



**JEELS**

(Journal of English Education and Linguistics Studies)

P-ISSN: 2407-2575 E-ISSN: 2503-2194

<https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/jeels>

## THE EFFECT OF WEBCOMICS AS MEDIA ON STUDENTS' WRITING ACHIEVEMENT IN NARRATIVE TEXT

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**Abstract:** Webcomic, as an interactive digital media, has great potential in improving students' engagement and learning outcomes. This study aims to examine the effectiveness of Webcomic compared to conventional textbooks in improving narrative writing ability of grade VIII students. Using a quasi-experimental design, 61 students from a public junior high school in Padang were randomly divided into two groups: an experimental group (n = 31) using Webcomic, and a control group (n = 30) using textbooks. A post-treatment narrative writing test was used to measure students' learning outcomes. Data analysis using independent samples t-test showed a statistically significant difference between the two groups ( $p = 0.006$ ), with the experimental group showing higher writing performance. The results confirmed that the use of Webcomic can be an effective pedagogical strategy in teaching narrative writing. The implication

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<sup>1</sup>Citation in APA style:

Utami, T. R., & Hamzah, H. (2025). The effect of Webcomics as media on students' writing achievement in narrative text. *JEELS*, 12(1), 453-474.

DOI: 10.30762/jeels.v12i1.2903

Submission: May 2024, Revision: June 2024, Publication: May 2025

of this study supports the integration of interactive digital media in learning practices to improve students' learning outcomes more significantly.

**Keywords:** *Webcomics, media in writing, writing achievement, narrative text, genre-based approach second*

## INTRODUCTION

The cultivation of writing skills, like language acquisition, is a perpetually evolving process in the formal education space. It involves not only the capacity to put words down, it also covers command of a variety of genres; smoothness in linguistic utilization, as well as the enactment of productive ones. Hence, educators seek new and innovative ways to assist learners' proficiencies with language literacy acquisition. It is quite obvious that the writing is a special activity as it turns one's mind and ideology into a tangible representation; it is differentiated by various other language acquisition skills. Indeed, Ferris and Hedgcock (2005) claim that writing remains a fundamental feature of daily existence that can be used to convey messages, news, reports, even mail.

Some previous studies have revealed the value of teaching that emphasizes the writing process, including planning, organizing, revising, and editing. Indeed, by teaching writing as an iterative and thoughtful process, rather than just focusing on the final output, students' writing performance may be significantly strengthened. Cummins and Davison (2007) have pointed out that a genre-based approach (GBA) can strengthen students' communication skills, both in written and oral forms, especially in second language learning. The GBA in the Merdeka Curriculum has been increasingly accepted as an effective way of teaching. Through this approach, students can not only write better, but also understand various writing styles more deeply. This approach will empower students to transcend basic writing techniques and explore the purpose and core structure of genres. It enables students to be better wordsmiths in a variety of situations. Hyland (2003) has emphasized the elements embedded in similar texts, taking into account the social context behind their creation and utilization. It involves several stages, namely building knowledge

about the topic (BKOF), text modeling (MOT), joint text creation (JCOT), and independent text creation (ICOT).

In addition to GBA, other approaches have been brought into writing classrooms. Flower and Hayes (1981) stressed that writing involves an iterative, non-linear process that involves planning, translating ideas, and rewriting. The authors' approach encourages students to write through several stages of revision to fine-tune the text, which has influenced minds to focus more on the process of writing rather than just the final product. Furthermore, Fitzgerald (1987) in her research inferred that revision forms an essential part of effective writing instruction. It turned out that when students actively revised it under the instructor's guidance and received feedback, the quality of writing significantly went up. Moreover, Sommers' (1980) research compared revision strategies between student writers and experienced professional writers. The result of the study discovered that experienced writers viewed writing as an iterative process, devoted a lot of time to revision, while students tended to make only surface-level changes. It emphasized the significance of teaching students to perform deep and thorough revision in writing.

Integrating narrative texts into English Foreign Language (EFL) teaching promotes benefits for the students despite the students' difficulties. Various studies have revealed the constraints that students often encounter in writing narratives, notably limited vocabulary, difficulties in constructing appropriate sentence structures, and challenges in expanding ideas and utilizing appropriate language features (Muliani et al., 2019; Koilara et al., 2020; Falihah et al., 2022). Therefore, students often require additional assistance to master the basics of these language essential for writing (Sulistyo et al., 2023).

Traditional approaches that relied on a textbook as the main source of learning are increasingly considered less effective, especially for the generation of students who grew up in a digital ecosystem. Along with this, the shift from literacy-based environments to digital environments has caused traditional classrooms to lose their relevance, along with students' increasing interest in more immersive learning experiences through virtual reality (Práger & Řeřicha, 2020). In line

with that, Hafeez (2021) asserts that modern learning approaches such as game-based learning, computers, and mobile devices are proven to be more effective in developing critical thinking and communication skills than conventional methods. It indicated that interactive digital learning media such as Webcomic was able to significantly improve students' engagement and writing ability compared to the use of regular textbooks.

Thus, utilizing modern digital resources can facilitate students in the writing process, particularly in producing narrative texts. Paivio (1986) states that combining verbal and visual information can improve students' memory and comprehension. In this context, the utilization of a Webcomic has been proven to make the writing process more interesting and interactive, encouraging students to explore their creativity as well as improving narrative writing skills. Webcomics have two main advantages: as a visual aid in storytelling and as a means to help students understand and remember narrative structures, which in turn can improve their writing performance. The ability to write positively (Anggraeni et al., 2015), as well as providing benefits such as helping to build ideas, creating fun activities, and motivating students (Sumah, 2021). In addition, Webtoon also showed a significant positive effect on students' narrative text writing skills (Cynthia et al., 2022). Thereby making it a relevant, applicable, and potential approach to be integrated in writing learning.

Several studies have pointed out that the utilization of Webcomics could improve students' narrative writing performance. Hennessy (2020) deemed Webcomics as comics shared over the internet and highlighted its excellence in increasing student engagement through visual and interactive elements. Furthermore, a similar study by Widya and Swondo (2021) revealed that students who utilized comics in writing learning had better writing performance compared to students who did not utilize comics. Friatin and Osunero (2022) also discovered that students perceived more engagement and creativity in developing ideas for the narrative when utilizing comics, although students still needed to refine vocabulary and language proficiency. Taken as a whole, these previous studies have pointed out

that Webcomics can be effective in enhancing students' creativity, engagement, and narrative writing proficiency.

Furthermore, Susanti et al. (2023) revealed that the use of Webtoon application can improve students' narrative writing performance, as seen from the significant difference between pre-test and post-test scores. It confirmed that the integration of comic in narrative writing learning has a positive impact on students. Cynthia et al. (2022) and Putri & Purwani (2021) showed significant improvements in writing and reading skills after the implementation of digital comic and Webtoon apps in language learning. Although these results were encouraging, further research needs to be done on the extent to which Webcomic can support specific aspects such as vocabulary development, sentence structure, and tense, and whether the skills acquired can be maintained in the long run or applied to other types of writing. Therefore, this study attempts to address the ultimate question:

1. Does Webcomic have a significant impact on students' writing achievement in narrative texts compared to textbooks for students of the junior high school?

## **METHOD**

### **Research Design**

The present design utilizes the experimental model to assess the effect of Webcomics on students' writing accomplishment in narrative texts. This research categorized the respondents of the study into an experimental group and a control group. The experimental group was given treatment by using Webcomic, while the control group was untreated. Afterwards, the output of both groups would be computed through a post-test to gauge the performance discrepancies (Creswell, 2009).

### **Participants**

The population in this study were all grade VIII students at SMP Negeri 3 Padang, totaling 219 students and spread over several parallel classes. From the population, two classes were purposively selected as

the research sample. Class VIII-3, consisting of 30 students, was designated as the experimental group that received treatment using Webcomics media. Meanwhile, class VIII-4, consisting of 31 students, was designated as the control group that received learning using conventional textbooks. The instrument used to measure students' achievement in narrative writing was a writing test in the form of narrative text given after the treatment (post-test). The validity and reliability of the instrument were tested before being used in the study. The data obtained from the test results were analyzed quantitatively using independent sample t-test. The calculation was done with the help of IBM SPSS version 23 software.

### **Instrument**

For the present investigation, a post-learning test has been utilized to further approximate the learners' writing capacity. It asked the learners to compose on two stories: "The Golden Cucumber" and "The Ugly Duckling." The story of "The Golden Cucumber" depicted a girl who narrowly escapes from the colossus with the assistance of a superstitious endowment. At the same time, the story "The Ugly Duckling" depicts a duckling who is ridiculed for its appearance, but eventually turns into a beautiful swan. Both these tales were extracted from the textbook "English for the Archipelago" for grade eight students by Ministry of Education and Culture. These were hand-picked as appropriate for the age range of the students and the relevance of one's native roots.

These were integrated across the entire spectrum of the program to underpin the educational targets, possibly being simplified or annotated to promote greater comprehension by young learners. Furthermore, these texts were utilized in the class for the promotion of narrative writing as well as story structure, vocabulary, along with other relevant linguistics-based skills. For the final paper, each student was handed a prompt and prompted to produce a story based on these prompt points, thereby gauging how well the student could compile a cohesive and coherent piece of text. Thus, it is an approach that

facilitates story literacy, engenders an exciting learning experience as well as effectively measles students' writing prowess.

Throughout it, two English teachers acted as raters to evaluate the students' post-test results separately, assessing areas pertaining to grammar, vocabulary, coherence, creativity, and narrative composition. Cross-rating was essential to enshrine consistency and objectivity, reduce bias, and encourage further detailed discussion of any significant discrepancies in scores. In addition, an expert validator with experience teaching English writing was engaged to validate the post-test. The validator could ascertain whether the test had accurately measured the students' narrative writing proficiency. The involvement of this expert validator conferred credibility and insured that the assessment process was fairly executed as well as in conformity with educational standing. Ultimately, inter-rater assessment and expert validation contributed to ensuring a consistent, objective, and trustworthy evaluation of students' narrative writing proficiency.

### Data Collection

All data were being compiled by utilizing a variety of instruments and media. Following the experimental class being the instructed with Webcomics and the control class being the textbook, a post-test was administered to assess the students' writing proficiency. It is designed to measure writing proficiency based on the narrative text matter that had been learned. Further instructions were distributed in writing and orally before the students attempted the 80-minute aptest; the hand-in sheets would be collected immediately following the time.

**Table 1.** Data Collection Procedure

No	Meetings	Experimental Class	Control Class
1	Meeting 1 (2x40)	Students analyze and narrate the Sangkuriang text based on social function, text structure, and linguistic elements using the video screened by the teacher.	Students analyze and narrate the Sangkuriang text based on social function, text structure, and linguistic elements using the video screened by the teacher.

2	Meting 2 (2x40)	The students recognize characters and settings and understand their roles in the story through the Sangkuriang Webcomic. In the text, students look for details such as time, place, characters, conflicts and resolutions.	The students recognize characters and settings and understand their roles in the story through the Sangkuriang textbook. Here within the text, students explore details in terms of time, place, characters, conflicts and resolutions.
3	Meting 3 (2x40)	The students recognize the characters and settings in the Malin Kundang Webcomic and understand their roles in the story.	Students recognize the characters and settings in the Malin Kundang textbook and understand their roles in the story.
4	Meting 4 (2x40)	The students find essential details such as time, place, characters, conflict, and resolution in the Malin Kundang Webcomic.	Students find essential details in the Malin Kundang textbook including time, place, characters, conflict and resolution.
5	Meting 5 (2x40)	Students compile random paragraphs into a complete narrative text.	Students compile random paragraphs into a complete narrative text.
6	Meting 6 (2x40)	Students design a simple outline to create a structured narrative text.	Students design a simple outline to create a structured narrative text.
7	Meting 7 (2x40)	Students further expand the outline with appropriate supporting sentences into a simple narrative text.	Students further expand the outline with appropriate supporting sentences into a simple narrative text.
8	Meting 8 (2x40)	Post-test	Post-test

## Data Analysis

Inferential statistics requires prerequisite analysis, which means testing the assumptions of normal distribution and homogeneity.

## Normality Testing

A normality test was undertaken to ensure the distribution of the data and to ensure statistical validity. The results were as shown in Table 2:

**Tabel 2.** Normality Test Summary on Students' Narrative Text Writing Performance in Experimental and Control Classes

<b>Tests of Normality</b>							
	<b>Media</b>	<b>Kolmogorov-Smirnov<sup>a</sup></b>			<b>Shapiro-Wilk</b>		
		<b>Statistic</b>	<b>df.</b>	<b>Sig.</b>	<b>Statistic</b>	<b>df.</b>	<b>Sig.</b>
Writing Score	Webcomic	.132	30	.193	.931	30	.053
	Textbook	.117	31	.200*	.965	31	.403

\*. This is a lower bound of the true significance.

Data distribution normality analysis was undertaken using the Lilliefors test on students' writing test scores in the experimental and control classes, with the assistance of SPSS 23 software. In the experimental class, which utilized Webcomic as a teaching medium, the significance value of the Lilliefors test was 0.931, indicating that the writing test data tended to adhere to a normal distribution. This high significance value indicates that the writing test results in the experimental class did not deviate from the normal distribution.

By contrast, in the control class that utilized the textbook, the significance value of the Lilliefors test was 0.200. Although this value was lower than the experimental class, it was notably greater than the commonly utilized significance limit (0.05). This indicated that the data in the control class also tended to adhere to a normal distribution, albeit with a slightly lower probability compared to the experimental class. It can be deduced that both the experimental and control classes have a normal distribution in their writing test scores, although the degree of conformity of the distribution differed.

### **Homogeneity Testing**

Homogeneity testing attempts to enquire whether the variances in a set of data sets would be homogeneous or consistent. It is essential to establish whether data from different groups, such as eighth grade three and eighth grade four, have similar proficiency levels. It tends to be conducted with a significance level of 0.05 to ensure similarity of variance between groups. However, the homogeneity test can reveal the consistency of performance across the groups of students tested.

**Tabel 3.** Test of Homogeneity of Students' Writing Achievement on Narrative Text in Experimental and Control

<b>Test Results</b>		
	Box's M	8.985
	Approx.	1.479
F	df1	6
	df2	49028.595
	Sig.	.181
Tests null hypothesis of equal population covariance matrices.		

Referring to Table 3, the significance value obtained for the students' writing test is 0.181. Its significance value was higher than the alpha ( $\alpha$ ) significance level commonly utilized in statistical testing, which is 0.05. It denotes that the variance or distribution of data in the two groups, i.e. the experimental class and the control class; were not significantly different. Therefore, the data from both groups were homogeneous, or had a similar level of uniformity. A condition of homogeneity can be essential as it makes it possible to proceed with further analysis without any distortions caused by differences in variance between the groups that could affect the results of statistical testing.

### Hypothesis Testing

A hypothesis serves as a temporary conjecture that answers the question in the research problem. This question directs the investigation, and the hypothesis provides a prediction or explanation of the expected results. The hypothesis will be tested and validated through the research process (Hardani et al., 2020). In the present case, hypothesis testing performed by utilizing the IBM SPSS Statistics 23 license program. The t-test performed with the provision that, if the p-value  $\geq 0.05$ , the population variance of the two groups would be equal (homogeneous). If the variance homogeneous, then the Equal Variances Assumed column will be selected. If the t-count  $\geq$  t-table or p-value  $< 0.05$ , it means that  $H_0$  will be rejected, indicating a significant effect between the writing performance of students who were trained with either Webcomics or textbooks. A complete description of the

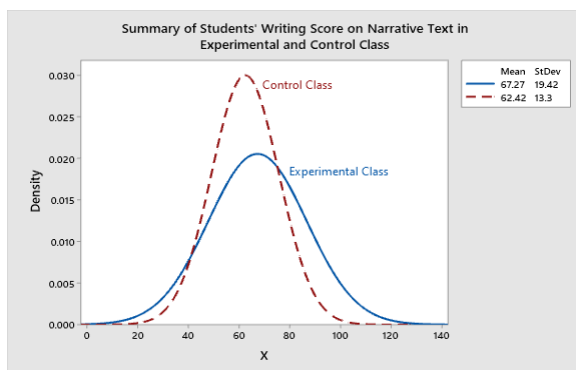
methods used enables the reader to evaluate the appropriateness of the research methodology.

## FINDINGS

This section presents the research findings systematically as the response to the research questions. The order of presentation has been designed to highlight the results in a straight-forward and easy-to-understand manner, allowing for direct comparisons between the use of Webcomics and textbooks. The purpose of this presentation is to provide an in-depth understanding of the topic, as well as highlight the differences or similarities between the two media. It assists in exploring the research questions and provides insight into the effectiveness of Webcomics over textbooks.

### Students' Writing Achievement

The values of narrative writing performance were derived based on the tests performed in eighth grade three (experimental group with Webcomics) and eighth grade four (control group with textbooks). The scores of both classes can be viewed as indicated in Chart 1.



**Chart 1.** Summary of Students' Writing Score on Narrative Text in Experimental and Control Class

In Chart 1, a comparison of narrative writing scores between the experimental class using Webcomics and the control class using textbooks can be witnessed. The experimental class attributes a mean

score of 67.27 with a standard deviation of 19.42, indicating that although the mean score was quite decent, there was considerable variation in student performance. It could reflect differences in students' level of understanding or engagement with the material taught through Webcomics. Contrastingly, the control class had slightly lower mean scores of 62.42, with a standard deviation of 13.3. Despite the lower mean score, the smaller standard deviation suggests that student performance in the control class was more consistently homogeneous due to textbook teaching.

The utilization of Webcomics as a teaching aid in the experimental class showed a positive impact, which was reflected in the higher mean scores compared to the control class. It implied that the Webcomics-based approach could elevate students' interest and engagement with the material, which in turn could potentially heighten a student's writing achievement. Webcomics, as a more interactive and engaging visual medium, might assist students to better apprehend and commit narrative concepts to memory, thus granting those students an upper hand in terms of creativity as well as writing.

However, it should be noted that the larger range of scores in the experimental group also indicates that there was significant variation in student performance. While some students may have felt more engaged and benefited greatly from this approach, there were also those who struggled to fully understand or engage with the material presented through Webcomics. This suggests that while Webcomics offer an innovative approach that can benefit some students, challenges in the reception or understanding of the material can remain an obstacle for other students, especially if they were not familiar around the media.

In contrast, the textbook control group demonstrated more consistent results, albeit with a slightly lower mean score. This narrower range of scores indicates that the traditional medium of instruction, the textbook, may have delivered more homogenous achievement across students. Textbooks as a more conventional teaching means tend to impose a more structured and predictable

experience, with little variation in students' understanding of the material. Nonetheless, this approach may have facilitated less creativity or a more personalized learning experience compared to media such as Webcomic.

### Comparative Analysis of Writing Performance

The current research question was whether Webcomic affect students' writing performance in narrative text better than textbooks in grade VIII students of SMPN 33 Padang. The following table reveals the significant differences in the mean scores, standard deviations and standard errors of the means between the experimental and control classes.

**Table 4.** Descriptive Statistics on Students' Writing Outcomes in Narrative Text in Experimental and Control Classes

<b>Group Statistics</b>				
<b>Class</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Experimental Class	30	67.27	19.419	3.545
Control Class	31	54.97	13.514	2.427

In the experimental class, the mean score attained by students was 67.27, which indicates a higher average performance compared to the control class. However, the higher standard deviation (19.419) revealed a greater variation in student performance in the experimental class, meaning there was a significant difference in achievement between students. The standard error of the mean of 3.545 indicates the precision of the estimate of the mean value, with higher uncertainty.

For the control class, the mean score was lower at 54.97, indicating lower performance compared to the experimental class. The standard deviation for the control class was 13.514, indicating that the distribution of scores in this class was more concentrated around the mean, indicating more consistent performance among students. The mean standard error for the control class was 2.427, denoting more precise estimation and lower uncertainty.

As a whole, whilst the experimental class had a higher mean score, the control class revealed a more homogeneous distribution of

scores. The experimental class showcased greater variation in student performance, while the control class had more consistent performance despite a lower average. These interactions demonstrated the point of viewing both mean scores and variation in evaluating the effectiveness of the instructional metrics.

**Table 5.** Descriptive Statistics of Students' Writing Achievement on Narrative Text between Experimental and Control Classes

<b>Independent Samples Test</b>										
Levene's Test for Equality of Variances		t-test for Equality of Means							95%	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Confidence Interval of the Difference	
								Lower	Upper	
Students' Writing Achievement	Equal variances assumed	5.693	.020	2.879	59	.006	12.299	4.272	3.751	20.847
	Equal variances not assumed	-	-	2.862	51.598	.006	12.299	4.297	3.675	20.922

Based on the statistical results indicated in Table 5, it can be deduced that the utilization of web comic as learning media had a significantly positive effect on students' writing achievement in narrative texts, compared to the utilization of textbook in the control class. The significance value for the two-sided test is 0.006, which was lower than the 0.05 threshold. It grants substantial inference to reject the null hypothesis and accept the alternative hypothesis, meaning there was a significant difference in writing achievement between the experimental and control groups.

These holdings not only demonstrate the importance of statistical significance, but also highlight the potential of Webcomic as an innovative teaching aid. Indeed, by combining visual and interactive elements, Webcomic can heighten students' engagement and comprehension in narrative writing assignments. Moreover, this study demonstrated that a more interactive and multimedia-based instructional approach can impact more on student learning outcomes,

encouraging educators to consider the utilization of assistive technology in one's teaching.

Ultimately, these findings underscore the importance of changes in traditional teaching methods and encourage the use of technology to create more engaging and effective learning experiences. By leveraging media such as Webcomics, educators could potentially assist students to cultivate proficient writing performance and expand students' capacity to express an idea more creatively. It reveals that innovations in learning could generate significant advancements in students' scholastic attainment.

## **DISCUSSION**

The results of this study confirmed the potential of using Webcomic media, like the Webtoon, as an effective learning tool in improving students' narrative writing skills. The finding showed that students in the experimental class using Webcomic obtained a higher average score compared to the control class using textbook. It indicated that interactive and visual media such as Webcomic can create a more interesting and meaningful learning experience. Support for this result is also seen in Fauziah and Nasrullah's study (2023) which analyzed twenty-five articles related to Webtoon, finding that the visual and narrative elements in the platform helped students understand difficult vocabulary and storylines more easily, and made learning more enjoyable.

In addition, the utilization of comic strips as learning media has also proven effective in the context of writing skills. Based on Amrizal (2022), comic strips that present simple language, interesting images, and follow-up questions can help students understand the material more deeply. Moreover, this visual approach not only increases the comprehension of concepts, but also encourages students' motivation and engagement in the learning process. As a result, the integration of visual media such as Webcomic and comic strip can be a relevant and innovative alternative to overcome the limitations of traditional text-based learning.

The present findings indicated that the use of Webcomic, particularly through the Webtoon platform, had a significant impact on improving students' narrative writing skills. It was in line with previous research conducted by Cynthia et al. (2022) and Susanti et al. (2023), who also found that the integration of digital comic in language learning improved students' overall engagement and learning outcomes. In addition, research by Sari (2020) also reinforced these findings by showing that the use of Webtoon can increase students' active participation and interest in writing, especially among eighth graders. Thus, the comparison between the findings of this study and previous research indicates the consistency of the positive impact of Webcomic on students' writing skills, while confirming that visual and digital-based approaches can overcome the limitations of conventional methods in writing learning.

The enhancement of writing proficiency through the utilization of webtoons has been proven in several studies. In one of them, Sari (2022) has pointed out that the utilization of webtoons in the prediction strategy resulted in a significant improvement in students' writing proficiency, with higher post-test scores compared to the class that utilized PowerPoint. These results were backed up by ANCOVA analysis, which configured that webtoons considerably contributed to improving writing proficiency. Furthermore, Gusmeri's (2020) research also revealed that online comic strips could be effective in raising students' reading comprehension of narrative texts, strengthening the argument that innovative media likes webtoon can improve learning outcomes and provide a more engaging learning experience.

Additionally, Natasia's (2023) research further substantiated the effectiveness of webtoons in improving reading acquisition and literacy skills. Students who were taught by utilizing webtoons exhibited significant improvement in reading comprehension, which demonstrates the effectiveness of this medium in an educational context. Similarly, Safrina (2021) recommended a significant improvement in students' writing ability after using webtoons, with an increase in the mean score between the pre-test and post-test. The positive responses from the questionnaire further confirmed that

webtoons have made learning more interesting and facilitated students in generating more ideas. These insights indicate that webtoons, with its interactive and visual nature, can significantly improve students' reading and writing proficiency, as well as offering a more engaging alternative to traditional textbooks.

The utilization of comic strips in teaching writing has proven to be effective. Indeed, Salsabila (2023) discovered that students who utilized comic strips to write retelling texts had higher scores compared to students who did not utilize comics, suggesting that comics can actually assist students in writing in chronological order. Manik et al. (2022) also established that comics effective in teaching descriptive text writing, which further strengthens the evidence that web comics can strengthen students' writing proficiency. These findings suggest that Webcomics and comic strips can both enhance students' writing and reading comprehension, thus providing a valuable means of education.

Further, Rengur and Fatima (2022) also have pointed out that the experimental group taught with comics strips demonstrated a significant improvement in writing proficiency between the pre-test and post-test. These lines of evidence have confirmed that web comics and comic strips enable students to significantly enhance writing and reading performance. In addition, Hamamah et al. (2023) assessed a web-based interactive learning product, WISSE, which proved feasible to utilize despite the need for improvement. These findings further substantiate the utilization of interactive and innovative media in education, as it can revitalize students' learning experiences and outcomes.

The findings of this study demonstrated similarities with previous studies in terms of the effectiveness of using Webcomic on improving students' writing skills, especially in narrative texts. Both in this study and previous studies such as by Cynthia et al. (2022) who showed that visual media such as Webtoon was able to increase students' interest and quality of writing. It confirmed that strong visual and story elements in Webcomic can stimulate students' creativity and help in developing ideas and writing structure. However, the striking difference is still in the focus of the skills that were enhanced. This

study emphasizes more on improving aspects of narrative structure and cohesion of ideas, while some previous studies have emphasized more on improving vocabulary or the ability to write other types of texts such as descriptive. It is shown that although the media used are similar, the teaching approach and instructional goals can affect the final outcome of the learning process.

## **CONCLUSION**

Ultimately, the overall conclusion of this study confirms that Webcomic is an effective learning medium to increase students' narrative writing ability. The statistically significant difference in performance between the experimental group (using Webcomics) and the control group (using textbooks) highlights the pedagogical value of integrating visual and textual storytelling in the writing classroom. Through presenting narratives in an engaging and multimodal format, the Webcomic supports students in better understanding plot structure, character development, and language use. The outcome of the present study highlights the need for educators to adopt more innovative and student-centered approaches, especially in response to the ever-evolving digital learning landscape.

However, this study has some limitations that need to be noted. This study has generated valuable insights into the impact of Webcomic-based instruction on narrative writing skills, but further research needs to be conducted into the potential long-term consequences. Additionally, having exposure to the platform can be challenging in some educational environments, therefore it is important to consider feasibility and equity in the implementation of this methodology.

## **DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES**

The author confirms that in the process of preparing this article manuscript, generative artificial intelligence technology (ChatGPT) and the DeepL application have been used to support language and readability improvements. All outputs from these technologies have been carefully reviewed and edited by the author. The author takes full

responsibility for the authenticity, accuracy, and integrity of the contents of this publication.

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