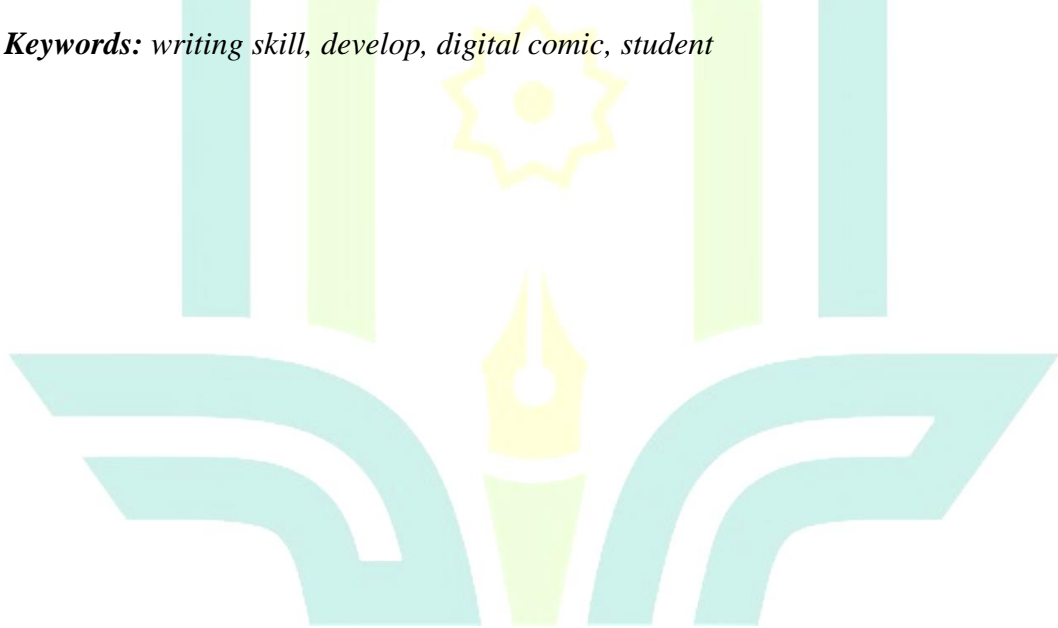
Kata Kunci: kemampuan menulis, komik digital, siswa



ABSTRACT

The use of digital comics as a medium for teaching writing is still rarely implemented in classrooms, even though it has significant potential for achieving student success in the future. This research aims to explore students' feelings towards the use of digital comics as a learning medium that can help develop their writing skills. Using a narrative research design, the findings of the interview were analyzed using thematic analysis and appraisal theory. Data collection technique used semi-structured interviews. Three university students were selected to participate in this research. The findings of the interviews were then linked to appraisal theory. The findings of this research show that students feel motivated to learn to write through the use of digital comics. Students can also develop their vocabulary in writing. Images in digital comics can help students understand the context of the text. Students can understand sentence structure in the text and develop their writing creativity through digital comics. Other findings show that the students assume digital comics are created only for entertainment and not as learning media, and they feel uninterested if the choice of comics is determined by the teacher.

Keywords: *writing skill, develop, digital comic, student*



PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled “Investigating Students’ Feelings of Digital Comic in Writing” can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of the support of several people. Then, on this occasion, I would like to express my sincerest gratitude to:

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CHAPTER 1

INTRODUCTION

In this chapter, the researcher discussed the background, formulation of the problem, the aim of the research, operational definition, research purpose, and significance of the research.

1.1 Background of Research

Writing is one of the most essential parts of our daily activities, especially in education. According to Maru et al. (2020), writing is one of the vital skills in higher education. Furthermore, writing is different from listening or reading. It is a skill where you must create your own words, not just understand what others say (Spratt, 2005). It may determine academic achievement and mark language proficiency. In academic life, students use writing skills to write essays, papers, articles, theses, research, etc. These writing difficulties are not confined to junior and senior high school students. Even college students majoring in English language education struggle with these issues (Megawati, 2016).

However, based on the previous research by Pourotidi (2016), many students need help developing their writing skills in foreign languages. Unlike other aspects of language learning, writing poses unique challenges that demand continuous decision-making at various levels, from conceptualizing ideas to planning, organizing, and expressing them usefully. According to Harmer

(2001), writing about their feelings is a way for students to demonstrate their ability to express them. In addition, according to Maru et al. (2020), many students encounter challenges that impede their writing ability.

The difficulties in writing include limited vocabulary, lack of understanding of different genres or types of writing, and hesitation caused by the absence of clear strategies in writing. Additionally, writing requires motivation to make students feel excited. According to Ahmad (2009), learning is complex without motivation. By being motivated, students will be enthusiastic to produce their ideas and write confidently in the classroom. The teacher can use several English-language applications to build students' enthusiasm for learning writing. Many English learning applications are available, especially for this generation.

In this modern era, especially for Indonesian students, students cannot be separated from their smartphones. In this case, the use of digital media will be maximized for teaching and learning (Oktaviani and Desiarti, 2019). Mostly, the students are interested in something digital, online, and unique. There are many ways to help students develop their writing skills that can be applied in education in this modern era. One way that can be applied is the use of digital comics. Based on previous research by Wahyudin et al. (2020), digital comics can be a helpful learning medium for developing student writing skills.

According to Purnama et al. (2015), a digital comic is a tale with certain organized graphics created or published online. A digital comic may be utilized

in the classroom to aid students' comprehension by including images in the tale and digital media features (Kustianingsari & Dewi, 2015). Digital comics are predicted to enhance students' learning performance as a valuable instructional tool for the teacher. Even though comics have been utilized at many levels of education, research on the use of comics to develop senior high school students' creativity and writing abilities in Indonesian Language courses is rare. Digital comic reading applications such as Mangatoon, Webcomics, and Webtoon are available on the web and Android platforms. These platforms offer a wide array of digital comic titles that have been read by many users, including popular ones like "The Secret of Angel," available on Webcomics.

This research involved students from one of the universities in Pekalongan, focusing on their difficulties in developing their writing skills. Based on the pre-observation, the students needed help developing their writing skills. As a result, the researcher is interested in investigating the students' feelings using digital comics to develop their writing skills. This research is expected to answer the students' feelings about using digital comics as one of the methods that can be used to develop their writing skills and empower teachers in education by fostering their students' writing skills.

1.2 Formulation of The Problem

This research provides one research question: “**What are students’ feelings about using digital comics in writing?**” By employing this formula, the researcher hopes to learn more about students’ feelings using digital comics in writing skills.

1.3 Operational Definition

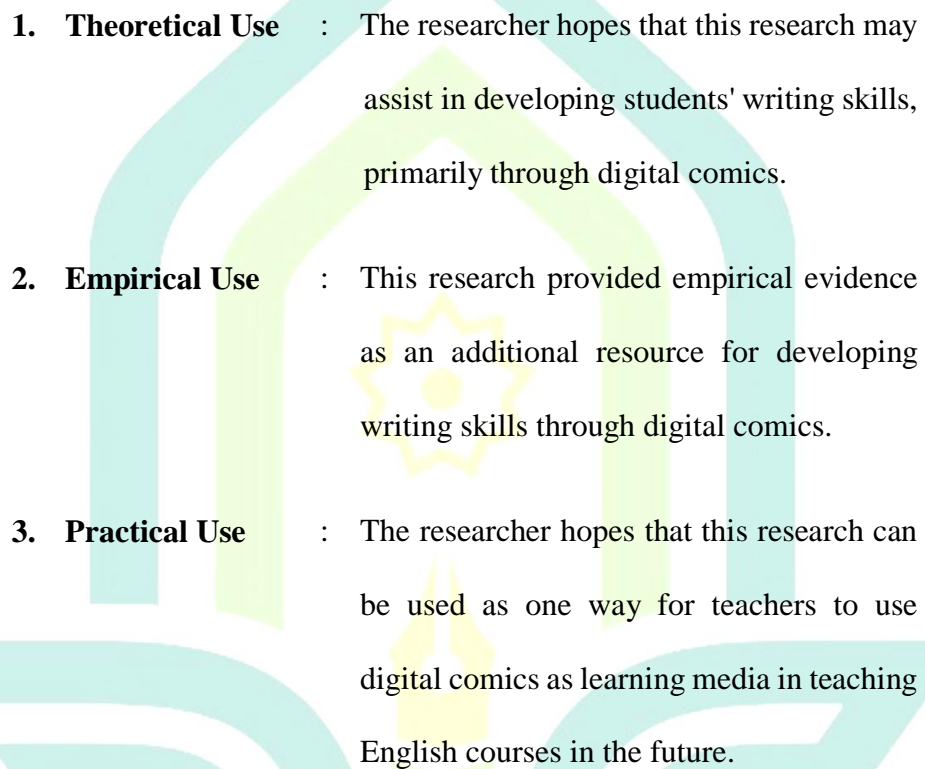
To avoid misunderstanding the terms used in this research, the researcher provides some definitions related to the research as follows:

1. **Writing** : According to Nunan (2003), writing is a multifaceted process. It encompasses generating ideas, helpful communication through coherent writing, and organizing structured statements and paragraphs.
2. **Digital Comics** : According to Lamb and Johnson (2009), Digital comics are basically comic narratives presented via electronic platforms. This definition underlines its nature as a pictorial story with different characters used in electronic media to convey information or messages.

1.4 Research Purpose

This research investigated students' feelings based on their experiences using digital comics to learn English, particularly in writing. Writing skills in this context include a range of abilities that students can apply, particularly their ability to write based on their feelings and experiences using digital comics.

1.5 Significance of The Research

1. **Theoretical Use** : The researcher hopes that this research may assist in developing students' writing skills, primarily through digital comics.
 2. **Empirical Use** : This research provided empirical evidence as an additional resource for developing writing skills through digital comics.
 3. **Practical Use** : The researcher hopes that this research can be used as one way for teachers to use digital comics as learning media in teaching English courses in the future.
- 

CHAPTER V

CONCLUSION

5.1 Conclusion

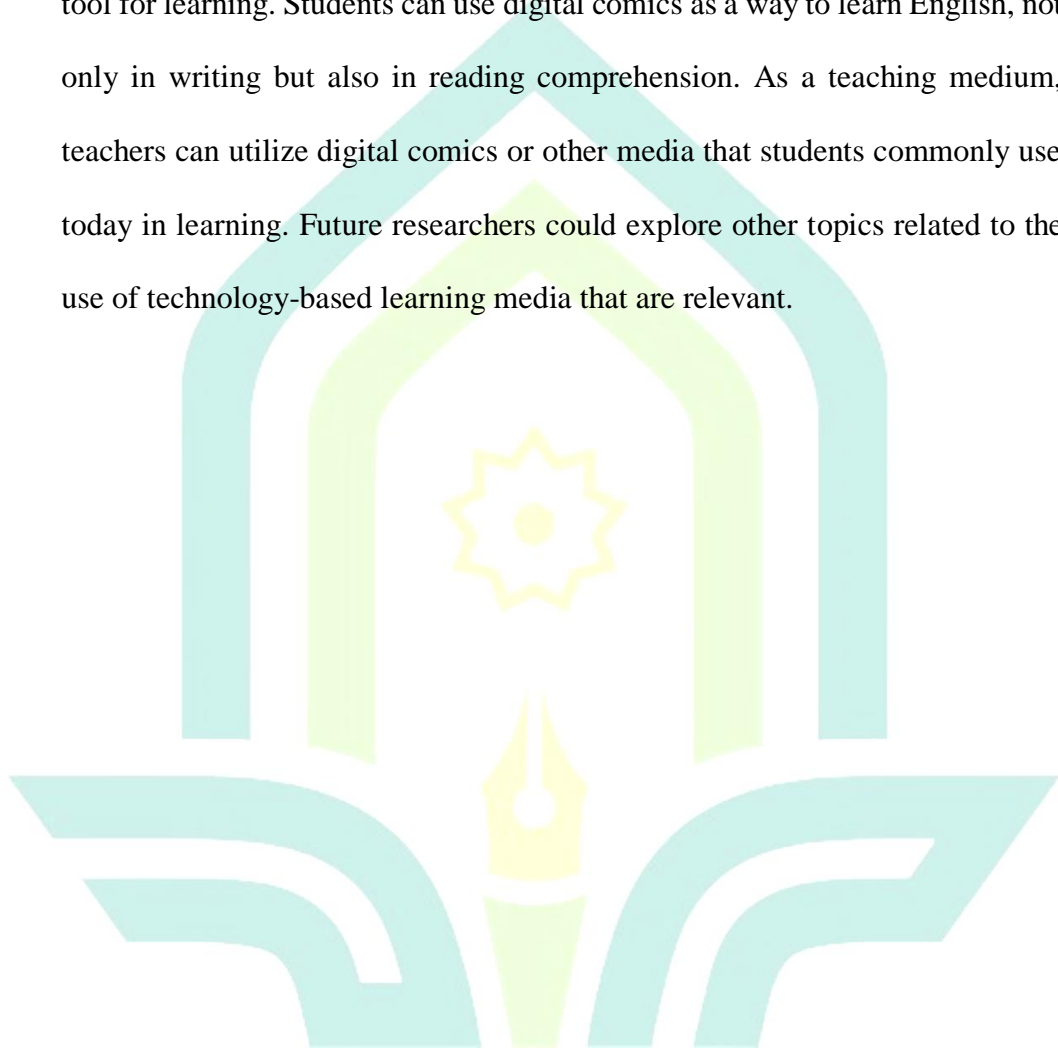
Students' feelings towards digital comics show that they are motivated to learn writing, this implies that incorporating digital comics can be an effective strategy to stimulate students' enthusiasm to participate in writing activities.. Students learn new vocabulary, this suggests that digital comics can serve as a valuable tool for vocabulary expansion in the context of writing. Images help students understand texts, and the visual elements in digital comics enhance students' comprehension of written texts. Understanding sentence structure, digital comics can help students recognize and understand how sentences are constructed and applied in a text. Developing students' creativity, digital comics can inspire them to think creatively and express themselves to be applied in writing.

The research shows that participants express negative emotions. When the selection of digital comics for teaching is entirely determined by the teacher, it causes feelings of restriction. To ensure effective teaching, it is important to consider students' interests when choosing educational materials and media. the primary purpose of digital comics from the beginning has been to provide enjoyment and entertainment through engaging visuals and captivating stories. It is important to consider students' interest in using digital comics as a learning medium, not just for seeking enjoyment. In addition, the

use of digital comics in an educational context must be done carefully and with careful planning to ensure that learning objectives can be effectively achieved.

5.2 Recommendation

While this research has limitations, digital comics could be a helpful tool for learning. Students can use digital comics as a way to learn English, not only in writing but also in reading comprehension. As a teaching medium, teachers can utilize digital comics or other media that students commonly use today in learning. Future researchers could explore other topics related to the use of technology-based learning media that are relevant.



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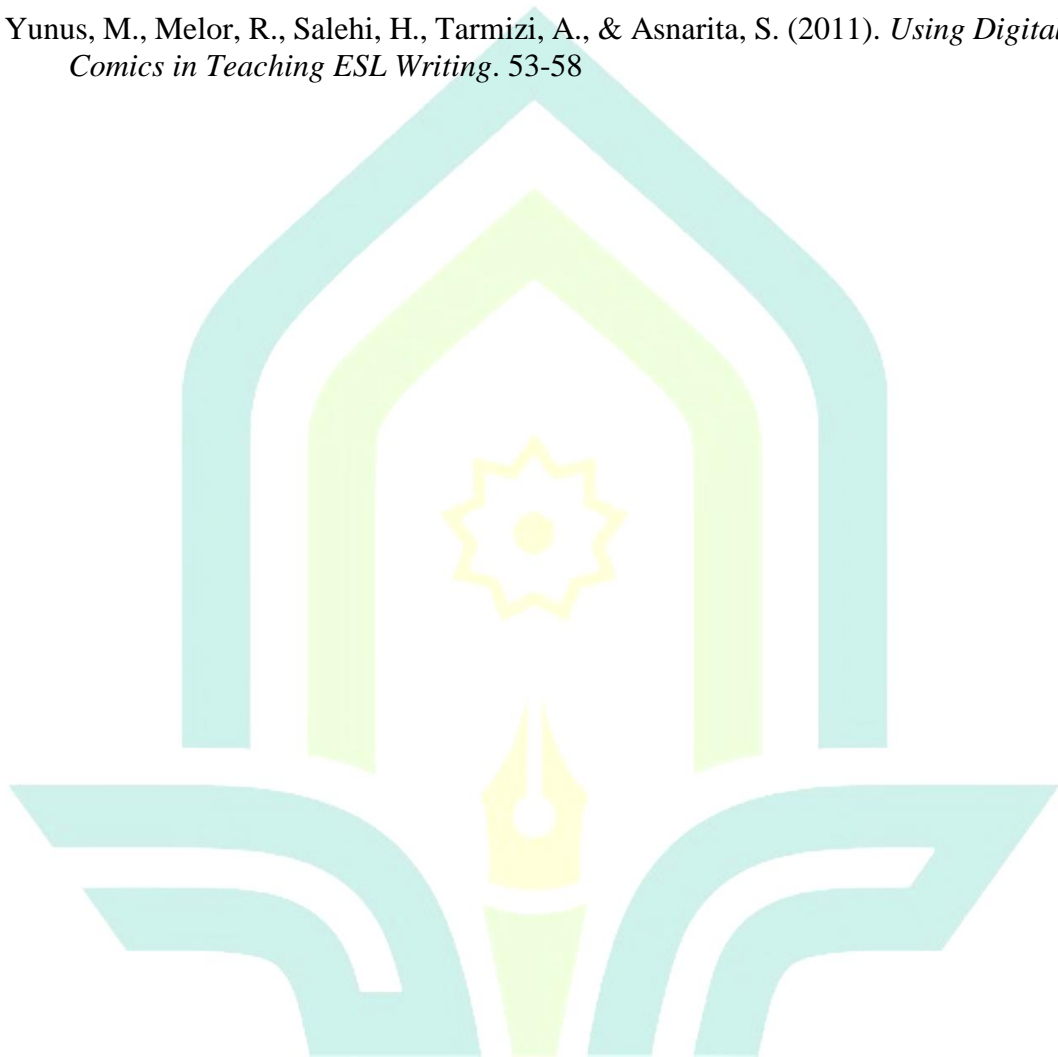
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