



Developing Description Writing Skills through Comic-based Story

Veronika Unun Pratiwi¹, Farida Nugrahani¹, Suhailee Sohnui², Maram Taher³

¹Universitas Veteran Bangun Nusantara, Indonesia

²Chiang Mai University, Thailand

³Hama University, Syria

*Correspondence to: dandy@stikom-bali.ac.id

Abstract: Writing descriptions is one of several forms of writing skills that express students' impressions, perceptions, and feelings. This study aims to create appropriate teaching resources for use in learning to write descriptions in the Indonesian language subject. The product in this study is a learning resource in the form of the comic book 'Kisah Teladan bersama Punakawan' for fourth-grade students at a state elementary school in Central Java. This is a modified Research and Development (R&D) study from Borg and Gall's (1983) development mode designed with a qualitative research method. Based on the feasibility validation of assessment learning resources from six validators, material experts, language experts, and media experts, the book was suitable for improving students' writing skills in the description text. It could be used as an additional learning resource for Indonesian subjects to improve students' skills in writing description text inspired by the *Punakawan wayang* stories.

Keywords: comic book, Indonesia language subject, teaching source, writing skill

Recommended citation: Pratiwi, V. U., Nugrahani, F., Sohnui, S., & Taher, M. (2024). Developing Description Writing Skills through Comic-based Story. *Journal of Innovation in Educational and Cultural Research*, 5(1), 149-154.

INTRODUCTION

Learning Indonesian, especially in elementary schools, must include all four language skills: listening, speaking, reading, and writing. People communicate and interact with one another as social creatures through language as media, both verbally and in writing. Each skill somehow relates to the other three (Boyd, 2018). Language skills are typically developed in an orderly: first, we learn to listen to language, then speak, and finally, we learn to read and write (Gee, 2018). The four skills cooperate to form a whole. These interconnected skills help complete the teaching and learning process (Terras & Ramsay, 2012). Each skill is also strongly linked to the systems that underpin language (Prinsloo et al., 2018). A person's language reflects his or her thought. The more qualified a person is at communicating, the brighter and more precise his thoughts will be. In addition, skills can only be developed and refined through practice and intensive training (Worth, 2016).

Writing skills in elementary schools fall into two distinct types: basic and advanced writing skills (Rezai et al., 2022). Writing skills can be emphasized in writing activities through tracing, bolding, imitating, completing, copying, and completing stories. Meanwhile, advanced writing skills focus on writing to express thoughts, feelings, and facts through discussions, instructions, and stories (Bereiter & Scardamalia, 2013; Purba, 2018). Enthusiasm is absent in writing in Indonesian language instruction in elementary schools, particularly at lower levels. Learning the Indonesian language at most elementary schools, especially at a state elementary school in Sukoharjo, where the teachers have not instructed students to develop skills in writing to communicate because language is presented as knowledge rather than a means of communication. Students memorize how to produce written works, but when it comes time to write, they have no idea where to begin. Furthermore, many students believe that learning about writing takes their time and energy, and their enthusiasm for learning to write, particularly in writing descriptions, is poor. This is why students have difficulty writing descriptions.

Teachers have provided advice using various approaches, including categorizing sentences, approaching students, and asking where their challenges are. Although this approach has been attempted, students have not been able to come up with a helpful description. Many students have ideas for writing but do not know where to begin. Some students do not grasp how to write and want modelling aid. As one of the primary language skills in this study, implementing visual media-assisted learning models may help learn to write. Writing descriptions is one of several forms of writing skills. It expresses a student's impressions, perceptions, and feelings. Description genre describes a specific object or event in clear and detailed words so that the reader appears to be experiencing or directly experiencing what the author describes (Biber & Conrad, 2019). Therefore, writing a description can be viewed as an essay used by the writer to convey his experiences, results of observations, and sentiments to the readers (Bal, 2018). To fulfil these demands, teachers should be able to use their skills in managing learning in the classroom, one of which is how to use media to help deliver

information and student acceptance of the subject matter. Thus, efforts must be made to address these gaps to attain educational success. In such a case, there is the use of media in the form of animation to visualize something abstract. Media is anything visual that serves as the means of communication (teaching and learning process) and tools that a teacher may use to transmit messages or learning materials to students to gain knowledge, skills, and positive attitudes (Lawrence & Tar, 2018).

The primary objective of learning media is to provide data that cannot be seen or is challenging to take in a clear way that may enhance understanding or improve one's perception. Writing is an essential passion as it can show an individual's emotions and outpouring of passion and communicate their points of view by reading picture-based stories (Tarigan et al., 2021). Comics are an example of a graphic story, a form of story visualization. Comics are illustrated stories in which the elements of the picture are of greater importance than the story itself. Image elements in comics are essential to understanding the story (Bach et al., 2016; Wang et al., 2022). The story of a comic book may be grasped without the use of words. The visual parts play an essential part in the story, and various cartoons are structured into a narrative. Similarly, comics are a collection of images structured into a series of stories. Relevant to this study, students can access comic or picture storybooks that allow them to explore personal experiences and learn the values embedded in the family and society. In line with this idea, students will be encouraged to reflect on their lives if good character models are presented. Furthermore, picture storybooks can be designated acceptable for students at lower educational levels to use as learning media.

The objective of the study is to help fourth-grade students at a state elementary school in Sukoharjo develop their writing skills by writing a description of the excellent characters of the Punakawan figure in the comic book 'Kisah Teladan bersama Punakawan'. Based on the results of the study's discussions with Indonesian language subject teachers at an elementary school in Sukoharjo, particularly in fourth grade, it was demonstrated that writing in early childhood through comic media still needed to be improved, especially in early childhood writing competence through comic media. Based on the concerns listed above, the interest of researchers motivated to discover answers to these issues is sparked. Researchers use a learning model as one of their approaches. The project-based learning paradigm can be expressed visually in a two-dimensional form as an outpouring of thinking to motivate students and their interest in learning. Project-based learning is a cutting-edge learning model or strategy focusing on contextual learning through complicated tasks (Connors-Kellgren et al., 2016). The production of a picture storybook media of the comic book 'Kisah Teladan bersama Punakawan' to improve fourth-grade students' reading interest at a state elementary in Sukoharjo is worthy of analysis to help improve the students' reading interests as well as to enrich their knowledge of local wisdom of their society.

METHODS

This research and development (R&D) study was designed using a qualitative method. This study is on the modified research and development design of Borg and Gall's development model (Gall et al., 1996). The product produced in this study is a learning resource in the form of the comic book 'Kisah Teladan bersama Punakawan' for fourth-grade students in a state elementary school in Sukoharjo, Central Java. This research and development study aims to create appropriate teaching resources for learning to write descriptions in Indonesian language subjects. All sources from the surrounding environment, materials, and learning resources can be used to improve students' understanding of the subject taught by teachers to achieve learning objectives, which begin from the surrounding environment, materials, and learning resources. This research's data sources are primary and secondary. Primary data sources were obtained from students and class teachers and the learning process in class. Meanwhile, secondary data sources were obtained from documents in archives such as syllabi, Indonesian lesson plans for fourth grade in a state elementary school in Central Java, photos of Indonesian language lessons, and pretest scores.

The data used in this research consisted of data on skills in writing descriptive texts obtained by tests, student activities in the learning process of writing descriptive texts, and data on teacher performance in using comic media obtained from observations. Several techniques were used to examine the feasibility of Punakawan comic-based learning materials, including teacher interviews, student responses to questionnaires, data analysis techniques, picture storybook assessment sheets, and response questionnaires. The sampling method used in this study was random sampling because the samples were taken randomly. The feasibility of evaluating learning materials had been verified by six validators: material experts, language experts, and media experts. Validation analysis was performed by calculating the average score of the validators and then converting it into criteria, as indicated in Table 1 below (Arikunto, 2010).

Table 1. Level of media feasibility

Score in per cent (%)	Feasibility Categories
< 21 %	Totally Not Feasible
21 – 40 %	Not Feasible
41 – 60 %	Fairly Feasible
61 – 80 %	Feasible
81 – 100 %	Very Feasible

After collecting the data, the next step was to evaluate the feasibility of Punakawan comic learning material by evaluating the expert material's response and calculating the average score.

RESULT AND DISCUSSION

Elementary school-aged children are at the concrete operational stage. This shows that children prefer bodily or natural things (Türel & Ayşe Gür, 2019). Furthermore, children have a high level of creative power. Picture storybooks can channel children's creative imagination, rendering it more enticing and motivating them to do something (Bland, 2022; Cohn, 2020). Picture storybooks can help students transform ideas into language by providing great inspiration and motivation to continue the learning process, particularly in teaching writing descriptions (Bintz & Chaghervand, 2023). Many children will face writing problems if learning about writing remains neglected. Picture storybooks or comics make it easy for students to recall and comprehend the narrative (Danaei et al., 2020).



Figure 1. Sample of the Comic Book 'Kisah Teladan bersama Punakawan'

The results of a preliminary study on fourth-grade students at a state elementary school in Sukoharjo Regency used observation and interviews with teachers. This study was inspired by the fact that learning media are less varied, relying primarily on printed media in textbooks, making students less engaged and quickly bored when driven to write about description text. The influence of non-media learning results in students needing to grasp the subject. Seeing the requirements of fourth-grade students, the author uses a picture storybook learning medium to improve students' motivation and skills in writing a description text about Punakawan wayang figures' noble characters. The comic book *Kisah Teladan bersama Punakawan* results from product development as a learning resource book that includes the Indonesian language subject, especially in writing skills. Writing material in Indonesian, specifically regarding activities, relates to social life. The title, introduction, and character introduction appear in the section before beginning the material in preparing this picture storybook. The author's statements about the objectives needed in learning activities using image storybooks and the target picture storybook users appear in the prologue. To help students comprehend the characters in the picture storybook, the initial section introduces the characters in the comic book 'Kisah Teladan bersama Punakawan'.

This revealed storybook product is designed and developed to increase fourth-grade competence at a state elementary school in Sukoharjo. The comic about Punakawan Wayang characters contains colourful pictures and gripping stories based on Punakawan Wayang stories. The objective is to increase students' interest and skills in writing description texts about Punakawan figures' noble characters. The validation results from three material expert validators obtained 78% results with the category suitable for use as learning resources;

from these results, it can be determined that both the content of the book and the arrangement of the material follow the characteristics of learning skills in Indonesian language subject at the elementary school. The objectives of developing description text writing skills in the Indonesian language topic at a state elementary school in Sukoharjo include using language readily understood by elementary school-age students, improving understanding of wayang, and honing skills in writing genre descriptions. A language learning program to develop knowledge and skills in writing description texts in Indonesian subjects and learning positive character education obtained from studying noble character stories of wayang Punawakan characters are provided in elementary school. With the validation results that it is feasible, it can be determined that this book could raise knowledge about wayang stories and the use of writing skills in the Indonesian subject based on the level of development of primary school-age students, hence improving the learning process in writing a description text.

The validation of three media expert validators resulted in a score of 76.23%, with the category easy to use as a learning resource. However, some improvements must be made. Revisions must make this book more engaging and aligned with usual book standards. This book can be distributed in PDF format and printed as a physical book. Following [Daniel \(2020\)](#), the following techniques are used to choose good learning resources: (1) Economical: it does not have to be expensive; (2) Practical: it does not require complicated management; (3) Simple: it is easy to use and readily available, and (4) Flexible: it may be used for a variety of educational objectives. Based on the expert's comment in this book, it is simple to use and can be shared in file form ([Burroway et al., 2019](#)). The linguist validator provided 81.22% with an appropriate category to be used as a learning resource. Based on the linguist validator's assessment results, the language used in the book is appropriate for elementary school students' developmental levels. It makes it easy to understand the comic book *Teladan Kisah with Punakawan*.

A small trial was conducted after evaluating learning resources and assessing student readability. The trial begins with students observing the comic book '*Kisah Teladan bersama Punakawan*'. It concludes with their turning out a readability questionnaire that examines the book's layout, knowledge of the subject, the use of language, and interest in reading. The students' readability questionnaire evaluation results scored 96 out of a possible total score of 100, with a percentage result of 96%. Based on the questionnaire assessment, the learning resources were classified as highly satisfactory. According to [Rapanta et al. \(2020\)](#), learning resources are anything used to facilitate learning, meaning that learning resources can take any form, including messages, people, materials or materials, equipment, environment, etc. Concerning this opinion and the results of the students' readability questionnaire assessment, it can be concluded that using the learning resource of the comic book '*Kisah Teladan bersama Punakawan*' makes it easier for students to understand the subject of writing skills in the Punakawan wayang story through Indonesian subject chapter.

Teacher Readability Level. A trial was conducted with three teachers to determine the teacher's readability of the comic book '*Kisah Teladan bersama Punakawan*', beginning with showing the book to the teacher and ending with filling out a readability questionnaire that discussed the appropriateness of learning objectives, use of language, interest, and ease of using learning resources. The teacher's readability questionnaire results scored 196 out of a possible total score of 200, with a percentage result of 92.76%; based on the questionnaire evaluation, the learning resources were classified as highly useful. According to the teacher, the cover's appearance and colour scheme are appealing and appropriate for the book's content. The title of the storybook chosen is simple and concise, takes attention, and conveys the fundamental outline of the story. The material or content of the story follows the learning objectives, and the evaluation questions are easy to understand. Based on this opinion and the teacher's readability questionnaire assessment results, using the learning resource comic book '*Kisah Teladan bersama Punakawan*' helps teachers in the teaching and learning process of writing description text through Punakawan wayang stories.

The media expert validity test used in this study consists of assessing the display aspect, which includes indicators to determine the level of clarity of information such as size accuracy, image arrangement accuracy, image attractiveness, learning media simplicity, integration of visual aspects, suitability of illustration images, and flow clarity of the comic book '*Kisah Teladan bersama Punakawan*'. Three material expert validators rated the feasibility of assessing learning content at 78%. Regarding the linguist validation results, the experts agreed to provide 81.22% with a feasible category for use as a learning resource. The results of the teacher's readability questionnaire scored 96%. The results of this study correspond to those of [Sigit et al. \(2024\)](#), [Bingjie et al. \(2022\)](#), and [Wallner \(2019\)](#) on developing comic learning media to have a significant effect on students' attention, interest, motivation, etc., making learning activities more enjoyable while also making it easier for teachers to deliver the material. Furthermore, [Rahmi and Rahmati \(2020\)](#) showed that using comic media improved student learning outcomes, with student learning activities increasing by 77.8%. Using an appropriate medium may increase the efficiency of the media itself. Students are enthusiastic about using TikTok as a video aid in EFL classroom lessons and utilize it as an English language learning approach outside of the classroom. The students revealed an intense desire for their teachers to advise and encourage them to use TikTok for efficient English language learning. Comic validation has a feasibility level of 91% based on material expert

evaluation, 88% by media experts, and 91% based on student answers as users of comic learning media (Rahmatin et al., 2021). Like the present study, comics have been proven to be an effective alternative learning material that can be used in learning activities and help students learn at school and home.

CONCLUSION

This study is inspired by the fact that the learning media are less varied, mainly relying on printed media in textbooks, making students less engaged and quickly bored when driven to write about description text. The comic book 'Kisah Teladan bersama Punakawan' for fourth-grade students of a state elementary school in Sukoharjo, Central Java, is introduced as the result of research and product development. The book is suitable for use to enhance students' writing skills on description text, based on the results of the feasibility validation of assessment learning resources from six validators, material experts, language experts, and media experts. It could be used as an additional learning resource for Indonesian subjects to improve students' skills in writing description text inspired by the Punakawan wayang stories.

REFERENCES

- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik*. PT Remaja Rosdakarya.
- Bach, B., Kerracher, N., Hall, K. W., Carpendale, S., Kennedy, J., & Henry Riche, N. (2016). Telling stories about dynamic networks with graph comics. In *Proceedings of the 2016 CHI conference on human factors in computing systems* (pp. 3670–3682).
- Bal, M. (2018). Reading and writing experiences of middle school students in the digital age: Wattpad sample. *International Journal of Education and Literacy Studies*, 6(2), 89–100.
- Bereiter, C., & Scardamalia, M. (2013). *The psychology of written composition*. Routledge.
- Biber, D., & Conrad, S. (2019). *Register, genre, and style*. Cambridge University Press.
- Bintz, W. P., & Chaghervand, S. M. (2023). From motivation to inspiration: Using picturebook biographies to inspire all learners, especially English language learners. *Georgia Journal of Literacy*, 45(2), 15–32.
- Bland, J. (2022). *Compelling stories for English language learners: Creativity, interculturality and critical literacy*. Bloomsbury Publishing.
- Borg, W. R., & Gall, M. D. (1983). *Educational research: An introduction*. Longman.
- Boyd, B. (2018). The evolution of stories: From mimesis to language, from fact to fiction. *Wiley Interdisciplinary Reviews: Cognitive Science*, 9(1), e1444.
- Burroway, J., Stuckey-French, E., & Stuckey-French, N. (2019). *Writing fiction: A guide to narrative craft*. University of Chicago Press.
- Cohn, N. (2020). Visual narrative comprehension: Universal or not? *Psychonomic Bulletin & Review*, 27(2), 266–285.
- Connors-Kellgren, A., Parker, C. E., Blustein, D. L., & Barnett, M. (2016). Innovations and challenges in project-based STEM education: Lessons from ITEST. *Journal of Science Education and Technology*, 25(6), 825–832.
- Danaei, D., Jamali, H. R., Mansourian, Y., & Rastegarpour, H. (2020). Comparing reading comprehension between children reading augmented reality and print storybooks. *Computers & Education*, 153, 103900.
- Daniel, S. J. (2020). Education and the COVID-19 pandemic. *PROSPECTS*, 49(1–2), 91–96.
- Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction*. Longman Publishing.
- Gee, J. P. (2018). Reading as situated language: A sociocognitive perspective. In *Theoretical models and processes of literacy* (pp. 105–117). Routledge.
- Lawrence, J. E., & Tar, U. A. (2018). Factors that influence teachers' adoption and integration of ICT in teaching/learning process. *Educational Media International*, 55(1), 79–105.
- Li, B., Ren, K., Guo, Q., Huang, X., & Chen, J. (2022). Analysis on the moderating effect of innovation and entrepreneurship education mode and locus of control of college teachers and students based on comic style recognition. *Frontiers in Psychology*, 13.
- Prinsloo, C. H., Rogers, S. C., & Harvey, J. C. (2018). The impact of language factors on learner achievement in science. *South African Journal of Education*, 38(1), 1–14.

- Purba, R. (2018). Improving the achievement on writing narrative text through discussion starter story technique. *Advances in Language and Literary Studies*, 9(1), 27.
- Rahmatin, U., Katili, M. R., Hadjaratie, L., & Suhada, S. (2021). Pengembangan media komik untuk pembelajaran materi logika dan algoritma komputer. *Jambura Journal of Informatics*, 3(1), 11–19.
- Rahmi, I., & Rahmati, R. (2020). Application of comic media to improve learning outcomes and educational affective students on straight motion material in class VIII SMP Negeri 1 Darul Imarah Aceh Besar. *Jurnal Phi: Jurnal Pendidikan Fisika dan Fisika Terapan*, 1(2), 27–36.
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the COVID-19 crisis: Refocusing teacher presence and learning activity. *Postdigital Science and Education*, 2(3), 923–945.
- Rezai, A., Namaziandost, E., & Rahimi, S. (2022). Developmental potential of self-assessment reports for high school students' writing skills: A qualitative study. *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)*, 41(2), 163–203.
- Sigit, S. D. L., Arif, Z., Ariyanto, A., & Saputro, A. D. (2024). Comic strip media as an innovative media for adab learning. *Journal of Educational Technology and Instruction*, 3(1), 79–87.
- Sugiyono, D. (2013). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*.
- Tarigan, K. E., Sawalmeh, M. H., & Stevani, M. (2021). Storytelling in Instagram: Exploring a creative learning in digital era. *International Journal of English Language Studies*, 3(12), 01–09.
- Terras, M. M., & Ramsay, J. (2012). The five central psychological challenges facing effective mobile learning. *British Journal of Educational Technology*, 43(5), 820–832.
- Türel, A., & Ayşe Gür, E. (2019). Effects of primary school's physical environment on children's spatial perception and behavior. *Archnet-IJAR: International Journal of Architectural Research*, 13(2), 425–443.
- Wallner, L. (2019). *Framing education: Doing comics literacy in the classroom* (Vol. 34). Linköping University Electronic Press.
- Wang, Z., Romat, H., Chevalier, F., Riche, N. H., Murray-Rust, D., & Bach, B. (2022). Interactive data comics. *IEEE Transactions on Visualization and Computer Graphics*, 28(1), 944–954.
- Worth, S. (2016). *Studying visual communication*. University of Pennsylvania Press.