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THE EFFECTIVENESS OF USING PIXTON.COM IN WRITING STORYBOARD OF JUNIOR HIGH SCHOOL

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Abstract

This study explores the effectiveness of Pixton.com in improving English writing skills among eighth-grade students. Using a quasi-experimental design, the research compares an experimental group that used Pixton.com with a control group that used conventional teaching methods. The focus was on students' ability to write storyboards about daily routines. The study involved two classes of eighth-grade students at MTs UW, selected based on teacher recommendations, with data collected through pre-test and post-test assessments. The results, analyzed using SPSS 25, revealed that the experimental group outperformed the control group, demonstrating a significant improvement in writing skills. The ANCOVA test further confirmed this significant difference, showing that Pixton.com had a positive impact on students' writing performance. The study also found that Pixton.com increased students' motivation, creativity, and engagement in the writing process. Based on these findings, the study concludes that Pixton.com is an effective digital tool for enhancing students' writing abilities and fostering a more interactive and engaging learning environment. Recommendations for English teachers include incorporating Pixton.com in writing lessons to improve language proficiency. Further research is suggested to investigate its broader applications in other educational contexts.

Keyword: Pixton.com, storyboard, writing skills

Abstrak

Penelitian ini mengeksplorasi efektivitas penggunaan Pixton.com dalam meningkatkan keterampilan menulis bahasa Inggris pada siswa kelas



delapan. Dengan desain kuasi-eksperimental, penelitian ini membandingkan kelompok eksperimen yang menggunakan Pixton.com dengan kelompok kontrol yang menggunakan metode pengajaran konvensional. Fokus penelitian adalah kemampuan siswa menulis storyboard tentang rutinitas sehari-hari. Penelitian ini melibatkan dua kelas siswa kelas delapan di MTs UW, yang dipilih berdasarkan rekomendasi guru, dengan data dikumpulkan melalui pre-test dan post-test. Hasil analisis menggunakan SPSS 25 menunjukkan bahwa kelompok eksperimen memiliki peningkatan keterampilan menulis yang signifikan dibandingkan kelompok kontrol. Uji ANCOVA juga mengonfirmasi perbedaan signifikan ini, menunjukkan bahwa Pixton.com berdampak positif pada performa menulis siswa. Penelitian ini juga menemukan bahwa penggunaan Pixton.com meningkatkan motivasi, kreativitas, dan keterlibatan siswa dalam proses menulis. Berdasarkan temuan tersebut, penelitian ini menyimpulkan bahwa Pixton.com merupakan alat digital yang efektif untuk meningkatkan kemampuan menulis siswa serta menciptakan lingkungan belajar yang lebih interaktif dan menarik. Rekomendasi bagi guru bahasa Inggris adalah mengintegrasikan Pixton.com dalam pelajaran menulis untuk meningkatkan keterampilan bahasa. Penelitian lanjutan disarankan untuk menyelidiki aplikasi yang lebih luas dari alat ini dalam konteks pendidikan lainnya.

Kata kunci: *Pixton.com, storyboard, keterampilan menulis*

Introduction

Storyboarding is an important aspect of media production and has gained popularity among students interested in storytelling and visual arts. According to Leslie and Muñoz (2019), students who engage in storytelling through storyboards can develop creative thinking, problem-solving, and communication skills. Creative thinking involves generating new and original ideas and viewing problems from different perspectives, while problem-solving requires identifying issues and finding effective solutions. Communication skills include conveying ideas and messages through images and text, collaborating with others, and receiving constructive feedback. Storyboards, which are graphic organizers displaying a sequence of events, are commonly used in media production such as film, animation, and advertising, helping to visualize the plot, characters, and settings before production begins. McDrury and Alterio (2003) support the idea that storytelling in education encourages students to express complex ideas in their own words. Writing storyboards allows students to organize their thoughts, structure their stories, and plan the sequence of events. Raccanello, Aylett, and Hall (2019) also emphasize that storyboarding enhances planning skills, which are critical in fields such as filmmaking, advertising, and graphic design. Learning

to create storyboards provides junior high school students with a strong foundation in visual storytelling and media production.

A storyboard is a visual tool used to depict a sequence of scenes or stories, commonly found in film, television, and video game production to help organize the storyline. In education, writing storyboards can enhance students' writing skills. According to Pertiwi et al. (2019) in their study "Chain Writing Method and Media Picture in English Descriptive Texts Learning," the chain writing method combined with visual media effectively improves students' English writing proficiency and critical thinking. This method engages students by having them collaboratively create descriptive stories based on images, while visual media aids in concept comprehension and boosts motivation. Similarly, Lerner and Johansen (2020) found that using storyboards in learning improves students' understanding and retention of information.

One technology that has shown promise in aiding the process of writing storyboard is Pixton.com. Pixton.com is an online comic-making tool that offers a range of features to customize the user's work. Several studies have explored the effectiveness of Pixton.com in enhancing students' storytelling and writing skills. According to Ahmadi (2018), Through using technology, many authentic materials can be provided to learners and they can be motivated in learning language. Pixton.com could potentially serve as a useful tool for students in developing their storyboarding skills.

Writing Storyboard is a creative process that involves planning and organizing the visual aspects of a story, including characters, settings, and action. It is an essential skill in many areas, including film, animation, and video game design. Effective writing storyboard requires a strong understanding of descriptive structure and visual communication, which can be challenging for students to develop. Writing Storyboard involves a range of skills, including narrative, daily routine and descriptive structure and visual communication. Storyboard displays the visual maps of any project planning and involves learners in creative and critical thinking (Yusoff & Salim, 2014; Walker et al., 2015). By using technology tools such as Pixton.com, students can more easily visualize and organize their ideas, leading to more effective storyboard. The use of Pixton.com has the potential to enhance students' storyboarding skills and make the process more accessible to students.

A study by Ratumanan et al. (2018) examined the effectiveness of using Pixton.com in enhancing students' storyboarding skills. The study found that the use of Pixton.com had a positive impact on students' storyboarding abilities, particularly in the areas of narrative, daily routine structure and visual

communication. Another study by Cabrera-Solano et al., (2021) Using technology techniques to design comic strips is beneficial. Pixton, a visually appealing platform for creating comic strips online, is one of these technologies. Teachers can use Pixton to develop visual resources that encourage student participation. The study found that the use of Pixton.com improved students' ability to communicate visually and enhanced their understanding of descriptive structure.

From previous research it has been found related to the use of pixton.com which is an alternative solution used in learning digital writing. According to Nihan, et all (2022), An online platform called "Pixton.com" is also a teaching material created to produce and use educational comics. Pixton.com is an easy-to-use learning tool that encourages collaborative work and creativity. Pixton.com also includes features such as providing feedback, sharing content online, and downloading comics (Cabrera-Solano et al., 2021). Pixton is also known as a powerful visual storytelling tool (Azman, FN, Zaibon, SB, & Shiratuddin, N., 2015). Research was also conducted by Nihan, et all (2022), using Pixton.com which is based on a 14-week course experience from scheduled participants and researchers, here participants are trained to use the pixton.com application, then the course is progressive and interactive. Based on an interview conducted by Paola Cabrera, et al (2018), Pixton for learning EFL grammar was very useful (51.06%). Furthermore, a significant number of students (19.14%) asserted that comic strips are highly useful for learning grammar. Regarding vocabulary, Pixton seems to be very useful (54.97%) and some students (13.90%) believe that it is highly productive for improving vocabulary, Teachers have a similar view regarding the use of Pixton.com in their classes.

Previous research highlights important findings about the use of storyboards in teaching. According to Rahmi and Mahyuddin (2020), storyboards help in designing images that aid in developing children's characters, making learning more enjoyable. They can also be used offline to support face-to-face teaching by combining text, images, and multimedia. Similarly, Sumarsih (2020) emphasized the need for educational innovation through technology, developing the Lectora Inspire application as interactive learning media for writing skills at SMP N 35 Medan. The study showed that the application effectively improved students' writing skills, with a 95% expert validation rating, proving it to be an excellent tool for learning.

Based on the explanation and some data found by previous researchers, from here there are flaws that the researchers found so that previous research used the Pixton.com application in writing storyboard. Apart from that, the Pixton.com platform provides opportunities for students and researchers to

provide feedback to each other by continuously interacting and being able to view assignments provided by the Pixton.com application. (Melor, Md Yunus et al., n.d. 2012) stated that using digital comics can stimulate students' interest in writing, therefore using them to practice writing skills, may prove useful and Salehi (2012) supports creating digital comics for storytelling will make the difficult task of writing in English a much more enjoyable experience for learners. Therefore, in this study researchers are interested in using the Pixton.com platform in writing storyboard because they want to motivate students and provide space for junior high school with procedures for critical thinking skills. Based on this background, the researcher will carry out research entitled "The Effectiveness of Using Pixton.Com in Writing Storyboard for Junior High School".

Research Method

In this study, the researchers employed an experimental research method to investigate the impact of utilizing Pixton.com on junior high school students' ability to write storyboards. Experimental research involves systematically varying one variable to observe its effect on another variable. The study utilized a quasi-experimental design, specifically a nonrandomized control group with pre-test and post-test measures. This design divided participants into experimental and control groups, administered pre-tests, applied the intervention (Pixton.com), and conducted post-tests to assess the outcomes. This methodological approach enabled the analysis of the causal relationship between the use of Pixton.com and students' storyboard writing skills.

The researchers selected two classes, Group A and Group B, as the sample based on the English teacher's recommendation. Group A served as the experimental class with 28 students, while Group B served as the control class with 27 students. The selection of these classes aimed to ensure representation of students with varying English proficiency levels. Both groups underwent a pre-test before the instructional treatment to gauge students' initial knowledge and abilities in writing storyboards with transactional content.

Following the treatment, a post-test was conducted to evaluate the effectiveness of Pixton.com in enhancing students' storyboard writing skills. To analyze the data, the researchers used ANCOVA (Analysis of Covariance), allowing for the adjustment of pre-test scores and controlling for extraneous variables. This analysis helped determine whether the observed differences in post-test scores were attributed to the intervention. Expert validation was employed to ensure content validity of the tests, and revisions based on expert suggestions were incorporated into the instruments.

Results and Discussion

Results

This research focus on the use of Pixton.com on students' writing interacts transactional daily routine. The research started to take the data by collecting students' pre-test score of control group on December, 30 2024, while experimental group started on January, 05 2024. For posttest of control group, it was collected on January, 10 2024, while experimental group was collected January, 15 2024. By using quantitative approach that focus on quasi-experimental design, the numerical data of both experimental and control have been taken.

Firstly, the researcher displayed the descriptive statistic for both pre-test and posttest that have been done by each experimental group and control group. The result of the test that is taken by the students are able to be served group. The result of the test that is taken by the students are able to be served as follow:

Table 1. Descriptive Statistics

| | N | Mean | Std. Deviation |
|--------------------|----|-------|----------------|
| Pixton.com | 28 | 79.64 | 9.900 |
| WithoutPixton.com | 27 | 72.37 | 10.721 |
| Valid N (listwise) | 27 | | |

Descriptive statistic table above showed that this research has two group; 28 Students on experimental group which was taught by using Pixton.com and 27 students on control group which was taught without using Pixton.com. moreover, the descriptive of both pre-test and post-test are displayed below:

Table 2. Statistics of Pre-Test and Post-Test section

| Statistics | | Pretest writing storyboard | Posttest writing storyboard | Group |
|--------------------|---------|----------------------------|-----------------------------|-------|
| N | Valid | 55 | 55 | 55 |
| | Missing | 1 | 1 | 1 |
| Mean | | 64.13 | 76.07 | 1.49 |
| Std. Error of Mean | | 1.068 | 1.464 | .068 |
| Median | | 63.00 | 75.00 | 1.00 |
| Mode | | 63 | 81 | 1 |
| Std. Deviation | | 7.923 | 10.854 | .505 |
| Variance | | 62.780 | 117.809 | .255 |
| Range | | 31 | 38 | 1 |
| Minimum | | 50 | 56 | 1 |
| Maximum | | 81 | 94 | 2 |
| Sum | | 3527 | 4184 | 82 |

From the table 2 above, it can be seen several information both pre-test and post-test of each experimental group and control group. The minimum score that is earned by students in the pre-test section of the experimental group is 50 point, and the maximum score is 81 Point. The mean score is 64.13 point. While in the control group, the minimum score of score pre-test is 56 point, and the maximum score is 94 point. And the mean score is 76.07 Point. The mean score of experimental groups is lower that control group in the pre-test.

Beside pre-test, the table 4.2 above also describe the result of post-test. The minimum score that earned by students in the post- test section of experimental group is 50 Point, and the maximum score is 81 point. The minimum score that is earned by students in the pre-test section of the experimental group is 50 point, and the maximum score is 81 Point. The mean score is 64.13 point. While in the control group, the minimum score of score pre-test is 56 point, and the maximum score is 94 point. And the mean score is 76.07 Point.

The results of this study indicate that the use of Pixton.com as a media tool significantly improved students' transactional writing abilities compared to those taught using conventional methods. Based on the descriptive statistics, the experimental group, which used Pixton.com, achieved a higher post-test mean score of 79.22, while the control group, which did not use Pixton.com, had a mean score of 72.87. The ANCOVA test results further support this, with a

significant value of 0.035, indicating that the use of Pixton.com had a meaningful positive effect on students' writing skills. Additionally, the partial Eta squared value showed that the media contributed 35% to the variance in students' performance.

Moreover, the results also revealed that students' background knowledge significantly influenced their writing ability. The covariate of students' background knowledge had a significant value of 0.022, which suggests that students with stronger prior knowledge in writing were more likely to perform better regardless of the teaching method. Despite this, the study concludes that the implementation of Pixton.com as an interactive and visual learning tool is more effective in enhancing students' writing skills than conventional methods, making it a valuable addition to the teaching of transactional writing.

Discussion

The findings of this study The researcher used Pixton.com as media in a writing storyboard in order to know the effectiveness of that media which is implemented in tenth grade. Based on some previous researcher that have been reviewed by the researcher, most of them used storyboard and Pixton.com in conventional way. Here, the researcher focus on investigating the effect of Pixton.com which is access directly through Laptop or smartphone on students' writing storyboard about daily routine at eight grade of MTs UW Bulurejo.

After analyzing the data, the researcher discusses and compare the data with the theory that is used in this research. The researcher has known that Pixton.com as media has big differences on students' writing storyboard at eight grades. The results of statistics calculation showed the answer of the research problem. Based on descriptive statistics table, the mean score of experimental groups which was taught by using Pixton.com is 79,22 while the mean score in control group which was taught without using Pixton.com 72,22 is in the other hand, the mean score of experimental group and control group are difference in which the mean score of experimental groups is higher than the control group. Moreover, from the table tests of between subject effect, the sig. value of media is 0.001 which is less than alpha value 0.05 it means that there is significant effect on student writing storyboard.

Based on the result of this research, the use of Pixton.com as media can help student in writing storyboard. Especially, it increases students' motivation and spur students' interest. Besides, it is stimulating students in generating many ideas before writing, and the student lacking idea during process of writing. as wright (1989:2) stated, there are several role of series pictures in teaching

writing. first role is picture can motivate the students and make them to play more information to be referred in discussion to write a text.

According to Febrina, dkk (2022) The positive impact of usage Pixton Application, against German language writing skills will allow the user who is learning German, capable of thinking and while make dialogue with grammar or vocabulary that various who made the users get a new experience in the learning through stories pictorial (Bildergeschichte). Besides, found that the Pixton application contributes positively to the development of German language writing skills by fostering critical thinking and facilitating engagement with grammar and vocabulary in a visually stimulating manner.

Paola (2018) states that the use of Pixton facilitates EFL grammar and vocabulary teaching because its characteristics allow teachers to create didactic materials as well as to use dialogues, images, characters and sceneries in comics that promote collaborative work, creativity, and critical thinking. In terms of developing writing skills, Pixton offers a versatile platform with several advantages. Firstly, it serves as a practical tool for practicing grammar and expanding vocabulary in context. Through creating dialogues and narratives, students can apply language rules and explore new vocabulary organically, fostering a deeper understanding of language usage. Secondly, Pixton stimulates creativity and self-expression by allowing students to craft unique characters, settings, and storylines. This creative freedom encourages students to engage more deeply with their writing, leading to more imaginative and engaging compositions. Additionally, Pixton enhances visual literacy skills alongside writing skills, as students learn to convey meaning through both words and images. This holistic approach to communication enriches students' ability to express themselves effectively across different mediums. Moreover, Pixton's collaborative features promote teamwork and communication skills, as students can collaborate on comic creation projects. This collaborative writing experience not only strengthens writing abilities but also cultivates important interpersonal skills essential for success in various contexts. Lastly, Pixton's interactive and visually engaging interface can boost student motivation and engagement in writing tasks, making the learning process more enjoyable and effective.

The findings from previous research, as highlighted by Yasuta, Takako (2018), underscore the transformative impact of utilizing an online comic creator, particularly among computer science majors. This innovative tool not only enhanced their learning experience but also positively shifted their attitudes towards group work and English language acquisition. Prior to the study, a significant portion of participants expressed reservations about group

collaboration, with 25% holding negative attitudes and 34% remaining indifferent towards group work, as indicated by the pre-study survey. However, the use of the online comic creator appeared to challenge and alter these perceptions, suggesting its potential as a catalyst for fostering positive attitudes towards collaborative learning environments.

A relevant study is that conducted by Kim, Sung-Hee (2016), who examined the use of Pixton in teaching English writing skills. In this study, it was found that the use of Pixton can improve students' writing skills through developing their understanding of narrative structure and vocabulary usage in different contexts. The results of this study indicate that learning by using Pixton media can provide an interesting and effective approach to improving students' writing skills.

Ortiz and Mena (2021), state that "Pixton as a digital teaching tool to encourage the writing skill" explores the use of Pixton, a digital storytelling tool, to improve the writing skills of English foreign language learners in higher education. The study, conducted in an educational institution in Ecuador, involved a quasi-experimental research design with a target population of forty-eight A2 level students. The experimental group, which used Pixton during classes, outperformed the control group in post-test writing skill performance. The findings suggest that Pixton had a positive impact on enhancing the writing skills of the A2 level learners in the institute. The study also provides a detailed exploration of the challenges in teaching English, the role of technology in education, and the impact of Pixton on students' writing proficiency. The results section presents the findings from the pre-test and post-test assessments, revealing the higher average writing skill performance of the experimental group that utilized Pixton. The study concludes with a detailed analysis of the effectiveness of Pixton as a digital teaching tool, supported by statistical data and correlation coefficients. The article provides a comprehensive overview of the research findings, emphasizing the positive impact of Pixton on students' writing skills and highlighting the potential of digital tools in enhancing language learning.

Based on the extensive literature review and the analysis conducted in this study, it can be concluded that the utilization of Pixton.com as a digital media tool in teaching writing storyboards yields several significant benefits. Firstly, Pixton.com enhances students' motivation and interest in writing tasks, thereby fostering a more engaging learning environment. Secondly, it facilitates the generation of ideas prior to writing and addresses the issue of students lacking inspiration during the writing process. Thirdly, Pixton.com promotes creativity and self-expression among students by providing them with a platform to craft

unique characters, settings, and storylines, thereby enriching their writing compositions. Additionally, Pixton.com contributes to the development of visual literacy skills alongside writing skills, allowing students to effectively convey meaning through both words and images. Furthermore, the collaborative features of Pixton.com promote teamwork and communication skills among students, essential for success in various contexts. The findings from previous research studies further corroborate the positive impact of utilizing Pixton.com in enhancing writing skills and fostering positive attitudes towards collaborative learning environments. Therefore, based on the evidence presented, it can be concluded that Pixton.com serves as an effective digital tool for improving students' writing skills and enhancing their overall learning experience.

Conclusion

The conclusion of the study emphasizes the significant impact of utilizing Pixton.com in teaching English writing skills to students. The findings indicate that the use of Pixton.com positively influences students' writing abilities and enhances their interest in writing. The study suggests that Pixton.com can be an effective and innovative tool for improving students' writing skills, providing a dynamic and interactive approach to language learning.

The research findings support the effectiveness of Pixton.com in enhancing students' writing abilities, as evidenced by the higher mean scores of the experimental group using Pixton.com compared to the control group. The statistical analysis, including ANCOVA, revealed a significant difference in the students' scores, with the experimental group outperforming the control group. This suggests that Pixton.com has a positive impact on students' writing proficiency and can be a valuable resource in educational settings.

Furthermore, the study provides recommendations for English teachers, students, and future researchers. English teachers are encouraged to integrate Pixton.com into their writing curriculum as a dynamic and interactive teaching tool, enhancing student engagement and motivation in writing activities. Students are encouraged to actively participate in writing activities facilitated by Pixton.com, embracing the opportunity to express their creativity and ideas through this innovative platform. For future researchers, the study suggests exploring the application of Pixton.com across different contexts and subject areas, conducting longitudinal studies to assess its long-term impact, and delving into the underlying mechanisms through which Pixton.com influences learning outcomes.

In summary, the study highlights the transformative impact of utilizing Pixton.com in teaching English writing skills, providing valuable insights for educators and researchers interested in utilizing digital tools for teaching writing skills. The findings underscore the potential of Pixton.com as an effective and innovative resource for enhancing students' writing abilities and fostering a supportive writing community among students.

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