

EXPLORING STUDENTS' PERCEPTIONS OF COMICA USE THROUGH PROJECT-BASED LEARNING IN ENGAGEMENT AND ENGLISH WRITING PERFORMANCE

Rulli Adha Dahrian Ritonga¹, Maya Puspitasari², Aminudin Zuhairi²

Universitas Terbuka

rulliritonga27@guru.sma.belajar.id

*Corresponding author

Article History

First Received:
(August 26, 2026)

Revised:
(August 30, 2026)

Accepted:
(September 6, 2026)

Final Proof Received:
(September 7, 2026)

Published:
(September 8, 2026)

ABSTRACT

Writing is one of the most challenging skills for English as a Foreign Language (EFL) learners because it requires language proficiency, critical thinking, and effective communication. This study aimed to explore students' perceptions of using Comica through Project-Based Learning (PjBL), examine their engagement and writing development, and identify challenges in creating digital comics. A qualitative case study involved 36 eleventh-grade students at SMA Negeri 1 Rantau Utara. Data were collected through classroom observations, semi-structured interviews, and product assessment, and analyzed using the Miles and Huberman interactive model with NVivo 15. Writing development was examined through students' comic products based on idea development, organization, vocabulary, grammar, and mechanics. The findings indicated that students perceived Comica and PjBL as supporting behavioral, emotional, and cognitive engagement. Students' experiences and comic products also suggested development in generating and organizing ideas, vocabulary use, grammar awareness, collaboration, and written communication. However, students encountered challenges related to English proficiency, technical problems, and transforming longer texts into concise comic dialogues. Overall, integrating Comica with PjBL provided a supportive and engaging learning experience for EFL writing, although successful implementation requires attention to students' language abilities, technical readiness, and the adaptation of written ideas into comic dialogue.

Keywords: Comica application, Project-Based Learning, student engagement

INTRODUCTION

Writing is one of the most challenging language skills for English as a Foreign

Language (EFL) learners because it requires the integration of linguistic knowledge, critical thinking, and effective



Copyright ©2026 The Author(s)

This is an open access article under the [CC-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.

communication (Pratiwi et al., 2021; Richards & Sadeghi, 2021). Unlike receptive skills such as reading and listening, writing requires learners to generate and organize ideas, select appropriate vocabulary, apply grammatical structures, and communicate meaning coherently (Lindsay, 2020). Consequently, writing competence is important for students' academic achievement and future professional communication (Ramzan et al., 2003). However, many EFL learners experience difficulties in writing due to limited vocabulary, inadequate grammatical knowledge, difficulties in organizing ideas, and low confidence in expressing their thoughts (Pratiwi et al., 2021; Richards & Sadeghi, 2021). These difficulties can become more pronounced when writing instruction relies heavily on teacher explanations and conventional text-based exercises, which may provide limited opportunities for students to engage creatively and collaboratively in the writing process.

Student engagement is closely related to students' participation and involvement in the writing process. Fredricks et al. (2004) conceptualize engagement as a multidimensional construct comprising behavioral, emotional, and cognitive dimensions. Behavioral engagement refers to students' participation, effort, persistence, and involvement in learning activities; emotional engagement concerns students' interest, enjoyment, and attitudes toward learning; while cognitive engagement reflects students' investment in understanding, applying strategies, and solving learning problems. In the present study, this framework served as an analytical lens for examining how students experienced the integration of Comica through Project-Based Learning (PjBL).

The three dimensions informed the formulation of the research questions and the development of classroom observation indicators. Behavioral indicators included participation, task completion, collaboration, and persistence; emotional indicators included interest, enjoyment, confidence, and willingness to participate; while cognitive indicators included idea generation, problem solving, decision-making, revision, and the application of language knowledge. These dimensions also guided the coding and categorization of observational and interview data and were used to interpret students' engagement throughout the digital comic creation process. Thus, Fredricks et al.'s framework provided a consistent basis for examining engagement across data sources rather than treating engagement as a single, general construct.

The contextual problem identified in the present study further demonstrates the need for an alternative approach to writing instruction. Initial classroom observations at SMA Negeri 1 Rantau Utara indicated that several eleventh-grade students had difficulty developing ideas, organizing information, selecting appropriate vocabulary, and applying grammatical structures in English writing. Some students also showed limited participation during conventional writing activities, particularly when tasks required them to produce extended written texts individually. More specifically, 22 of the 36 students (61.1%) did not achieve the school's minimum mastery criterion (KKM) of 75 in English writing. These findings indicate that the challenges involved not only students' linguistic abilities but also their engagement in the writing process. Accordingly, an instructional approach that combines language production with opportunities for



creativity, collaboration, and active participation is needed.

Among various digital learning media, digital comics have emerged as a promising tool for improving students' writing skills by integrating visual storytelling with language production (Astuti et al., 2024; Mursolimah & Roemitoyo, 2023; Nugroho, 2024). Previous studies have mainly examined digital comics from separate perspectives, focusing on writing performance, motivation, creativity, or students' perceptions (Mariani et al., 2024; Rutta et al., 2021; Wardani, 2024). Similarly, studies of Comica have emphasized its potential to enhance enthusiasm, creativity, and writing skills through interactive comic creation (Yuliastuti & Rohaeti, 2022; Suciawaty, 2023). However, limited research has examined perceptions, engagement, writing performance, and learning challenges simultaneously within a Project-Based Learning (PjBL) environment. Therefore, this study contributes by integrating these dimensions to provide a comprehensive understanding of how Comica-supported PjBL shapes students' engagement and writing development in EFL learning.

Although previous studies have reported the potential of digital comics to support writing development and learning motivation, several important gaps remain. Existing research has generally focused on writing performance, motivation, or creativity, with less attention to student engagement as a multidimensional construct encompassing behavioral, emotional, and cognitive dimensions (Fredricks et al., 2004; Liem & Wong, 2022). Although digital comic platforms such as Webtoon, MangaToon, and Canva have been explored in language education (Mariani et al., 2024; Rutta et al., 2021;

Wardani, 2024), limited research has examined Comica within a structured Project-Based Learning (PjBL) environment (Yuliastuti & Rohaeti, 2022; Suciawaty, 2023). The pedagogical novelty of this study lies in integrating Comica with PjBL to facilitate multimodal and project-based writing activities. The research novelty lies in qualitatively examining, within this integrated context, students' perceptions, multidimensional engagement, writing performance, and challenges as interconnected aspects of their learning experiences.

To address the identified research gap, this study integrates the Comica application into a Project-Based Learning (PjBL) approach. Previous studies on digital comics have predominantly employed quantitative or classroom-based experimental designs to examine writing performance, motivation, creativity, or learning outcomes, with findings generally indicating positive effects (Mariani et al., 2024; Rutta et al., 2021; Wardani, 2024). Studies specifically investigating Comica have similarly emphasized students' enthusiasm, creativity, and writing development, but have provided limited evidence concerning students' behavioral, emotional, and cognitive engagement (Yuliastuti & Rohaeti, 2022; Suciawaty, 2023). Moreover, these studies have rarely examined students' perceptions, writing development, engagement, and challenges as interconnected experiences within a PjBL setting. Therefore, the pedagogical novelty of this study lies in integrating Comica with PjBL, while its research novelty lies in using a qualitative approach to comprehensively examine students' perceptions, engagement, writing development, and challenges within a secondary EFL writing context.



Accordingly, this study aims to investigate students' perceptions of using Comica, examine how its integration through Project-Based Learning (PjBL) shapes students' engagement and English writing performance, and identify challenges encountered during digital comic project development. These aims are addressed through three research questions: (1) How do students perceive the use of Comica in relation to their engagement and English writing performance? (2) How does integrating Comica through PjBL shape students' engagement and English writing performance? and (3) What challenges do students face when using Comica to create digital comic projects for developing their English writing performance? The findings are expected to contribute to technology-supported EFL writing instruction by extending understanding of student engagement and providing teachers with an innovative approach to supporting writing development through meaningful, project-based learning experiences.

METHOD

This study employed a qualitative case study design to explore students' experiences with the Comica application integrated into Project-Based Learning (PjBL) and its role in shaping student engagement and English writing performance. The case focused on one eleventh-grade class at SMA Negeri 1 Rantau Utara and was conducted over a two-month period through four instructional sessions. The PjBL implementation involved key stages, including introducing the project and determining learning objectives, planning and developing digital comic projects, creating and revising the comics using Comica, and presenting and reflecting on

the final products. The classroom teacher facilitated the learning activities, provided instruction and feedback, and guided students throughout the project. Meanwhile, the researcher acted as a non-participant observer, documenting classroom activities, students' engagement, and their experiences with Comica, as well as conducting interviews and analyzing the collected data.

The research was conducted at SMA Negeri 1 Rantau Utara, involving 36 eleventh-grade students who participated in the learning activities. For the in-depth interviews, six students (three males and three females) were purposively selected to represent diverse levels of participation and experiences during the Comica-supported PjBL activities. The selection considered students' engagement during the learning process, their willingness to participate in interviews, and gender representation. This approach was intended to capture not only positive experiences from highly engaged students but also varying perspectives, including difficulties and challenges encountered by students with different levels of participation. By selecting participants with diverse experiences, the study sought to obtain a more balanced and comprehensive understanding of students' perceptions, engagement, writing development, and challenges related to the use of Comica.

A qualitative case study was chosen because it enables an in-depth investigation of authentic classroom practices and students' perspectives in a real educational setting without manipulating the learning process, as Creswell and Poth (2023) state that qualitative case studies are particularly suitable for investigating real-life educational practices by providing rich contextual insights into participants' experiences. This design provided



contextual insights into how students interacted with Comica during project-based writing activities and how engagement emerged throughout the instructional process.

Three instruments were employed to collect the data: classroom observation, semi-structured interviews, and product assessment. Classroom observations were conducted using a modified observation checklist adapted from D'Mello et al., (2018) to examine behavioural, emotional, and cognitive engagement during the implementation of the PjBL stages with the Comica application. Semi-structured interviews consisting of twelve open-ended questions for students and six questions for the teacher were conducted in Indonesian to explore participants' perceptions, learning experiences, benefits, and challenges in using Comica for English writing, following Creswell and Poth (2023), who emphasize that interviews are an essential source for understanding participants' experiences and interpretations. In addition, students' final digital comic projects were evaluated using a descriptive product assessment rubric focusing on language use, generic structure, storytelling, visual organization, and digital creativity, as suggested by Hariyantini et al., (2026), who argue that descriptive rubric-based product assessment enables systematic and objective evaluation of students' creativity, language use, and story organization.

The collected data were analysed using the interactive model of Miles and Huberman (1984, as cited in Sugiyono, 2020), including data reduction, data display, and conclusion drawing with verification. Observation data were analysed descriptively through narrative reports to describe classroom interactions, students' participation, and engagement during learning activities, supported by

Kaffah et al., (2023), who reported that descriptive narrative observation effectively captures students' learning behaviours and writing development. Interview data were transcribed, coded, categorized, and analysed thematically using NVivo 15, which Lumivero (2023) explains facilitates systematic coding and theme identification, while Tang (2023) highlights its effectiveness in improving the accuracy and efficiency of qualitative data analysis. Finally, the product assessment results were analysed descriptively using the rubric scores to support the interpretation of students' writing development and triangulate the findings obtained from observations and interviews.

FINDINGS AND DISCUSSION

This study employed the Miles and Huberman interactive model, supported by NVivo version 15, to analyze the qualitative data. The analytical process was conducted systematically through several stages. First, all interview recordings were transcribed verbatim, while classroom observation notes and relevant documentation were organized and prepared for analysis. Second, the interview transcripts, observation records, and supporting documents were imported into NVivo 15. Third, the researcher conducted initial or open coding by identifying meaningful statements and assigning descriptive codes. Fourth, similar codes were reviewed and grouped into broader categories. The categories were subsequently developed into themes based on the research questions, including students' perceptions of Comica, behavioural engagement, emotional engagement, cognitive engagement, writing performance, and challenges encountered during digital comic creation. Fifth, NVivo 15 was used to organize the relationships among codes and categories and to generate

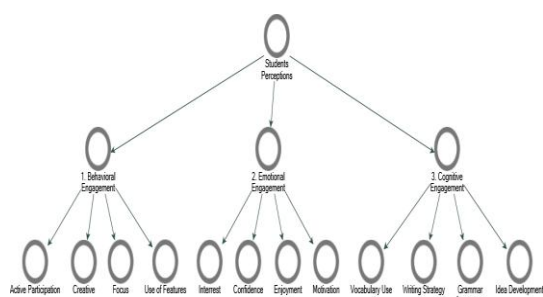


visualizations, including coding charts and hierarchy maps. Finally, the emerging themes were interpreted by comparing patterns across interview and observational data, relating the findings to relevant theories and previous studies, and drawing conclusions.

The analysis distinguished clearly between students' perceptions and actual engagement. Students' perceptions were primarily derived from interview data and represented how students experienced and evaluated the use of Comica, including whether they perceived the application as interesting, helpful, motivating, or supportive of their writing development. In contrast, actual engagement was primarily identified through classroom observations, which provided evidence of students' observable participation, emotional responses, persistence, collaboration, attention, and cognitive involvement during the PjBL activities. Interview data were used to explain students' subjective experiences, whereas observational data were used to examine how engagement was manifested in classroom practice. The teacher interview served as an additional source for triangulating these findings.

Students' Perceptions of Using Comica as a Digital Comic Application in Enhancing Their Engagement and English Writing Performance

Picture 1. Open Coding Results from NVivo 15 Students' Perception



The interview findings indicated that students generally perceived Comica as an interactive and supportive medium for English writing. Their perceptions were reflected in three interconnected areas: perceived behavioral involvement, emotional responses, and perceived cognitive support. One student explained,

"In my opinion, the use of the Comica application is very helpful in learning English writing. This application allows us to create comics that combine images and text in English, so the writing process is no longer monotonous." (DK)

This perception was supported by the teacher, who stated,

"In my opinion, the use of digital comic media such as Comica has a very positive impact. This media can increase students' motivation and engagement in writing." (NT)

Regarding behavioral involvement, students reported that Comica encouraged them to participate more actively by creating panels, selecting characters and backgrounds, and using visual features to support their written ideas. These perceptions suggest that the multimodal features of Comica provided students with additional entry points into the writing process. Rather than beginning with a blank page, students could develop ideas through the relationship between images, dialogue, and narrative sequences.

Students also reported positive emotional responses, including interest, enjoyment, confidence, and motivation. These responses suggest that Comica reduced the perceived monotony of conventional writing activities. The opportunity to create a visual product appeared to make the writing task more personally meaningful. This finding supports the view that emotional engagement can be strengthened when

students experience learning activities as interesting, enjoyable, and relevant to their creative expression.

In terms of cognitive support, students perceived that Comica helped them develop ideas, select vocabulary, construct concise sentences, and become more aware of grammar. The limited space provided by comic panels required students to consider how ideas could be expressed clearly and efficiently. Thus, the application did not simply make writing more attractive; it also created cognitive demands that required students to organize arguments and make deliberate language choices.

The Integration of Comica Through Project-Based Learning (PjBL) Influence Students' Engagement and Writing Performance in English

The researcher conducted classroom observations twice using an observation checklist as the main guideline for collecting data during the learning process. These repeated observations were not intended to compare different models, media, or teaching approaches, but rather to obtain a deeper and more comprehensive understanding of the implementation of Project-Based Learning activities in EFL writing classes, particularly focusing on the integration of the Comica application to enhance students' engagement and English writing performance. The observation instrument consisted of ten questions with "Yes" or "No" responses accompanied by additional notes to provide detailed information regarding classroom activities, students' participation, interaction, and responses during the learning process.

According to Creswell (2021), a narrative descriptive approach is used to describe and interpret participants' experiences and observable phenomena systematically based on qualitative data

findings. Therefore, in this stage, the researcher applied a narrative descriptive approach to interpret the data obtained from classroom observations during the implementation of Project-Based Learning integrated with the Comica application in English learning activities. The observations focused on students' interaction, creativity, participation, and responses throughout the project activities. Through these observations, the researcher was able to gain a deeper understanding of how the integration of Comica through PjBL influenced students' engagement and English writing performance in the classroom.

Based on the observations in the first meeting, students showed fairly good behavioural engagement by paying consistent attention to the teacher's explanations and actively following instructions for using the Comica application. Although the students were enthusiastic and innovative in arranging comic panels, they tended to be passive in class interactions and discussions related to writing activities. Focus challenges also caused some students to be unable to complete writing assignments on time. Emotionally, students feel comfortable and happy using digital media, but there are still obstacles in their confidence to express ideas in written form. In the cognitive aspect, the students still seem to need further guidance in aligning the text narrative with visual illustrations creatively, so the storyline often does not flow logically.

In the second session, students demonstrated significant improvement in behavioural engagement by consistently paying attention to instructions and actively participating in class discussions, including asking questions and providing feedback. While they successfully followed the steps



to create comics and collaborated effectively with peers to exchange ideas, some students still struggled to complete their assignments within the designated timeframe due to the extra time needed to process instructions. Emotional engagement remained high as students showed enthusiasm and a positive attitude toward using digital comic media, appearing comfortable both working individually and collaborating. However, a lack of confidence persisted for some, as they had ideas but found it difficult to translate them into written sentences, causing a delay in starting their work.

Additionally, there was better progress in cognitive engagement such as students began to effectively connect visual elements with meaningful text and used appropriate vocabulary and grammar within their panels. They showed great effort by adding details and revising their words based on feedback to make their stories easy to follow. Overall, the students showed a deeper understanding of the task by arranging logical plotlines that matched the visual sequences in their comic.

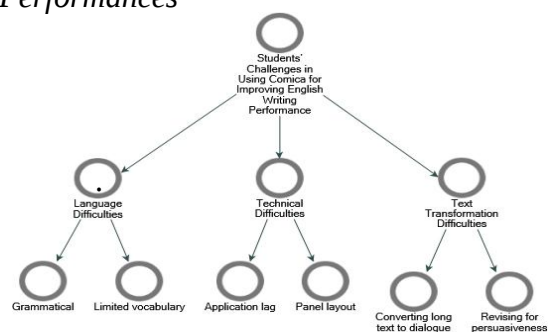
Based on classroom observations in the first and second meetings, the integration of the Comica application through Project-Based Learning (PjBL) has a positive impact on student engagement and their English writing skills. Students showed significant improvement in behavioural, emotional, and cognitive engagement, particularly in actively participating, collaborating with peers, and connecting visual illustrations with meaningful written narratives. Although some students still face difficulties in time management and confidence when expressing ideas in writing, the overall findings indicate that the use of Comica in PjBL activities supports students in

developing more creative, structured, and logical English writing performances.

The Challenges Student's Encounter When Using Comica in The Development of Digital Comic Projects Aimed at Improving Their Writing Skills

At this step, the actions carried out by the researcher include the use of qualitative data analysis with NVivo 15 to thoroughly explore the challenges encountered by students when using Comica in the development of digital comic projects aimed at enhancing their writing skills. The analysis process involves coding interview data, identifying emerging themes, and categorizing difficulties related to students' writing performance, digital skills, and engagement during the learning process. All research findings are then presented systematically and visualized in the form of NVivo 15 model diagrams, which help to clearly illustrate the challenges and reinforce the overall research conclusions.

Picture 2. *Open Coding Results from NVivo 15 Students Challenges in Using Comica for Improving English Writing Performances*



The NVivo 15 analysis identified three major categories of challenges: language difficulties, technical difficulties, and text transformation difficulties. These categories were generated through the systematic grouping of recurring codes from student and teacher interviews. The

findings indicate that students encountered challenges not only in using English but also in managing the technical features of Comica and transforming conventional writing into a multimodal format.

First, language difficulties included limited vocabulary and grammatical errors. Students frequently reported difficulties in selecting appropriate vocabulary for persuasive arguments and constructing grammatically accurate sentences. One student stated,

“For language, sometimes I have difficulty finding the right vocabulary for persuasive writing.” (DK)

These difficulties affected students’ ability to communicate ideas clearly and develop effective hortatory exposition texts. Second, technical difficulties included application lag and panel layout problems. Students experienced interruptions when working with multiple visual elements and encountered difficulties in arranging images, speech bubbles, and text within limited panel space. These problems sometimes reduced the efficiency of the writing process and diverted students’ attention from content development to technical adjustments.

Third, text transformation difficulties emerged when students attempted to convert conventional hortatory exposition texts into concise comic dialogue. Students had to simplify lengthy arguments while maintaining coherence and persuasiveness. The teacher confirmed this challenge, stating,

“The most common challenge I observe is students’ difficulty in simplifying long arguments into concise but still persuasive dialogue.” (NT).

This process required repeated revision and careful consideration of the relationship between visual and verbal elements.

These challenges demonstrate that digital comic-based writing is not automatically easier than conventional writing. Although Comica provides visual scaffolding for idea development, it also introduces additional linguistic, cognitive, and technical demands. The findings therefore suggest that teachers should provide explicit support for vocabulary development, grammatical accuracy, concise writing, and digital comic design when integrating Comica into PjBL.

Overall, the combined findings from interviews and observations provide a more comprehensive interpretation of students’ experiences. Interview data explain how students perceived the value and challenges of Comica, whereas observational data demonstrate how behavioural, emotional, and cognitive engagement was enacted during classroom activities. The integration of these data sources strengthens the interpretation that Comica-supported PjBL can create meaningful opportunities for engagement and writing development while still presenting challenges that require appropriate instructional support.

The findings indicate that integrating Comica into Project-Based Learning (PjBL) created positive learning experiences across behavioral, emotional, and cognitive engagement, while also supporting students’ English writing development. Comica’s visual and interactive features appeared to encourage students to participate, generate ideas, organize content, and express meaning through the combination of text and images. These findings are consistent with Li and Dewaele (2020) and Niwanggalih et al. (2023), who highlight the role of positive learning experiences and multimodal tools in supporting engagement and higher-order thinking. However, the findings should be



interpreted cautiously because the study design cannot isolate the specific contribution of Comica from that of PjBL. Students' positive responses may also have been influenced by the novelty of using a digital comic application, teacher guidance and feedback, peer collaboration, repeated exposure to the learning activities, and the motivating nature of completing a creative project. Thus, the observed improvement should be understood as the outcome of the integrated learning environment rather than as evidence that Comica alone caused the changes.

The challenges identified in this study further demonstrate the complexity of Comica-supported PjBL. Students experienced language difficulties, technical problems, and difficulties transforming lengthy hortatory exposition texts into concise comic dialogue. Although these challenges are partly consistent with Yuliastuti and Rohaeti (2022) and Suciawaty (2023), differences from previous findings may reflect variations in participants, instructional contexts, teacher support, task demands, and students' prior digital experience. The PjBL process itself may also have contributed to students' writing development through collaboration, planning, revision, and sustained task involvement. Therefore, the findings suggest that Comica is most appropriately viewed as one component of a broader pedagogical environment in which visual affordances, project-based activities, teacher scaffolding, peer interaction, and repeated practice work together to support engagement and writing development.

CONCLUSION

The findings indicate that students generally perceived the use of Comica within Project-Based Learning (PjBL) as a meaningful and engaging approach to

English writing instruction. Students described greater involvement in learning activities, positive emotional responses, and cognitive engagement in developing ideas, vocabulary, grammar, and written content. Classroom observations also showed that students participated in creating, revising, and presenting digital comic projects. However, these findings should be interpreted as evidence of students' experiences and perceived contributions of Comica-supported PjBL rather than as evidence of effectiveness or causality. The challenges identified included language difficulties, technical problems, and difficulties transforming lengthy texts into concise comic dialogue. These challenges suggest the need for appropriate teacher guidance and scaffolding when implementing digital comic-based writing activities.

This study has several limitations. First, it was conducted at a single school and involved one class, which limits the transferability of the findings to other educational contexts. Second, only six students participated in in-depth interviews, and purposive selection may have introduced selection bias despite efforts to include students with diverse levels of participation and experiences. Third, classroom observations were conducted over a relatively short period and therefore may not fully capture changes in engagement or writing development over time. Finally, because Comica was implemented together with PjBL, teacher support, peer collaboration, repeated exposure, and the project activity itself, the individual contribution of Comica cannot be separated from these other factors. Future studies should therefore involve multiple sites, larger and more diverse samples, longer observation periods, and comparative or mixed-methods designs to



provide broader evidence concerning technology-supported EFL writing instruction.

REFERENCES

- Astuti, I. A. D., Nugroho, D. A., Rezki, M., & Putri, R. N. (2024). Digital technology in physics learning in the 21st century: Study Literature Review. *Proceeding International Conference on Digital Education and Social Science* (Vol. 2, No. 1, pp. 215-221).
- Creswell, J. W., & Poth, C. N. (2023). *Qualitative inquiry & research design: Choosing among five approaches* (5th ed.). Sage Publications.
- D'Mello, S. K., Dieterle, E., & Duckworth, A. L. (2017). Advanced, Analytic, Automated (AAA) measurement of engagement during learning. *Educational Psychologist*, 52(2), 104–123
- Fredricks, J A, Blumenfeld, P.C. and Paris, A H. (2004) School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*. 74(1), pp .59–109.
- Hariyantini, M. R., Suwindia, I. G., & Sanjaya, P. (2026). Effectiveness of digital comic-based interactive illustrated storytelling on narrative writing skills and imagination of Third-Grade Elementary School Students. *Journal of Innovation and Research in Primary Education*, 5(2), 3539-3548.
- Kaffah, N. F., Rohaeti, E. E., & Abdurrahman, D. (2021). The study of structure and linguistic rules in writing observation results of report text at senior high school. *Journal of Language Education Research*, 4(1).
- Lindsay, D. (2020). Scientific writing thinking in words. Csiro Publishing
- Li, C., Dewaele, J. M., & Jiang, G. (2020). The complex relationship between classroom emotions and EFL achievement in China. *Applied Linguistics Review*, 11(3), 485-510
- Lumivero. (2022). Thematic analysis of interview data: 6 Ways Nvivo can help. *The NVivo Blog*
- Mariani, R., Novita, R., & Sari, S. M. (2024). Developing digital comics based on local wisdom for fantasy story texts to enhance student learning outcomes. *Jurnal Komunikasi Pendidikan*, 8(1), 75-87.
- Mursolimah, M., St Y, S., & Roemitoyo, R. (2023). The potential of the application of digital strip comic media to writing skills reviewed from learning interest. In *Social, Humanities, and Educational Studies (SHES): Conference Series* (Vol. 8, No. 1, pp. 141-150)
- Niwanggalih, P., Subchan, W., & Wahyuni, S. (2023). Preliminary stage: student worksheets oriented to higher order thinking skills based on learning Styles. *Thinking Skills and Creativity Journal*, 6(2), 160-167.
- Nugroho, F. (2024). Investigating students' feelings of digital comics in writing (Doctoral dissertation, UIN KH Abdurrahman Wahid Pekalongan).
- Pratiwi, D. I., Puspitasari, A., & Fikria, A. (2021). Mind-mapping technique and "writeabout" application integration in an online writing class: An Indonesian Vocational University context. *TESL-EJ*, 26(4), 4-8
- Ramzan, M., Azmat, Z., Khan, M. A., & An Nisa, Z. (2023, June). Subject-verb agreement errors in ESL students'



- academic writing: A surface taxonomy approach. In *Linguistic Forum-A Journal of Linguistics* (Vol. 5, No. 2, pp. 16-21).
- Rutta, C. B., Schiavo, G., Zancanaro, M., & Rubegni, E. (2021). Comic-based digital storytelling for content and language integrated learning. *Educational media international*, 58(1), 21-36.
- Sadeghi, K., & Richards, J. C. (2021). Professional development among English language teachers: challenges and recommendations for practice. *Heliyon*, 7(9)
- Suciawaty, W. N. (2023). Penggunaan media comica dalam keterampilan menulis teks anekdot peserta didik kelas X SMK An-Nurmaniyah tahun pelajaran 2023/2024 (Bachelor's thesis, Jaktarta: Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta).
- Sugiyono. (2020). Metode penelitian kuantitatif, kualitatif dan R & D. Bandung: Alfabeta.
- Tang, R. (2023). Harnessing insights with NVivo. In *Varieties of qualitative research methods: Selected contextual perspectives* (pp. 209-215). Cham: Springer International Publishing.
- Wardani, N. E. (2024). The influence of digital comic folktale learning media on fantasy text writing skills in junior high schools. *Journal of Language Teaching and Research*, 15(6), 1828-1834.
- Wong, Z. Y., & Liem, G. A. D. (2022). Student engagement: Current state of the construct, conceptual refinement, and future research directions. *Educational Psychology Review*, 34(1), 107-138.
- Yulastuti, P., & Rohaeti, E. E. (2022). Comica as a media for increasing language skills in class XII students of SMAN 1 Telukjambe Karawang Academic Year 2021-2022. *JLER (Journal of Language Education Research)*, 5(3), 125-131.

