

Digital-Based Learning for Writing Using MakeBeliefsomix Cartoon Application

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Abstract: In teaching and learning process, the use of digital tools urges the educators to integrate them as the use of innovative technology. The implementation of digital tools in learning definitely can bring various experiences for students when they mix up with the new tools in learning. Students can be more interested in involving in the learning activity since they are familiar with the media used in daily activity. Teachers can make use of digital-based learning for writing activity such as using MakeBeliefsComix cartoon application to motivate students to write in English. Foreign learners always encounter difficulties in writing as they need to comprehend some aspects such as mechanic, grammar, and sentence error. This study aims to analyze students' writing result using digital comic of MakeBeliefsComix and their perceptions using digital comic for writing activity. Researchers employed qualitative approach with 15 documents from Management students' writing results and 10 students as the interviewees. The results show that students mostly encounter writing difficulties in mechanics of punctuation and capitalization; and grammar in the case of translation sentence; question sentence; the use of verb 1, verb 2, and verb 3; modal verb, and the application of article 'a' although they do not really affect the writing ideas. From those difficulties in writing, students still get motivated to write using MakeBeliefsComix application identified from their perception that the use of digital comic or digital-based learning for writing were interesting, not boring, giving them new experience, and fun. It motivated them to write and could develop their writing.

Keywords: Digital-based learning, writing, MakeBeliefsComix, application

INTRODUCTION

The word digital has significantly developed in line with the people who importantly work on it. The digital tools are used for daily life to ease people completing tasks soon. As today's generation cannot be separated from the use of gadgets and technology, the way of teaching also urges the educators to integrate the use of innovative technology as stated by [Mushaddiq et al., \(2022\)](#) that the updated technologies both in theoretical and practical implementation can result new learning and teaching innovation. Digital-based or web-based learning is one of some ways to use for encouraging students' interest in studying. It comprises the use of computer, internet, signal, modern, and technology. The implementation of digital in learning definitely can carry various experiences for students when they mix up with the new tools in learning. Students can be more interested in involving in the learning activity since they are familiar with the media used in daily activity. Media is a tool which can be applied to convey information to students ([Manik et al., 2002](#)). Media can be used appropriately in the learning process based on the objective of the study. It's like giving an energy for students when the digital technology improvements are beneficial tool for them ([Yuliani & Hartanto, 2022](#)).

Since technology has developed well and sophisticated, various media are compatible to utilize as the means for students to develop and pursue students' ability, for instance in writing activity. Students write things every day; in school or outside school. They have social media like Instagram, Twitter (X), TikTok or other social media to write a caption or deliver their opinion as a study done by Ryandini (2019) who make students easy to learn from each other's works through the use of Instagram. It is such to be effective to engage students to digital media for writing activity in which teachers can interact outside the classroom by this social media which can be accessed by all members to take a look at the results of writing.

Aside from social media, the teacher can introduce the students to the media of digital comic. A comic strip is a cartoon or a well-arranged pictures that tells a story (Humola & Talib, 2015). Besides learning how to produce good writing, students are also able to apply their creativity in making comic in line with Indriasih (2023) that teachers can engage to creative and innovative learning media which are needed to motivate children or students to learn. Digital comic is a place to express ideas and create stories and dialogues with some features of cartoons. Students can develop imagination and compose writing from the comic strips that they made. There are various comic strip applications to use as media, but this current study uses web application from MakeBeliefsComix which is easy to use and apply. This application offers various features that students can choose and they can develop the imagination of making or creating the cartoons before starting to write. This web application has provided maximum 18 the panels to create the story, various characters with the expressions and positions, backgrounds, text balloons, objects, and many other features that can be used to create more attractive writing. Cartoon strip or cartoon maker is also one of the best ways to drill beginner students' writing ability since the attractive features can encourage students to result in good writing. They will get two advantages in this activity such as having skill of writing and the creativity of making cartoon with the writing.

Communication is a part of people's daily life to acquire various important messages. The act of communication is divided into two kinds of ways such as through writing and speaking. Ryandini (2019) explained that "writing is different from the other three skills because it involves the writers' way of generating ideas". Writing is a significant skill since it is the way to share and deliver ideas in our mind into written language to express and convey what is thought and felt (Fahmi & Rachmijati, 2021). The creativity of writing is determined by how frequent the students involve in reading activity is. They will compile as much as information they are intended to write. Writing is not as easy as reading, listening, or speaking since it needs to follow some comprehensive steps from word to phrase to sentence and the last becoming paragraphs. It is as stated by Broughton et al. (2002) that writing is not as spontaneous as speaking, is less flexible, and is more permanent.

Learning to write in second or foreign language will be dissimilar with learning to write in students' first language (Hinkel, 2004). Students will encounter difficulties since they are necessary to consider many aspects before writing in a foreign language. EFL students must comprehend many aspects such as what vocabulary is appropriate to use and how to organize good grammar to result in good writing. The writers must be able to make the readers move through the text (Ryandini, 2019) such as following the ideas or information conveyed in the text. Students need to think about the topic, read as much as possible related to background of knowledge of the topic they will use, make the outlines to set the boundaries, and develop the ideas that have been compiled. They also encourage to consider the mechanics (which consist of spelling, punctuations, and capitalization) and grammars. The first word in a sentence is always capitalized and is ended in a period (Savage & Shafiei, 2007). Use the right question mark and exclamation correctly in a writing to give clear identification for readers.

Also, writers require to pay attention for the fragments in which every sentence must consist of a subject and a verb to express a complete idea. A sentence with missing a subject or a verb is called as fragment. Another thing to focus on in writing is run-on sentences. Run-on sentences are two sentences that run together without correct punctuation between them. It comes directly together that can distract the ideas delivered, for example, "*I received a letter it was from*

my sister". The sentence must be separated with a period after the word "a letter" (Savage & Shafiei, 2007). However, besides those steps, the writing also should be well – organized and coherent to be used to writing in good organization and coherence. Students must follow the process to result good writing, yet they cannot directly write without drafting and revising the writing (Zikria, 2022). Students are demanded to always practice writing in English by applying all the concepts of good writing explained previously.

There are various factors that can affect EFL students' ability in writing such as their proficiency in academic vocabulary, grammar, and discourse to develop their writing and ideas. Masdianti et al., (2021) stated that other factors also from students' reading habits, interest of students' ability to learn, writing strategies, interesting topics, length of teaching time and suitable teaching techniques. From various factors that affect students' ability in writing, academic vocabulary is one of some factors that students must enrich to make them easy to deliver ideas in composing writing. It will be more fluent and accurate when students can apply the correct grammar also which can make the readers interested in continuing reading. The flow and well-organized ideas are the keys to a writing result. To result in fluent, accurate, and appropriate written English, there are some aspects to study as the enhancement for students in writing (Broughton et al., 2002) such as (1) Mechanical problems of English writing, (2) The accuracy of English grammar and vocabulary, (3) The relation between writing style and the context, (4) The idea development of what to be written. Teachers and students can consider those points to discuss as aspects that always become obstacles in writing. Furthermore, frequent practices will result better.

To overcome students' motivation in writing, the teacher firstly requires to engage students to innovative ways of writing except paper. Find the media that can encourage students to write although some mistakes still appear. Students can be integrated and exposed to the use of technology as they become digital native nowadays, such as using the popular applications for writing, media social, and many other innovative media. They will attempt to produce good writing with their effort and the theory of writing they have studied that in the end will be composed in the application of writing they use.

There have been several studies relating the use of digital based learning and comics in enhancing writing ability. The study from Mushaddiq et al. (2022) analyzed students' perception on digital learning in ICT class which was divided into five indicator categories, namely digital material, discussion, exercise, quiz, and general. It resulted in the positive category which definitely supports the use of e-learning that improves the learning experience in general and that has the potential to facilitate students with more alternatives, versatility, assets, and opportunities. Farooq et al. (2024) analyzed the integration and impact of digital technology in science education through digital technologies such as augmented reality (AR), virtual reality (VR), and blended learning environments. The integration of digital technologies in science education can be optimized, resulting in enhanced educational outcomes and better preparation of students for a technology-driven world. Kurniawan et al. (2024) examined the impact of technology in education using various tools and platforms, such as online learning applications, educational software, as well as augmented reality and virtual reality technologies. It resulted that the use of technology in learning could engage and give facilitation of interactive and collaborative learning experiences for learners that met needs in the modern world and affect the learning outcomes.

Another study was from Anggraeni et al. (2015) explained that students of SMPN 5 Surakarta had difficulties in developing idea, organizing idea, using appropriate grammar, and using correct spelling and punctuation. By the use of comic strips in writing narrative text, the observation result in the second cycle resulted better progress and improvement in writing skill. The next study was from (Humola & Talib, 2015). It discussed the use of comic strip in writing narrative text. The students' writing of SMAN 1 Tapa was analyzed by using analytic scoring and the students' skills were classified into four (very good, good, enough, less). The results revealed that using comic strip can improve students' writing of narrative text because 88% students could reach the minimal standard value. The study of comic strip was also carried out by Amrizal (2022)

who examined the use of comic strip in the descriptive writing of Islamic Education Program STAIN Mandailing Natal using an experimental method. The results show that the use of comic strips could improve students' descriptive writing and enhance their abilities in all areas. The learning process was more efficient because of the use of simple language.

From various previous studies related to the digital learning and the use of comic strips in various genres of writing activity, this current study was conducted to fulfill in the gaps of problems. For management students who learn English as a foreign language, they are encouraged also to be able to master the four skills in English. In this case, they are expected to be able to write dialogues using digital comix with the topic of promoting products to develop ideas creatively and effectively. Therefore, to know students' writing ability and to probe students' perceptions to write using digital comic, this study is necessary to elaborate (1) how is students' writing using digital comic of MakeBeliefsComix? (2) how are the students' perceptions using digital comic for writing activity?

METHOD

This study uses a qualitative approach. Qualitative data is usually in the form of words rather than numbers (Miles & Huberman, 1994). Using qualitative data is rich in describing the data and the explanation in which involving organizing, accounting for, and explaining the data (Cohen et al., 2007). Presenting qualitative data will frequently result in multiple interpretations because qualitative fully presents the data in words as done in this study.

There were 15 documents as samples analyzed in this study from 3 different Management classes in STIE in Surabaya and 10 students were interviewed for their perceptions related to the use of digital comic of MakeBeliefsComix for writing activity. Qualitative data often focus on smaller participants and there is no specific answer to this question because sample size in qualitative research (grounded theory or case study) can be estimated from one to 30 (Creswell & Creswell, 2018). The sampling strategy used is purposive sampling because the sample size of this study was considered enough as the representatives to answer the research questions and based on the significance of this study. The documents were chosen heterogeneously to obtain various answers of the problems.

This study uses notes in the field to is students' digital-based learning in writing using digital comic of MakeBeliefsComix, collect the document to know the writing results, and uses recorder to know how the use of digital comic in writing activity is. Data collection is about the procedures for gathering the actual types of data (Creswell & Poth, 2018) and this study uses structured observation and documentation, and unstructured interview for collecting the data. The researcher involves in the process of the activity in writing using digital comic of MakeBeliefsComix to know the process by observing and taking notes in the field.

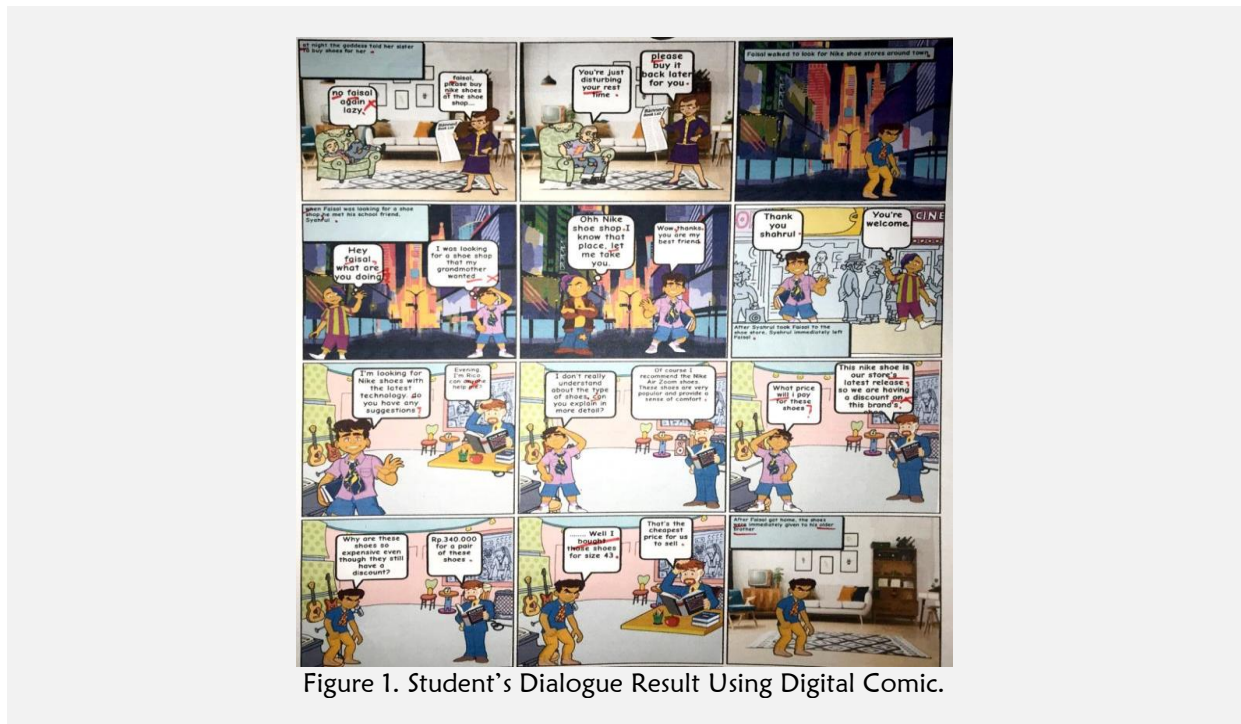
Validity and reliability values were good to use for subjects by observing the processes of creating and writing using digital comics, the results by documentation, and the interview guidelines used to know students' perceptions toward the use of the digital comic from MakeBeliefsComix. The instruments applied had answered the research questions regarding the use of digital comic for writing in which the data were analyzed into three categories using tables and the results were presented in percentage. They also answered the second research question regarding students' perceptions using the digital comic for writing activity. The results were presented in a narrative in each theme. All instruments were accurate since it related to the objective and problems observed which can strengthen this study to answer the research questions.

Students firstly have material of paragraph writing. After understanding and practicing to write paragraph, they are introduced to the digital comic of MakeBeliefsComix and practiced writing for once. In the next meeting, they are asked to write dialogues using the digital comic with a topic of "promoting a product" since they are in Management major. They entirely practice writing in a group of two using good writing explained in the previous meeting and the researcher interviewed students after the activity. The researcher will examine the students' writing result using the digital comic regarding to categories of grammars, mechanics, and sentence errors; and

their perceptions in the use of digital comic for writing. The data were analyzed by examining students' writings on each panel in digital comic and the errors will be classified into each category of grammars (G), mechanics (M) consists of Capitalization (C) and punctuation (P), and sentence errors (SE). The errors data will be shown in percentage. After analyzing the students' writing document in digital comic, the researcher wanted to probe students' perception regarding the use of digital comic for writing. This study used other codes such as Q (question) and S (student) to describe the data.

RESULTS & DISCUSSION

In the process of making dialogues using digital comic, students were enthusiastic and excited in learning and understanding the application including the features and in composing the ideas. This is students' first time knowing and applying the use of digital comic of MakeBeliefsComix.



They created the topic what they wanted to promote and translated it into English. They need to sign up to create and save a comic. They could understand well the use of the digital comix of MakeBeliefsComix with the use of mostly from 7 to 18 panels to develop the sequences of their writing ideas. Students could mix and match the appropriate characters with the topic and found objects in the cartoon application. Various topics and creativities were delivered well although some errors still appeared in the writing.

Students' Writing Using Digital Comic of MakeBeliefsComix

In this research question, the results of writing are shown in 3 categories which are grammars (G), mechanics (M), and Sentence Errors (SE) from students' writing results as shown below.

Table 1. Students' Writing Errors

Category	Amount	Percentage
Mechanics	90	6
Grammars	45	3
Sentence Errors	10	0,67

Students mostly ignore the use of good mechanics such as punctuation, spelling, and capitalization in writing. Whereas it is important in writing to know where the ideas must stop, how to know that the sentences are just started, and the good writing in spelling as clarified by Broughton et al. (2002) that some aspects in writing such as mechanical problems, the accuracy of English grammar and vocabulary, the relation between writing style and the context, and the idea development. From the writing errors found in students works using digital comic, the big percentage is found in category of mechanics. Mechanics comprise spelling, punctuation, and capitalization. Capitalization (C) and punctuation (P) render the big percentage in the errors. Here are the representations of mechanic errors.

Table 2. Students' Writing Analyses

No.	Sentences	Errors	Correction
1.	<i>Good afternoon. did I do something wrong so you want to give me a traffic ticket.</i>	C-P	<i>Good afternoon. Did I do something wrong so you want to give me a traffic ticket?</i>
2.	<i>May I see first.</i>	P	<i>May I see first?</i>
3.	<i>Sure. Let me get one more in your bag</i>	P	<i>Sure. Let me get one more in your bag.</i>
4.	<i>For the first there is a classical guitar.</i>	P	<i>For the first, there is a classical guitar.</i>
5.	<i>thank you david.</i>	C-P	<i>Thank you, David.</i>
6.	<i>my name is victo from jaya abadi store</i>	C-P	<i>My name is Victo from Jaya Abadi Store.</i>

Punctuation errors seem simple, but it can affect misinformation for the readers whether it is asking, stating, or need to stop the sentence. The ideas which are delivered will not be clear. Hence, students are encouraged to be used to paying attention to the mechanics in writing. Most students ignore the use of capitalization in the first sentence, for people's names, and place and punctuation in the middle (a comma) and in the end of sentences (a period) as stated by Savage & Shafiei (2007) that the first word in a sentence is always capitalized and is ended in a period. Use the right question mark and exclamation correctly in a writing to give clear identification for readers. In sentence number 1, 'did' must be initiated in a capital letter and it is ended in question mark to ask a question. In number 2, it must be ended with question mark. In the next number is the sentence is missing a period in the end of sentence. In another case, the sentence is missing a comma after the word 'first' and for the last two sentences are about the capitalization which must be used in the first word and someone's name and it needs a comma before someone's name "Thank you, David". The sentence also needs a period in the end to stop the idea.

Table 3. Students' Grammar Analyses

No.	Sentences
1.	<i>...no faisal again lazy</i>
2.	<i>....so this is how ms asshafa.</i>
3.	<i>....and why you look so confused, mon?</i>
4.	<i>...let's sleep because we are checkout</i>
5.	<i>...what can I pay?</i>
6.	<i>...I am happy you chosen our hotel to stay.</i>
7.	<i>... I seem to have a friend who sells tickets.</i>
8.	<i>... okay I bought two tickets.</i>
9.	<i>... my prediction is must be precise and accurate.</i>
10.	<i>...I'm looking for a shoes.</i>
11.	<i>....I can't help you?</i>

The next category is grammar. Grammar is the most difficult aspect of English writing for EFL students moreover for those who are not in English major as stated by Hinkel (2004) that learning to write in second or foreign language will be dissimilar with learning to write in students' first language. There were some errors found in the writing. Some students used good grammar although there were some problems occur, but it didn't influence the communication much in the content, such as appeared in Table 3.

Some error grammars appear due to the students are not in English major. Some students wrote well, but sometimes created errors. In sentence 1, it is translated directly from Indonesian expression into English which means "nggak ah, faisal lagi malas". The sentence should be "no, I am lazy." In the sentence 2, the writer wanted to deliver the meaning in Indonesia as "jadi begini miss asshafa", but they wrote "...so this is how ms asshafa" which should be "so, the rule is like this, miss Asshafa." In the sentence 3, the writer missed the auxiliary verb "do" in questioning. The sentence 4, the sentence should use modal verb instead of be "are". The sentence should be "let's sleep because we must check out later". The error expression in asking also appeared in sentence 5. The writer used "what" instead of "how can I pay" in asking the payment mode. In the sentence 6, the student was still confused in the use of verb 1, verb 2, and verb 3. The sentence should use verb 2 "chose" as the decision happened in the past time. In sentence 7, the verb "seem" should be replaced by "think" to correct the meaning in the context. The sentence will be "I think I have a friend who sells tickets." In sentence 8 also is like in sentence 6 for the use of the verb. The verb should be "buy" because the person is going to buy the tickets. Student write be and modal verb in a sentence 9 in which they cannot be together in a sentence. "Is" must be omitted because modal verb does not need any other verbs in a sentence. In sentence 10, the article "a" must be followed by singular noun initiated with consonant letter. The last error sentence is in questioning. In question sentence, the subject must appear after the negative modal verb "can't" or after the question word (reverse the position of subject and question word). From the analyses, the errors appeared are in translation sentence; question sentence; the use of verb 1, verb 2, and verb 3; modal verb, and the application of article a.

Sentence errors comprise fragments and run-on sentence. There were a few errors found in students' writing as shown in Table 4 below.

Table 4. Students' Sentence Errors

No.	Sentence Errors	Errors	Correct Sentence
1.	<i>Guarantee for 6 months if is broken or....</i>	Missing verb and subject	<i>Guarantee is for 6 months if it is broken or....</i>
2.	<i>Oh Nike shop I know that place....</i>	There is no punctuation separation.	<i>Oh Nike shop. I know that place....</i>
3.	<i>Sounds good.</i>	Missing subject.	<i>It sounds good.</i>
4.	<i>If transactions use OVO will get cash back up to 10%.</i>	Missing subject.	<i>If transactions use OVO, it will get cash back up to 10%.</i>
5.	<i>My name Asshafa.</i>	Missing verb.	<i>My name is Asshafa.</i>

The error sentences were mostly in missing subject and verb. Students missed the subject or verb which causes fragment in the sentence and distract the whole meaning and idea. The fragments in which every sentence must consist of a subject and a verb to express a complete idea (Savage & Shafiei, 2007). Another thing to focus on in writing is run-on sentences. The sentence number 2 is run-on sentence in which two sentences run together without correct punctuation of a period between "Oh Nike shop I know that place....". It comes directly together that can distract the ideas delivered (Savage & Shafiei, 2007).

Students' Perceptions in The Use of Digital Comic in Writing Activity

There are 3 questions related to the use of digital comic of MakeBeliefsComix for writing activity, the most difficult parts in writing, and whether the use of digital comic encourage them to write.

Table 4. Students' Perception

Questions	Answer
(1) What is your opinion in the use of digital comic of MakeBeliefsComix for writing?	Interesting; Not boring; New Experience; fun.
(2) What are the most difficult parts in writing?	Thinking the ideas; grammar, vocabulary.
(3) Can digital-based learning using digital comic encourage you in writing?	Yes, it makes me want to write more although I am not expert in English; yes, because it uses varies learning media; sure, although there are still many errors in my writing.

Based on the questions conveyed, the were various answers from the subjects. The answers of 3 questions were described in narrative as below.

(Q1) The Use of Digital Comic of MakeBeliefsComix for Writing

Various perceptions were delivered by students who involved in the activity. They were enthusiastic in having writing activity in digital based learning instead of on paper as the previous one. They looked serious in finishing the writing assignment using the digital comic of MakeBeliefsComix. The use of digital comic for writing is perceived in various ways such as giving the motivation to write, can develop their writing, the media is fun, colorful, and easy to use as stated below:

"Using cartoon application is interesting because it can make me motivated to write in English." (S1)
"The application is interesting because I can choose various kinds of character to develop my writing." (S4)
"It can make me keep spirit in learning English because the learning media is interesting." (S5)
"I dislike English because it is difficult, but I like to learn English if the activity has variation like using this media. It doesn't make me boring." (S2)
"The media is colorful and it keeps my spirit." (S3)
"New experience for me to write English in cartoon application." (S7)
"This is my first time knowing MakeBeliefsComix, but I still need to figure out the theme, characters, and the colorful comix while thinking the ideas to write." (S6)
"It is fun because I can imagine the story while looking for the characters for writing." (S10)
"The cartoon application is easy to use." (S8)
"The cartoon and characters are funny for writing English." (S9)

Students felt enthusiastic in operating the digital comic as they first time experienced it and they felt motivated for the colorful media, various kinds of character, and new learning media for English although they still needed to figure out the topic and ideas in writing. It can encourage them to learn and think creatively to compose English writing using digital comic as confirmed by [Indriasih \(2023\)](#) that creative and innovative learning media to motivate children or students to learn is needed to engage by teachers in classroom. [Mushaddiq et al. \(2022\)](#) and [Yuliani & Hartanto \(2022\)](#) also emphasized that the updated technologies both in theoretical and practical implementation can result new learning and teaching innovation and it's like giving an energy for students when the digital technology improvements are beneficial tool for them. For summary, students are digital native who need to engage with digital learning.

(Q2) The Most Difficult Parts in Writing

Students perceived some difficulties in composing English writing, such as thinking the ideas, grammar, and vocabulary.

"English writing is difficult because I am not expert in English." (S5)
"(Tata bahasa) grammar in English is difficult." (S7)
"I have ideas in my mind to write in English, but I cannot write it well and correctly." (S1)
"Limited English vocabulary." (S2)
"The ideas." (S3), (S4)
"To translate into English sentence." (S6), (S9)
"The grammar." (S8), (S10)

The difficulties in grammar were perceived by most Management students since they learn English as foreign language in accordance with the writing results that grammar errors are in the second big percentage. [Fahmi & Rachmijati \(2021\)](#) explained that writing is a significant skill since it is the way to share and deliver ideas in our mind into written language to express and convey what is thought and felt. Before writing English, students need to think the ideas and to translate the text into English as stated by [Broughton et al. \(2002\)](#) that writing is not as spontaneous as speaking, is less flexible, and is more permanent in which [Ryandini \(2019\)](#) also added that "writing is different from the other three skills because it involves the writers' way of generating ideas". Foreign language students also confirmed that they have limited vocabulary since English is not their major and their first language. They encounter difficulties to translate the sentences into English with their limited vocabulary in which this is in accordance with the statement from [Masdianti et al. \(2021\)](#) that other factors of difficulties in writing are also from students' reading habits, interest of students' ability to learn, writing strategies, interesting topics, length of teaching time and suitable teaching techniques.

(Q3) Digital-Based Learning Using Digital Comic Encourage Students in Writing

"Yes, it can make me enthusiastic in writing and operating new cartoon application for me." (S2)
"It's fair because I also sometimes have difficulties in writing." (S7)
"I don't really like hand writing, but I feel motivated to write if it uses new media although English is difficult." (S1)
"Yes, I feel motivated." (S3), (S8)
"Yes. I like the cartoon application." (S4)
"Yes." (S6), (S9), (S5)
"Not really, because I don't know English." (S10)

Most students were enthusiastic in using the cartoon media for writing started from signing up to creating the media using their own ideas regarding the topic. There were 8 students who were positive in using digital comic of MakeBeliefsComix for writing activity, 1 student was fair in the use of digital comic, and 1 student who did not really get encouraged in writing using English because he got difficulties in English. Most students who felt encouraged by the digital-based learning using MakeBeliefsComix application confirmed that it can make them enthusiastic and feel motivated to write in English although it is difficult for Management students as stated by [Farooq et al. \(2024\)](#) and [Kurniawan et al. \(2024\)](#) that the use of digital technology could enhance students' learning outcomes and give the positive experiences. [Yuliani & Hartanto \(2022\)](#) also confirmed that it's like giving an energy for students when the digital technology improvements are beneficial tool for them. Students will experience many new vibes in learning which affect to their learning outcomes.

With the use of digital comic of MakeBeliefsComix, students mostly could produce writing well with some struggles to write in foreign language although some errors still appeared. They wrote the dialogue in adequate titles with acceptable sentences. Students' writing also were good that assigned the topic well with concrete ideas and thoroughly developed. These aspects are in accordance with Broughton et al. (2002) that there are some aspects to study as the enhancement for students in writing such as (1) Mechanical problems of English writing, (2) The accuracy of English grammar and vocabulary, (3) The relation between writing style and the context, (4) The idea development of what to be written.

However, at least Management students did well in developing the content of writing using digital comic as they were interested in the use of visual characters, backgrounds, balloons and prompts, objects, and other features provided. It can grow students' imagination to write based on the topic and it proves that the use of innovative and interesting learning media, besides paper writing, can encourage students in writing.

CONCLUSION

There were three categories of error in students' writing using cartoon application MakeBeliefsComix which are mechanics, grammar, and sentence errors. The big percentage was found in mechanics for punctuation and capitalization. Students still did not pay attention to capitalize every beginning of word, a place, or people's name; middle punctuation (a comma); and a period to end the sentence. Management students also ignored the use of right question mark and exclamation for specific sentence needed to give clear identification for readers. Management students also faced difficulties in the use of correct grammar in writing using cartoon application such as in the case of translation sentence; question sentence; the use of verb 1, verb 2, and verb 3; modal verb, and the application of article *a*. in the case of sentence errors, fragment sentence such as missing subjects and verbs appeared in students' digital-based learning using cartoon application. Only one run-on sentence found for two sentences which run together without correct punctuation.

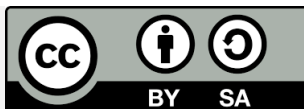
Most students perceived that the use of digital comic or digital-based learning for writing were interesting, not boring, giving them new experience, and fun. It motivated the to write and could develop their writing. Most students approved that grammar was the only obstacles in English writing since they are not in English major. However, from all difficulties encountered by students, they were still encouraged to write using new media of digital cartoon beside only on paper. To summarize, students were interesting and motivated in writing as the writing is clearer using digital media such as MakeBeliefsComix although some writing errors were still found in Management students' results.

Based on the limitations of this study, the researcher proposes some recommendations. First, it is highly hoped that English teachers will assign and make use of various innovative learning media for instance digital comic from MakeBeliefsComix for writing to motivate and make students become more enthusiastic and creative as a digital native. They also must introduce and expose some important aspects in writing such as mechanical problems, the accuracy of English grammar and vocabulary, the relation between writing style and the context, and the idea development to result good writing. There are discernible changes in this study since the students are involved in the use of digital tool of MakeBeliefsComix such as they can create dialogues in writing although there are some errors produced and they perceive that its use is interesting and giving them new experience in learning. Second, it is suggested that future researchers can apply some different digital media for writing activity, develop more instruments related to dialogue writing analyses, and expand the subjects in the study.

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