Artificial Intelligence Comic Strips (AICS) for Retelling Students' Experience: Does It Work and How?

[1]Diana Elfira, [2]Faiza Hawa[*]
Universitas PGRI Semarang
Semarang, Indonesia
[1]dianaelf26@gmail.com,
[*][2]faizahawa@upgris.ac.id,

Abstract. Artificial Intelligence Comic Strips (AICS) is a sophisticated combination of Artificial Intelligence (AI) and Comic Strips (CS). The use of AICS in the learning process can help students improve their skills, particularly in writing recount texts. This research was completed to seek an answer if AICS works for teaching writing and improving students' abilities in composing written experiences and to know how AICS works for teaching writing. The research used a quasi-experimental design, and the main sample was eighth-graders at SMP Negeri 1 Subah. The instruments used were pre-test, post-test, and questionnaire. Data analysis and processing were done with SPSS 27. The implementation of AICS increased the average score of students in the experimental class from the pre-test score (60.359) to the post-test score (81.550). The Asymp.Sig. (2-tailed) value of 0.000 in the Wilcoxon test indicates a highly significant difference between the pretest and post-test results. The questionnaire given to students was divided into 3 parts: students' initial ability in writing recount text, students' knowledge of AI and comic strips, and students' experience in using AICS. The questionnaire's findings indicated that the students agreed that using AICS was enjoyable, helped them develop ideas, and provided them with optimism that they would get high scores. In conclusion, implementing AICS can help students write recount texts and motivate them to learn.

Keywords: writing, recount text, artificial intelligence, comic strips.

Introduction

English is one of the courses that students are required to study in school. Inthis modern era, English is considered as an international language since it is widely spoken by many countries throughout the world. Various aspects of life such as social, economic, cultural, and even educational aspects currently use English as a communication media. This aligns with Rusdi (2019). He wrote that all around the world, English contributes as a communication media globally. It isprevalently used in business, scientific research, education, travel and tours, and many more. Since English contributes a lot to life's most crucial aspects, to be ableto compete in the future and fit in those aspects, students are required to build up an excellent level of proficiency in the English language at an early age. Students need to acquire the four language abilities of listening, reading, writing, and speaking.

*Corresponding author: Faiza Hawa, faizahawa@upgris.ac.id

One of the skills that students have to master is writing. Writing is the activity of putting ideas into a written form. Based on Parra and Calero (2019), writing is a productive ability of language that is complicated to learn due to its intricacy. Even though writing is considered a basic skill, it cannot be denied that writing isa skill that is very difficult to master, even for native speakers. To compose good writing, students should master parts of the language, namely vocabulary, grammar, punctuation, diction, and many more. In the process of learning English,there are various types of texts that the students will study to improve their writingability.

In the Merdeka Curriculum, one of the students' focuses on English learningmaterial is the recount text. A recount text is an English type of writing that tells asequence of past events or events. As stated by Laili and Muflihah (2020), recounttext is a text that is almost similar to narrative text that is retelling past events but it has no complications. This text talks about a chronological series of events suchas personal experiences, event reports, history, and so on. In the learning process, students must be able to write recount text coherently in accordance with its structure. However, it is undeniable that students will find difficulties in writing recount text. Based on the researchers' observation, these difficulties include a lackof ideas for writing, not being able to develop writing, or even being unable to organize sentences into coherent paragraphs. To overcome these difficulties, a toolis needed to help students in writing.

A potential means to enhance students' writing skills is by offering media for instruction. As explained by Namaziandost and Nasri (2019), teaching media actsas a tool in the learning process both physical and virtual forms as a means of supporting the learning process. The implementation of teaching media is designed to improve the effectiveness and efficiency of the learning process by assisting teachers in delivering learning content. Hence from the explanation, it can be statedthat teaching media can assist students to write. There are multiple teaching mediathat can be employed in the process of learning such as videos, comic strips, flashcards, puzzles, and others.

Comic strips are a type of visual learning media that combines dialog and pictures. According to Suherman and Kareviati (2021), comic strips are a collection of images and conversations in the form of "balloons" which areintended to be read as a series of events. The implementation of comic strips into the learning process can facilitate students' comprehension of the subject matter. The illustrations in the comic strip will captivate the attention of students, therebyincreasing their interest in learning. Supporting this statement, Mayasari (2020) said that the utilization of comics has the potential to enhance student engagement,decrease passivity, and foster a greater sense of enthusiasm for learning. Students will gain a deeper understanding of the context of the material presented by the teacher if comic strips are incorporated into the learning process. In addition, she added that comic strips can help students articulate what they see and read before they are put into writing. In other terms, the implementation of comic strips into the learning process is considered to improve student achievement in writing.

Some studies related to comic strips have been done by some researchers. Some researchers have underscored the efficacy of employing comic strips as an instructional media for various types of texts (Widya & Swondo, 2021; Manik et al., 2022; Imanniar et al., 2022). In the research, they contended that the utilization of comic strips had a substantial impact on the writing ability of students. Studentswho received comic strip instruction demonstrated an improvement in their writingability and enjoyed the learning process; consequently, these students achieved high academic performance ratings in comparison to their counterparts who did not receive comic strip instruction. In addition to enhancing writing ability, the incorporation of comic strips into the learning

environment can foster students' motivation, interaction, creativity, and interpersonal comprehension (Rengur & Sugirin, 2019; Abidah et al., 2022).

However, in terms of implementation, it is indisputable that the creation of comic strips presents considerable difficulty. There are various perceptions that arise regarding the challenges in using comic strips from both teachers andstudents. As stated by Wijaya et al., (2021) teachers have difficulty in making comic strips as learning media; consequently, it requires greater effort. Another opinion was written by Kohnke (2021) who mentioned both teachers and studentsneed additional time and special skills in creating visuals and narratives in comic strips so that the story can be conveyed effectively. This opinion is in line with Selong et al., (2021) that the difficulty in making comic strips for students is to create images and text that are harmonious in conveying the story. To accomplishthis, an effort must be made to solve these challenges, one of which entails harnessing the advanced capabilities of technology.

The presence of Artificial Intelligence (AI), which has recently become a popular tool to help many people's works, is a solution to this problem. Based on Fitria (2021), AI is a system in computer science that is programmed to imitate human intelligence automatically in order to carry out work that is usually done byhumans. In the world of education, AI can be utilized as a technology-based learning media to support students or teachers in the learning process, particularlyin improving writing skills. A research by Nurjanah and Ulfiyani (2023), in writingactivities, AI can help students by providing instant information related to the problems they find. Another research conducted by Schmohl et al., (2020) also stated that AI can help students improve their writing skills without relying on teacher guidance. This viewpoint aligns with Malik et al., (2023) that the implementation of AI in writing can assist learners with sentence construction, argument chain generation, grammar verification, and plagiarism detection.

Along with the times, comic strips are now evolved from conventional mediato AI-based media. For this reason, the researchers focus this research on the use of Artificial Intelligence Comic Strips (AICS) to improve students' abilities in writing. The research focuses on AICS is still unexplored. For this, the researchersdid this research to explore the use of AICS to improve students' writing ability onrecount text to students at SMP Negeri 1 Subah. AICS is a media that is a combination of Artificial Intelligence (AI) and Comic Strip (CS). AICS can be said as artificial intelligence where this tool can create comic strips automatically according to the instructions given by the user. The objective of this study is to assess the proficiency of students in writing recount text when taught with and without the use of AICS, additionally, it aims to depict the implementation of AICS for teaching students how to retell experience in written form. AICS. The researchers chose Artificial Intelligence Comic Strip (AICS) because AICS contains a series of pictures and conversations that are certainly related to recounttext.

Literature

Review Writing Ability

Writing is one of the four language skills that all students should acquire since it allows them to express their thoughts, feelings, and aspirations in writing form (Putri & Aminatun, 2021). This viewpoint is supported by Munfadlila (2022)that writing is a linguistic skill for transmitting thoughts, ideas, concepts, or emotions in the form of articles, scientific works, appreciative reviews, manuscripts, poetry, or novels. Furthermore, Jayanti (2019), in her article wrote that in order to effectively communicate in English, students must cultivate their writing skills. Students must regularly practice

writing in order to enhance their writing and verbal expression abilities.

On the other hand, as stated by Selvaraj and Aziz (2019), writing ability is the capacity to create cohesive and coherent writing by following a predetermined pattern with the intention to improve the writing produced. This opinion is in line with Latifah and Rahmawati (2019) that the ability to express oneself in written form by paying heed to writing procedures such as word choice, sentence patterns, and grammar is writing ability.

From this perspective, it might be inferred that writing ability is the capacity to transmit ideas, thoughts, or feelings to others through writing while paying attention to the norms of writing in order to generate cohesive and coherent writing. Based on Husna and Multazim (2019), the writing process consists of four essential components: planning, drafting, editing, and the final version. The initial phase involves strategic planning and preparation. In this part, the researchers need to determine the objective of the work, as well as the appropriate style and language to use. To make it clearer, researchers must also consider the structure and organization of the material. Next is drafting. The writing process begins with the creation of a draft version. Typically, the editing process that leads to the final version of the text happens in this particular section. Following the first drafting process, the researchers will often review the findings and select the most suitable writing, subsequently editing it to create a text that is both appropriate and correct. The last section represents the final version. The researchers produce the final version by implementing a range of enhancements and editing techniques; during this stage, the end result often deviates from the initial concept.

Media in Teaching Writing

Media has become highly important in the learning process since it may assist teachers in class, particularly in teaching writing. As indicated by Alim et al., (2019), the utilization of media in education is essential as it can enhance students' understanding of the content being presented and promote more effective, creative, and innovative learning. This is supported by the perception of Puspitarini and Hanif (2019) that media is a tool, either real or virtual, that is used to help students rapidly understand the information being provided so that goals for learning may be fulfilled. When compared to Ramadhani et al., (2019), they stated that media is a physical object that may be used to channel messages in order to stimulate the interest, focus, and emotion of the students. The media states include photographs, photos, books, graphics, films, tape recorders, and more. Utilizing media in the classroom, as argued by Nasution (2019) media can inspire students to get more involved in their education, collaborate on lesson plans, and view their studies in the broadest possible context.

The argument pin points that the use of both physical and non-physical media in teaching writing is essential because it encourages students to better comprehend the material being taught. Further, the media can encourage them to take a more active role in their education and become more accountable.

Artificial Intelligence Comic Strips (AICS) in Teaching Writing

In this research, the researchers chose to use Artificial Intelligence Comic Strips (AICS) to teach writing in the classroom. Artificial Intelligence Comic Strips (AICS) is a technology-based visual learning media that is a combination of Artificial Intelligence (AI) and Comic Strips (CS). AICS is a form of sophisticated technology that can create comic strips automatically according to the instructions given by its users. The implementation of AICS as a teaching tool will enhance the learning experience for both students and teachers, resulting in increased effectiveness and efficiency.

Recount Text

The term "recount" refers to a simple type of writing that encompasses a sequence of events that occurred in the past (Sitorus and Sipayung, 2018). While based on Sianipar et al., (2020), a text that comprises an explanation of previous experiences that are retold cohesively with the goal to entertain or inform the reader is referred to as a recount text. There are multiple categories of recount text.First, there's the personal recount, which draws on the author's own life experiences. Second, is a factual recount which contains a report of a factual eventor really happened. And the last is the imaginative recount text where this type of recount explains the role of an imaginary event in detail.

When students are learning about recount text texts, it is imperative that they must be able to comprehend the overall structure of recount texts based on Husna and Multazim (2019), the components of a recount text consist of an orientation, a series of events, and a reorientation. The orientation part functions as an explanation, providing an introduction to the characters, setting, and time. This paragraph is commonly known as the "introductory section". The primary focus of the recount text is called a series of events, which is presented in sequenceto convey information or structure the story. The section that provides guidance and information is referred to the reorientation. The writer provides a conclusion or summarizes the content that has been presented previously. Recount texts typically employ past tense action verbs and linguistic features including characteremphasis, first-person pronoun usage, temporal conjunctions, time descriptions, explanations of chronologies, and detailed descriptions (Husna & Multazim, 2019).

Method
Research Design

Since this research aimed to compare two groups, the researchers decided on a quasi-experimental research method. In a quasi-experiment, the researchers have some control over the treatment, but no ability to randomly assign the participant. In a quasi-experiment, two groups are used: an experimental group anda control group in which one group is given treatment and the other groups given standard instruction in order to more accurately compare pre- and post-treatment outcomes (Mafruudloh et al., 2022).

In this research, the researchers administered different treatments to two separate groups. The first group serves as a control group, where the students are taught without the use of AICS. The second group serves as an experimental group,where the students are taught using AICS. Each of the two groups was given a pre-test and post-test. The pre-test is conducted to evaluate the students' initial ability to write, whereas the post-test is conducted to measure the students' final ability to write after receiving treatment. According to Davison & Smith (2018), it ispossible to visualize a quasi-experimental design as it can be seen as follows:

Table 1. Research design

O1	X	O2
O3		O4

Where the symbols represent:
O1: Pre-test experiment class O2: Post-test experiment classX: Treatment
O3: Pre-test control class O4: Post-test control class

The Subject of the research

This research focuses on the eighth-grade students at SMP Negeri 1 Subah. According to Mimansha Patel and Nitin Patel (2019), a sample is part of the population that represents all types of population characteristics. The researchers involved 63 students for two classes of eighth grade. At this point, 8A was the group that experimented, and 8B was the one that did the control.

Instrument of the Research

The primary instrument used in this research is a test consisting of a pre-testand post-test. In accordance with Stratton (2019), the pre-test is a means of measuring basic competencies. The purpose of this pre-test is to evaluate the initiallevel of ability that students possess in writing recount texts. In this phase, the researchers asked students to create recount text in their own sentences. At the nextmeeting, researchers used AICS as a teaching media in the experiment class. The students in the experimental class were required to generate a recount text based on the AICS they had previously created after receiving treatment in the form of AICS. This assignment was administered as a post-test. In contrast, the control class was given a post-test where they had to create a recount text without the AICS. Following this, the experimental class's pre-test and post-test results were compared by the researchers. A Likert scale questionnaire was also given by researchers to students as the secondary instrument to find out their perceptions regarding the use of AICS as a learning media for writing recount texts. The students' perceptions regarding the use of AICS as a technology-based learning media reinforce the finding that AICS is effective as a technology-based media forlearning writing.

Data Analysis Technique

The researchers used the Wilcoxon test utilizing IBM SPSS Statistics 27 inthis research. The researchers employed the Wilcoxon test to determine whether there was a statistically significant disparity in averages between the experimental and control groups. A Likert scale was also employed by the researchers to ascertain students' perspectives regarding the implementation of AICS in writing classes. Based on Taherdoost (2019) Likert scale can be used to assess the opinion,perspective, and point of view of a person or group of people. There are five scaleoptions used in this research. The responses obtained when using the Likert scale on each instrument range from the most positive to the most negative responses. The researchers analyzed and evaluated the data using an assessment rubric adoptedby Dirgeyasa (2020) with a focus on writing aspects such as content, organization,grammar, vocabulary, and mechanism in writing, after the data was obtained.

Finding and Discussion

The researchers conducted the research with the primary aim of determining the effectiveness of Artificial Intelligence Comic Strips (AICS) in helping eighth-grade students at SMP Negeri 1 Subah in the writing of recount texts. Additionally, the research aimed to investigate how AICS helps students in the learning process. The researcher gathered data by delivering pre-test and post-test assessments to both the treatment and control groups. The total number of samples was 63 students in the eighth grade.

The significant differences

The results of the normality test showed that the collected data did not follow a normal distribution. Therefore, the researchers used non-parametricstatistical analysis in the form of a Wilcoxon test to compare the two groups' abilityto write recount texts and to find out how AICS affected their performance.

Table 2. The Different Ranks of Experimental and Control Classes

		N	Mean Rank	Sum of Ranks
Post-Test Experiment -Pre-Test Experiment	Negative Ranks	0 [a]	.00	.00
	Positive Ranks	32 [b]	16.50	528.00
	Ties	0 [c]		
	Total	32		
Post-test Control - Pre-Test Control	Negative Ranks	3 [d]	3.33	10.00
	Positive Ranks	28 [e]	17.36	486.00
	Ties	0 [f]		
	Total	31		

a. Post-Test Experiment < Pre-Test Experiment

b. Post-Test Experiment > Pre-Test Experiment

c. Post-Test Experiment = Pre-Test Experiment

d. Post-test Control < Pre-Test Control

e. Post-test Control > Pre-Test Control

f. Post-test Control = Pre-Test Control

As it can be seen from the table above, 32 students in the experimental classwho received AICS showed an improvement in their learning outcomes between the pre-and post-tests. Concerning the learning outcomes for writing abilities before and after the exams, the N-value, mean rank, and sum rank all show a negative value of 0. Student results in the experimental class are not reduced or decreased, as indicated by the value of 0. In the control class, there were 3 negativeranks with a mean of rank of 3.33 and a sum of rank of 10.00. Taking into consideration the data, it is possible to draw the conclusion that out of the thirty- one students who were a part of the control group, three of them noticed a decreasein their scores between the pre-test and the post-test. It was determined that the average decline was 3.33, and the sum of rank of the decrease was 10.00. Therefore, it can be inferred that the traditional approach used in the control groupresulted in a decline in the post-test scores of three students in comparison to theirpre-test scores.

Scores in the positive rank portion of the pre-and post-tests increased according to the Wilcoxon test in both the treatment and control groups. At a meanrank of 16.50 and a total rank of 528.00, every student in the experimental class showed an improvement in their results. This indicates that students' results in learning to produce recount texts are

improved when AICS is used as a teaching tool. Then, 28 individuals in the control class showed improvement. It means that28 out of 31 students saw an improvement in their grades, with a mean rank of 17.36 and a total rank of 486.00. While the control class observed a rise in scores,the extent of this increase was comparatively smaller than that of the treatment class. Both classes have a tie value of 0. This implies that there are no identical pre-test and post-test values both in the treatment and the control group.

Subsequently, the researchers obtained the signed test results using the Wilcoxon test, which revealed the following values:

Table 3. Test Statistics

	Post-Test Experiment - Pre-Test Experiment	Post-test Control - Pre-Test Control
Z	-4.940^b	-4.667^b
Asymp. Sig. (2-tailed)	.000	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

As indicated by the examination of the "Test Statistic", both classes exhibitan Asymptotic significance (2-tailed) of 0.000. The value of 0.000 in the two tiledtests is below the threshold of 0.05 (0.000 < 0.05). This illustrates a significant difference in the results achieved in the pre-test and post-test. Even though both classes have experienced a significant rise in value, the provision of AICS in the experiment class has a stronger and more effective impact because it shows a moreprominent increase compared to the control class. This statement is evidenced by the difference in mean scores obtained in the two classes as shown in the followingdata:

Table 4. Descriptive Statistics

	N	Mean	Std. Deviation	S	Minimum	Maximum
Pre-Test Experiment	32	60.359	67	8.557	50.9	76.3
Pre-Test Control	31	51.158	568	11.02	32.7	67.2
Post-Test Experiment	32	81.550	80	5.169	70.9	90.9
Post-test Control	31	66.884	665	15.38	32.7	90.9

When conducting the Wilcoxon test, researchers also included a descriptive analysis. Results showed that 32 students in the experimental group had an averageof 81.550 on the post-test and 60.359 on the pre-test. Then, the control class exhibited an average value of 51.158 on the pre-test and 66.884 on the post-test. The disparity in the mean value between the pre-test and post-test scores is smaller in the control class compared to the experiment class. The significant difference inthe experimental class confirms that the utilization of AICS media in the experimental class proves to be more effective in enhancing students' abilities in writing recount texts.

How Implementing the AICS

Researchers administered different treatments to the experimental group and the control group throughout the research. The experimental group was subjected to the treatment in the form of AICS, while the control group was instructed using traditional methods. The treatment was given after the students did the pre-test and before the post-test. The treatment procedure is divided into 6 stages. These stages were implemented by the researchers in accordance with the research conducted by Widya & Swondo (2021), which states that the stages of opening, stimulation, instruction, student practice, evaluation, and closing have a certain duration and purpose.

Table 5. The Treatment Procedures for Experimental and Control Group

o	Stage	Activity	
		Experimental Group	**Control Group**
		Using AICS	**Conven tionalMedia**
ng	Openi ng	- The teacher gave a greeting and the students answered it. - The teacher invited students to pray, checked students' attendance, and explained the learning that would be done.	- The teacher gave a greeting and the studentsanswered it. - The teacher invited studentsto pray, checked students' attendance, andexplained the learning that would be done.
	Gi ving stimulation	- The teacher asked a question aboutcomics and AI.	- The teacher asked a question about the p revious material.
	Gi ving instruction	- The teacher provided 3 AI sources formaking comic strips: a. Hugging face: https://huggingface.co/spaces/jbilcke-hf/ai-comic-factory b. Ai comic factory: https://aicomicfactory.com/playground c. Bing Application - The teacher explained how to createAICS using these 3 sources.	- The teacher gave some examples of recount text. - Stud ents are asked to understa nd andrd together.

Students exercise	S	- The teacher asked students to create comic strips using one of the 3 sources given. - Students created AICS with a free theme and a recount text based on the AICS they created.	- The teacher asked students to make 5 groups. -Students are asked to analyze the recount text according to its structure and language feature.
Evaluation	Evalu	-The teacher and students conducted an evaluation where the teacher asked about the difficulties faced by students and how to follow up on these difficulties.	-The teacher and students conducted an evaluation where the teacher asked about the difficulties faced by students and how to follow up on these difficulties.
Closing	Closi	- Students and the teacher summarized the learning that was done. - The teacher provided information related to further learning	- Students and the teacher summarized the learning that was done. - The teacher provided information related to further learning.

After the treatment, the researchers gave a post-test at the next meeting to both classes to create a recount text with the topic "The Most Memorable Holiday Experience" for 40 minutes. During the post-test, the experimental class was asked by the researchers to create AICS first based on the given topic.
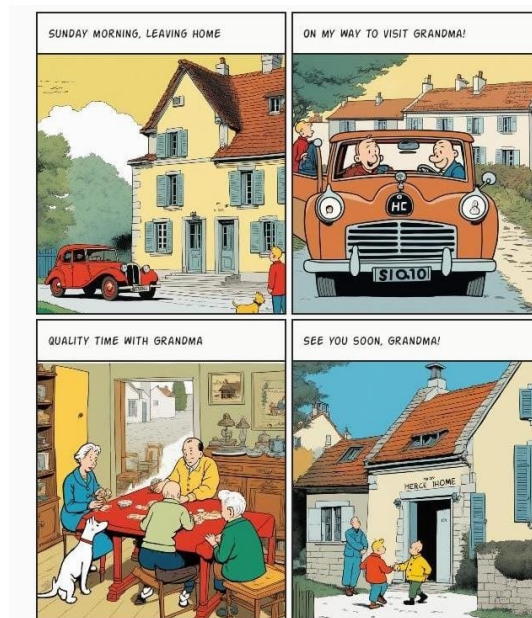

Figure 1. The example of AICS by the Student

The post-test results indicated that the experimental group, which implemented AICS as a media, achieved a higher mean score in comparison to the control group. Students in the treatment class can create recount text very well. They could easily develop ideas after they created AICS first. While the control class had difficulty in making recount text. This was demonstrated by several students in the control group who encountered challenges in generating ideas and were unable to complete the post-test, leading to a significantly lower average score in the control class compared to the experimental class. Therefore, it can be said that AICS effectively helps students in writing recount text. To corroborate this, the researcher also distributed a questionnaire in the form of a Likert scale to the experiment class.

Students' Perception of Using AICS

The questions on the questionnaire were divided into 3 parts which contained questions about students' initial ability to recount text, questions about the use of comics and AI, and questions about students' experience after using AICS. In the question about students' initial ability to recount text, most students in the treatment class said that the recount text is difficult material to understand. According to them, getting ideas or developing ideas is also not an easy thing. Creating a text that is cohesive and coherent, according to the structure, and paying attention to writing rules is also quite challenging.

Looking at the data collected, 90.6% of the students in the experimental class are enthusiasts of comics. In addition, students in the class were also familiar with the use of AI; consequently, the implementation of AICS was not a problem for them. This was agreed by all students in the experimental class. As per their statement, creating AICS was fun. They agreed that AICS can help them in writing recount text, particularly in obtaining and developing ideas according to the structure, so they can create a cohesive and coherent recount text. From the questionnaire distributed, 78.1% of students really liked writing recount text with AICS compared to the conventional method, 18.8% chose to agree, and 3.1% chose neutral. The application of AICS in the learning process is considered more

*Corresponding author: *Faiza Hawa, faizahawa@upgris.ac.id*

interesting and fun so that students are motivated to learn. Furthermore, students express a high level of optimism regarding their ability to get satisfactory grades following the utilization of AICS.

Conclusion

This research examined the use of AICS as a media in the context of learning to support students in creating recount texts. In contrast to the control class, the experimental class, which received the AICS treatment, showed a more significant increase in average scores from the pre-test to the post-test as a result of the AICS application. Students in the experimental class improved their averagepre-and post-test scores from 60.359 to 81.550. Compared to the control class's average pre-test score of 51.158 and post-test score of 66.884, this is significantlyhigher. The increase in grades occurred in all students in the experiment class of 32 students without a decrease in grades while the increase in grades in the controlclass occurred in 28 students out of 31 students with 3 students experiencing a decrease in grades. This finding is important because it highlights the potential ofAICS as a technology-based media that can better assist students in creating recount texts.

Nevertheless, this research has its limitations, as the researchers onlyconducted research in one school, resulting in a limited sample size and a relativelybrief observation period. In order to evaluate the efficacy of AICS learning mediain a variety of educational contexts over an extended period, additional research isrequired.

The use of AICS in this research adds to the literature on recount text lessons, where AICS offers great advantages in assisting students in writing recount texts, therefore raising students' scores significantly. Enriching learning media and raising students' interest and involvement or interaction in the learningprocess are projected benefits of using AICS in education. In order to maximize AICS as a teaching media, additional research is recommended on how to apply itto different kinds of text.

References

Abidah, L., Askangela, M. L., Berlianty, D., & Asih, R. A. (2022). Improving Distance Learners' Writing Skills Through Comic Strip Creation: A Project-Based Learning. *Edukatif : Jurnal Ilmu Pendidikan*, *4*(4), 5954–5962. https://doi.org/10.31004/edukatif.v4i4.3520

Alim, N., Linda, W., Gunawan, F., & Saad, M. S. M. (2019). The effectiveness of Google classroom as an instructional media: A case of state islamic instituteof Kendari, Indonesia. *Humanities and Social Sciences Reviews*, *7*(2), 240–246. https://doi.org/10.18510/hssr.2019.7227

Davison, R. C. R., & Smith, P. M. (2018). Quantitative data analyses. In *Research Methods in Physical Activity and Health*. https://doi.org/10.4324/9781315158501-17

Dirgeyasa, I. W. (2020). A Typical Instrument for Assessing the Genre-Based Writing. *Asian Social Science and Humanities Research Journal (ASHREJ)*, *2*(2), 117–122. https://doi.org/10.37698/ashrej.v2i2.46

Fitria, T. N. (2021). Artificial Intelligence (Ai) in Education: Using Ai Tools for Teaching and Learning Process. *Prosiding Seminar Nasional & Call for Paper STIE AAS*, *4*(1), 134–147. https://prosiding.stie-aas.ac.id/index.php/prosenas/article/view/106

Husna, A., & Multazim, A. (2019). Students' Difficulties in Writing Recount Text At Inclusion Classes. *LET: Linguistics, Literature and English Teaching Journal*, *9*(1), 52. https://doi.org/10.18592/let.v9i1.3077

Imanniar, Yesika, Heru Wibowo, A. L. A. (2022). Improving Students' Writing Ability in Recount Text Through Comic Strips Media At Eighth-Grade Students Of SMP Muhammadiyah 1 Tangununan. *Reforma: Journal*

*Corresponding author: Faiza Hawa, faizahawa@upgris.ac.id

Pendidikan Dan Pembelajaran, *11*(1), 1. https://doi.org/10.30736/rf.v11i1.685

Jayanti, A. D. (2019). Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang. *Academic Journal of English Language and*

Education, *3*(1), 72–94. https: //doi: 10.29240/ef.v3i01.843

Kohnke, L. (2021). L2 Learners' Perceptions of a Comic Strip in an ESP Classroom-The Asian ESP. *The Asian ESP Journal*, *17*(5), 44–64. https://www.researchgate.net/publication/352015914

Laili, E. N., & Muflihah, T. (2020). The Effectiveness of Google Classroom in Teaching Writing of Recount Text for Senior High Schools. *Journal of Languages and Language Teaching*, *8*(4), 348.

https://doi.org/10.33394/jollt.v8i4.2929

Latifah, N., & Rahmawati, I. N. (2019). Teaching and Learning Narrative Text Writing Through Story Mapping. *English Education: Jurnal Tadris Bahasa Inggris*, *12*(1), 78–96. https://doi.org/10.24042/ee-jtbi.v12i1.4428

Mafruudloh, N., Sholikhah, N. M., & Fitriati, R. (2022). Blended Learning Effectiveness : A Quasi-Experimental Study on Students ' ESP Achievement. *Journal of English Language Education*, *5*(2), 216–231. https://doi.org/10.20414/edulangue.v5i2.5981

Malik, A. R., Pratiwi, Y., Andajani, K., Numertayasa, I. W., Suharti, S., Darwis, A., & Marzuki. (2023). Exploring Artificial Intelligence in Academic Essay: Higher Education Student's Perspective. *International Journal of Educational Research Open*, *5* (October), 100296.

https://doi.org/10.1016/j.ijedro.2023.100296

Manik, S., Manurung, L. W., Barus, E., & Padang, I. (2022). The Effect of Using Comic in Teaching Writing Descriptive Text at the Tenth Grade of SMA Methodist Berastagi. *Journal on Teacher Education*, *3*(3), 489–500. http://journal.universitaspahlawan.ac.id/index.php/jote/article/view/51 27

Mayasari, D. (2020). The Effectiveness Of Comic Strips To Facilitate Students' Reading Comprehension On Narrative Text at The First Semester Of The Ninth Grade Of Smp Mmt Bangun Jaya Mesuji Lampung In The Academic Year 2019/2020. *UIN Raden Repository*. http://repository.radenintan.ac.id/9859/

Mimansha Patel, & Nitin Patel. (2019). Exploring Research Methodology Review Article. *International Journal of Research and Review*, *6*(3), 48–55. https://www.ijrrjournal.com/IJRR_Vol.6_Issue.3_March2019/Abstract_IJR R0011.html

Munfadlila, A. W. (2022). Analysis of The Use of Punctuation Marks on The Writing Ability of Nursing Students. *Journal of English Development*, *2*(02), 57– 74.

https://journal.iaimnumetrolampung.ac.id/index.php/jed/article/view/2 481

Namaziandost, E., & Nasri, M. (2019). The Impact of Social Media on EFL Learners' Speaking Skill: A Survey Study Involving EFL Teachers and Students. *Journal of Applied Linguistics and Language Research*, *6*(3), 199–215. www.jallr.com

Nasution, A. K. R. (2019). YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text. *Utamax : Journal of Ultimate Research and Trends in Education*, *1*(1), 29–33. https://doi.org/10.31849/utamax.v1i1.2788

Nurjanah, E., & Ulfiyani, R. (2023). AI-Based Chatbot Application as Learning Media on Writing Text Description Material. *International Conferences on Education*, *1*(1), 1–10.

*Corresponding author: Faiza Hawa, faizahawa@upgris.ac.id

https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/proceedings/article/view/1767%0Ahttps://jurnalfaktarbiyah.iainkediri.ac.id/index.php/proceedings/article/download/1767/691

Parra, G. L., & Calero, S. X. (2019). Automated Writing Evaluation Tools In The Improvement of the Writing Skill. *International Journal of Instruction*, *12*(2), 209–226. https://doi.org/10.29333/iji.2019.12214a

Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, *4*(2), 53–60. https://doi.org/10.29333/aje.2019.426a

Putri, N., & Aminatun, D. (2021). Using Facebook To Practice Writing Skill: What Do the Students Think? *Journal of English Language Teaching and Learning*, *2*(Vol 2, No 1 (2021): JELTL), 45–50. http://jim.teknokrat.ac.id/index.php/english-language teaching/article/view/852/294

Ramadhani, M., Gafari, M. O. F., & Marice, M. (2019). Development of Interactive Learning Media on Material Writing Short Story Texts Based on Experience. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, *2*(1), 91–102. https://doi.org/10.33258/birle.v2i1.189

Rengur, Z. A., & Sugirin. (2019). *The Effectiveness Of Using Comic Strips To Increase Students' Reading Comprehension For The Eighth Grade Of SMPN 1 Pundong*. *330*(Iceri 2018), 239–243. https://doi.org/10.2991/icossce-icsmc-18.2019.24

Rusdi. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, *2*(2), 6–18. www.acielj.com Schmohl, T., Watanabe, A., Fröhlich, N., & Herzberg, D. (2020). How can Artificial Intelligence Improve the academic writing of students? *The Future of Education*, 12–14. https://thesiswriter.zhaw.ch/.

Selong, R. N., Olii, S. T., & Rettob, A. (2021). Students' Perception on the Use of Comic Strips in Creative Writing. *Journal of English Language and Literature Teaching*, *5*(2), 79–85. https://doi.org/10.36412/jellt.v5i2.2458

Selvaraj, M., & Aziz, A. A. (2019). Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms. *International Journal of Academic Research inProgressive Education and Development*, *8*(4). https://doi.org/10.6007/ijarped/v8-i4/6564

Sianipar, R. B., Sianturi, D. S., Situmorang, S. A., Gulo, P., & Saragih, E. (2020). an Analysis of Recount Text in English Textbooks Used By Tenth Grade Students. *Journal of Languages and Language Teaching*, *8*(2), 120. https://doi.org/10.33394/jollt.v8i2.2280

Sitorus, G. S., & Sipayung, K. (2018). An Error Analysis of Using Phrases in Writing Recount Text at Tenth Grade in SMA Parulian 2 Medan. *Celt: A Journal of Culture, English Language Teaching & Literature*, *18*(1), 74. https://doi.org/10.24167/celt.v18i1.562

Stratton, S. J. (2019). Quasi-Experimental Design (Pre-Test and Post-Test Studies)in Prehospital and Disaster Research. *Prehospital and Disaster Medicine*, *34*(6), 573–574. https://doi.org/10.1017/S1049023X19005053

Suherman, S. B. U., & Kareviati, E. (2021). The Influence of Comic Strips Media inTeaching Writing Skill to the Tenth Grade Students in Cianjur. *PROJECT (Professional Journal of English Education)*, *4*(4), 554. https://doi.org/10.22460/project.v4i4.p554-559

Taherdoost, H. (2019). What Is the Best Response Scale for Survey and Questionnaire Design. *International Journal of Academic Research in Management (IJARM)*, *8*(1), 1–10. https://ssrn.com/abstract=3588604

Widya, V., & Swondo, A. P. (2021). The Effect Of Comic Strips On Students'

*Corresponding author: Faiza Hawa, faizahawa@upgris.ac.id

Writing Skill In Narrative Text. *MELT Journal*, *6*(1), 54–65. https://doi:10.22303/melt.6.1.2021.54-65

Wijaya, E. A., Suwastini, N. K. A., Adnyani, N. L. P. S., & Adnyani, K. E. K. (2021). Comic Strips for Language Teaching: The Benefits and Challenges According to Recent Research. *ETERNAL (English, Teaching, Learning, and Research Journal)*, *7*(1), 230. https://doi.org/10.24252/eternal.v71.2021.a16

*Corresponding author: *Faiza Hawa, faizahawa@upgris.ac.id*