

Japanese Comic Strips in Increasing Writing Learning Achievement

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Abstract.

The purpose of this study was to determine the effect of using Japanese comic strip media on students' writing skills. This study used a quasi-experimental method with a one-group pretest and posttest experimental design. The study was conducted in two classes (60 students) who received writing courses in the even semester of the 2023-2024 academic year. The data collection process used documents, observations and tests. The data analysis technique used a two-sample paired t-test. The test results showed $t\text{-stat} < t\text{-table}$ ($-49.4457 < 2.0009$), meaning that the use of Japanese comic strip media had a significant effect on students' Japanese writing skills. The pre-test results concluded that the high error rate was in the aspects of organization, logical development of ideas and grammar. However, the post-test results showed that the error rate was very small and below 30%. The results of the study have implications for the development of comic strip media as a tool for learning to write Japanese and students have also become familiar with Japanese culture from stories in comics.

Keywords: *Comic Strips, Japanese, Learning and Writing .*

I. INTRODUCTION

The results of the analysis of teaching document data from lecturers in the Japanese writing course concluded that students' Japanese writing skills in the 2022-2023 academic year were still low. From the results of the final grade data for this course, the average passing rate of the two classes for grade B was 15%, grade A was 10%, grade C was 20%, grade D was 40% and grade E was 15%. From this process, it is known that 45% of students passed the writing course in the even semester (semester 4) and the failure rate for this course was 55%. From the results of discussions with colleagues, it was concluded that there were difficulties for students in developing their writing and mastery of grammar. The teaching techniques that have been used so far have been adjusted to the needs of writing activities. However, from the results of the evaluation of student input notes at the end of the teaching, it was concluded that the writing activities carried out in class so far were boring and there was no media that stimulated their level of enthusiasm for learning. Therefore, this study offers the use of comic strips for 4th-semester students in the process of learning Japanese writing. From several previous studies, it is known that the use of manga comics increases students' motivation and fosters their idea skills in writing texts [1].

Moreover, many digital comics can be accessed by students through the technological devices they have and this media is considered effective in improving language competence [2]. Students also provide positive feedback on the use of digital comics to help them develop various language skills and help students enjoy and increase their interest, especially in learning writing skills [3], [4], [5]. Comic strips in language teaching can improve students' vocabulary, improve students' grammar competence, support students' reading skills, and help students who lack writing skills [6], [7]. In addition, comic strips can be an alternative learning media in the process of conveying messages or opinions [8]. Another study concluded that comics with their various features have the potential to increase motivation and creativity as well as students' interest in understanding concepts [9]. Moreover, so far many Indonesian students have an interest in Japanese comics. However, comics as a teaching medium have not been widely utilized by teachers [10].

Comics provide a more efficient learning process because of the use of simple language, clear images, and follow-up questions to ensure that everyone understands what is happening [11]. Therefore, from the findings of the problem and several previous researchers, it is known that comic strips can be a media or tool for learning Japanese writing effectively. However, this study does not only focus on improving

Japanese writing skills, but this study also analyzes every development in aspects of good writing that will be assessed. In addition, another novelty that this study wants to study further is the extent to which students understand the material for learning Japanese writing through comic strips. Thus, this study can not only provide benefits in choosing the right media for learning to write through comics as one of the literary works that are widely in demand by students but also in the development of mastery of Japanese writing teaching materials. So, the purpose of this study is to obtain the impact of using Japanese comic strips on students' writing skills.

II. METHODS

This study uses a quasi-experimental method with a one-group pretest and posttest experimental design. Quasi-experimental research focuses on one group, namely the experimental group without a comparison or control group [12]. So, in this study, there is no control group. Still, this study focuses on providing experimental group treatment to determine the improvement of students' Japanese writing skills using Japanese comic strips. Research activities are carried out according to the lecture schedule set by the study program. So, Japanese writing learning activities using comic strips are carried out in 10 meetings, 1 meeting for the pre-test and 1 meeting for the post-test. The study was conducted in two classes (60 students) who received writing courses in the even semester of 2023-2024. Research activities were carried out from March to May 2024. The data collection process uses documents, observations and tests. Documents are taken from the results of lecturers' teaching notes during writing classes in the 2022-2023 academic year to identify problems in the early stages of the study.

Observations were conducted during the treatment process or implementation of the teaching and learning process. Tests were given before and after treatment to determine the level of students' Japanese writing ability. The test assessed five aspects: (1) organisation (introduction, content, and conclusion), (2) logical development of ideas, (3) grammar, (4) punctuation, spelling, and mechanics, and (5) style and quality of expression. The data analysis technique used a two-sample paired t-test. Meanwhile, the test given in the speaking class used an oral test, and the assessment test had five aspects, namely pronunciation, grammar, vocabulary, fluency, comprehension, and assignments [13], [14]. Meanwhile, the tests given in speaking classes use oral tests, and the assessment tests have five aspects, which are pronunciation, grammar, vocabulary, fluency, comprehension, and task [14], [15]. The data analysis technique used a two-sample paired t-test.

III. RESULT AND DISCUSSION

The results of this study present the findings related to the development of Japanese writing skill scores through the medium of Japanese comic strips in the form of a comparison graph before and after being given the treatment of applying comic strips, the average score on each component of student writing assessment, the class average score, the score lowest and highest values before and after treatment, and the results of a two-sample paired t-test.

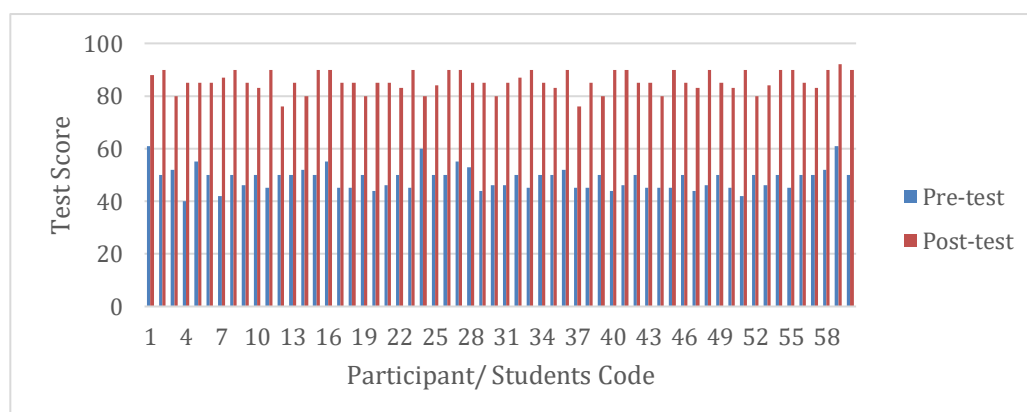


Fig 1. Score for Pretest and Posttest That Shows Students' Learning Writing Achievement

Graph 1 shows that in the pre-test results, the most marks obtained were 50 by 23 students and the least marks obtained by students were 40, 53, and 60 (1 student each). While the post-test results showed that the most values obtained are 85 and 90 with each number of students as many as 19 people. The highest score on the pre-test was 61 and on the post-test was 92. The lowest score on the pre-test was 40 and on the post-test was 76. While the mean score of the pre-test was 48.7 and the mean score of the post-test was 85.6. From the results of the distribution of values can be said that 100% of students who took writing courses have passed. From each component of writing assessment has also shown quite significant progress depicted in the table below.

Table 1. Percentages of Aspects of Student Writing Assessment

	Components	Pre-test (%)	Post-test (%)
1	Organization (introduction, content, and conclusion),	77%	28%
2	Logical development of ideas	89%	20%
3	Grammar	78%	20%
4	Punctuation, spelling, and mechanics,	50%	25%
5	Style and quality of expression	52%	20%

The percentage in Table 1 shows the results of processing the error rate in each aspect of students' Japanese writing assessment from the text of the pre-test and post-test results. The results of the pre-test concluded that a high level of errors exists in the aspects of organization, logical development of ideas and grammar. However, the results of the post-test showed that the error rate was already very small and was below 30%. In other words, it can be concluded that the use of comic strips has a positive impact on each aspect of student writing assessment.

Table 2. The result of the t-test for the Japanese Writing Test Using Japanese Comic Strips

t-Test: Paired Two Sample for Means	
Mean	48.66
Variance	18.97
Observations	60
Pearson Correlation	0.024
Hypothesized Mean Difference	0
df	59
t Stat	-49.4457
P(T<=t) one-tail	5.0079
t Critical one-tail	1.6711
P(T<=t) two-tail	1.00159
t Critical two-tail	2.00099

The t-test produces the conclusion that $t \text{ Stat} < t\text{-table}$ ($-49.4457 < 2.0009$), it means that the use of Japanese comic strip media has a significant impact on student Japanese writing. The results of the observations during the administration of the treatment also showed that the students experienced an increased interest in reading which impacted the development of writing ideas. They are attracted to the images in the comic strips and the simple and clear storyline. At the time of treatment in class, students have the opportunity to review the comic story that has been previously owned to be developed into a story according to the context of the topic given. Even the group discussion activities conducted also build cooperation and teamwork. Students have an interest in reading other learning resources. Even they have better reading habits than before. Student writing also has a more varied vocabulary. It is in line with the findings in previous studies that comic-based learning is effective because students are proven to have learned the vocabulary taught [16]. Each sentence written has also undergone a fairly significant development of the grammatical aspects learned so far [17]. Especially on the writing presented in a simple comic so that it is easy to understand by students.

Other studies have also proven that comic strips not only improve the vocabulary enrichment of students, grammar only, can also help students who lack confidence in developing their writing and improve their reading skills as well. However, the challenge faced is the relevance of the story in the comic strips with

the choice of topics that students should use in developing Japanese writing [6]. Therefore, this study gives freedom to students in choosing comic strips. Each student should have several comics as reference media to learn to write according to the topic previously given to students. However, the use of comic strips has had a significant impact on writing learning [18], [19], [20]. The results of the study have implications for the development of comic strips as a tool for learning to write Japanese and students have also known Japanese culture from the story in the comic. Many students explore various Japanese cultures through the stories in comics. The instructors also understood how the application of comic strips for Japanese writing classes. This also has implications for the development of the teaching competence of lecturers related to the development of classroom management skills so that the preparation of teaching strategies and media can be under learning objectives and quality demands of graduates in the global era.

IV. CONCLUSION

The results of the study concluded that overall students experienced an increase in their Japanese writing skills using Japanese comic strips and 100% of students had passed the Japanese writing course. The results of the t-test showed $t\text{-stat} < t\text{-table}$ ($-49.4457 < 2.0009$), meaning that the use of Japanese comic strip media had a significant effect on students' Japanese writing skills. In addition, the use of comic strips has also built better reading habits in students and built interest in reading other than comics. Comic strips used in Japanese writing learning not only increase vocabulary enrichment, better mastery of Japanese grammar, development of writing ideas, but also introduction to culture in Japanese language learning through the content of the story in the comic strips.

This study is still limited to testing comic strip media to improve Japanese writing skills and has not been associated with writing teaching strategies, or digital technology multimedia so the results of this study can still be developed. Further researchers or lecturers can test the combination of Japanese writing teaching strategies with digital comic strip media to improve Japanese writing skills. The results of the study have implications for the development of comic strip media as a tool for learning to write Japanese and students have also become acquainted with Japanese culture from the stories in the comics. Educational institutions or universities can use the results of this study as a guideline in developing pedagogical skills, especially in providing digital learning resources, or learning strategies that suit student needs and current scientific developments.

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