



## The Influence Of Digital Comics Media on The Fable Text Writing Skills Of Grade VII

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**Article History:**

Received: 10 October 2024

Revised: 13 March 2025

Published: 7 July 2025

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### Abstract

This study aims to determine the effect of digital comics on the fable writing skills of grade VII students at SMP Swasta Teladan Pematangsiantar. This research is a quantitative study with an experimental method, using a Pre-Experimental Design with the type of "one-group pretest-posttest design." The sample consisted of 30 grade students at SMP Swasta Teladan Pematangsiantar, selected through purposive sampling. Data were collected through tests, namely a pretest (before the treatment) and a posttest (after the treatment). The average pretest score was 50.53, while the average posttest score increased to 73.13. Data were analyzed hypothesis testing. The results of the hypothesis test showed that the value of  $t_{count} = 11.87$ , while  $t_{table} = 1.70$ . Since  $t_{count} (>) t_{table}$ , the alternative hypothesis  $H_a$  is accepted, and  $H_0$  is rejected. Therefore, it can be concluded that digital comic media has a significant effect on the fable text writing skills of grade students at SMP Swasta Teladan Pematangsiantar.

**Keywords:** Digital Comic Media, Fable Text Writing, Junior High School Students

## INTRODUCTION

Education is a crucial aspect in acquiring and developing knowledge, and building a competent nation. Education plays a role in creating superior, high-quality, competitive human resources, educating the nation, and developing all of the students' potential. Education is expected to create a learning environment that allows students to develop their full potential, fostering competencies in education, thus producing individuals capable of innovation, critical thinking, and creativity in facing advances in various fields, developing new ideas, exploring potential, and being ready to face the challenges of modern technology (Tambunan, Siagian, & Panggabean, 2025). This is in line with Law Number 20 of 2003, which, as stated in Article 3, explains that the National Education System functions to develop capabilities and shape the nation's character, enrich the nation's life, and realize the

potential within students (Talitha & Herdiani, 2020). Therefore, to achieve these educational goals, education currently implements an independent curriculum that emphasizes competency strengthening, character development, and student-oriented learning (Sari, Pangestika, & Khaq, 2023).

The current independent curriculum allows educators and students the freedom to determine the objectives, methods, and learning media to be used, tailored to their individual needs, interests, and talents (Ngazizah & Laititia, 2022). The curriculum expects educators to develop contextual, student-centered learning processes, focusing on developing competencies and fostering the character of Pancasila-based learners (Ranting & Citra Wibawa, 2022). Therefore, the curriculum requires learning objectives designed to create contextual and meaningful learning experiences. Educators are expected to plan systematic learning in accordance with established learning objectives (Baga, Astuty, Astra, Budiaman, & Hasanah, 2022).

The learning objectives are designed to make the learning process more focused and to find out what students must achieve in the learning process. The learning objectives in the Indonesian language subject phase D are to develop imaginative writing skills in the form of fantasy stories (fables/legends). Writing not only teaches writing skills, but students must be able to encourage creativity in expressing ideas to produce interesting written forms. The learning outcomes that must be achieved by grade VII students are learning objectives 7.2.4, students can write experiences or imaginations in the form of fantasy stories (fables/legends) using their own words and identify information about regional fables/legends that are read and heard (Mahdiyah, 2021).

To support the achievement of the learning objectives above, students need to master four language skills that cover four aspects: listening, speaking, reading, and writing. These four language skills are interconnected. If someone speaks, there will definitely be listening, and likewise with reading, someone can read if there is writing. In learning Indonesian, these four aspects of language are very important because they are interrelated to achieve effective communication both orally and in writing (Ramadhani, Tambunan, Saragih, Sirait, & Sitanggang Gusar, 2022). Therefore, students must be able to master all four skills to facilitate the achievement of learning objectives, especially writing skills. Of the four components of language skills, the author focuses on the aspect of writing skills (Budiarti & Haryanto, 2016).

Based on the four language skills, writing is a skill that requires students to have critical thinking skills, be able to compose appropriate language structures, and be able to express ideas or imagination systematically and structured. Writing requires a long process and must be done repeatedly to produce meaningful writing. Writing is one of the skills that students must have, especially in Indonesian language subjects, students are required to express ideas imaginatively into written form (Devi, 2023). Especially in writing fables that require a good understanding of language and creativity in expressing ideas imaginatively.

Writing a fable is not just writing a general animal story, but writing a fable must be able to present the story in an interesting and imaginative way. Writing a fable requires imagination, an understanding of narrative structure, good language skills, and creativity

in conveying ideas and moral messages into the story. Writing a fable, students need to pay attention to the structure of the fable, including the coda, resolution, complication, and orientation. With this structure, it will help students construct a logical storyline and make it easier for readers to understand the content of the story. A fable is a type of fictional story that depicts characters like humans in general, who can think, speak, and act. Therefore, in writing a fable, students are trained to be creative, able to develop aesthetic values, and the ability to convey messages in an interesting and easy-to-understand manner (TAMBUNAN, 2024).

Based on the results of observations and interviews conducted by researchers, on June 7, 2025 in class VII of SMP Swasta Teladan Pematangsiantar, it shows that students' ability to write fables at the junior high school level is still relatively low, information on student learning outcomes data was obtained. It was found that there are still students who have difficulty writing fables in class VII students at SMP Swasta Teladan Pematangsiantar. Where, especially class VII A with a total of 30 students. In that class there are 70% (21 students) who get a score below the Minimum Competency Criteria (KKM) and students who pass in writing fables are 30% (9 students). The standard KKM score in the Indonesian language subject for class VII of SMP Swasta Teladan Pematangsiantar is 75 (Angresia, Sesmiarni, Charles, & Melani, 2022).

Based on the data results, it was concluded that only a few students were classified as capable of writing fables well. This was because students experienced obstacles in developing story ideas and expressing those ideas into stories, lack of understanding of narrative structure, minimal vocabulary, not yet understanding the characteristics of fable texts, students were not able to compose characters in the story and had difficulty in conveying messages into fable stories (Safirah, Adita, & Suhartiningsih, 2023). This was also caused by teachers still tending to use less varied learning media. It was shown that teachers still lacked the use of innovative media, where teachers only used media in the form of posters and learning focused on textbooks so that there was less variety in the learning process. Learning was more dominated by lectures and giving assignments, the lack of use of visual media to encourage students' imagination and creativity so that students felt bored, tired, and tended to be passive during the learning process (Hidayah, Nasir, Afriana, & Nur Shawmi, 2021).

This is in line with several studies conducted by which stated that the ability to write fables of junior high school students is still relatively low. It was found that the low fable writing scores of grade VII 3 students of Muara Beliti State Junior High School out of a total of 32 students, only 9 students achieved the KKM score and as many as 21 students had not finished writing fables. This is due to less varied learning methods and minimal use of visual media so that students find it difficult to stimulate their imagination, have difficulty designing story ideas, developing character traits, conveying moral messages into stories so that writing is less creative.

In addition, according to stated that most students have difficulty in planning and finding ideas to be made into a story. explained that students' fable writing skills are still relatively limited, this is due to students' lack of understanding in understanding the structure of fable texts which results in low or decreased writing skills, lack of student

motivation in writing fables, difficulty in finding ideas and students who still think that writing is difficult. Therefore, the use of innovative and interesting learning media is needed so that learning runs interactively. Through, the use of visual media can help students convey ideas, develop imagination, and be able to write fables creatively. The use of visual media in the form of digital comics can be used as a tool or supporting material for the learning process, especially writing fables (Pintakhari, Nguru, & Bungaa, 2022). Digital comic media is a media that combines elements in the form of images and dialogue or narrative text (Rusmana & Kurniawarsih, 2020). Through the use of digital comic media, students gain interesting, concrete, and contextual learning experiences. According to the use of digital comic media can make learning more interesting and be an effective solution to improve students' writing skills. The presentation of digital comics can help students easily understand the elements contained in fables. In addition, this comic media supports narrative learning through illustrations that make the story more alive. Therefore, integrating digital comic learning media in writing fables is an effective and innovative solution. The use of this media can support interactive learning, increase student motivation in writing, and learning will be more enjoyable. Thus, students no longer feel bored, learning is no longer monotonous but rather, learning is contextual. Students will be encouraged to be creative and make it easier to express ideas imaginatively into stories through digital comic learning media (Khisbiyah, Harsiaty, & Widjartono, 2024). By using this learning media, it will be easier to achieve learning objectives, especially in writing fable stories. Thus, based on this background, researchers are interested in raising the title "The Influence of Digital Comic Media on Writing Skills of Grade VII Students of Pematangsiantar Private Middle School".

## **METHOD**

In this study, the author used a quantitative research method using experimental research. According to Sugiyono (Martha Rusmana & Mila Kurniawarsih, 2020) quantitative methods are research methods that use research instruments in collecting data and using statistical analysis in testing hypotheses. Experimental research is a research method used to determine the effect of treatment on others under controlled conditions. Thus, the purpose of the experimental research in this study is to determine the effect of digital comic media on the fable text writing skills of grade VII students of SMP Swasta Teladan Pematangsiantar.

In this study, the researchers employed a pre-experimental design with a one-group pretest-posttest design. This study employed only one group, each receiving a pretest before treatment and a posttest after treatment using digital comics. Thus, the results of the treatment can be determined by comparing the pre-treatment and post-treatment sessions.

This research will be conducted at SMP Swasta Teladan Pematangsiantar on Jl. Singosari No. 3, Bantan Village, West Siantar District, Pematangsiantar City, North Sumatra. The researcher's considerations for conducting this research are as follows: In SMP Swasta Teladan Pematangsiantar, there has never been any research with the same problem using digital comic learning media. The school's condition and the number of students support it to be used as research so that the data obtained is more valid.

This research was conducted at SMP Swasta Teladan Pematangsiantar, in the odd semester of the 2025/2026 academic year. Sugiyono (Syaferi, 2021) "Population is a generalization area consisting of: objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then conclusions drawn". The population in this study was obtained from the results of observations that researchers have conducted at SMP Swasta Teladan Pematangsiantar on class VII students of SMP Swasta Teladan Pematangsiantar in class VII A, VII B, and VII C with a total population of 90 students.

Sugiyono (Winda, Winda Lestiani and Thomas, Orbit and FL, Beta Centauri and Toendan, 2021) states that a sample is a portion of the population and its characteristics. When selecting a population, if the population is large, researchers can use a portion of the population to be studied. In this study, the researcher used a sampling technique, namely purposive sampling. Purposive sampling is a sampling technique with certain considerations. Based on this, the population in this study was 30 students of class VII A of SMP Swasta Teladan Pematangsiantar.

Sugiyono (Wijaya, Johari, & Wicaksana, 2020) states that data analysis involves grouping data based on variables and respondent types, tabulating data based on variables, and performing calculations to test hypotheses using statistical data analysis techniques. This research employed two types of data analysis techniques: descriptive statistical analysis and inferential statistical analysis. This analysis was used to determine the effect of digital comic media use on seventh-grade students' fable writing skills.

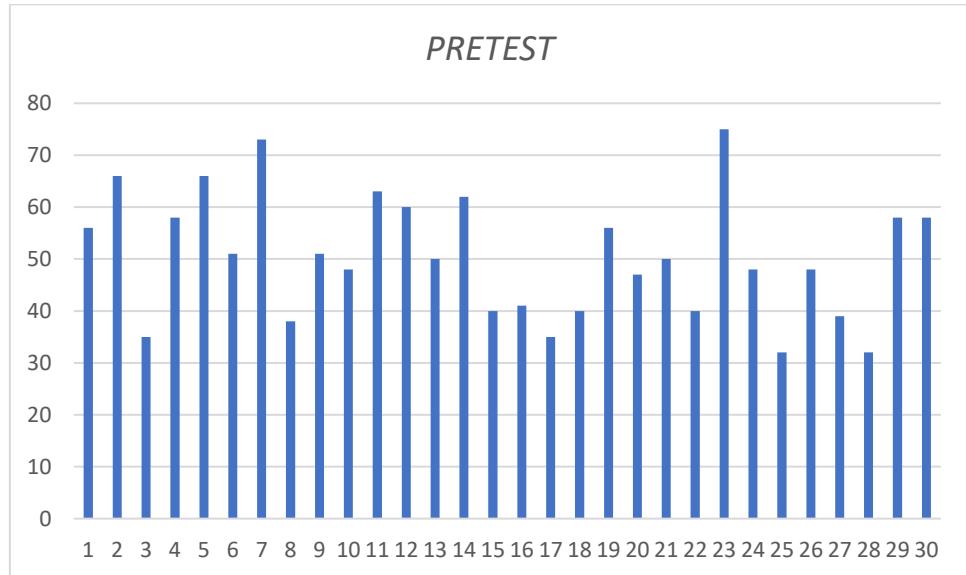
## **RESULTS AND DISCUSSION**

### **Description of Research Results**

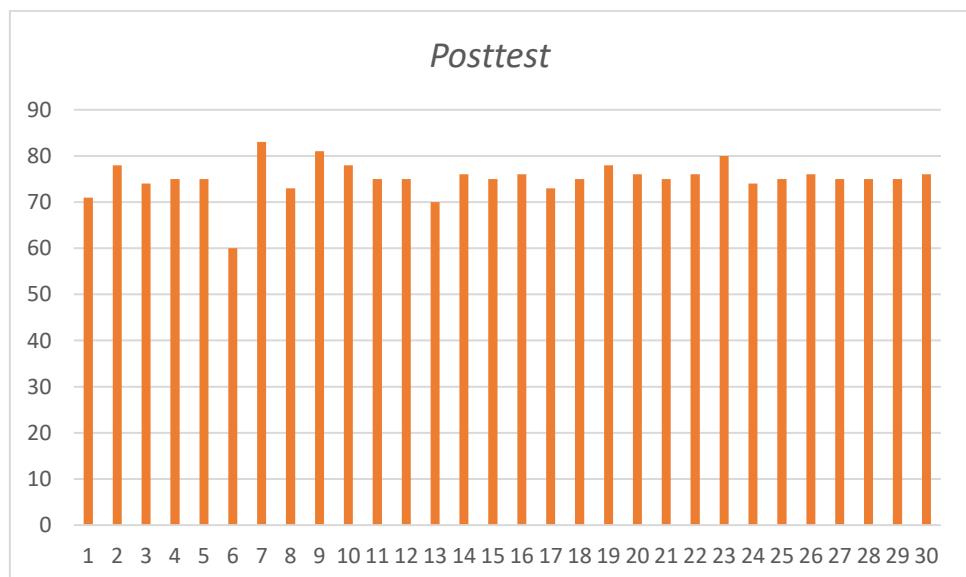
This research was conducted in class VII of SMP Swasta Teladan Pematangsiantar with a sample of 30 students. This study aims to determine the effect of the use of digital comic learning media on the fable text writing skills of class VII students of SMP Swasta Teladan Pematangsiantar in the 2025/2026 academic year. This research is a quantitative study using a one group pretest-posttest design. The researcher conducted the research for two weeks, on September 15 to September 27, 2025, the researcher took action starting by giving a test in the form of a pretest to determine students' abilities before using the use of digital comic learning media by distributing student worksheets. After that, the researcher carried out the learning process by providing the material taught on the fable text material by applying digital comic media. Furthermore, the researcher gave a test in the form of a posttest to students to determine students' abilities in writing fable texts after applying digital comic media (Nugraheni, 2022).

Based on the results of the data obtained during the study, after being given a pretest and posttest. The researcher analyzed the data obtained in the field. The analysis aims to determine whether there is a significant effect of the use of digital comic learning media on students' fable text writing skills from the pretest and posttest data. The pretest and posttest data were analyzed using a hypothesis test using a paired sample t-test to measure the difference in results before (pretest) and after (posttest) treatment was given. After conducting the analysis, the researcher found that there was a difference in the pretest and

posttest results after the implementation of digital comic learning media. It is known that the average posttest score is higher than the average pretest score. Where, this can be shown in the hypothesis test which shows the  $t_{\text{count}}$  value = 11.87 is greater than  $t_{\text{table}} = 1.70$  at a significance level of 5% (0.05). So it can be seen that  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that from these results it is known that the use of digital comic learning media has a positive effect on the fable text writing skills of class VII students of Pematangsiantar Private Middle School.



**Figure 1. Bar Chart of Pretest Results**



**Figure 2. Bar Chart of Posttest Results**

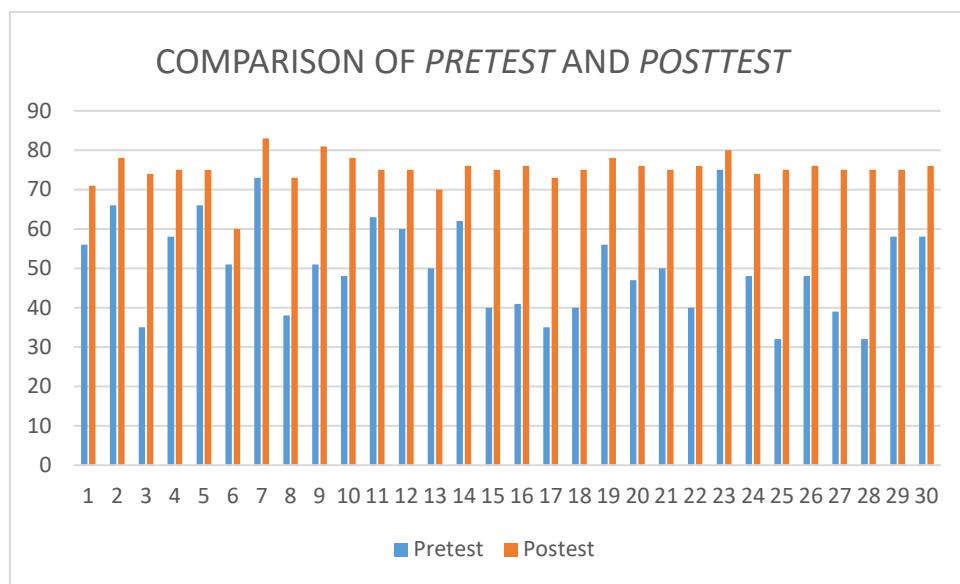


Figure 3. Bar Chart of Pretest and Posttest Results

### Hypothesis Test (t-Test)

Hypothesis testing was used to determine whether digital comic learning media had an effect on the writing skills of seventh-grade students at Pematangsiantar Private Middle School. The research hypothesis is as follows:

$H_0$ : There is no influence of digital comic media on the fable text writing skills of class VII students of Pematangsiantar Private Middle School.

$H_a$ : There is an influence of digital comic media on the fable text writing skills of class VII students of Pematangsiantar Private Middle School.

With the following criteria:

1. If the value  $t_{hitung} \geq t_{tabel}$  then  $H_a$  accepted and  $H_0$  rejected. On the other hand,
2. if the value  $t_{hitung} \leq t_{tabel}$  is  $H_0$  accepted and  $H_a$  rejected.

To test the hypothesis, the related sample mean difference test is used as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

$$t = \frac{24,6}{\sqrt{\frac{\sum 21888 - (\sum 738)^2}{30(30-1)}}}$$

$$t = \frac{24,6}{\sqrt{\frac{\sum 21888 - 544644}{30(29)}}}$$

$$t = \frac{24,6}{\sqrt{\frac{21888 - 18154,8}{870}}}$$

$$t = \frac{24,6}{\sqrt{\frac{3733,2}{870}}}$$

$$t = \frac{24,6}{\sqrt{4,29}}$$

$$t = \frac{24,6}{2,071}$$
$$t = 11,87$$

Based on the results of the hypothesis test calculations above, it is known that the value  $t_{hitung}$  is 11.87. Meanwhile, to find  $t_{tabel}$  the researcher used the t-distribution table at a significance level of  $\alpha = 0.05$  and  $df = NK - 2 = 30 - 2 = 28$ . The resulting value is  $t_{hitung} \geq t_{tabel}$  or  $11.87 \geq 1.70$ , which means  $H_a$  is accepted while  $H_0$  is rejected. Therefore, it can be concluded that there is a significant influence of the use of digital comic learning media on the fable text writing skills of seventh-grade students at Pematangsiantar Private Middle School.

## Discussion of Research Results

This study aims to illustrate that the use of digital comic learning media has an impact on increasing the ability to write fable texts of seventh grade students. This study used a Pre-Experimental Design with a one-group pretest-posttest design, with a sample size of 30 students. The use of digital comic media was carried out after a pretest was given, then the learning process using digital comic media was followed by a posttest to measure students' ability to write fable texts (Christina, 2018).

The influence of digital comic media can be seen from the results of the ability to write fable texts before using digital comic media, researchers still found students who had not reached the KKTP score. The student who obtained the highest score was 1 student, namely a score of 75 and the average class score obtained was 50.53. Based on these results, it can be concluded that the level of students' ability to write fable texts before using digital comic learning media is relatively low, although there are some students who have the ability to write fable texts that are quite good, but there are still students who need to improve skills in aspects of content ideas, content organization, structure, diction, and spelling (Azizah, 2022).

In the learning process, the researcher first explained the learning material for fable texts, then used digital comic learning media to help students develop story ideas, increase student motivation in writing, and students easily understand the structure of fable texts. Not only that, by applying digital comic media, it also helps the learning process to be more interesting and interactive. The use of digital comic media facilitates students to be more creative in developing ideas, increases motivation in writing, and hones students' abilities in composing fable texts creatively and structured. The results of the posttest showed an increase compared to the pretest. The highest score for students after the application of digital comic media reached 83, while the average score increased to 75.13. This increase indicates that the use of digital comic media has a positive influence on students' ability to write fable texts. In addition, aspects assessed in fable writing skills, such as the content of ideas, content organization, structure, diction, and spelling, experienced an increase after using digital comic media (Darniyanti, Efriani, & Susilawati, 2021). Students found it easier to express their ideas into a story, increasing students' imagination, and students were more motivated in writing.

To find out whether there is an influence of digital comic media on the ability to write fable texts before and after using the media, the researcher conducted a hypothetical t-test. Based on the results of the hypothesis test through a paired t-test (paired sample t-test), the calculated  $t_{value} ( > ) t_{table} (11.87) ( > ) 1.70$  is obtained, meaning that the hypothesis  $H_a$  is accepted. This shows that the use of digital comic media has an effect on the fable text writing skills of class VII students of SMP Swasta Teladan Pematangsiantar (Fajri, Herianto, & Sawaludin, 2022).

#### **Fable Text Writing Skills Before Using Digital Comic Media**

In the process of learning to write fable texts, teachers play an important role in guiding students to be able to write creatively, logically, and in accordance with the structure of the text. Based on the results of pretest data that have been conducted in class VII A of SMP Swasta Teladan Pematangsiantar, it is known that students' ability to write fable texts before using digital comic media is still low. The total score obtained by students is 1516 with the highest score being 75 and the lowest score being 32. Based on these results, it shows that students' ability to write fable texts is still in the poor category. This low ability is caused by students' lack of motivation in writing, limitations in expressing creative ideas, lack of understanding of fable structure, and lack of students' imagination (Lestari & Irwansyah, 2020).

The students' low ability is also caused by the lack of interesting learning media that can stimulate their imagination to develop their creative ideas. This is in line with the opinion (Irawan, Yulaini, & Januardi, 2019), which explains that writing requires mastery of language aspects, thinking skills, and creativity in expressing ideas. Students who are less trained will tend to have difficulty constructing sentences and expressing their creative ideas. Therefore, students' lack of ability to write fable texts is due to students still having difficulty expressing ideas into writing. Based on this, it is concluded that learning media can help students develop their abilities.

#### **Fable Text Writing Skills After Using Digital Comic Media**

Student learning outcomes can be influenced by the learning media used during the learning process. The use of appropriate media will help students understand the material and increase their motivation to learn. As stated by, media is a means of conveying messages and delivering teaching materials to recipients, used as a tool for teaching and learning activities that can help attract students' attention and encourage them to participate enthusiastically in the learning process. This is in line with the opinion of who stated that digital comic learning media helps students express ideas in written form, helping students develop grammar and vocabulary through learning to write stories. As stated by (Wulansari, Johari, & Asra, 2022), who explained that digital comic learning media is very effective in increasing student interest in learning and enhancing creativity, so that students will be more active and enthusiastic in participating in the learning process.

Based on the results of the posttest scores, the total posttest score was 2254 with the highest score being 83 and the lowest score being 60. The average score was 75.13, it was concluded that many students achieved the KKTP score indicating an increase in students' fable text writing skills after using digital comic media. In addition, aspects assessed in fable

writing skills such as: content of ideas, content organization, structure, diction, and spelling experienced an increase after using digital comic media.

### **Fable Text Writing Skills Before and After Using Digital Comic Media**

Based on the analysis of the data results that have been carried out by researchers, it can be concluded that the use of digital comic media has an effect on students' ability to write fable texts. Digital comic learning media is effective for use in the learning process, especially writing fables, where the use of digital comic learning media is a medium that is able to improve students' writing skills, is able to stimulate imagination, makes it easier for students to organize storylines, students become more active, creative in expressing ideas into fable texts, and learning becomes fun (Santika & Nasution, 2021).

The skill of writing fable texts before (pretest) using digital comic media is still relatively low with an average score of 50.53, where there are many students who have not reached the KKTP score. After the implementation of digital comic learning media, students' fable text writing skills have increased (Rahmanto, Dwikurnaningsih, & Setyorini, 2019). From the posttest results, an average score of 75.13 was obtained, many students achieved the KKTP score. Then, a hypothesis test was carried out through a paired t-test (Paired sample t-test) obtained  $t_{count} ( > ) t_{table} (11.87) ( > ) 1.70$ , it was concluded that the hypothesis  $H_a$  was accepted, meaning that there is an influence of the use of digital comic learning media on the writing skills of class VII students of SMP Swasta Teladan Pematangsiantar.

## **CONCLUSION**

Based on the results of the research conducted by the researcher at the Exemplary Private Middle School in Pematangsiantar for the 2025/2026 academic year, the following conclusions can be drawn:

1. From the results of *the pretest data*, the ability to write fable texts before using digital comic learning media for seventh grade students of SMP Swasta Teladan Pematangsiantar is still relatively low. There are still many students who have not reached the KKTP. This can be proven from the *pretest results* which show that the average student score is 50.53 with a total score of 1516. The scores on the assessment aspects of writing fable texts are on the content of ideas 25.69%, content organization 25.92%, structure 23.08%, diction 15.69%, and spelling 9.43%.
2. Based on the results of *the posttest data*, researchers found an increase in students' ability to write fable texts. This can be proven from the results of the average value which increased to 75.13. With a total score of 2254. The percentage results on the assessment aspects of writing fable texts are in the content of ideas 23.85%, content organization 22.80%, structure 23.24%, diction 18.76%, and spelling 11.49%. So it can be concluded that, the use of digital comic media

significantly improves students' ability to write fable texts in class VII of SMP Swasta Teladan Pematangsiantar.

3. The influence of digital comic learning media on the ability to write fable texts based on the results of statistical tests using the t-test, the results of the hypothesis test show a value of  $t_{hitung} = 11.87$  and  $t_{tabel} = 1.70$  at a significance level of 0.05, which means the value  $t_{hitung} \geq t_{tabel}$  or  $11.87 \geq 1.70$ . Thus,  $H_0$  is rejected and  $H_a$  accepted. This shows that in this study there is an influence of the use of digital comic learning media on the ability to write fable texts of grade VII students of SMP Swasta Teladan Pematangsiantar.

## **Suggestion**

Based on the results of the research conducted on the influence of digital comic learning media on the fable writing skills of seventh-grade students at Pematangsiantar Private Middle School, the researchers offer the following suggestions:

1. For teachers, SMP Swasta Teladan Pematangsiantar, especially Indonesian language teachers, are expected to be able to use digital comic learning media in the learning process, especially in the material of writing fable texts, because digital comic learning media can increase creativity, improve students' writing skills, and make learning more interesting and enjoyable.
2. For students of SMP Swasta Teladan Pematangsiantar, it is hoped that during the learning process, students will be active in utilizing digital comic learning media to develop their ability to write fable texts in order to improve their writing skills by utilizing available media to develop ideas, increase imagination, and deepen their understanding of the structure of fable texts.
3. Schools are expected to provide adequate facilities and infrastructure in each classroom to facilitate the learning process. This will enable the available resources to support learning and improve student and school achievement.

Future researchers are expected to conduct research on areas that have not yet been optimally achieved in improving students' fable writing skills by using digital comics as learning media during the learning process. This is intended to ensure schools can produce the best graduates.

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