

## Conference Paper

# The Use of *Cartoon Story Maker* in Writing Practice

Komang Trisnadewi, Anak Agung Gede Raka Wahyu Brahma, and Maria Osmunda Eawea Monny

IHDN Denpasar; STMIK STIKOM Indonesia

**ORCID:**

Komang Trisnadewi: <https://orcid.org/0000-0002-4804-8762>

**Abstract**

Entering the new era of the Industrial Revolution 4.0, we have grown used to the technology in education and, in particular, learning languages. The study aimed to explore and describe the use of *Cartoon Story Maker*, a digital comic software, in writing practice. It focuses on comparing the difficulties students experience in writing using *Cartoon Story Maker* and without the media. Besides, students' responses were also investigated. The methods used included observation, planning, implementation, analysis, and data presentation. Data were obtained from the compositions and questionnaires of 30 students of STMIK STIKOM Indonesia. The findings showed that some problems did not occur repeatedly. Moreover, the students gave positive responses on the use of the software in writing practice because they could relate the writing experience to their real life.

Corresponding Author:

Komang Trisnadewi  
kmgtrisna@yahoo.com

Published: 1 March 2021

Publishing services provided by  
Knowledge E

**Keywords:** *Cartoon Story Maker*, Students' difficulties, digital comic, writing

© Komang Trisnadewi et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ISOLEC Conference Committee.

## 1. Introduction

At this time, the role of technology is highly expected in an effort to improve the quality of education. Technology has a very important role today. Almost every day we cannot escape from using technology. All human activities are assisted by technology. Work can be done easily, quickly and well organized with the assistance of technology. Therefore, it is not surprising that all areas of human life are related to technology, including teaching and learning.

The use of technology in learning certainly has the advantage of introducing technology itself apart from making the learning process easier. Of course, the use of technology-based media is very helpful for teachers in delivering learning material. One of them is the use of the *Cartoon Story Maker* as a media for teaching writing. Several studies have revealed that comics can be used to assist learning process (Rokhayani,

**OPEN ACCESS**

Ririn, & Utari, 2014; Hasianta, Salam, Bunau, 2014; Megawati & Anugerahwati, 2012; Najogi, Adnan, & Padang, 2019; Ana, 2015; Mardhiyana & Nasution, 2018). Another research also show that digital comic is able to improve students' academic ability as well as their motivation in learning (Fatimah, Santiana, & Saputra, 2019; Riwanto & Wulandari, 2018; Anggraini, 2014; Aulianisa, 2019; Susilawati, 2017; Indriasih, Sumaji, Badjuri, & Santosa, 2019; Mustikasari, Priscylio, Hartati, & Sopandi, 2020; Putra & Iqbal, 2014; Deligianni-Georgaka & Pouroutidi, 2016; Vency & Ramganesh, 2016).

Research on the effectiveness of a learning media needs to be done so that it can be decided whether the media is suitable for use in certain learning. However, there needs to be a more in-depth study on this matter. It is really necessary to explain what causes the media to be effective or not. In writing skill, there are some components that influence a good writing. Which components are affected by using a media of learning? What are affected?

This study is a development of the previous one. In previous research, it was found out that each writing component were influenced by the use of this *Cartoon Story Maker* with a different percentage number (Trisnadewi, Brahma, Monny, 2020). This study is more in-depth than previous research, which is to show what is affected in each of these components. The study focuses on difficulties faced by the students in writing when using *Cartoon Story Maker* and without using it. This study is needed to be done due to the very useful information in determining the appropriate learning media later.

## 2. Method

This research is a descriptive qualitative study. The stages carried out in this study are as follows.

### 2.1. Initial Observations

The stage was carried out with the aim of obtaining initial information regarding the learning process that has occurred so far, the students' ability to write English, and a review of the use of digital comic strips as learning media. The way to collect data from students at this stage is by conducting interviews, giving questionnaires, and giving writing tests to the students. Meanwhile, to find out the usefulness of digital comic strips as learning media was done by reviewing previous research.

## 2.2. Planning

The planning stage was carried out in planning actions to be taken regarding problems that occur at the research site. This planning was made in detail which included activities and implementation time and targets to be achieved. In this case, tests and questionnaires were also planned to be given to the students.

## 2.3. Implementation

The stage was an action taken after the planning stage was complete. At this stage, digital comics were applied as a media in the student's English learning process. The students were given a task of making digital comics with the topic of technology.

## 2.4. Data analysis

The data that has been obtained are in the form of the results of student questionnaires and the results of student writing were then analysed by referring to the Benchmark Reference Assessment (PAP) based on the ESL Composition Profile (Jacob, 1981). The analysis was focused on the content, organization, vocabulary, language use, and mechanics of the students' writing.

The results of the students' writing were analysed for problems that occurred in their writing. In addition, the difficulties experienced when using the media were compared to the difficulties faced by students before using the media.

## 2.5. Data presentation

The data that has been analysed were then presented descriptively.

## 3. Findings and Discussions

The following describes the problems that the students showed in their writing based on each evaluation criteria. The difficulties faced by the students were compared in a table.

TABLE 1: ESL composition profile (Jacob 1981).

Indicator	Score	Level	Criteria
Content	27–30	Excellent	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	22–26	Good	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	17–21	Fair	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	13–16	Poor	Does not show knowledge of subject, non-substantive, non-pertinent or not enough to evaluate
Organization	18–20	Excellent	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	14–17	Good	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	10–13	Fair	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	7–9	Poor	Does not communicate, no organization or not enough to evaluate
Language use	22–25	Excellent	Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	18–21	Good	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	11–17	Fair	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	5–10	Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Vocabulary	18–20	Excellent	Sophisticated range, affective word/idiom choice and usage, word form mastery, appropriate register
	14–17	Good	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	10–13	Fair	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	7–9	Poor	Essentially translation, little knowledge of English vocabulary, idioms, word form or not enough to evaluate
Mechanics	5	Excellent	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate

TABLE 2: Content.

Student's handwriting	Student's digital comic
Example: Reservasi online Because I do not like to wait long if going to hospital treatment so I prefer to use online reservation to search queue number.	Example: A: Hello Angel, how are you? B: Hello Anthony. I am good, What about you? A: I am good too. Congratulations on your graduation. What's about your future plan? B: I don't know. I'm kind at loss of think about my future course A: why? You have made a good result. B: I think I will study Information Technology. But some of my friends advise me to study Fashion Designing. A: In my opinion you should study in IT. The prospect of IT is bright. B: I think so. Knowledge of IT is essential ....

### 3.1. Content

Actually, both contents were relevant to the topic given, it was about technology. But the content of student's handwriting showed that developing idea was their difficulty. It can be said that the writing has limited idea development. Compared with the content of the digital comic, the content showed that the writing was more knowledgeable. Based on the interview and questionnaire result, it was hard for the students to think about the content that they should include in their handwriting. While the questions used in the digital comic helped and lead the students to develop their idea and content.

### 3.2. Organization

TABLE 3: Organization.

Student's handwriting	Student's digital comic
Example: I have computer and smartphone. computer make activities study easier. I'm study programming every day. I think computer change my life really positive. I need computer for my study and smartphone to easier communication with family or friends and another people.	Example: A: Hello Angel, how are you? B: Hello Anthony. I am good, What about you? A: I am good too. Congratulations on your graduation. What's about your future plan? B: I don't know. I'm kind at loss of think about my future course A: why? You have made a good result. B: I think I will study Information Technology. But some of my friends advise me to study Fashion Designing. A: In my opinion.....

In terms of the organization of the students' writing, the difficulties found in student's handwriting was related to well-organized sentences that supported their idea. We can see that the supporting sentences were not well organized. This might lead to misunderstanding and confusion. The authors could have used well-organized supporting

sentences to support the topic sentence so that their reader can clearly understand what they want to convey, such as shown in the following example.

“I’m studying computer programming. I have computer and smartphone to support my study. They make my study activities easier. I need them to make an easy communication with family, friends, or other people. I think they change my life positively.” In the example paragraph, the author writes some sentences and summarizes them in the last sentence. In the student’s digital comic, ideas were supported by relevant sentences. Again, it was because the questions that lead them to do that. The questionnaire analysis confirmed the use of character and setting built into story help students to develop the idea.

### 3.3. Vocabulary

TABLE 4: Vocabulary.

Student's handwriting	Student's digital comic
<p>Example:  <b>Word class</b>                      Example: “... I have new work as a photographer and videographer.”</p> <p>It should be: “I have new job as a photographer and videographer”.                      “... change my life positive”. It should be: “... change my life positively”.</p>	<p>Example:  <b>Word class</b>                      “In my opinion, the technology really helpful us in learning activities during the Covid-19 Pandemic. “</p> <p>In the above example, the idea of using the word 'helpful' to the idea, but the application is wrong. the class of word that is needed above is a verb. the correct form is 'helps'. The sentences should be ' in my opinion, the technology really helps us in learning activities during the COvid-19 Pandemic”.</p>

Identifying the use of appropriate word class become student’s difficulty in both the handwriting and digital comic. The difference laid in the number of the students who made the mistakes. This was influenced by the level of their language mastery.

### 3.4. Language use

Language use refers to the rules of a language or grammar. Student faced some difficulties in using correct tenses. It was hard for them who were lacking in sufficient knowledge of grammar to use appropriate tenses in their sentences. This was probably due to the strong influence of their first language which does not require verbs to be changed based on the times of events. When comparing the two writing, the number of students who experienced difficulties in grammar when making digital comics was less than that of those who wrote by hand.

TABLE 5: Language use.

Student's handwriting	Student's digital comic
<p>Example:  <b>Tenses</b>                      "... when I was a child, I'm using bicycle for go to school and now I'm using motorcycle for go to workplace."                      The sentence actually wants to compare events that were carried out in the past and in the present. It should be: "...when I was a child, I went to school by bicycle and now, I go to school by motorcycle." In describing past events, we use the past tense. whereas to describe present habits we use the present tense."</p>	<p>Example:  <b>Tenses</b>                      "by the way I saw you yesterday. What are you doing there?"                      The first sentence is correct in using the past tense, but it is not applied to the next sentence even though the time described is still the same, the past time. It should be: "by the way I saw you yesterday. What did you do there?"</p>

### 3.5. Mechanics

TABLE 6: Mechanics.

Student's handwriting	Student's digital comic
<p>Example:  <b>Spelling</b>                      Here are some mistakes in writing the word ".... such as entertainment."                      It should be entertainment.                      "... for example newspapers." It should be newspaper.                      "... and cleaning service." It should be cleaning service.                      "reservasi online". It should be online reservation.  <b>Punctuation</b>                      "This is a 3D printer this printer can...". It should be "This is a 3D printer. This printer...."</p>	<p>Example:  <b>Spelling</b>                      "by the way I saw you yesterday. What are you doing there?"                      The first sentence is correct in using the past tense, but it is not applied to the next sentence even though the time described is still the same, the past time. It should be: "by the way I saw you yesterday. What did you do there?"</p>

In mechanics, students showed inaccuracies in spelling and punctuating words and sentences. Again, this was due to their level of language mastery.

## 4. Conclusions and Suggestions

Based on the description above, it can be concluded that the use of digital comic, *Cartoon Story Maker* as a media in language learning can help students to overcome problems faced when writing in a foreign language, especially in terms of content and organizational components. Based on the results of the questionnaire given, it was found that students thought that the media could make learning more interesting and at the same time they could connect their writing with their everyday life. The use of characters in making digital comic helped them imagine themselves in the story, making it easier for them to come up with ideas. This of course was also supported by familiar

topics occurring in their daily lives. Another important thing in writing is the level of language mastery. In the future, the writer recommends combining digital comic media with other methods to improve students' level of language mastery.

## References

- [1] Ana, I. K. T. A. (2015). Teaching English for Young Learners using a Digital Comic Strip. *Jurnal Pendidikan dan Pengajaran*, vol. 48, issue 1–3, pp. 71-79.
- [2] Anggraini, S. D. (2017). "Cartoon Story Maker" Linking Technology and ELT for Young Learners Speaking Skill. Presented at the *1st English Language and Literature International Conference (ELLIC) Proceedings*. Universitas of Muhammadiyah Semarang, Semarang, Indonesia. May 6th 2017, pp. 238-242.
- [3] Aulianisa, N. T. (2019). Exploring Cartoon Story Maker Application as an Instructional Media in Writing Narrative Text in Senior High School. *Journal JOEPALLT*, vol. 7, issue 1, pp. 1-14.
- [4] Deligianni-Georgaka, A. and Pouroutidi, O. (2016). Creating Digital Comics to Motivate Young Learners to Write: A Case Study. *Research Papers in Language Teaching and Learning*, vol. 7, issue 1, pp. 233-263.
- [5] Fatimah, A. S., Santiana, S. and Saputra, Y. (2019). Digital Comic: An Innovation of using *Toondoo* as Media Technology for Teaching English Short Story. *English Review: Journal of English Education*, vol. 7, issue 2, pp. 101-108, <https://doi.org/10.25134/erjee.v7i2.1526>.
- [6] Hasianta, S. A., Salam, U. and Bunau, E. B. (2014). Using Comic Strip to Promote Students' Reading Comprehension of Recount Text. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, vol. 3, issue 10, pp. 1-8.
- [7] Indriasih, A., et al. (2020). Pengembangan E-Comic Sebagai Media Pembelajaran Untuk Meningkatkan Kecakapan Hidup Anak Usia Dini. *Refleksi Edukatika*, vol. 10, issue 2, pp. 154-162.
- [8] Jacob, H. L. (1981). *Testing ESL Composition: A Practical Approach*. Rowley: Newbury House Publisher Inc.
- [9] Mardhiyana, D. and Nasution, N. B. (2018). Kesiapan Mahasiswa Pendidikan Matematika Menggunakan E-Learning dalam Menghadapi Era Revolusi Industri 4.0. Presented at *Seminar Nasional Pendidikan Matematika Ahmad Dahlan 2018*, Universitas Ahmad Dahlan, Yogyakarta, November 3th 2018. Yogyakarta, Indonesia. pp. 31–35.

- [10] Megawati, F. and Anugerahwati, M. (2012). Comic Strips: A Study on the Teaching of Writing Narrative Texts to Indonesian EFL students. *TEFLIN Journal*, vol. 23, issue 2, pp. 183-205.
- [11] Mustikasari, L., et al. (2020). The Development of Digital Comic on Ecosystem for Thematic Learning in Elementary Schools. *Journal of Physics: Conference Series*, vol. 1469, issue 1, 012066. <https://doi.org/10.1088/1742-6596/1469/1/012066>.
- [12] Najogi, J., Adnan, A. and Padang, U. N. (2019). Using Peer Correction towards Students Writing. *Journal of English Language Teaching*, vol. 8, issue 1, pp. 127-138.
- [13] Putra, P. D. A. and Iqbal, M. (2014). Implementation of Digital Comic to Improve Creative Thinking Ability in Integrated Science Study. International Conference On Mathematics, Science, and Education, Universitas Negeri Semarang, Semarang, Indonesia, september 2014. pp. 71–74.
- [14] Riwanto, M. A. and Wulandari, M. P. (2018). Efektivitas Penggunaan Media Komik Digital (*Cartoon Story Maker*) Dalam Pembelajaran Tema Selalu Berhemat Energi. *PANCAR*, vol. 2, issue 1, pp. 14–18.
- [15] Rokhayani, A., Ririn, A. and Utari, P. (2014). The Use of Comic Strips as an English Teaching Media for Junior High School Students. *Language Circle: Journal of Language and Literature*, vol. 8, issue 2, pp. 143-149, <https://doi.org/10.15294/lc.v8i2.3018>.
- [16] Susilawati, F. (2017). Teaching Writing of Narrative Text. *Journal of English and Education*, vol. 5, issue 2, pp. 103–111.
- [17] Trisnadewi, K., Brahma, A. A. G. R. W. and Monny, M. O. E. (2020). Pemanfaatan Cartoon Story Maker, Sebuah Teknologi Komik Digital Sebagai Media Pembelajaran Menulis Bahasa Inggris. *Paedagogia*, 11(2), pp. 179-187.
- [18] Vency, H. J. and Ramganesh, D. E. (2016, February). Digital Comics in the Clil Classroom: Exploiting the Synergies. Presented at *National Conference on Higher Education in the Knowledge Age: Techno-Pedagogical Perspectives and Innovations, Tiruchirappalli, India, 24th & 25th February 2016*. pp. 150–154.