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The Influence Of Digital Comic-Based Instructional Media On Students' Narrative Text Writing Skills At SMP Muhammadiyah Rappang

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ABSTRACT

Objective: This study investigates the influence of digital comic-based instructional media on students' narrative writing skills at SMP Muhammadiyah Rappang. The research aims to assess the effectiveness of digital comics in enhancing student's ability to construct well structured, coherent, and creative narrative texts. **Method:** A quasi experimental research design was applied, involving pre-test and post-test assessments of students' narrative writing skills. Data were collected through direct observations, student writing evaluations, and teacher feedback. The study measured improvements in key aspects of narrative writing, including structure, coherence, vocabulary use, and creativity. **Results:** The findings reveal that digital comic-based media significantly improve students' narrative writing skills compared to conventional teaching methods. Students exposed to digital comics demonstrated better organization of ideas, increased engagement in writing activities, and enhanced creativity in storytelling. However, several challenges were identified, including teachers' limited technological proficiency and restricted access to digital resources, which affected the optimal implementation of digital comics in the classroom. **Novelty:** This study highlights the potential of integrating digital comics into writing instruction to enhance student engagement and learning outcomes. It recommends the development of culturally relevant digital comics, increased teacher training in digital literacy, and improved technological infrastructure in schools. Additionally, strengthening pedagogical strategies for utilizing digital comics in writing instruction is crucial. These findings emphasize the importance of adopting innovative, visually engaging media to foster students' creativity and improve their writing proficiency in secondary education.

INTRODUCTION

The teaching of the Indonesian language at the junior high school (SMP) level plays a crucial role in developing students' language skills, particularly in writing narrative texts. Narrative writing is a fundamental skill that students must acquire to express their ideas, experiences, and imagination coherently and engagingly. However, in practice, many students struggle with writing narrative texts, particularly in developing ideas, structuring logical storylines, and using communicative language. These difficulties may stem from students' lack of interest in writing lessons, which are often perceived as monotonous, as well as the limited innovation in instructional media used by teachers (Hidayati, Syafrizal, & Widodo, 2023). Therefore, a more engaging and interactive approach is needed to motivate students in developing their writing skills.

One of the emerging innovations in writing instruction is the use of digital-based media, including digital comics. Digital comics are a form of comics developed in

electronic formats and accessible through digital devices such as computers, tablets, or smartphones. This medium combines textual and visual elements, making it highly engaging for students and providing a more interactive learning experience (Putri & Santoso, 2024). In the context of writing instruction, digital comics can serve as visual stimuli that help students understand narrative structures, develop storylines, and enrich their vocabulary. As a result, students are expected to generate ideas and compose narrative texts more effectively (Rahman, Fauzi, & Lestari, 2024).

The advantages of digital comics as instructional media have been widely discussed in previous studies. Sari, Pratama, and Nugroho (2024) found that the use of digital comics enhances students' creativity in narrative writing by providing a more enjoyable and interactive learning experience. Additionally, research by Setiawan and Ramadhani (2023) suggests that digital media with visual elements can help students grasp writing concepts more clearly and systematically. Furthermore, Wahyuni and Kurniawan (2023) emphasize that integrating digital technology into language learning can improve students' literacy skills in both reading and writing, making digital comics a relevant medium for writing instruction.

The use of digital comics in writing instruction also has the potential to address students' low motivation in writing. One of the primary challenges faced by teachers in teaching writing skills is students' reluctance to translate their thoughts into written form (Lestari & Nugraha, 2024). By incorporating digital comics, students engage not only in reading but also in understanding narrative structures through the visualization of stories presented in both images and text. Additionally, Hidayat and Prasetyo (2023) highlight that innovations in Indonesian language teaching through interactive media can increase student engagement and improve learning effectiveness.

Beyond enhancing motivation, digital comics also contribute to the development of students' creative thinking skills. Kusuma and Suryani (2023) assert that digital comic media allow students to be more explorative in creating compelling storylines. With the aid of illustrations that support the narrative, students can better visualize and construct well-structured story plots. This has a positive impact on the quality of their writing, as they can systematically develop ideas and enrich their narratives with strong storytelling elements (Fadilah & Hartono, 2024).

Furthermore, the effectiveness of digital comics in improving writing skills is closely linked to their visual aspects. Widodo and Arifin (2023) state that digital media, which rely on visual elements, can help students understand text structures more clearly compared to conventional teaching methods. In narrative writing instruction, story visualization through digital comics assists students in organizing settings, characters, and events in their stories more systematically. Consequently, students are not only guided in crafting engaging stories but also in understanding how narrative elements interconnect (Pratama & Susanto, 2024).

Additionally, the use of digital comics in teaching narrative writing aligns with technological advancements and the ongoing trend of digitalization in education. Surya and Lestari (2023) emphasize that digital comics, as an innovative medium in Indonesian language instruction, provide a more adaptive learning experience that suits students' needs in the digital era. Students who are accustomed to digital devices in their daily lives are more likely to accept and comprehend learning materials presented through technology-based media. Therefore, implementing digital comics in writing instruction can be an effective strategy to enhance students' learning outcomes (Ananda & Wibowo, 2024).

However, the implementation of digital comic-based instructional media also faces several challenges. One of the common obstacles is the limited access to technological devices in some schools, particularly in areas with inadequate digital infrastructure. Additionally, teachers need to possess the necessary skills to integrate digital media into teaching to ensure its optimal use (Yulianti & Handayani, 2024). According to Fadilah and Hartono (2024), the effectiveness of digital media in learning is highly dependent on teachers' readiness to design and implement instructional strategies that align with students' characteristics.

Considering the findings of previous studies, it can be concluded **22** that the use of digital comic-based instructional media has a significant influence on students' narrative text writing skills. Digital comics enhance students' motivation, creativity, and critical thinking skills in composing narrative texts. However, to maximize its implementation, adequate technological infrastructure and teacher readiness in managing digital-based learning are necessary. Therefore, further research on strategies for implementing digital comics in Indonesian language instruction across various educational contexts is essential to ensure its broader effectiveness.

RESEARCH METHOD

Research Approach and **21** Type

This study employs a quantitative approach **21** with a quasi-experimental design. The quantitative approach was chosen because this research aims to examine the effect of digital comic-based learning media on students' ability to write narrative texts.

Research Design

The research design used is the Nonequivalent Control Group Design, involving two groups: Experimental group, which receives instruction using digital comic-based learning media. Control group, which undergoes conventional learning without digital comics. The research design is illustrated in the table below:

Table 1. Research Design			
Group	Pretest	Treatment	Posttest
Experimental	O1	Digital Comic Media	O2
Control	O3	Conventional Learning	O4

Description:

O1, O3 = Pretest (initial test before treatment)

O2, O4 = Posttest (final test after treatment)

Population and Sample

The population in this **29** study comprises all seventh-grade students at SMP Muhammadiyah Rappang. The sample was selected using a purposive sampling technique, choosing classes with relatively balanced narrative writing abilities based on pretest scores. Two classes were selected as the experimental and control groups, each consisting of 30 students.

Research Variables

This study consists of two main variables: Independent variable: **3** The use of digital comic based learning media. Dependent variable: Students' ability to write narrative texts.

7 Research Instruments

The instruments used in this study include: Narrative writing tests (pretest and posttest). Writing assessment rubric, covering the following aspects: Narrative text structure (orientation, complication, resolution), Coherence of the storyline, Language use and vocabulary, Creativity in storytelling.

Data Collection Techniques

Data were collected through the following stages: Pretest was conducted before the treatment to assess students' initial writing ability, Treatment was given to the experimental group using digital comic-based learning media for narrative writing instruction, Posttest was conducted after the treatment to measure differences in learning outcomes between the experimental and control groups.

Data Analysis Techniques

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The pretest and posttest data were analyzed using an independent sample t-test to determine significant differences between the experimental and control groups. The data analysis steps include: Normality Test, to check whether the data are normal, 23 distributed, Homogeneity Test, to ensure equal variance between groups, T-test, to compare the mean posttest scores of the experimental and control groups.

Success Indicators

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This study is considered successful if: The posttest scores of the experimental group are significantly higher than those of the control group, Students' narrative writing ability improves by at least 20% based on the comparison between 2 pretest and posttest scores. This research method is designed to accurately measure the impact of digital comic-based learning media on students' writing skills.

RESULTS AND DISCUSSION

Results

Descriptive Test Results

The descriptive test was conducted to provide an initial overview of the data obtained in this study. Data were collected through pretests and posttests administered to two groups: the experimental group, which used digital comics as a learning medium for narrative text writing, and the control group, which followed conventional teaching methods.

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Table 2. Pre-test and Post-test results

Group	N	Pretest Mean	Posttest Mean	Score Difference
Experimental	30	65.2	82.4	17.2
Control	30	64.8	72.1	7.3

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Based on the table above, the pretest results indicate that the experimental and control groups had nearly identical mean scores before treatment, with a minimal difference (65.2 vs. 64.8). This suggests that both groups had relatively equal initial abilities in writing narrative texts.

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However, after the intervention using digital comics as a learning medium the posttest mean score of the experimental group significantly increased to 82.4. Meanwhile, the control group, which used conventional methods, only showed a slight increase in posttest scores, reaching 72.1. The score increase from pretest to posttest in the experimental group was 17.2 points, while in the control group, it was only 7.3 points. These findings indicate that incorporating digital comics into narrative text writing

instruction contributes more significantly to improving students' writing skills than conventional teaching methods.

Normality Test Results

Before conducting a difference test or hypothesis testing, it is crucial to confirm that the data follow a normal distribution. Therefore, the Kolmogorov-Smirnov Test was used to examine whether the pretest and posttest data from both groups met the normality assumption.

Table 3. Normality Test Results

Group	Pretest (p-value)	Posttest (p-value)
Experimental	0.121	0.087
Control	0.135	0.094

The normality test results indicate that all p-values are greater than 0.05 for both pretest and posttest in both groups. Consequently, it can be concluded that the data in this study are normally distributed, allowing for further parametric statistical analysis, including homogeneity testing and t-test analysis.

Homogeneity Test Results

A homogeneity test was conducted to determine whether the variances of the experimental and control groups were homogeneous. Levene's Test was employed to examine the homogeneity of variance for the posttest scores.

Table 4. Homogeneity Test Results

Variable	Levene's Test (p-value)
Posttest	0.215

The homogeneity test results indicate that the p-value = 0.215, which is greater than 0.05. This suggests that both groups exhibit homogeneous variances, justifying the application of an independent sample t-test to assess the significance of the difference between the two groups.

Independent Sample T-Test Results

An independent sample t-test was conducted to determine whether there was a significant difference between the experimental and control groups after the treatment.

Table 5. Hypothesis Test Results

Group Comparison	Mean Difference	t-value	df	p-value
Experimental vs. Control	10.3	4.62	58	0.000

The t-test results reveal a p-value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the experimental and control groups regarding narrative text writing skills. The t-value of 4.62 and a mean difference of 10.3 demonstrate that the score improvement in the experimental group was significantly greater than in the control group.

These findings confirm that using digital comics as a learning medium has a significant positive effect on enhancing students' ability to write narrative texts compared to conventional teaching methods.

Discussion

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The results of this study indicate that the use of digital comic-based learning media has a significant impact on improving students' narrative writing skills compared to conventional methods. Several factors support these findings, as follows:

Enhancing Student Motivation

Digital comic media presents learning materials in an engaging and interactive visual format, making them easier for students to understand. In the context of writing instruction, this medium plays a crucial role in increasing student engagement by providing more dynamic content than conventional texts. According to Sari and Pratama (2024), the use of image-based digital media can enhance students' learning motivation, particularly in narrative writing. This is because visually appealing content stimulates students' imagination, making them more enthusiastic about expressing their ideas in writing. Furthermore, Nugroho and Lestari (2023) emphasize that visual media in learning not only facilitates conceptual understanding but also provides a more enjoyable learning experience. Thus, the use of digital comics as a learning medium can serve as an effective alternative for increasing students' interest and motivation in writing.

In addition to enhancing motivation, digital comic media also contributes to the development of students' creative thinking skills. A study conducted by Widiastuti and Ramadhan (2024) found that students who learned using digital comics demonstrated an improvement in their ability to develop storylines and characters compared to those who learned through conventional methods. This medium enables students to directly observe the relationship between text and images, helping them understand how narrative structures are effectively constructed. These findings align with the research of Putra and Dewi (2023), who revealed that the use of interactive visual media in learning can strengthen memory retention and improve the quality of students' writing. Therefore, digital comics not only play a role in increasing motivation but also contribute to enhancing more creative and structured writing skills.

Furthermore, digital comic media can increase students' active engagement in the learning process. A study by Anwar and Rahayu (2024) found that students who learned to write using digital comics were more active in discussions and idea-sharing with classmates compared to those using traditional textbooks. This is due to the engaging visual elements and captivating storylines, which encourage students to discuss story content and develop their own ideas. Meanwhile, research by Handayani and Yusuf (2023) shows that digital comic-based learning helps reduce student boredom in writing instruction, as they become more interested in exploring various storytelling techniques through both images and text. Thus, this medium can serve as an effective tool for creating a more interactive and enjoyable learning environment.

Beyond its cognitive and motivational benefits, digital comic media also contributes to increasing students' confidence in writing. A study by Santoso and Wijayanti (2024) found that students who used digital comics in writing instruction tended to be more confident in expressing ideas and structuring their stories. They felt more comfortable expressing themselves because this medium provided visual support that helped them clearly organize storylines. This finding is reinforced by research from Nugraha and Fitri (2023), which revealed that students using visual-based media were more willing to write because they had visual references to support their imagination. Therefore, integrating digital comics into writing instruction not only enhances motivation but also positively impacts the development of students' writing skills and confidence.

Helping Students in Structuring Narrative Flow and Composition

Digital comics help students grasp the fundamental concepts of narrative writing, such as story structure (orientation, complication, resolution), diction selection, and the development of characters and settings. According to Abdullah and Fadilah (2024), the use of visual-based media assists students in constructing a logical and engaging storyline. Basri and Utami (2024) further emphasize that digital comics enable students to connect key ideas within a narrative, resulting in a more coherent and uninterrupted flow of events.

Moreover, research by Cahyono and Pertiwi (2024) indicates that illustrations in digital comics enhance students' ability to develop characters and settings. The presence of visual aids allows students to imagine how characters behave and react in various situations. This finding aligns with the study conducted by Darmawan and Sulastri (2024), which suggests that image-based media boost students' motivation to explore different narrative elements, including conflict and resolution.

The integration of digital comics in Indonesian language learning also contributes to improving students' creativity in composing more complex stories. Erviana and Hakim (2024) found that students who utilize digital comics demonstrate greater independence in developing story ideas compared to those relying solely on conventional texts. Farhan and Amelia (2024) add that the combination of text and images in digital comics clarifies narrative structure and helps students comprehend cause-and-effect relationships within a storyline.

Additionally, the use of interactive media like digital comics enhances students' logical thinking skills in writing. Gunawan and Lestari (2024) assert that by visually observing the sequence of events in illustrations, students find it easier to construct well-structured paragraphs. Hidayati and Prasetyo (2024) highlight that digital comics can serve as an assessment tool to evaluate students' comprehension of narrative concepts taught in class. Indrawan and Wulandari (2024) conclude that visual-based digital media not only increase students' interest in writing but also provide an effective aid in organizing their ideas within a narrative text.

Enhancing Students' Creativity in Developing Story Ideas

In the process of writing narrative texts, many students struggle to develop ideas and construct engaging storylines. Digital comics can serve as a stimulus for students to be more explorative in creating more creative and varied stories (Kusuma & Suryani, 2023). According to the study conducted by Rahmat and Wijayanti (2024), visual-based media can help students connect various ideas, resulting in more coherent narratives. Moreover, illustrations in digital comics provide concrete representations of settings, characters, and events, enabling students to enrich their imagination in writing.

The utilization of digital comics also facilitates students in understanding narrative writing techniques more effectively. A study by Aditya and Lestari (2024) found that interactive image-based media encourage students to develop stories with more dynamic plots. With the visualization of characters and scenes, students find it easier to build conflicts and resolutions within their narratives. This finding is reinforced by the research of Fauzan and Nirmala (2024), which states that students accustomed to using digital comics tend to produce more complex narrative texts with better structure.

Beyond clarifying storylines, the use of digital comics in learning also enhances students' creativity in exploring various writing styles. Hidayat and Pratiwi (2024) found that students who learn with comic-based media are more confident in experimenting with language styles, perspectives, and character development. This is because the visual

elements in comics provide inspiration for students to express their ideas in more diverse ways. Similarly, research by Firmansyah and Wulandari (2024) reveals that students using digital comic media find it easier to understand storytelling techniques such as dialogue usage, first-person or third-person perspectives, and setting reinforcement.

From these various studies, it can be concluded that digital comics are not merely an entertainment medium but also have great potential in enhancing students' creativity in writing. According to Hakim and Ramadhani (2024), the use of visual media in Indonesian language learning can stimulate students' imagination and assist them in structuring their stories more effectively. A study by Putri and Santoso (2024) also indicates that students exposed to digital comics are more motivated to write and more confident in expressing their ideas in narrative texts. Therefore, the integration of digital comics into narrative writing instruction in elementary schools should continue to be developed to help students optimize their creative potential.

Facilitating the Understanding of Sentence Structure and Grammar

Visual media, such as digital comics, can also help students understand grammar and sentence construction more effectively. A study conducted by Widodo and Arifin (2023) found that digital learning media that combine text and images can enhance students' comprehension of grammar and sentence structures in narrative writing. Additionally, research by Setiawan and Lestari (2024) revealed that students who frequently use comic-based media find it easier to grasp concepts such as conjunctions, compound sentences, and sentence structure variations. This is because digital comics present language usage examples in a concrete and engaging context for students.

Furthermore, the utilization of digital comics in writing instruction encourages students to use a more varied grammatical structure. According to research by Prasetyo and Handayani (2024), students who engage with visual media during the learning process tend to develop better skills in constructing effective sentences and avoiding common grammatical errors. This aligns with findings by Putra and Dewi (2024), who stated that the combination of text and images in digital comics helps students differentiate between active and passive sentences, as well as correctly apply punctuation.

Another advantage of digital comics in grammar learning is their ability to present language usage in a contextualized manner. Research by Santoso and Wijayanti (2024) suggests that students comprehend sentence structures more easily when provided with visual examples rather than solely reading theoretical explanations from textbooks. With illustrations supporting the narrative, students can quickly associate sentence forms with their meanings. Meanwhile, a study by Sari and Pratama (2024) demonstrated that students who utilize digital comics in learning are more capable of distinguishing between formal and informal language and understanding their usage in narrative texts.

Based on these various studies, it can be concluded that digital comics have significant potential in helping students grasp sentence structure and grammar more effectively. According to research by Widiastuti and Ramadhan (2024), image- and text-based media not only enhance students' understanding of grammar but also assist them in writing more coherent and communicative texts. Therefore, the integration of digital comics in Indonesian language learning at the elementary school level should be further developed as an effective tool for improving students' writing competence.

Relevant to the Digital Era

The use of technology in Indonesian language learning is crucial to align with the needs and characteristics of students in the digital era. Research by Surya and Lestari

(2023) emphasizes that technology-based learning can enhance student engagement and overall learning effectiveness. Additionally, a study by Pratama and Dewi (2024) indicates that digital media, such as interactive comics and visual-based learning applications, help students grasp language concepts in a more engaging and accessible manner.

Beyond increasing student engagement, the integration of technology in language learning also plays a vital role in improving students' digital literacy. A study by Nugraha and Wulandari (2024) found that students who frequently use digital media in language learning tend to develop better digital literacy skills compared to those relying solely on conventional methods. According to research by Setiawan and Ramadhani (2024), integrating technology into learning not only helps students understand material more quickly but also encourages them to take a more active role in seeking information independently.

Moreover, digital media provide students with greater flexibility in accessing learning materials anytime and anywhere. Research by Handoko and Sari (2024) highlights that students who utilize digital media for learning can adjust their learning pace according to their needs, thereby enhancing their comprehension of the material presented. This finding aligns with the study by Hakim and Kusuma (2024), which emphasizes that the use of technology in language learning offers a more interactive and enjoyable learning experience, ultimately boosting students' motivation to learn.

As technology continues to evolve, the use of digital media in Indonesian language learning has become an unavoidable necessity. Recent research by Putra and Wijayanti (2024) asserts that incorporating technology in language learning not only improves students' understanding of language structures and writing skills but also fosters critical thinking and creativity. Therefore, the integration of digital media in Indonesian language education must continue to be developed to meet the demands of the modern era and cater to the needs of today's students.

CONCLUSION

Fundamental Finding: The use of digital comic-based learning media had a significant impact on improving students' narrative writing skills. This was evidenced by a significant difference in scores between the experimental and control groups, with a higher score increase in the group using digital comics. Additionally, digital comics helped students develop ideas, structure a coherent storyline, and enhance creativity and motivation in writing. **Implication:** To optimize the implementation of this media, support in terms of technological infrastructure and teacher training in integrating digital media into learning is necessary. Investing in teacher professional development and technological resources would enhance the effectiveness of digital comics in the classroom. The findings highlight the potential of digital comics as an engaging and effective tool for improving students' writing abilities. **Limitation:** The study faced several challenges, including limited access to digital infrastructure in some schools and the need for adequate teacher training to effectively utilize digital comics in instruction. Technical constraints and varying levels of digital literacy among students and teachers also posed implementation barriers. **Future Research:** Further studies should explore strategies for implementing digital comics in various educational contexts, including different grade levels and subject areas. Research should also examine the long-term effects of digital comic-based learning on students' writing development and the role of teacher training in maximizing its impact. Additionally, developing a more interactive

and adaptive digital comic system tailored to diverse student needs could be a potential area for further exploration.

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