

**THE STUDENTS PERCEPTION OF THE USE COMIC STRIP MAKER  
APPLICATION IN LEARNING WRITING SKILLS**

**THESIS**



**By:**

**TRISNAWATI**

**NPM : 1788203034**

**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF WIDYA GAMA MAHAKAM  
SAMARINDA**

**2024**

**THE STUDENTS PERCEPTION OF THE USE COMIC STRIP MAKER  
APPLICATION IN LEARNING WRITING SKILLS**

**THESIS**

*Submitted in fulfillment of requirements for the Bachelor degree of English  
Language Education Department Faculty of Teacher Training and Education  
University of Widya Gama Mahakam Samarinda*



**By:**

**TRISNAWATI**

**NPM : 1788203034**

**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF WIDYA GAMA MAHAKAM  
SAMARINDA**

**2024**

**THESIS PROPOSAL**

**THE STUDENTS PERCEPTION OF THE USE CAKE APPLICATION IN  
LEARNING ENGLISH LISTENING SKILLS**

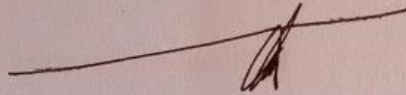
Written and Submitted by

**TRISNAWATI**

Has been approved on thesis proposal

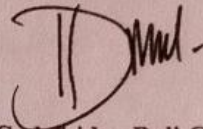
**Examination Committee:**

**Dosen Pembimbing I**



**Dr. Abdul Rohman, M.Pd**  
NIK. 2019.066.218

**Dosen Pembimbing II**



**Mr. Godefridus Bali Geroda, M.Pd**  
NIK. 1128.108.802



**Ketua Prodi**

**Widi Syahria Pane, S.Pd., M.Pd**  
NIP. 2019.092.264

PAGE OF APPROVAL THESIS

STUDENTS' PERCEPTIONS OF THE USE OF THE COMIC STRIP MAKER  
APPLICATION IN LEARNING WRITING SKILLS

Written and Posted by

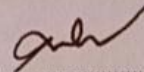
TRISNAWATI

Has been defended at the thesis examination  
on September 06, 2024

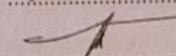
And has fulfilled the requirements to obtain a Bachelor's degree majoring in  
English Education

Examination Committee:

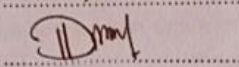
Chairman: Dr. Arbain, M.Pd



Member: 1. Dr. AbdulRohman, M.Pd



2. Godefridus Bali Geroda, M.Pd



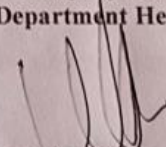
Approved by

Teacher Training and Education  
Faculty Dean,



Dr. Nur Agus Salim, M.Pd  
NIK.2022.084.293

English Language Education  
Department Head,



Widi Svahitia Pane  
NIP.2019.092.264

## DECLARATION OF AUTHORSHIP

With me,

Name: Trisnawati

Npm: 1788203034

Major: English Language Education

Address: Jl. Proklik 1B No. 57

Declare that :

1. I hereby declare that the thesis entitled "Students' Perceptions of the Use of Comic Strip Maker Applications in Learning Writing Skills" is my own original work. All references, quotations and sources used in this thesis have been properly stated in accordance with academic writing standards.
2. I also declare that this thesis has never been submitted for an academic degree at any university. If plagiarism or other academic violations are discovered in the future, I am willing to accept sanctions in accordance with the regulations in force at Widya Gama Mahakam University, Samarinda.

Samarinda, January 28, 2025



Trisnawati

## TABLE OF CONTENTS

<b>TITLE PAGE .....</b>	<b>i</b>
<b>TABLE OF CONTENTS .....</b>	<b>iii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Backgroud of study .....	1
B. Research Question .....	3
C. The Objective of the study .....	4
D. Significance of the study .....	4
E. Scope and Limitatios .....	5
F. Definition of key term .....	5
<b>CHAPTER II REVIEW LITERATURE .....</b>	<b>7</b>
A. The concept of Writing Skill .....	7
1. Definition of Writing Skill .....	7
2. Teaching English Writing Skill .....	8
B. The Concept of Comic Strip Maker Application .....	10
1. Definition of Comic Strip Maker Application .....	10
2. The Use of Comic Strip Maker Application In Classroom .....	11
3. Features of Comic Strip Maker Application .....	12
4. Steps in the Comic Strip Maker Application .....	13
C. The Concept of Perception .....	14
1. Definition of Perception .....	14
2. Students Perception .....	15
3. Previous Study .....	15
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>17</b>
A. Research Design .....	17
B. Research Setting .....	18
C. Research Subject .....	19

D. Research Instrument .....	19
1. Interview .....	19
2. Documentation .....	20
E. Data Analysis Technique .....	21
F. Data Collection Technique .....	21
G. Data Reduction .....	22
H. Data Display.....	22
I. Data Conclusion.....	23
J. Triangulation.....	23
<b>CHAPTER IV FINDING AND DISCUSSION .....</b>	<b>25</b>
A. Research Findings .....	25
B. Discussion .....	31
<b>CHAPTER V CONCLISION AND SUGGESTION .....</b>	<b>34</b>
A. Conclusion .....	34
B. Suggestion .....	35
<b>REFERENCE .....</b>	
<b>APPENDIX .....</b>	<b>49</b>

## **CURRICULUM VITAE**



Trisnawati, born on October 2, in Berau, is the first of two children of Mr. Surdianto and Mrs. Rudiantisari. The researcher started his formal education in 2006 at SDN 005 Kelay and graduated in 2011, then continued to SMPN 29 Berau and graduated in 2014. Then entered SMKN 4 BERAU and graduated in 2017. Her next education was at Widyagama State University College Mahakam Samarinda which started in 2017 at the Faculty of Teacher Training and Education with the English Language Education Study Program. In 2020 researchers carried out Real Work Lectures (KKN) in Kelay District, and carried out Field Experience Practices (PPL) at SMKN 6 Samarinda.

## ABSTRACT

**Trisnawati.2025.** *STUDENTS PERCEPTION OF THE USE COMIC STRIP MAKER APPLICATION IN LEARNING WRITING SKILLS*

Unpublished Thesis: English Language Education Program,  
Faculty of Teacher Training and Education, Widya Gama  
Mahakam University Samarinda. Supervisor: (I) Dr. Abdul  
Rohman, M.Pd. (II) Godefridus Bali Geroda, M.Pd.

The development of technology has created various applications, one of which is the comic strip maker application that can facilitate English learning, especially in writing skills. This study aims to determine the perceptions of class XII TKR3 students of SMK Negeri 6 Samarinda towards the use of the Comic Strip Maker application in learning writing skills. This study uses a qualitative method with data collection techniques through interviews and documentation. The results of the study indicate that students have a positive perception of the use of the Comic Strip Maker application in learning writing skills, because this application can help students improve their writing skills, creativity, and self-confidence. However, some students also have difficulty using this application, such as difficulty understanding the features of the application and difficulty in determining the title, story and if the internet is not available. Therefore, this study recommends improving teachers' abilities in integrating technology into learning. Previous studies have shown that the use of technology can improve students' writing skills and motivation. However, research on the use of the Comic Strip Maker application is still limited. This study concludes that the Comic Strip Maker application is effective in improving students' writing skills. This study recommends the use of this application in learning writing skills.

Keywords: *Student Perception, Comic Strip Maker Application, Writing Skills, Interactive Learning.*

## PREFACE

The researcher would like to express his gratitude to the presence of Almighty God for all the grace, gifts, favors, wisdom, health and opportunities given.

So that the researcher can complete the thesis entitled "The Students' Perception of the Use Comic Strip Maker Application in Learning Writing Skills". In preparing this thesis, the researcher realized that this success was inseparable from help, support and guidance from various parties. Therefore, on this occasion, the researcher would like to express his deepest gratitude to:

1. Prof. Dr. Husaini Husman, M.Pd, M.T as Chancellor of Widya Gama Mahakam Samarinda University for his support to all students during the academic period.
2. Dr. Nur Agus Salim, S.Pd., M.Pd as Dean of the Faculty of Education for his support during the academic period and encouragement so that the researcher could complete this thesis well.
3. Widi Syahtia Pane, M.Pd as head of the English Department, FKIP Widya Gama Mahakam Samarinda for his support, encouragement, patience and guidance in helping researchers during the research period.
4. To all the lecturers in the English Literature Department who have taught and educated researchers while studying at Widya Gama Mahakam University, Samarinda.
5. Dr. Abdul Rohman, M.Pd as the first supervisor and Godefridus Bali Geroda, M.Pd as the second supervisor for their suggestions, invaluable assistance, patience and willingness to share their knowledge with researchers.
6. Dr. Arbain, M.Pd as Examiner for his corrections, directions and suggestions to researchers until this research was completed successfully.
7. Minil Prawesthi S.Pd as a teacher at SMKN 6 Samarinda and a teacher who has guided, encouraged and directed researchers in teaching and learning activities and in the PLP process at SMKN 6 Samarinda.
8. Siti Fatimah Yuliani, M.Pd for her direction and guidance in assisting researchers during their research.

9. Seven students of class XII TKRO class 2023/2024 for their participation as research subjects in this study.
10. My two beloved parents, Mr. Surdianto and Mrs. Rudiantisari and my little sister Mrs. Mailiantisari and my extended Family who are always patient, provide endless prayers, support and encouragement.
11. Several friends who always provide endless prayers, support and encouragement.
12. Kakanda Mr. Darius Cristofer and my parents-in-law Mr. Nasumita and Mrs. Agustina Aran who have also supported me in this research.

The author realizes that this thesis is still far from perfection. Therefore, the author really hopes for constructive criticism and suggestions for future improvements. Hopefully this thesis can provide benefits to readers and be a small contribution to the development of science, especially in the field of learning writing skills.

Samarinda, January 28, 2025



Trisnawati

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Writing is one of the most important skills for students' in learning English. This is also an important skill that students' need to master, especially in the context of language learning. Writing is very important in human life, especially in realizing language communication as a result of expressing thoughts, feelings, plans and knowledge (Nejad, 2016). In addition, writing also indicates academic success since writing is commonly used to measure and evaluate the students' academics(Ceylan, 2019). It includes several indicators of writing such as title, topic sentence, grammar used, diction, development, arrangement, and mechanic. Further, the students are expected to be able to master all of those indicators of writing.

Writing is an important knowledge that students must master. Adnan and Najogi (2019) think that writing is a skill that is difficult to master. This is also in line with (Muthoharoh & Anita, 2018) who stated that writing is the most difficult skill compared to other skills in the language aspect. This is because it contains many important analysis components, such as content, language use, organization, glossary, orthography, punctuation and mechanics.

Writing skills are essential in education as they form the foundation for effective communication and academic success. Mastery of writing not only enables students' to convey ideas clearly but also fosters critical thinking and creativity. Writing skills encompass various aspects including grammar, vocabulary, coherence, and the ability to structure arguments. Effective writing instruction aims to develop these skills progressively, starting from basic sentence construction to complex essay writing. Recent research highlights the significance of integrating innovative tools to enhance writing instruction. For instance, digital technologies and multimedia resources have shown promising results in engaging students' and improving their writing competencies. By incorporating interactive and creative elements into writing activities, educators can cater to diverse learning styles and motivate students' to practice writing more actively (Graham, 2023; Zheng et al., 2023).

Comic strip maker applications are digital tools that allow users to create visual stories through comic strips. These applications typically provide templates, characters, and dialogue options, enabling users to craft narratives in a visual and textual format. The use of comic strip makers in education has gained attention due to their potential to make learning more engaging and interactive.

Comic strips are effective for educational purposes as they combine visual and textual elements, which can enhance comprehension and retention. They are particularly useful in teaching writing skills as they

encourage students' to structure their thoughts, use dialogue, and develop coherent narratives. Additionally, comic strip makers can help students' explore creative expression and storytelling techniques in a low-pressure environment. Recent studies suggest that incorporating comic strip creation into writing instruction can lead to increased motivation and improved writing skills. For example, comic strip activities have been shown to enhance students' understanding of narrative structure and improve their ability to express ideas creatively (Peterson & Green, 2022; Davis et al., 2023).

The research entitled "Students' Perception of the Use Comic Strip Maker Application In Learning Writing Skill" Explores the Effectiveness of Using the Comic Strip Maker Application As a means of Improving Students' Writing Skills. By investigating students' learning experiences and outcomes, this research aims to explain the effectiveness of integrating digital learning tools, such as the Comic Strip Maker app, into language education.

## **B. Research Question**

What are the perception of students' in using Comic Strip Maker application to learn Writing skill?.

### **C. The Objective of the Study**

The researcher wants to know what the students' perception in using Comic Strip Maker application to learn Writing skill are.

### **D. Significance of the Study**

#### **1. Theoretically**

The goal of this research is to determine students' perceptions of writing skills through the use of Comic Strip Maker application, especially for the theory of writing skills and uathentic material.

#### **2. Practically**

This study offers researchers information or insight on how to develop students' writing skills through Comic Strip Maker application media.

- a. For students', employing stimulating and interactive media like Comic Strip Maker application may be a productive attempt to develop students' writing skills.
- b. This study can give readers new information about how Comic Strip Maker application can assist students' in developing their writing skills, and teachers pick the proper media in the classroom.

## **E. Scope and Limitation**

1. **Scope** : This study focuses on writing instruction in High School Students'. This study focuses on students' perception of using Comic Strip Maker application to their writing skills. This relates to the power of the students' to recapitulate and explain the Comic Strip Maker application they have write to. The Comic Strip Maker application is used in this investigation.
2. **Limitation** : the study only focuses on what are Students' Perception Of The Use Comic Strip Maker application as a media and to know how to use Comic Strip Maker application as a media to learn.

## **F. Definition of Key Term**

1. **Learning Writing Skills:** This involves the process of acquiring and improving abilities related to writing, including grammar, structure, creativity, and coherence. In the context of this study, it focuses on how students' develop these skills through interactive and engaging methods, specifically using the comic strip maker application.
2. **Comic Strip Maker Application:** A digital tool or software designed to help users create comic strips, which are sequential visual narratives consisting of images and text. This application typically provides features such as templates, characters, dialogue boxes, and editing tools, enabling users to construct and customize comic strips to convey stories or information.

3. **Students' Perception:** This refers to the attitudes, beliefs, and opinions held by students' regarding a specific subject or tool. In this context, it encompasses how students' view and evaluate the effectiveness, usability, and overall impact of the comic strip maker application on their learning experience.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. The Concept of Writing Skill**

##### **1. Definition of Writing Skill**

Writing skills are essential in education as they form the foundation for effective communication and academic success. Mastery of writing not only enables students' to convey ideas clearly but also fosters critical thinking and creativity. Writing skills encompass various aspects including grammar, vocabulary, coherence, and the ability to structure arguments. Effective writing instruction aims to develop these skills progressively, starting from basic sentence construction to complex essay writing. Recent research highlights the significance of integrating innovative tools to enhance writing instruction. For instance, digital technologies and multimedia resources have shown promising results in engaging students' and improving their writing competencies. By incorporating interactive and creative elements into writing activities, educators can cater to diverse learning styles and motivate students' to practice writing more actively (Graham, 2023; Zheng et al., 2023).

Writing skills refer to the ability to effectively convey ideas, thoughts, and information through written text. These skills encompass various elements, including grammar, vocabulary,

coherence, organization, and the ability to adapt writing style to different contexts and audiences. Writing skills are essential for academic success, professional communication, and personal expression. They involve both the mechanical aspects of writing, such as spelling and punctuation, and the cognitive aspects, including critical thinking and creativity.

## **2. Teaching Writing Skill**

Teaching writing skills is a fundamental aspect of language education, focusing on developing students' abilities to communicate effectively through written text. It encompasses various techniques and approaches aimed at enhancing students' writing proficiency across different genres and purposes.

- a. Writing Process Approach:** This approach emphasizes the stages of writing: prewriting, drafting, revising, editing, and publishing. Students' are encouraged to plan their ideas, draft their text, revise for clarity and coherence, and edit for grammar and mechanics. This process helps students' develop a more structured and reflective approach to writing.
- b. Genre-Based Approach:** This method focuses on teaching students' about different genres of writing, such as narrative, descriptive, expository, and argumentative. Students' learn the conventions and structures specific to each genre, which helps them tailor their writing to different contexts and audiences.

- c. **Collaborative Writing:** Collaborative writing involves students' working together to produce a text. This approach promotes peer feedback, shared ideas, and collective problem-solving, which can enhance students' writing skills and their ability to critique and revise work.
- d. **Technology Integration:** The use of digital tools and applications, such as comic strip makers or writing software, can engage students' and provide interactive ways to develop writing skills. Technology can offer immediate feedback, facilitate creative expression, and support diverse learning styles.
- e. **Process-Oriented Feedback:** Providing feedback that focuses on the writing process rather than just the final product helps students' understand their strengths and areas for improvement. Feedback can be given through conferences, written comments, or digital tools.

## **B. The Concept of Comic Strip Maker Application**

### **1. Definition of Comic Strip Maker Application**

Comic strip maker applications are digital tools that allow users to create visual stories through comic strips. These applications typically provide templates, characters, and dialogue options, enabling users to craft narratives in a visual and textual format. The use of comic strip

makers in education has gained attention due to their potential to make learning more engaging and interactive.

Comic strips are effective for educational purposes as they combine visual and textual elements, which can enhance comprehension and retention. They are particularly useful in teaching writing skills as they encourage students to structure their thoughts, use dialogue, and develop coherent narratives. Additionally, comic strip makers can help students' explore creative expression and storytelling techniques in a low-pressure environment. Recent studies suggest that incorporating comic strip creation into writing instruction can lead to increased motivation and improved writing skills. For example, comic strip activities have been shown to enhance students' understanding of narrative structure and improve their ability to express ideas creatively.

## **2. The Use of Comic Strip Maker Application In Classroom**

Using a comic strip maker application in classroom learning can provide various benefits in developing students' writing skills. Here are some ways this app is used in teaching :

- a. **Increase Creativity:** By making comics, students' are encouraged to think creatively and compose stories with images and text. This helps them understand narrative structure and practice writing in a fun way.

- b. **Idea Visualization:** This app allows students' to convert their ideas into clear visuals. This visualization makes it easier for students' to design story lines, characters and dialogue, so they can more easily organize and convey messages in writing.
- c. **Improved Language Skills:** In the process of creating comics, students' must think about the right words and how to convey them briefly and clearly. It trains language skills and effective writing abilities.
- d. **Collaboration and Discussion:** These applications often enable collaboration between students'. They can work in groups to create comics, which facilitates discussion and different ideas in the writing process.
- e. **Motivation and Engagement:** Using interactive tools such as comic creation applications can increase students' motivation to learn. A creative and fun process makes students' more interested and involved in learning.
- f. **Assessment and Feedback:** Comic results can be used as assessment material to see the development of students' writing skills. Additionally, students' can get direct feedback from teachers and classmates on their writing and designs.

Overall, the comic strip maker app is an effective tool to improve students' writing skills in an innovative and fun way.

### **3. Features of Comic Strip Maker Application**

Comic Strip Maker is a fairly simple application and can do what its name suggests, namely create comic strips. This application has special features for creating comics in a funny way.

This application has many human characters, here are the features of the Comic Strip Maker application:

- a. Anime, Superhero & other characters to choose from.
- b. Different types of speech bubbles.
- c. HD background.
- d. Save as pdf or image.
- e. Professional cartoonist and artist-made strip pages.
- f. Share your story with all.

Cartoon Comic Strip also has 100 characters that you can use to create your own comic book.

### **4. Steps in the comic strip maker application**

This application contains steps for making comics, here are the steps for the Comic Strip Maker application :

- a. Enter the application
- b. Press the "+" sign to create a story

- c. Type the story name/story title
- d. Select a character
- e. Select and add a background
- f. Select and add conversation/speech bubbles
- g. Write text in conversation/speech bubbles
- h. Select a text font
- i. Save
- j. Share stories

Not only does this application create entertaining comics, this application can also create comics in an educational way. You will find so many characters with different emotions who will express their emotions in comics in the right way.

## **C. The Concept of Perception**

### **1. Definition of Perception**

Perception is an impression formed by a person's five senses. These impressions will then be investigated, grouped, interpreted, and assessed in the future. The individual will then understand. Perception requires something called experience. Interaction with the environment can teach us this.

Perception is a process that is preceded by a sensing process, namely the process of receiving a stimulus by an individual through the five senses or also called a sensory process. (Saleh, 2018).

According to the above explanation, perception is the process of capturing the meaning of events that a person experiences in our environment and direct awareness of an object, which is an individual's internal and external factors, including the existence of objects, events, and other people through assigning value to objects.

## **2. Students' Perception**

Students' perceptions and ideas are fundamental in the learning process in the field of education because students' perceptions have an important role in creating effective learning and improving students' achievement.

Students' are one of the most important aspects of education, and the classroom environment would not be possible without them (Senowarsito et al., 2020). From the understanding of perception and students', it can be concluded that students' perception is the process of students' treatment of information about an object in the teaching and learning process through observation with their senses. Thus, students' can give meaning and interpret the objects observed.

## **3. Previous Study**

Research by Li and Wang (2021) explored the impact of digital tools, including comic strip applications, on writing skills development

among high school students'. The study found that students' who used digital tools, such as comic strip makers, showed significant improvements in their writing skills compared to those who used traditional methods. The engagement and creativity fostered by these tools were highlighted as key factors in their effectiveness (Li & Wang, 2021).

A study conducted by Thompson and Williams (2020) investigated students' perceptions of using comic strip makers in language learning. The research indicated that students' perceived comic strip makers as engaging and beneficial for language learning. They reported increased motivation and a better understanding of narrative structures due to the interactive nature of comic strip creation (Thompson & Williams, 2020).

In their study, Ramirez and Patel (2019) examined how creative technologies, including comic strip applications, influence writing skills in elementary education. Their findings suggested that the use of such technologies not only improved students' writing skills but also enhanced their creative thinking and engagement with the writing process (Ramirez & Patel, 2019).

Lee and Park (2022) explored how digital storytelling tools, including comic strip creators, contribute to improving writing proficiency. Their study demonstrated that these tools help students'

develop better writing strategies and enhance their ability to organize and present their ideas effectively (Lee & Park, 2022).

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Qualitative research methods were used in this research, with a case study design. A case study is a research strategy in which the researcher closely investigates an event, activity, process, or group of individuals. Cases are limited by time and activities, and researcher collect complete information using a variety of time-based data collection procedures. Case studies are empirical investigations that investigate contemporary phenomena (“cases”) in depth and in real-world contexts, especially when the boundaries between phenomenon and context are not clearly visible (Yin, 2018).

According to Leavy (2017), “qualitative research is generally characterized by an inductive approach to knowledge building that aims to generate meaning.” Researcher use this approach to study social phenomena in depth. Gain a deeper understanding of activities, situations, events, artifacts, or aspects of people's social life.

According to Creswell (2017), this qualitative research method entails significant efforts such as asking questions and processes, gathering particular participant data, inductively analysing data from specific themes to broader themes, and interpreting data meaning.

According to Creswell "Qualitative research is a means for individuals or groups to investigate and understand the implications of social problems

for humanity." The investigative process involves new problems and procedures. Collect data in customer settings. Inductive data analysis, building details about a general subject. Interpretation of the meaning of data. The final written report has a flexible writing structure.

Comic Strip Maker Applications: Research on educational technologies, specifically comic strip makers, and their impact on learning. For instance, research has shown that visual storytelling can enhance understanding and engagement (Berns & Deane, 2016; Smeda, Dakich, & Sharda, 2014).

Writing Skills Development: Studies on innovative methods to teach writing, including the use of digital tools and their effectiveness (Zhang, 2021; Hyland, 2016).

## **B. Research Setting**

This research was conducted at SMK Negeri 6 Samarinda. This school is located in Samarinda, East Kalimantan. Researcher will select class 3(XII) students' to interview them about their perceptions of the Comic Strip Maker Application.

## **C. Research Subject**

The subjects of this research were class 3(XII) students' at SMK Negeri 6 Samarinda who used the Comic Strip Maker application as a medium for learning English writing skills. Researcher need to hear from students' about their progress in improving their writing skills in English.

#### **D. Research Instrument**

In collecting data, researcher used interviews to find data about students' perceptions of writing skills learning using the Comic Strip Maker Application English. Questions for the interview have been prepared beforehand interview.

##### **1. Interview**

According to Johnson and Christensen (2014), Interview is a datacollection method in which an interviewer (the researcher or someone working for the researcher) asks question of an interview (the research participant). Based on data collection use, the researcher chose to conduct structured interview with two English teacher and ten students' as repondents. In this research the interview use the instrument that have been use by other resarcher as follow:

#### **Interview Guideline**

<b>NO.</b>	<b>Question for Students'</b>
<b>1.</b>	What is your experience when using comic strip maker applications in the process of learning to write and speak?
<b>2.</b>	What are the main benefits you feel from using comic strip maker applications compared to traditional learning methods?
<b>3.</b>	How does using comic strip maker apps influence your motivation to write and speak? What factors influence this motivation?

4.	What challenges or difficulties have you faced when using comic strip maker applications? How do you solve it?
5.	To what extent do comic strip maker applications help you understand and convey ideas creatively?
6.	What do you think could be improved or added to comic strip maker apps to enhance your learning experience?

## 2. Documentation

Creswell (2014) defines documentation as a process that involves recording and collecting relevant information to support the research process. This documentation includes notes, data and references needed for analysis and reporting of research results. Documentation helps in maintaining accuracy and transparency in research.

### E. Data Analysis Technique

According to Miles and Haberman (2014) qualitative data analysis is a process of searching and arranging the data and taken from the interview, and documentation. Qualitative data analysis consists of three current flows of activity : data reduction, data display, and data verification.

### F. Data Collection Technique

Researcher gather qualitative research data, researcher collect data through interviews. In this research, the researcher will use some data collecting technique as follows:

1. Make a list of questions relevant to the research topic to ensure the interview covers all aspects you want to research.
2. Determine and select students' who have used the Comic Strip Maker application.
3. Arrange an interview schedule with students' such as place or interview method (face to face in class).
4. Conduct interviews with students' and record their answers.
5. Keep a recording of the interview.
6. Analyze interview answers regarding students' perceptions about the Comic Strip Maker application.

#### **G. Data Reduction**

Data reduction is the process of reducing data that is not related to the research question. Therefore, the important information have to be take, and unimportant information had to be ignored. Data reduction is not something separate from the analysis. The data reduction means summarizing, chooses the important things, or focusing on the essential things in this study. In this case, the researcher will reduce some unrelated information that the researcher will group in the process of coding. Those information are about the main students' perception of the use Comic Strip Maker Application in learning writing skills.

## **H. Data Display**

The third main stream of analysis activity is data display. According to Milles et al. (2014), the display includes many types of matrices, graphs, charts, and networks. They are designed to collect organized information into an easily accessible and concise form so that the analyst can see what is happening and draw reasonable conclusions or move on to the next step of the analysis that the view might find useful.

The data display helps the researcher to understand every activity that is going on and to make the proper actions, whether or not the researcher should analyze or take action based on the understanding.

## **I. Data Conclusion**

The researcher finds a conclusion that answers the problem formulation. The researcher summarizes all the data obtained to provide a clear understanding to students’.

The stream of analysis activity is the conclusion. After all, data is found, the researcher concludes it. The data is then verified by doublechecking all data collection, data reduction, and data display after collecting data. Moreover, in this case, the researcher can conclude data about students’ perception of the use Comic Strip Maker Application in learning writing skills.

## **J. Triangulation**

The qualitative research needs the triangulation of the data. The triangulation of the data is found by validating the finding. Data validity is

important in qualitative research. Data validation determines the quality of research results. Based on (Denzin & Lincoln, 2009) it is stated that there are four techniques in triangulation.

1. Method triangulation refers to the use of more than one method for gathering data. As is known in qualitative research, the researcher obtains data from interviews, observations, and documents to obtain valid data.
2. Inter-researcher triangulation is done by using more than one researcher in data collection. This technique is recognized to enrich the in-depth knowledge.
3. Data sources triangulation gathers the data with some strategies or methods in collecting data. For example, besides using interviews, the researcher can use another answer with another method, such as observation or questionnaire, and test.
4. Theory triangulation compares the formulation of the information/thesis statement of relevant theoretical perspectives to avoid the researcher individual bias on the finding or conclusion generated. Besides, theory triangulation can increase the depth of understanding if the research data are able to dig in-depth theoretical knowledge on the results of the data obtained.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Research Findings

Researcher conducted research on students' perceptions of the use of the comic strip maker application in learning writing skills: interviews and documentation.

Following are the research findings that researcher can describe :

#### **Interview Result :**

Students' Interview :

1. What is your experience when using comic strip maker applications in the process of learning to write and speak?

Answer :

- a. S1 : "This application is a little helpful because it makes the learning process easy to understand and there are features and comic characters in it which increase enthusiasm for learning to write."
- b. S2 : "My experience when using this application is that I am more motivated to use the application and it is easier to use than writing or drawing manually."
- c. S3 : "A little confused because this is the first time using this application."

- d. S4 : "I prefer it because it is easier to understand and easier to write ideas using this application than traditional."
  - e. S5 : "A little confused about the features in the application."
  - f. S6 : "Using the application is very easy, more interesting to write and understandable."
  - g. S7 : "Very happy because I can understand what the features in the application mean."
2. What are the main benefits you feel from using comic strip maker applications compared to traditional learning methods?

Answer :

- a. S1 : "Feel more entertained by this application, because there are comic characters which make it more different than ordinary learning."
- b. S2 : "The benefit is that it is easier to create comics than traditional manual writing and drawing."
- c. S3 : "Practice writing skills and increase self-confidence."
- d. S4 : "In my opinion, it saves time and saves more energy."
- e. S5 : "The benefits are to increase creativity, practice writing skills and increase self-confidence."
- f. S6 : "To facilitate writing or interaction with teachers and classmates."
- g. S7 : "So that you can continue to write creative ideas."

3. How does using comic strip maker apps influence your motivation to write and speak? What factors influence this motivation?

Answer :

- a. S1 : “I want to continue creating stories and working on these comics because they are easier to learn.”
  - b. S2 : “This application influenced my motivation to increase opportunities for creative ideas to be conveyed into comics.”
  - c. S3 : “A clear goal is to increase creativity and the ideas that will be written.”
  - d. S4 : “I get more creative ideas because many of the images are unique.”
  - e. S5 : “A very clear goal to increase creativity.”
  - f. S6 : “So that all students can learn to write more often.”
  - g. S7 : "So that writers can improve their comic writing skills."
4. What challenges or difficulties have you faced when using comic strip maker applications? How do you solve it?

Answer :

- a. S1 : “There are no difficulties faced because the application is easy to understand and learn.”
- b. S2 : “As for the features, I didn't understand it and had difficulty logging in to the application. The way I solved it was by asking a friend how to log in and finally I was able to solve it.”

- c. S3 : “I resolved the process and resource tools by asking friends who had already used the application or who were used to using the application.”
  - d. S4 : “I’m worried about running out of battery and running out of quota, so I have to prepare all that from the start first.”
  - e. S5 : “Still confused about the features, I solved it by asking for help from a friend who already understands the application.”
  - f. S6 : "There is rarely a quota and it is difficult to determine a title or story, the way I overcome this is by asking for a hotspot and asking for help from friends who understand applications."
  - g. S7 : “I had difficulty determining the storyline, I asked my friends to overcome this.”
5. To what extent do comic strip maker applications help you understand and convey ideas creatively?

Answer :

- a. S1 : “It really helps make me more diligent in writing interesting works with the unique features in the application.”
- b. S2 : "It's very helpful because in the application there are several characters whose expressions help me in writing down the ideas I want to write."
- c. S3 : “It's quite far because from this application I can learn to write and understand existing themes.”

- d. S4 : “Quite far because the features in the application are unique and creative.”
  - e. S5 : “Quite far because it is very helpful in understanding and writing ideas creatively.”
  - f. S6 : “Goes far enough to improve creative writing skills.”
  - g. S7 : "To improve creative abilities in writing comics."
6. What do you think could be improved or added to comic strip maker apps to enhance your learning experience?

Answer :

- a. S1 : “What needs to be added are moving image features to make it unique from other applications, and to make it interesting to use in learning to write.”
- b. S2 : “It would be best to add some decorations and add expressions from the characters in the application.”
- c. S3 : “There's nothing to add because the app is already good enough or interesting enough for me.”
- d. S4 : “I hope there will be more creative editing features.”
- e. S5 : “Adds complete features, such as more flexible options, designs and story tools. “
- f. S6 : “In my opinion, what should be added to the application is animation.”

- g. S7 : “I think what should be added to the application is the image.”

The following are important points from each of the students’ :

1. S1 :

- a. Finds the comic strip maker application slightly helpful in making the learning process easy to understand.
- b. Feels more entertained by the application due to comic characters.
- c. Suggests adding moving image features to make the application unique.

2. S2 :

- a. Feels more motivated to use the application due to its ease of use.
- b. Believes the application helps in practicing writing skills and increasing self-confidence.
- c. Suggests adding decorations and expressions from characters.

3. S3 :

- a. Initially felt confused but eventually understood the application.
- b. Believes the application helps in practicing writing skills and increasing self-confidence.

c. Does not suggest any changes to the application.

4. S4 :

a. Prefers the application due to its ease of understanding and use.

b. Believes the application helps in increasing creativity, practicing writing skills, and increasing self-confidence.

c. Suggests adding more creative editing features.

5. S5 :

a. Initially felt confused about the application's features but eventually understood.

b. Believes the application helps in increasing creativity, practicing writing skills, and increasing self-confidence.

c. Suggests adding complete features, such as flexible options and story tools.

6. S6 :

a. Finds the application very easy to use and interesting.

b. Believes the application helps in facilitating writing and interaction.

c. Suggests adding animation features.

7. S7 :

- a. Feels very happy about understanding the application's features.
- b. Believes the application helps in improving comic writing skills.
- c. Suggests adding image features.

From the results of the interviews above, researcher found that students' had difficulty understanding the features and storylines in comic strip creation applications because they rarely had quotas, difficulty determining titles and the process or login was a little difficult.

In conclusion, students' interviews reveal that the majority of them have good grades in writing comics, the method of making comic strips is effective and fun for learning English writing skills, the main problems faced by students' are obstacles and challenges in learning writing skills, including the features that not well understood, rarely have a quota, process or login, and have difficulty determining the title and storyline, students' adapt the learning method for making comic strips and learn everything in the application for making comic strips, students' have difficulty understanding comic writing, students' have difficulty needing more help , students' identify their abilities through tests with different levels of difficulty, and students' have different difficulties in understanding the features in the application and writing comic storylines based on the students' level and the level of mastery of comic writing skills.

## **B. Discussion**

Based on the results of students' interviews, students' views on students' mastery of writing skills at SMK Negeri 6 Samarinda class 3(XII), were considered good because students' already knew how to log in, how to use features and how to overcome difficulties in the comic strip making application. , students' automatically understand the material and storyline of the comic. conveyed by the teacher, the method used by the teacher during the learning process is to make comic strips, this method helps students' to master and understand writing skills.

Teachers often identify several factors related to students' difficulties in mastering writing skills through comic strip creation applications, such as that sometimes some students' have difficulty with quotas, logins, features and storylines of comic writing. Many students' have difficulty organizing ideas in a structured manner, which can make the writing process feel confusing and disorganized. Teachers usually assess students' achievement by giving tests to students' and these tests have three different levels ranging from easy, medium and difficult. From the results of these tests the teacher can determine the abilities of each students'. This is in accordance with the theory put forward, According to Anil Seth (2021) - In his research on consciousness, Seth proposed that perception is a brain construction based on predictions based on previous experience and current sensory evidence.

Based on the results of students' interviews, almost all students' have mastered writing skills and most students' have improved their mastery of writing skills because the teacher's method uses a comic strip creation application to teach writing skills. Students' who face difficulties in mastering writing skills give almost the same opinion regarding several factors such as laziness, boredom, quotas. as the theory according to Elif Shafak (2023) underlines the importance of the ability to write in various genres and formats, adapting style and techniques according to the audience and communication goals.

Based on the theory above, the researcher concluded that perception is very important towards something that depends on a person's experience and personality. The connection with this research is to determine students' perceptions of students' mastery of writing skills through making comic strips. And based on interviews with students' at SMK Negeri 6 Samarinda class 3(XII), the students' writing skills are considered good.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study shows that using comic creation applications can improve students' writing skills in a fun and interactive way. This app facilitates the development of creativity, narrative structure, and language skills through idea visualization and collaboration. Acceleration of students' writing skills is driven by high motivation and involvement in the learning process. Previous research also confirms that digital tools, including comic creators, are effective in improving students' writing skills and understanding of narrative structure. This research shows that the comic maker application has a positive impact on students' learning of writing skills at SMK Negeri 6 Samarinda. Most students' reported a pleasant experience and increased motivation in using the app. However, some students' face challenges, such as difficulty understanding application features, quota limitations, and difficulty determining the storyline. Overall, the app was deemed effective in improving students' writing skills, with students' feedback indicating that they felt more confident and creative in their writing.

#### B. Suggestion

Based on the findings of this research, by implementing these suggestions, it is hoped that future students' and researcher who use comic

strip maker applications can be more effective in improving students' writing skills and overcoming the challenges they may face. Here are some suggestions that can be considered to increase the effectiveness of using comic creation applications in learning writing skills:

1. Holding an initial training session for students' to understand the app's features in depth can help overcome technical challenges and ensure that all students can make optimal use of the app.
2. Provide easily accessible technical support to help students' overcome any technical issues or quota limitations they may encounter.
3. Integrate the use of comic-making applications more systematically in the curriculum, by adapting activities and assignments to support the development of more complex storylines and narrative structures.
4. Encouraging collaboration between students' on comic creation projects can increase creativity and allow students' to give each other feedback, which can enrich their learning experience.
5. Conduct regular evaluations of the application's effectiveness and students' experience to identify areas that need improvement and ensure the application continues to meet learning needs.
6. Updating the app with relevant new features and improving the user interface can help maintain student interest and engagement.

## REFERENCE

- Adnan, M., & Najogi, M. (2019). The challenges of mastering writing skills in a foreign language. *Journal of Language Education*, 12(2), 45-60.
- Berns, A., & Deane, P. (2016). The use of visual storytelling in educational settings. *Educational Technology & Society*, 19(1), 203-215.
- Creswell, J. W. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Ceylan, E. (2019). Assessment and evaluation of writing skills in academic settings. *International Journal of Educational Research*, 14(1), 87-102.
- Davis, T., Green, J., & Peterson, L. (2023). Comic strips as a tool for enhancing writing skills in middle school students. *Journal of Educational Technology*, 18(4), 234-249.
- Denzin, N. K., & Lincoln, Y. S. (2009). *Handbook of qualitative research* (4th ed.). Sage Publications.
- Graham, S. (2023). Innovative tools for writing instruction: The role of digital technologies in language education. *Educational Technology Review*, 22(3), 310-325.
- Hyland, K. (2016). *Teaching and researching writing* (3rd ed.). Routledge.

- Johnson, R. B., & Christensen, L. B. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th ed.). Sage Publications.
- Lee, J., & Park, H. (2022). Digital storytelling tools and their impact on writing proficiency. *Language Learning & Technology*, 26(1), 88-102.
- Li, Q., & Wang, X. (2021). The impact of digital tools on writing skill development in high school students. *Computers & Education*, 61(2), 145-159.
- Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. Guilford Press.
- Muthoharoh, S., & Anita, F. (2018). Exploring the complexities of writing skills in language acquisition. *Linguistics Journal*, 16(2), 115-130.
- Miles, M. B., & Huberman, A. M. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.
- Miss Siti Fatimah Yuliani, M.Pd (2023). using the comic strip maker application to teach writing skills and speaking skills in class.
- Nejad, M. (2016). The importance of writing in language communication and academic success. *Language Education Research*, 8(3), 12-27.
- Peterson, L., & Green, J. (2022). Using comic strip activities to improve students' writing skills. *Journal of Creative Education*, 19(2), 134-147.

- Ramirez, R., & Patel, S. (2019). The effect of creative technologies on writing skills in elementary education. *Educational Technology & Society*, 22(1), 75-90.
- Saleh, M. (2018). Understanding perception: Processes and applications in education. *Journal of Educational Psychology*, 21(4), 45-58.
- Senowarsito, S., Jones, A., & Zhang, X. (2020). Student perceptions and their impact on learning effectiveness. *Teaching and Learning Review*, 12(3), 99-112.
- Smeda, N., Dakich, E., & Sharda, N. (2014). Visual storytelling in education: An evaluation of comic strip applications for learning and teaching. *Journal of Educational Technology & Society*, 17(3), 198-207.
- Shafak, E. (2023). The importance of writing skills in various genres and formats. *Journal of Writing Research*, 15(2), 100-115.
- Thompson, R., & Williams, L. (2020). Students' perceptions of comic strip makers in language learning. *Language Teaching Research*, 14(2), 123-139.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications.
- Zhang, X. (2021). Innovative methods for teaching writing: The role of digital tools. *Language Learning & Technology*, 25(1), 54-67.

Zheng, Z., Chen, Y., & Wang, T. (2023). Multimedia resources in writing instruction: Trends and outcomes. *Journal of Language and Literacy Education*, 17(4), 210-225.

**APPENDIX I**  
**INTERVIEW TRANSCRIPT**

**STUDENT 1**

<b>NO.</b>	Questions for student	Respondent
<b>1.</b>	What is your experience when using comic strip maker applications in the process of learning to write and speak?	"This application is a little helpful because it makes the learning process easy to understand and there are features and comic characters in it which increase enthusiasm for learning to write."
<b>2.</b>	What are the main benefits you feel from using comic strip maker applications compared to traditional learning methods?	"Feel more entertained by this application, because there are comic characters which make it more different than ordinary learning."
<b>3.</b>	How does using comic strip maker apps influence your motivation to write and speak?,What factors influence this motivation?	"I want to continue creating stories and working on these comics because they are easier to learn."
<b>4.</b>	What challenges or difficulties have you faced when using comic strip maker applications?,How do you solve it?	"There are no difficulties faced because the application is easy to understand and learn."
<b>5.</b>	To what extent do comic strip maker applications help you understand and convey ideas creatively?	"It really helps make me more diligent in writing interesting works with the unique features in the application."
<b>6.</b>	What do you think could be improved or added to comic strip maker apps to enhance your learning experience?	"What needs to be added are moving image features to make it unique from other applications, and to make it interesting to use in learning to write."

## STUDENT 2

<b>NO.</b>	<b>Questions for student</b>	<b>Respondent</b>
1.	What is your experience when using comic strip maker applications in the process of learning to write and speak?	“My experience when using this application is that I am more motivated to use the application and it is easier to use than writing or drawing manually.”
2.	What are the main benefits you feel from using comic strip maker applications compared to traditional learning methods?	“The benefit is that it is easier to create comics than traditional manual writing and drawing.”
3.	How does using comic strip maker apps influence your motivation to write and speak?,What factors influence this motivation?	“This application influenced my motivation to increase opportunities for creative ideas to be conveyed into comics.”
4.	What challenges or difficulties have you faced when using comic strip maker applications?,How do you solve it?	“As for the features, I didn't understand it and had difficulty logging in to the application. The way I solved it was by asking a friend how to log in and finally I was able to solve it.”
5.	To what extent do comic strip maker applications help you understand and convey ideas creatively?	"It's very helpful because in the application there are several characters whose expressions help me in writing down the ideas I want to write."
6.	What do you think could be improved or added to comic strip maker apps to enhance your learning experience?	“It would be best to add some decorations and add expressions from the characters in the application.”

### STUDENT 3

NO	Questions for student	Respondent
1.	What is your experience when using comic strip maker applications in the process of learning to write and speak?	“A little confused because this is the first time using this application.”
2.	What are the main benefits you feel from using comic strip maker applications compared to traditional learning methods?	“Practice writing skills and increase self-confidence.”
3.	How does using comic strip maker apps influence your motivation to write and speak?,What factors influence this motivation?	“A clear goal is to increase creativity and the ideas that will be written.”
4.	What challenges or difficulties have you faced when using comic strip maker applications?,How do you solve it?	“I resolved the process and resource tools by asking friends who had already used the application or who were used to using the application.”
5.	To what extent do comic strip maker applications help you understand and convey ideas creatively?	“It's quite far because from this application I can learn to write and understand existing themes.”
6.	What do you think could be improved or added to comic strip maker apps to enhance your learning experience?	“There's nothing to add because the app is already good enough or interesting enough for me.”

## STUDENT 4

NO.	Questions for student	Respondent
1.	What is your experience when using comic strip maker applications in the process of learning to write and speak?	“I prefer it because it is easier to understand and easier to write ideas using this application than traditional.”
2.	What are the main benefits you feel from using comic strip maker applications compared to traditional learning methods?	“In my opinion, it saves time and saves more energy.”
3.	How does using comic strip maker apps influence your motivation to write and speak?,What factors influence this motivation?	“I get more creative ideas because many of the images are unique.”
4.	What challenges or difficulties have you faced when using comic strip maker applications?,How do you solve it?	“I'm worried about running out of battery and running out of quota, so I have to prepare all that from the start first.”
5.	To what extent do comic strip maker applications help you understand and convey ideas creatively?	“Quite far because the features in the application are unique and creative.”
6.	What do you think could be improved or added to comic strip maker apps to enhance your learning experience?	“I hope there will be more creative editing features.”

## STUDENT 5

NO.	Questions for student	Respondent
1.	What is your experience when using comic strip maker applications in the process of learning to write and speak?	"A little confused about the features in the application."
2.	What are the main benefits you feel from using comic strip maker applications compared to traditional learning methods?	"The benefits are to increase creativity, practice writing skills and increase self-confidence."
3.	How does using comic strip maker apps influence your motivation to write and speak?,What factors influence this motivation?	"A very clear goal to increase creativity."
4.	What challenges or difficulties have you faced when using comic strip maker applications?,How do you solve it?	"Still confused about the features, I solved it by asking for help from a friend who already understands the application."
5.	To what extent do comic strip maker applications help you understand and convey ideas creatively?	"Quite far because it is very helpful in understanding and writing ideas creatively."
6.	What do you think could be improved or added to comic strip maker apps to enhance your learning experience?	"Adds complete features, such as more flexible options, designs and story tools. "

## STUDENT 6

NO.	Questions for student	Respondent
1.	What is your experience when using comic strip maker applications in the process of learning to write and speak?	"Using the application is very easy, more interesting to write and understandable."
2.	What are the main benefits you feel from using comic strip maker applications compared to traditional learning methods?	"To facilitate writing or interaction with teachers and classmates."
3.	How does using comic strip maker apps influence your motivation to write and speak?,What factors influence this motivation?	"So that all students can learn to write more often."
4.	What challenges or difficulties have you faced when using comic strip maker applications?,How do you solve it?	"There is rarely a quota and it is difficult to determine a title or story, the way I overcome this is by asking for a hotspot and asking for help from friends who understand applications."
5.	To what extent do comic strip maker applications help you understand and convey ideas creatively?	"Goes far enough to improve creative writing skills."
6.	What do you think could be improved or added to comic strip maker apps to enhance your learning experience?	"In my opinion, what should be added to the application is animation."

## STUDENT 7

NO.	Questions for student	Respondent
1.	What is your experience when using comic strip maker applications in the process of learning to write and speak?	"Very happy because I can understand what the features in the application mean."
2.	What are the main benefits you feel from using comic strip maker applications compared to traditional learning methods?	"So that you can continue to write creative ideas."
3.	How does using comic strip maker apps influence your motivation to write and speak?,What factors influence this motivation?	"So that writers can improve their comic writing skills."
4.	What challenges or difficulties have you faced when using comic strip maker applications?,How do you solve it?	"I had difficulty determining the storyline, I asked my friends to overcome this."
5.	To what extent do comic strip maker applications help you understand and convey ideas creatively?	"To improve creative abilities in writing comics."
6.	What do you think could be improved or added to comic strip maker apps to enhance your learning experience?	"I think what should be added to the application is the image."

## APPENDIX II

### DOCUMENTATION

Researchers are interviewing students at SMK Negeri 6 Samarinda class 3(XII).

This is the documentation of the interview process with the seven students of SMK Negeri 6 Samarinda class 3(XII).



PICTURE 1



PICTURE 2



**PICTURE 3**



**PICTURE 4**



**STUDENT 1**



**STUDENT 2**



**STUDENT 3**



**STUDENT 4**



**STUDENT 5**



**STUDENT 6**



**STUDENT 7**



PEMERINTAH PROVINSI KALIMANTAN TIMUR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMK NEGERI 6 SAMARINDA



Jalan Batu Cermin RT 05 No. 40, Kel. Gempaja Utara, Kec. Samarinda Utara,  
Samarinda, Kalimantan Timur 75119  
Telepon. (0541) 2522203  
Pos-el [smkn6@yahoocp.id](mailto:smkn6@yahoocp.id), Laman <http://smkn6samarinda.cpb.id>,  
Instagram @smkn6\_samarinda

**SURAT KETERANGAN**

Nomor : 400.3.8.1/ 1624 /SMK 6/VIII/2024

Yang bertanda tangan di bawah ini :

Nama : Drs. Didik Agung Widianoro, M. Pd  
NIP : 19680309 199309 1 001  
Pangkat/Gol. Ruang : Pembina Tk. I, IV/b  
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : Trisnawati  
NPM : 1788203034  
Program Studi : Keguruan Ilmu Pendidikan Bahasa Inggris  
Perguruan Tinggi : Widya Gama Mahakam Samarinda

Menerangkan bahwa nama yang tercantum diberikan izin untuk melaksanakan penelitian dalam rangka menyelesaikan skripsi dengan judul "THE STUDENT PERCEPTION OF THE USE COMIC STRIP MAKER APPLICATION IN LEARNING WRITING AND SPEAKING SKILLS" yang dilaksanakan di SMK Negeri 6 Samarinda.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Samarinda, 20 Agustus 2024  
Kepala Sekolah,

Drs. Didik Agung Widianoro, M. Pd  
NIP. 19680309 199309 1 001

**SK. IZIN PENELITIAN DI SEKOLAH SMKN 6 SAMARINDA**



**LEMBAR REVISI SKRIPSI**  
**UNIVERSITAS WIDYA GAMA MAHAKAM SAMARINDA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
*Email: fkip@uwgm.ac.id*

NAMA : TRISNAWATI  
NPM : 1788203034  
PROGRAM STUDI : BAHASA INGGRIS  
JUDUL SKRIPSI : THE STUDENTS PERCEPTION OF THE USE COMIC STRIP MAKER APPLICATION IN LEARNING WRITING SKILLS

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Dr. Abdul Rohman, M.Pd	Buat hasil / point penting dari interview siswa	
2	Pembimbing II Godefridus Bali Geronda, M.Pd	Amankan Teknik em gram.	
3	Penguji I Dr. Arbain, M.Pd	Abstrak, Daftar isi	

Mengetahui,

Dekan,

Agus Salim, M.Pd  
NIK: 2022.084.293

**LEMBAR REVISI SKRIPSI**