



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Proyecto de trabajo de Graduación o Titulación previo a la obtención del Título
de Licenciatura en Ciencias de la Educación Mención: inglés**

Theme:

COMICS AND THE WRITING SKILL

Author: Villafuerte Abril Jacqueline Maricela

Tutor: Dra. Mg Elsa Mayorie Chimbo Cáceres

Ambato – Ecuador

2022

SUPERVISOR APPROVAL

CERTIFY:

I, Dra. Mg Elsa Mayorie Chimbo Cáceres holder of the I.D No 1802696458, in my capacity as supervisor of the Research dissertation on the topic: “**COMIC AND THE WRITING SKILL**” investigated by Jacqueline Maricela Villafuerte Abril with I.D No. 1850432509, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

.....

Dra. Mg. Mayorie Chimbo Caceres

I.D. 1802696458

SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled "**COMIC AND THE WRITING SKILL**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

Jacqueline V.

.....
Jacqueline Maricela Villafuerte Abril

I.D. 1850432509

AUTHOR

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "**COMIC AND THE WRITING SKILL** " which is held by Jacqueline Maricela Villafuerte Abril undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October 2021-February 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, *March 2022*

REVISION COMMISSION

Mg. Wilma Elizabeth Suárez Mosquera

I.D. 1802859841

REVISER

Mg. Ximena Alexandra Calero Sánchez

I.D. 1802884062

REVISER

COPYRIGHT REUSE

I, *Jacqueline Maricela Villafuerte Abril* with I.D. No. *1850432509*, confer the rights of this undergraduate dissertation "**COMIC AND THE WRITING SKILL**", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

Jacqueline V.

.....
Jacqueline Maricela Villafuerte Abril

I.D 1850432509

AUTHOR

DEDICATION

TO:

God who gave me the strength and health to fulfill my dreams. To my parents who were the unconditional support for me. To my brothers who have always been that engine to continue and show that we can achieve our purposes. To my grandparents for giving me these tips on power and self-love. They were the fundamental pillars to obtain what I have achieved in my life.

Jacqueline.

ACKNOWLEDGEMENTS

To my parents, they were my strongest support to fulfill my desired goal. They were guides, who took care of me all the time to achieve my goal.

To my sister and brother, for advising and supporting me in all my decisions.

To my grandfather, who was always there for me and gave me that strength of character to finish that long-awaited family goal.

To all my teachers from PINE major, especially Mg. Mayorie Chimbo, my research tutor, since without her guidance I would not have been able to do this.

Jacqueline.

TABLE OF CONTENTS

CHAPTER I.....	1
THEORETICAL FRAMEWORK.....	1
1.1 Investigative background.....	1
1.2 Theoretical framework.....	5
1.2.1 Independent variable theoretical support.....	5
1.3 Objectives.....	13
1.3.1 General objective.....	13
CHAPTER II.....	14
METHODOLOGY.....	14
2.1 Resources.....	14
2.1.1 Population.....	14
2.1.2 Instruments.....	14
2.1.3 Materials.....	15
2.1.4 Procedure.....	15
2.2 Methods.....	19
2.2.1 Level or type of research.....	21
CHAPTER III.....	22
RESULTS AND DISCUSSION.....	22
3.1 Analysis and discussion of the results.....	22
3.1.1 Data interpretation.....	23

3.1.2 Pre-test from control group and experimental group.....	23
3.1.3 Post-test from the control and experimental group	24
3.1.4 Pre-test and post-test comparison between control and experimental group.....	25
3.3 Survey analysis and interpretation.....	29
CHAPTER IV	41
CONCLUSIONS AND RECOMMENDATIONS.....	41
4.1 Conclusions	41
4.2 Recommendations:	43
4.3 Bibliography	44
4.4 Annexes:	47

INDEX OF TABLES

Table 1: Pre-test average score over 10	23
Table 2: Post-test average score over 10.....	24
Table 3: Pre-test and post-test average score over 10.....	25
Table 4: T-Student-Paired Samples Statistics	27
Table 5: Paired sample correlations	27
Table 6: Paired samples test.....	28
Table 7: Encouraging activities.....	29
Table 8: Students' writing skill	30
Table 9: Writing stages	32
Table 10: Comics application.....	33
Table 11: Students' motivation	35

Table 12: Comic strips to catch students' interest	36
Table 13: Comics as a strategy.....	38
Table 14: Students' creativity	39

INDEX OF FIGURES

Figure 1: Pre-test average score over 10	23
Figure 2: Post-test average score over 10	24
Figure 3: Pre-test and post-test average score over 10.....	26
Figure 4: Encouraging activities	29
Figure 5: Students' writing skill.....	30
Figure 6: Writing stages	32
Figure 7: Comics application	33
Figure 8: Students' motivation.....	35
Figure 9: Comic strips to catch students' interest.....	37
Figure 10: Comics as a strategy	38
Figure 11: Students' creativity	40

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

TOPIC: “COMIC AND THE WRITING SKILL”

AUTHOR: Jacqueline Maricela Villafuerte Abril

TUTOR: Dra. Mg. Elsa Mayorie Chimbo Cáceres

ABSTRACT

Education evolves, even more the strategies of learning a language. Teaching the English language is essential to put into practice learning skills and, of course, productive skills. The main aim of the study was to analyze the use of comics in the development of writing skills. This was a quasi-experimental study with a group of 24 participants. They were from the fourth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato. It lasted 2 weeks with four sessions in total. At the beginning of the experiment, the participants took a pre-test. Then, they were taught by applying comics to develop the writing activities. At the end of the treatment, students took a post-test. They were evaluated by using an PET rubric from Cambridge for the writing paper. Finally, the data gathered was analyzed using the T-students statistical test. The results demonstrated that by implementing comics in the lesson plans students improved their writing skill. Before the application of the treatment, the control group achieved 6.9 points in the pre-test and 7.1 in the post-test over 10 points. Nevertheless, the experimental group got 7 in the pre-test and 8.7 points in the post-test over 10 points. This means that the experimental group had shown an increase in the average score, it is evident that between the control group and the experimental group there is a difference of 1.7 points. According to the data obtained, it is evident that the experimental group demonstrated a high proficiency level.

Keywords: Comics, writing skill, PET, productive skill, proficiency level.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

TOPIC: “COMIC AND THE WRITING SKILL”

AUTHOR: Jacqueline Maricela Villafuerte Abril

TUTOR: Dra. Mg. Elsa Mayorie Chimbo Caceres

RESUMEN

La educación evoluciona, aún más las estrategias del aprendizaje de un idioma. La enseñanza del idioma inglés es fundamental para poner en práctica las habilidades de aprendizaje y, por supuesto, las productivas. El objetivo principal de este estudio es analizar el uso de los cómics en el desarrollo de habilidades de escritura. Este fue un estudio cuasi-experimental con un grupo de 26 participantes. Eran del cuarto semestre de la carrera "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. Duró 2 semanas con cuatro sesiones en total. Al comienzo del experimento, los participantes realizaron una prueba previa. Luego, se les enseñó aplicando cómics para desarrollar las actividades de escritura. Al final del tratamiento, los estudiantes realizaron una prueba posterior. Fueron evaluados utilizando una rúbrica PET de Cambridge para el trabajo de escritura. Finalmente, los datos recopilados se analizaron mediante la prueba estadística T-student. Los resultados demostraron que, al implementar los cómics en los planes de lecciones, los estudiantes mejoraron su habilidad de escritura. Antes de la aplicación del tratamiento, el grupo control obtuvo 6,9 puntos en el pretest y 7,1 en el postest sobre 10 puntos. No obstante, el grupo experimental obtuvo 7 en el pretest y 8,7 puntos en el postest sobre 10 puntos. Esto quiere decir que el grupo experimental había mostrado un aumento en el puntaje promedio, se evidencia que entre el grupo control y el grupo experimental hay una diferencia de 1.7 puntos. De acuerdo con los datos obtenidos, se evidencia que el grupo experimental demostró un alto nivel de competencia.

Palabras clave: Comics, habilidad de escritura, PET, destreza productiva, nivel de competencia.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

This study focuses on applying comics as a didactic strategy to develop writing skills. In this section we analyze previous investigations focused on the effectiveness of using comics in the classroom based on the development of writing skills. The comic helps students to develop the three learning domains such as cognitive, affective, and psychomotor domains and benefits teachers to teach the English language effectively. This aims to make the teaching process more meaningful, incorporating comics into class activities. It is also known as a method of instruction to stimulate students through the process (Novitasari, 2020). In addition, in this section, we will analyze previous studies to have a clear basis. Studies related to the application of the comic in the classroom were searched in Google Scholar; in the same way, articles taken from some journals such as the Languages and Language Teaching Journal and the International Journal of Educational Dynamics from different countries. The data of these articles were taken from the year 2017 to 2021.

Syahrul, Arief, and Maryani (2019) investigated the effects of using comics without text and direct learning on narrative writing skills. The type of research used was a quasi-experiment which was based on a randomized control group and an experimental group. The methodology involved 40 participants of grade four elementary school students, 20 were in the experimental class and 20 were in the control class. The sampling was taken by means of the random technique. The technique to analyze the data obtained was based on the knowledge test and the final test focused on writing skills, and a t-test formula was also applied. Finally, the data obtained showed that there is an effect of media use of comics without text and direct learning in narrative writing skills. It was evident that students learn successfully using comics without text than learning with the direct method with an average of 83.37 from the experimental group and 76.75 from the control classes.

Hadi, Izzah, and Larasati (2021) led an investigation on the effectiveness of Mangarock online comics for the development of writing skills. This research was conducted online. This study was a pre-experimental design, which had a quantitative approach. The population of this study was based on nine-grade students from Indonesia, with a total of 200 students, but 23 students were randomly sampled, 17 females and 6 males. This study did not have a control group. Pre and post-test focus on writing skills were applied. Before the treatment, the students took the pre-test writing, but a graphic organizer on a narrative text was also part of it. The researchers of this study focused on obtaining data by applying written tests of all the students of the SMP Harapan Masa course. A T-test was used to identify the efficacy of its use, this obtained statistical data. From the analyzed results, this study obtained data calculated using descriptive statistical analysis. Finally, the data obtained on the application of Mangarock comics has positive effects on the development of writing skills.

Muyassaroh, Asib, and Marmanto (2019) conducted a study exploring the teachers' beliefs, practices, and problems of implementing digital comics aimed at developing writing skills. This study focused on the qualitative approach, a case study and was investigated in-depth within the real-world context. This took place at a vocational high school in Boyolali, Indonesia. The participants were an English teacher, and his students were from grade 10th and 11th classrooms. The technique used was the observation in order to get information of the two classes with a total of 30 students in each one, a video recorded based on the observations and the documents were focused on the syllabus, lesson plans, comics, and the writings of the two classes. On the other hand, semi-structured interviews were applied. The results reflect that the implementation of the comic is the best method, but time management can become a challenge between digital comics and the process approach.

Tahsaldar and Charbel (2018) developed an investigation to determine the effects of integrating Toondoo comics on students' writing production, as well as on attitudes about the use of technology. The research design is a quantitative and qualitative study, pre-test and post-questionnaires and researcher observations notes were applied during 13 weeks of intervention. The qualitative approach was based on

observations and discussions, while the pre- and post-questionnaires took place on the quantitative one. This is an experimental study and didn't apply to a control group. Participants were 14 second and third-year undergraduate students at the Lebanese University. This process involved a pre-questionnaire to evaluate student motivation and perceptions of technology in the educational environment. The integration of the comic Toondoo took place after the literary productions of the poem and stories. The application of the workshop was illustrated through practical activities on how to choose the correct pictures, colors, setting, and others. Finally, the results were obtained that the students were encouraged to write and develop creativity improvement. In addition, the use of Toondoo comics is a teaching strategy that can improve students' writing skills and bridge the gap between theory and practice.

Sia (2017) led an investigation on how to improve fourth-year pupils' writing skills using correct punctuation and examining the use of the CSS "Comic Strip Strategy". The research participants taken for this research were 9 pupils from low to proficient average level in a suburban area primary school in Tuaran. The participants were 2 girls and 7 boys. The research methodology was based on a plan of action such as observe, reflect, act, evaluate and modify. The data collection methods were an observational checklist, research participant's worksheets, and semi-structured interviews. The data of this study were analyzed through the qualitative approach using tabulation and thematic codes, triangulation was used to interpret the information. Finally, the findings showed that the implementation of CSS was successfully assisted on the development of writing skills. This is considered a fun and interesting element to improve your writing punctuation.

Nur (2020) carried out a study focused on measuring the effectiveness of digital comics in recount text writing. It was applied in the eighth grade of SMPN 2 Krian Sidoarjo. This study aimed to describe the teaching and learning process of recount text and how the teacher and students face the problems in the writing skill process. This study had a mixed approach, quantitative, and qualitative method design. A pre-experimental investigation was carried out without a control group. Statistical procedures, questionnaires and interviews were applied. The research process carried out the stages of teaching writing recount texts by using digital

comics, such as pre-writing, while writing, and post writing. The population performed a pre and post-test using digital comics. The findings showed that the data obtained gave positive results in the application of digital comics, this is more useful and effective for teaching.

To sum up, the studies mentioned before support and recommend the use of comics in the classroom to develop writing skills. The use of comics in the teaching and learning of the English language has a great impact on developing productive skills. The effective use of comics aimed to develop writing skills has shown that it is useful and effective in students of any level. The comics activities benefit students in critical thinking, creativity, and writing development. It can be said that comic activities as strategy helps teachers to teach and students to improve language skills. Although, in Ecuadorian English classes, didactic strategies have not been implemented to teach or develop writing skills, the traditional approach is applied. This does not help students develop communicative and productive skills. In this case, the implementation of comics is null, and this type of activity is not applied, so the writing skill is not evident. For that reason, the application of this innovative strategy is important to develop language skills.

1.2 Theoretical framework

1.2.1 Independent variable theoretical support

Language learning strategies

Learning strategies refer to solving a learning problem, which helps learners to make the most of their learning process and to optimize their affective, social, and cognitive behavior. This maintains that knowledge has two aspects: know why and know-how. To obtain effective actions, students require both pieces of knowledge (Wiley & Sons, 2003). Language learning strategies are steps that the student consciously uses when learning a language. Strategies help students to improve the acquisition, storage, retention, development, and catch the new information or knowledge. These are also approaches or techniques by which the learner uses to learn a language. These consist of mental or behavioral activity, closely related to the process of its acquisition or use. Strategies like repeating the words are behavioral, but using synonyms or situational contexts, these are mental. In the process of learning a language, strategies play an important role in learning, they make it easier, faster, more effective, and adaptable to situations. The features of learning strategies are the following: contribute to the main goal, become self-directed, problem-oriented, support learning, and others (Shi, 2017).

Comics as an educational resource

Comics are used to support teaching in education today which mostly focus on literacy and foreign language learning. Comics are predominantly used in the educational process as a resource material rather than textbooks. This educational material is considered as a useful pedagogical tool that engages and helps learners to be motivated to learn and develop communicative and productive skills. In addition, comics help learners to have an important benefit in memory and retention of information (Kara & Brooks, 2020).

According to Csabay (2006) mentions that teachers and students must be motivated in education and obviously in teaching English language. For that reason, teachers must know that a way to support teaching and stimulate students

attention is facilitating amazing, useful and new elements into the classroom. When teachers apply this educational resource, they also bring a joyful atmosphere into the teacher's lessons. This resource makes it easier for students to learn a language when they use coherent organization in a story.

The comic and its benefit in learning a language

The benefits of applying comics in the classroom are that they help teachers to stimulate students' logical thinking and creativity. This pedagogical tool helps to reduce the level of anxiety of students, acquire new knowledge from another culture, acquire new vocabulary, short and long sentences, expressions, grammar and a message. The comic has a lot of influence, especially when it comes to learning an English language because it helps to discover new knowledge to use in daily life or in academic life, the images give the reader a sequential understanding of the story, giving interest and curiosity to continue reading and also readers can continue to write related scenes (Olvera, 2017).

Comic

Comics are a sequential art, that contain pictures and words in order to show sequence. The art of comics is being sequential; the images are transformed. McCloud (2012) states that to define the comic it is necessary to do an aesthetic surgery and separate the form from the content. The art form, medium or comic is a grouping of any number of ideas or images. The content of this sequential art varies and has different tastes, in other words, it depends on the creator. The important thing is not to confuse the message of the comic and the purpose of the comic. In contrast, animation and comics are different because animation is a sequence of time whereas comics are not, it is a sequence of visual art. So, unlike the others, each frame of the comic occupies a different space. In fact, space is for comics and time is for films. The comic is a juxtaposed pictorial and has other images in order to show sequence and to display information or to produce a message to the viewer.

Referring to the comic as pictures in a sequence is considered a communication tool but referring to it as comics or diagrams is more dignified. Even more, photo-comics are one of the most popular comics. In addition, a comic is an approach of picture-making and style, but the cartoon is the medium that employs this approach. Comics consist of pictorial narratives or expositions, in which the words contribute to the meaning of the pictures or these to the words (Heer & Worcester, 2011).

Kirtley, Garcia, and Carlson (2020) mention that writing comics such as comic books, comic strips, and graphic novels are a means by which a combination of sequential art with text is used, in other words, thus creating a narrative meaning. The use of images and text allow creating a textual meaning in a particular way, effects, and meanings that cannot be possible. Comics are far more than simply sequential arts.

Types of comics

Rifkind and Brandon (2019) present the four main types of comics. They are the following:

Comic strips

This type of comic is a traditional print. This can be found in a newspaper, magazine, or book. Comic strips have few long panels, of which this panel contains one or more rows. It contains horizontal rows that allow viewers or readers to follow a chronological and narrative sequential order.

Digital or web comics

This contains comic strips and comic books. This is produced and distributed a wide category of comics digitally, it can also be printed or digitized for electronic publications. This is a mobile comic.

Graphic novel

This is a long-form comic, so collect comic strips, comic books, digital comics, or web comics or it may present a new story. This text combines words and images, of course, it refers to a complete story presented as a book.

Comic books

This one has a couple of dozen pages. It refers to a comic magazine or a simple comic, it is a comic art that contains juxtaposed panels and has individual scenes. These comics are published regularly.

Genres of comics

Rifkind et al. (2019) mention the six common genres of comics. There are the following: superhero comics, coming of age comics, historical comics, graphic biographies, horror comics, and science fiction comics.

Elements of comics

Rifkind et al. (2019) say that comics have four elements such as panels, stills in film, frozen moments in photography, and speech balloons.

This research focused on comic strips, since they have few long panels and contain horizontal rows that allow students to follow a sequential chronological and narrative order and then write a story based on context. This study aimed to apply the comic strips in the lessons class to know the writing level of the students through a pre and post test, this was obtained before and after the application of the comic.

1.2.2 Dependent variable theoretical support

English language learning

This refers to the acquisition of a language in which learners can communicate effectively and fluently. English language learning is the ability to use language, produce it and express it in one or more languages. Furthermore, language learning faces several challenges when it involves the teaching and learning of a language, which can affect the learning process and academic achievement. Harmer (2001) states that ESA elements must be applied in class and language learning must follow the elements such as engage (including games, discussions), study (construction of language), and activate (exercises focus on real language).

Productive skills

The productive skills are writing and speaking. They are necessary for effective development in the context of real-life activities in the classroom. These are a way to express or persuade others, or to share ideas or feelings. First, these two skills are different but involve a language production process that must be carried out. To have successful communication, an understandable speech structure must be carried out for those who listen and read it. In speech wraps the conversational patterns and the use of lexical phrases, but in writing, it has formulaic phrases, which must be coherent and cohesive. Second, productive skills must follow three rule areas that must be considered for communication to be understandable. They are socio-cultural rules, turn-taking, and writing rules (Harmer, 2001).

Productive skill in the classroom

Students could rehearse language production in safety when students write or speak in lessons. In the classroom, students experience a different language with a distinctive genre, which they are learning about and engaging in. Productive skills are closely related to receptive skills, both of which feed off each other in different ways. The output and input consist of producing a piece of language and seeing how it takes

turns. In other words, Output becomes input, where students can modify their understanding. Texts as models emphasize genre-focused tasks, written and spoken texts to provide role models. For example, learners write a report and analyze its structure and style. Productive skills do not mean that all the time they must be imitative. Texts as stimuli develop production works that grow out of texts that learners see or hear (Harmer, 2001).

Writing skills

Writing is one of the four language skills: reading, writing, listening, and speaking. Writing is a productive skill, this means that language is produced, a message is communicated through signs in a text. The purpose of the writing is to have a message and to whom to communicate this, of course, it takes an aim. In addition, the writer needs to know how to form a text and words in order to complete the desired text or message (Spratt, Pulverness, & Willians, 2011). It can be said that a person who can express himself/herself in written English can write letters with a reasonable speed, spell words correctly, recall appropriate words and put it in sentences, use punctuation marks, use connectors, and use the appropriate register and style for writing. There are types of written texts, and they are postcards, birthday cards, emails, diaries, stories, essays, and others. This type of writing can maintain different ways of ordering the information, single words, short and long sentences, forms, paragraphs, and layouts. All writing texts have the following two things in common, which are communicating a message and communicating to someone (Spratt et al, 2011).

Grimm, Meyer, and Volkmann (2015) argue that all writings require composition proficiency, which needs to be fostered. Students need to develop language and argumentative skills, typical expressions, chunks, rhetorical strategies, so these need to be introduced and practiced in writing a text.

Writing sub-skills

Writing involves several sub-skills, which are related to accuracy. The sub-skills focus on using appropriate language, spelling correctly, forming letters, readable, correctly punctuation, layouts, incorporating grammar and vocabulary, ordering these sentences into paragraphs, and joining these paragraphs correctly. On the other hand, for writing it is necessary to have adequate ideas for the type of writing to be communicated, it must be well organized and expressed using an adequate style and register (Spratt et al, 2011).

This research focused on determining students' writing skill level using the comic strip to write a story using appropriate language based on the context of the comic and ordering sentences into paragraphs in a correct and understandable way.

Writing stages

Spratt, Pulverness, and Willians, (2011) mentioned that a writer not only employs various sub skills when writing, but also goes through several stages of writing. These stages include for longer or more important pieces of writing, those are:

- ✓ **Working on what you want to say (Planning):** refers to getting or developing ideas before starting the writing process.
- ✓ Working out the order in which you want to say: it includes planning or organising ideas and making an outline.
- ✓ **Drafting:** refers to writing the first draft or version of a piece of writing that can be edited.
- ✓ **Editing:** includes correcting and improving the text.
- ✓ **Proofreading:** refers to checking for mistakes in accuracy and correcting them to have a coherent text.
- ✓ **Re-drafting:** writing the final product after correcting all errors in the text.

These stages involve the writing process; writers must carry out several steps which lead into the next one. This means that the writer can improve the final product in order to correct the coherence, accuracy and the content of the language used to write a piece of paper.

Teaching writing

Writing is taught to students for the following reasons: reinforcement, language development, learning style, and writing as a skill. The reinforcement consists of applying through writing words, sentences of what has been studied. Of course, it is useful for them to use a new language. Language development in writings helps students to learn and improve to construct properly written texts, this is considered themselves ongoing learning experience. Learning style refers to the fact that learners are more fascinated by picking up the language, which writing is a quick reflective activity and does not require rush or face-to-face social relationships. Finally, writing as a skill is considered as a basic language skill, as important as the three skills such as speaking, listening, and reading skills. This requires knowing how to write a letter, how to put the written reports together, how to write in the media, and it is necessary to know the punctuation of this (Harmer, 1998).

Writing through comics

Writing can be developed by reading comics and creating comics, where students write a story sequentially using scenarios, vocabulary or grammatical structures learned previously in class. Creativity and motivation are integral to story writing. Megawati and Anugerahwati (2012) argue that comics are a tool for students to enhance their writing skills by presenting orderly and sequential content. Furthermore, comics use different grammatical structures and vocabulary to learn better. Comics help the acquisition of content, vocabulary, use of language and organization. In fact, comics not only help students develop their writing skills, but also reduce anxiety when they use English in written form.

1.3 Objectives

1.3.1 General objective

- To analyze the use of comics in the development of writing skills in students from the fourth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato.

1.3.2 Specific objectives

- To diagnose the writing level of students before and after the application of comics.
- To apply activities based on comics to improve the writing skill.
- To identify the students' insights and viewpoints on the use of comics to develop the writing skill.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Population

The subjects of this research were fourth semester students of Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato in the academic period 2021-2022. In this research, the participants were 24 students in total, 18 women and 6 men. The purpose of this research was to analyze the use of comics in order to develop writing skills, and the application of this will take two weeks in five sessions.

2.1.2 Instruments

- A pre-test and post-test were applied before and after the experiment of this study. The purpose of this test was to evaluate the student's level of proficiency and the sub-skills such as organization or content, vocabulary, grammar or mechanisms, and spelling or punctuation. The structure of the test will be based on the Cambridge English PET test (Preliminary English Test). This PET examines A2 to B1 level students, according to the CEFR of languages (Common European Framework of Reference). The pre-test will be the same used for the post-test application. The pre-test will take place at the beginning of the study to identify the level of proficiency in writing skills. The post-test after the experiment to determine the level of improvement of the student's proficiency level in writing skills.

- A survey created in Google forms was applied. This survey aimed to identify students' insights and viewpoints towards the use of comic strips to improve the writing skill. The questionnaire consisted of 8 closed questions. The questionnaire focused on collecting the necessary data on the use of comics as a means of instruction in the writing process.

2.1.3 Materials

- Comic pictures in order to introduce students to the types of comics such as comic strips, web comics, comic books, digital comics, etc. These pictures will help the students to discuss, read and recognize the type of comic pictures considering the topics of the class and the needs of the students.

- Writing rubric consists of mediating the subskills of the application of the pre-test and post-test. This rubric focuses on getting relevant data from the processes of writing skills. The components will be the organization, content, vocabulary, grammar, and spelling or punctuation of the writing skills. Students will receive feedback on the writing process.

- Google Classroom to upload synchronous and asynchronous activities, organize information, upload comics picture activities, and upload homework.

- Google docs to perform comic activities based on the writing process. This helps the teacher to check the student's process and progress during class activities.

- Google forms to create the pre-test and post-test, in which the researcher will obtain the students' writings. Through this application, the final test result will be collected.

- WhatsApp group to send the necessary information focused on the activities to be carried out before classes, agenda, comic pictures or answer student's doubts about their homework or activities to be carried out asynchronously.

- Zoom meeting classes to apply the use of comics in the teaching of the English Language writing process. (Online classes depend on the pandemic situation, otherwise they will be face-to-face).

2.1.4 Procedure

Before starting the intervention procedure, the pre-test application was applied to the whole class using google forms. The pre-test assessed students' writing skill based on a comic strip. They chose a comic and then wrote the story.

For the intervention procedure, the different sessions were based on comics and the writing stages such as planning, drafting, editing, proofreading and re-drafting. This means that the treatments applied to the 11 participants were based on the writing stages in order to develop the writing process. The intervention was carried out for two weeks, which was applied during five sessions, and the classes were via zoom.

1st session

As an introductory session the teacher introduced the topic “Comic and writing skill” in order to understand this study better and know how this process works. Firstly, students played a kahoot game, in which they answered 4 questions (multiple choice and true or false questions). This activity contained information related to comics, the types of comics and the writing process. Then, the teacher presented information based on the comic, its types, elements of the comic, and the writing skills stages through slides. Additionally, the teacher asked questions related to the topic previously learned. As assessment, students enrolled in the google classroom “4th Semester TMA”.

2nd session

For the second session, the teacher greeted students and based this intervention through writing stages such as planning, drafting, editing, proofreading and re-drafting. In planning, students watched a video called “My last vacation”. They took notes about important things that the speaker mentioned, for example: He danced with his cousins all night. In drafting, the teacher asked students: what grammatical tense do we have to use to talk about “My last vacation”? Students answered the question and gave examples to understand better.

In the editing stage, students watched another video about: how do we form the simple past? The teacher explained “Simple Past” in order to be clear in structuring sentences using simple past tense. In proofreading, students wrote a story based on the comic that they already chose. The writing had a maximum of 150 words. In re-drafting, students uploaded the writing to google classroom (Writing 1). Finally, students uploaded a pdf document. Students' writing was evaluated using a rubric. As assessment, students had to watch a video “How to write a comic strip” and how to write a story. They took notes.

3rd session

For this session, the teacher based this intervention through writing stages such as planning, drafting, editing, proofreading and re-drafting. In planning, the teacher started the class asking students: what kinds of books have you read? Students participated randomly (Fantasy, short stories, romance, historical fiction, etc.). In drafting, students watched a video on how to write a comic strip and took notes. The teacher asked some questions and students wrote their answers in the zoom chat, then they read aloud the answer to the whole class. (What is a comic strip, how many steps must we follow to create a comic? What are the steps? What does this step consist of?) In editing, students created a comic using the Canva app or any other app. This comic strip had at least three sections. The topic of the comic was related to "My favorite book". They wrote a creative title. They worked in pairs in breakout rooms. In proofreading, students wrote a story based on their comic. The story had a maximum of 100 words. The teacher reminded students that the topic must be creative and not exceed the number of words. They had to take into account the criteria to be evaluated. The teacher provided the online document to write. In re-drafting, students uploaded their comic strip and the story to google classroom in a pdf document individually. The teacher used a rubric (Organization/content, vocabulary, grammar and spelling or punctuation) in order to grade the students' writing. As assessment, students had to watch the video “How to write a story” and presented a brief summary about the topic.

4th session

At this session, the teacher based this intervention through writing stages such as planning, drafting, editing, proofreading and re-drafting. In planning the teacher asked students about what superhero they like or know. The teacher made a list of superheroes that students mentioned. In drafting, the teacher presented some superheroes. Students read the information and they had a clear idea of the characters. In editing, students worked in pairs and the teacher divided the class into breakout rooms, where they read two superhero comics and discussed relevant points of the content and its elements. In addition, they compared the comics. In proofreading, students chose a comic superhero and then they described a story based on the comic previously read. The teacher provided the online document to write the story. In re-drafting, students uploaded the writing to Google classroom in a pdf document individually (including the number of writing and last names and names). Students' writing was evaluated using a rubric. As assessment, students read a comic horror story.

5th session

For this final session, the teacher based this intervention through writing stages such as planning, drafting, editing, proofreading and re-drafting. In planning stage, the teacher shared the video and students watched a short video and then they guessed the topic for the class. In drafting, the teacher asked the students to give examples of words related to “horror” (vampire, doom, suspense, danger, massacre, death, black, villain, etc.). In editing, students read a horror comic and discussed students' likes and dislikes of the comic with the whole class and they answered some questions: Do you like this comic? Is it a good comic for you? Why? What do you think of the images?

In proofreading, students described a story based on the first comic previously read. The writing had a maximum of 150 words. They had to be creative and remember how to start writing a story. The teacher provided the online document to write. In re-drafting, students uploaded the writing to Google classroom in a pdf document (included the number of writing and last names and names). Students' writing was evaluated using a rubric (Organization/content, vocabulary, grammar and spelling or punctuation). As assessment, students had to study the grammatical tense.

After the treatment, students answered a survey, the questionnaire had 8 closed-ended questions. The objective of the survey was to identify the students' insights and viewpoints on the use of comics to develop the writing skill in students from the fourth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato. According to the Likert scale, they chose an option of level of agreement in each question (Strongly agree, agree, neutral, disagree and strongly disagree). Then, students took the post-test. This test was applied to the whole class using google forms. The post-test assessed students' writing skill based on a comic strip, in which they chose a comic strip and then wrote the story based on that.

2.2 Methods

Basic method of investigation

This study focused on the following types of research:

Quasi-experimental research

Hernandez (2010) states that quasi-experimental research focuses on quantitative and qualitative methods. This research allows controlling to whom and when the measurement is applied. This helps to obtain a correlation between both variables, looking for their causes and effects. It is a correlational study, since the experimental and control

groups are naturally sampled groups, in other words, they are intact groups. The comparison is justifiable, but the results must be interpreted with caution.

In this research, the variable comics affects writing skills. Furthermore, this quasi-experimental research will focus on an intact students' fourth-semester group with a total of 24 student

Bibliographic or documentary research

According to McCulloch (2004) mentions that bibliographic or documentary research are documents that have a central characteristic to the study, it is a scientific foundation. This has two types of documents used in a study: primary and secondary documents. On the other hand, official or personal documents can be taken from the internet, books, articles, magazines, theses, etc. Those are used as a source of information. It helps to obtain a scientific and in-depth investigation of the subject to be studied. It is necessary to mention that this research will study the independent variable (comics) and the dependent variable (writing skills).

Field research

Reyes and Sunderlin (2011) state that field research is a methodological approach that allows observing behavior in natural conditions and real contexts. This focuses on academic settings based on secondary data. This study will be applied at Universidad Técnica de Ambato, from students of the fourth semester of the PINE major. This type of research allows the researcher to know the factors generated using comics in the application of the English language writing process. It has the aim to get important data on the use of comics as a didactic strategy to develop writing skills.

2.2.1 Level or type of research

Exploratory level

According to Akhtar, (2006) exploratory research is to study a phenomenon; it focuses on collecting primary or secondary data. It will be applied when there are not or few early studies. This exploratory research can include interviews, focus groups, etc. This study has an exploratory level to fully understand the problem. It aims to clarify the application of the comic in the teaching of the English language during the writing skills process. It generates great effects because it is a strategy to apply and become familiar with the reality studied, and it is an innovative strategy. This educational strategy was applied in class using comics strips in order to develop the writing skill, lesson plans included comic activities focused on writing stages. The application of the pre and post-test helped to identify the students' writing level and to obtain real data from fourth semester students.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the results and findings gathered over 2 weeks; before, during and after the treatment. To make the results understandable everything is represented in tables, figures and also an explanation of each one is written to make it even clearer.

The experiment was carried out with 24 students from Fourth semester that were taking the subject Teaching Methods and Approaches as part of the “Pedagogía de los Idiomas Nacionales y Extranjeros” major at Universidad Tecnica de Ambato in online classes.

The results of students’ scores on the pre-test and post-test based on the PET writing paper from Cambridge Assessment English were carefully analyzed to demonstrate whether comics as teaching strategy helps learners to develop their writing skill or not.

To assess the pieces of writing created by students, a Cambridge rubric (PET) was adapted with the subscales (content/organization, grammar, vocabulary, and spelling/punctuation). Every subscale is graded over 5, this means 20 marks that represents the 25 % of the Pet exam. This rubric was adapted to get a grade over 10 points.

3.1.1 Data interpretation

3.1.2 Pre-test from control group and experimental group

Table 1

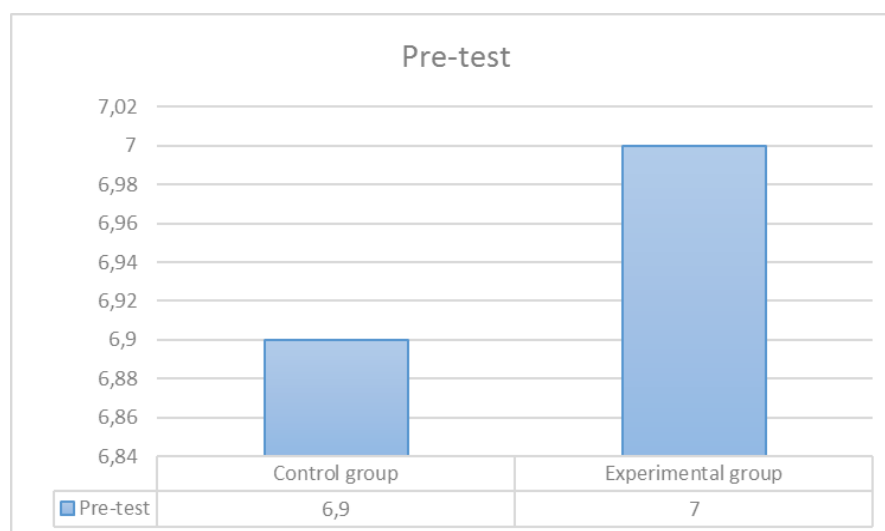
Pre-Test Average Score over 10

Test	Control group	Experimental group
Pre-test	6.9	7

Note: Data were taken from pre-test responses of 4th level PINE program by Villafuerte J. (2021)

Figure 1

Pre-Test Average Score over 10



Note: Data were taken from pre-test responses of 4th level PINE program by Villafuerte J. (2021)

Analysis and interpretation

Figure number 1 shows the average over 10 points in which 11 students from the control group and 13 students from the experimental group had obtained in the writing pre-test scores regarding the application of comics to develop writing skill.

The first column from the control group obtained 6.9 points and the second column from the experimental group, students got 7 points.

It is noticeable that students had a regular level of writing skill proficiency due to neither reaching a high score. Additionally, there was a difference of 0.2 between the control group and the experimental group. Even though all students are at the same level, there is a clear difference between the experimental and control group.

3.1.3 Post-test from the control and experimental group

Table 2

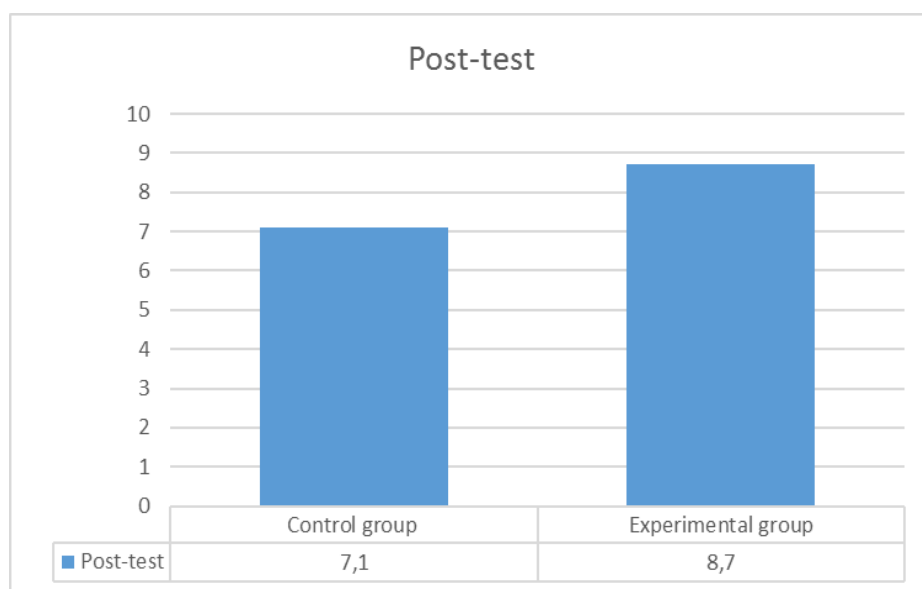
Post-Test Average Score over 10

Test	Control group	Experimental group
Post-test	7.1	8.7

Note: Data were taken from post-test responses of 4th level PINE program by Villafuerte J. (2021)

Figure 2

Post-Test Average Score over 10



Note: Data were taken from post-test responses of 4th level PINE program by Villafuerte J. (2021)

Analysis and interpretation

Figure 2 illustrates the average score over 10 points in which 11 students from the control group and 13 students from the experimental group had achieved in the writing post-test. The average score obtained from the control group was 7.1 points while, in the experimental group, students got 8.7 points.

According to the results, the experimental group had shown an increase in the average score, on the other hand, the control group maintained a regular score. It is evident that between the control group and the experimental group there is a difference of 1.6 points. This means that the experimental group demonstrated a good level of writing skill according to the results.

3.1.4 Pre-test and post-test comparison between control and experimental group

Table 3

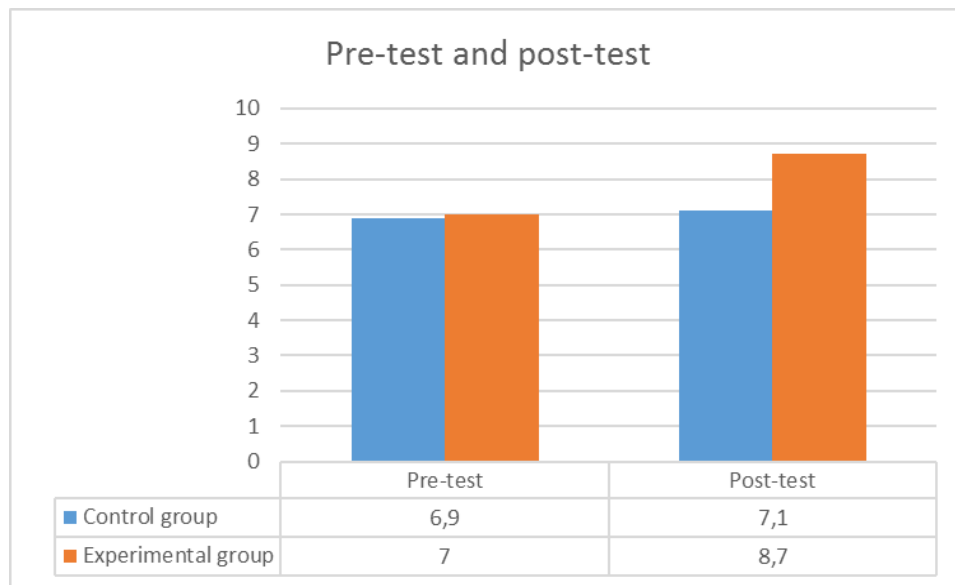
Pre-Test and Post-Test Average Score over 10

Control		Experimental	
Pre-test	Post-test	Pre-test	Post-test
6.9	7	7.1	8.7

Note: Data were taken from pre-test and post-test comparison between control and experimental group responses of 4th level PINE program by Villafuerte J. (2021)

Figure 3

Pre-Test and Post-Test Average Score over 10



Note: Data were taken from pre-test and post-test comparison between control and experimental group responses of 4th level PINE program by Villafuerte J. (2021)

Analysis and interpretation

Figure 3 represents a comparison between the average score about pre-test and post-test over 10 points, in which data were taken according to the adapted Pet writing part to the whole class to have relevant information. Before the application of the treatment, the control group achieved 6.9 points in the pre-test and 7.1 in the post-test over 10 points. Nevertheless, the experimental group got 7 in the pre-test and 8.7 points in the post-test over 10 points. This means that the experimental group had shown an increase in the average score, it is evident that between the control group and the experimental group there is a difference of 1.7 points.

According to the data obtained, it is evident that the experimental group demonstrated a high level of proficiency. According to the standardized test results

obtained in the pre-test and post-test, the experimental group got good scores, while the control group obtained low scores.

In the case of the experimental group, activities that involved reading comics to write a story were applied, activities in line with each writing stage, unlike the control group, didn't. It can be concluded that students' level from the experimental group might increase.

3.2 Hypothesis verification

The results obtained and compiled for this research were analyzed using the T-student statistical test with the SPSS program. In order to verify the hypothesis and to know if the treatment was carried out successfully according to the objectives proposed for this research.

3.2.1 Hypothesis statement

Null hypothesis (H0)

The use of comics does not contribute to the development of the writing skill.

Alternative hypothesis (H1)

The use of comics contributes to the development of the writing skill.

T-student Test-Paired Samples Statistics

Table 4

T-Student-Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	7.0000	11	.77460	.23355
	Post-test	8.7273	11	.56408	.17008

Note: Data were taken from SPSS program developed by Villafuerte J. (2021)

Table 5*Paired Sample Correlations*

	N	Correlation	Sig.
Pair 1 Pre-test and Post-test	11	.801	.003

Note: Data were taken from SPSS program developed by Villafuerte J. (2021)

Table 6*Paired Samples Test*

	Paired differences						t	df	P v
	Mean	Std. Deviation	Std. error mean	95% confidence interval of the difference					
				Lower	Upper				
Pair 1 Pre-test- Post-test	-.72727	.46710	.14084	-.04107	-1.41347	-2.264	10	.000	

Note: Data were taken from SPSS program developed by Villafuerte J. (2021)

Analysis and interpretation

The tables above show the statistical result obtained when analyzing the scores of the experimental group to verify the alternative hypothesis according to T-student. In table 4, paired sample statistics shows mean score results in which the mean of the pre-test is 7.0000 while the mean score of the post-test is 8.7273. This mean, the mean score from the pre-test and the post-test vary among themselves, thus the differences are significant. Then, in Table 5, the SPSS program gives correlation results with a .801 on the pre-test and the post-test. Finally, in table 6 there are some items like confidence interval of the difference in which the lower is -2.04107 and upper -1.41347. In addition, the P value or sig is 0.000, this means that it is less than 0.05 and with a confidence level of 95%, therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted; in other words, the use of comics does contribute to the development of writing skills.

3.3 Survey analysis and interpretation

Question No 1: The teacher uses encouraging activities to develop students' writing skills.

Table 7

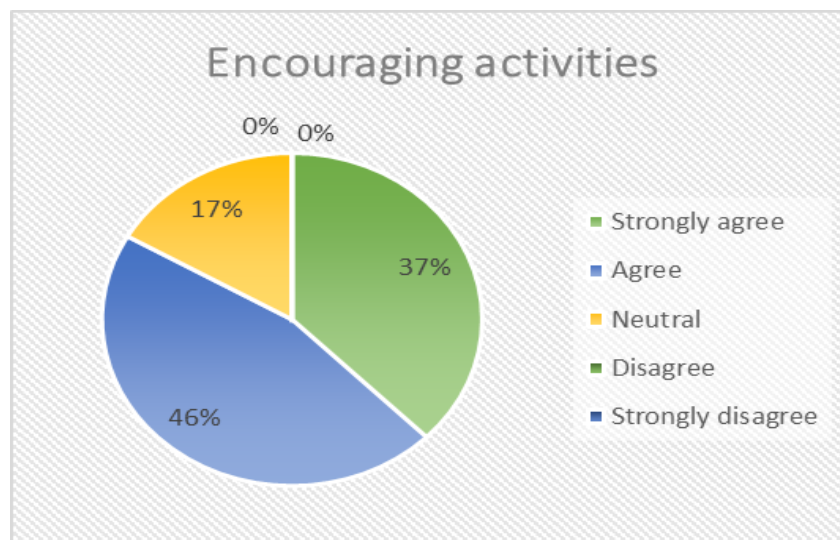
Encouraging Activities

CRITERIA	FREQUENCY	PERCENTAGE
Strongly agree	9	37%
Agree	11	46%
Neutral	4	17%
Disagree	0	0%
Strongly disagree	0	0%
Total	24	100%

Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Figure 4

Encouraging Activities



Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Analysis and interpretation

According to the data obtained from the student's survey, 9 students who represent the 37% answered that they strongly agree that the teacher used encouraging activities to develop students' writing skills, while 11 students who represent the 46 % answered that they agree. Also, 4 students who represent 17% selected neutral that the teacher used encouraging activities. Finally, no one selected to disagree or totally disagree with the statement.

Regarding the results, it is concluded that most students agreed that the teacher used encouraging activities to develop students' writing skills. This means, students were applied to comics' activities to develop writing skill.

Question No 2: The teacher improves the students' writing skill by using comic strips.

Table 8

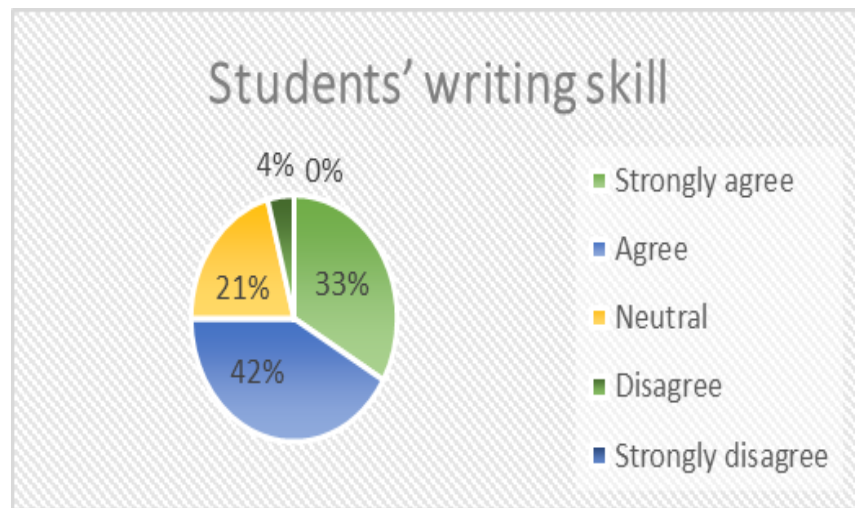
Students' Writing Skill

CRITERIA	FREQUENCY	PERCENTAGE
Strongly agree	8	33%
Agree	10	42%
Neutral	5	21%
Disagree	1	4%
Strongly disagree	0	0%
Total	24	100%

Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Figure 5

Students' Writing Skill



Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Analysis and interpretation

According to the data obtained from the student's survey, 8 students who represent the 33% answered that they strongly agree that the teacher improved the students' writing skill by using comic strips, while 10 students who represent the 42% answered that they agree. Also, 5 students who represent 21% selected neutral that the teacher used encouraging activities. Finally, 1 student who represents 4% selected disagree that the teacher used comics strips to improve the writing skill.

Regarding the results, it is concluded that most students agreed that the teacher improved the students' writing skill by using comic strips in classes. This means, the teacher applied activities in order to improve the students' writing skill through comic strip pictures.

Question No 3: The teacher always develops writing stages in the writing process (Planning, drafting, editing, proofreading and re reading).

Table 9

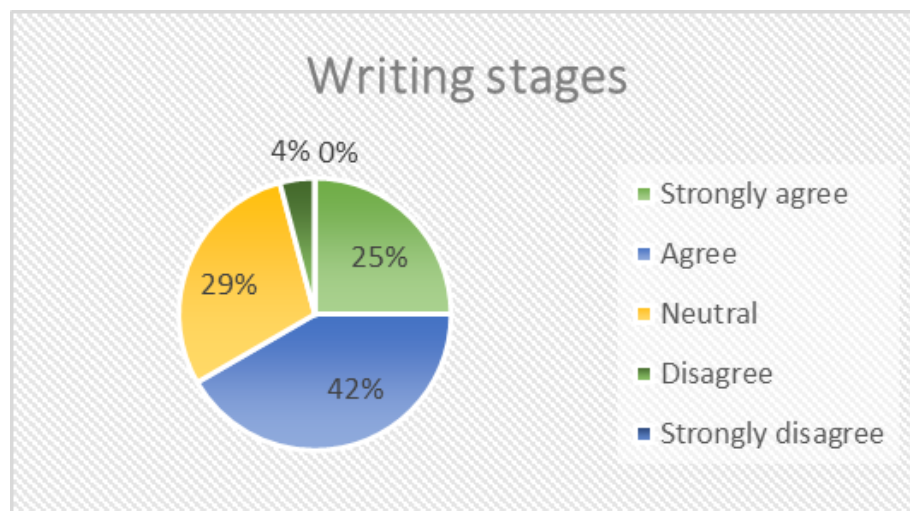
Writing Stages

CRITERIA	FREQUENCY	PERCENTAGE
Strongly agree	6	25%
Agree	10	42%
Neutral	7	29%
Disagree	1	4%
Strongly disagree	0	0%
Total	24	100%

Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Figure 6

Writing Stages



Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Analysis and interpretation

According to the data obtained from the student's survey, 6 students who represent the 25% answered that they strongly agree that the teacher always developed writing stages in the writing process such as planning, drafting, editing, proofreading and re reading. While 10 students who represent the 42% answered that they agree. Also, 7 students who represent 29% selected neutral that the teacher developed writing stages in the writing process. Finally, 1 student who represents 4% selected disagree that the teacher applied writing stages in classes.

Based on the data analysis, most students agreed that the teacher always developed writing stages in the writing process such as planning, drafting, editing, proofreading and re reading. This means, the teacher applied activities through writing stages in order to improve the students' writing skill step by step.

Question No 4: The teacher applies comics regularly in class.

Table 10

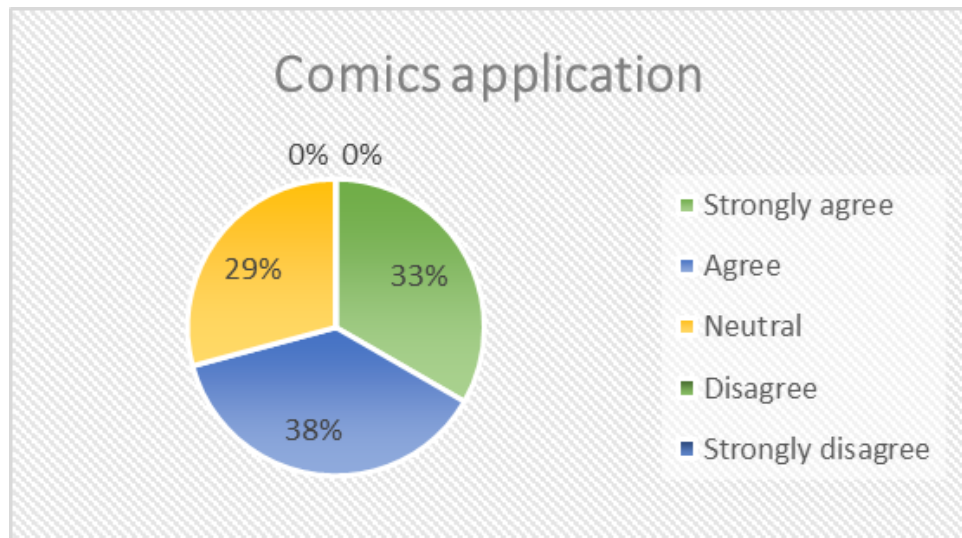
Comics Application

CRITERIA	FREQUENCY	PERCENTAGE
Strongly agree	8	33%
Agree	9	38%
Neutral	7	29%
Disagree	0	0%
Strongly disagree	0	0%
Total	24	100%

Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Figure 7

Comics Application



Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Analysis and interpretation

Regarding the students' responses, 8 students who represent the 33% answered that they strongly agree that the teacher applied comics regularly in class. While 9 students who represent the 38% answered that they agree. Also, 7 students who represent 29% selected neutral that the teacher uses comics in class.

Regarding the analysis, it is concluded that most students agree that the teacher applied comics regularly in class. This means, the teacher used comics in classes in order to improve the students' writing skill.

Question No 5: The teacher uses comics as a fun activity to motivate students to develop writing skills.

Table 11

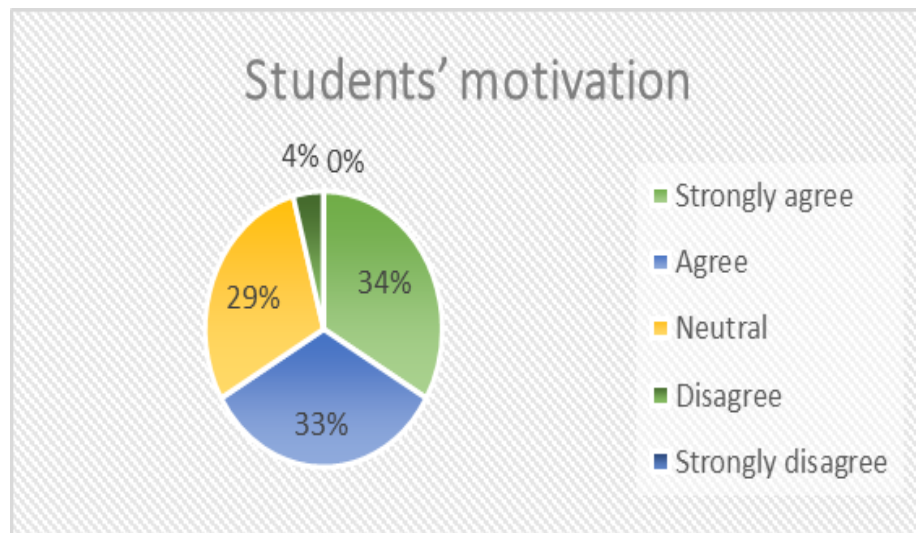
Students' Motivation

CRITERIA	FREQUENCY	PERCENTAGE
Strongly agree	8	34%
Agree	8	33%
Neutral	7	29%
Disagree	1	4%
Strongly disagree	0	0%
Total	24	100%

Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Figure 8

Students' Motivation



Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Analysis and interpretation

Based on the survey results, 8 students who represent the 34% answered that they strongly agree that the teacher used comics as a fun activity to motivate students to develop writing skills. While 8 students who represent the 33% answered that they agree. Also, 7 students who represent 29% selected neutral that the teacher uses comics as a fun activity to motivate students. Finally, 1 student who represents 4% selected disagree that the teacher applies comics to motivate students to develop the writing skill.

Based on the analysis, it is evident that most students agreed that the teacher used comics as a fun activity to motivate students to develop writing skills. This means, the teacher applied activities using comics to motivate students.

Question No 6: The teacher presents different comic strips to catch students' interest to write.

Table 12

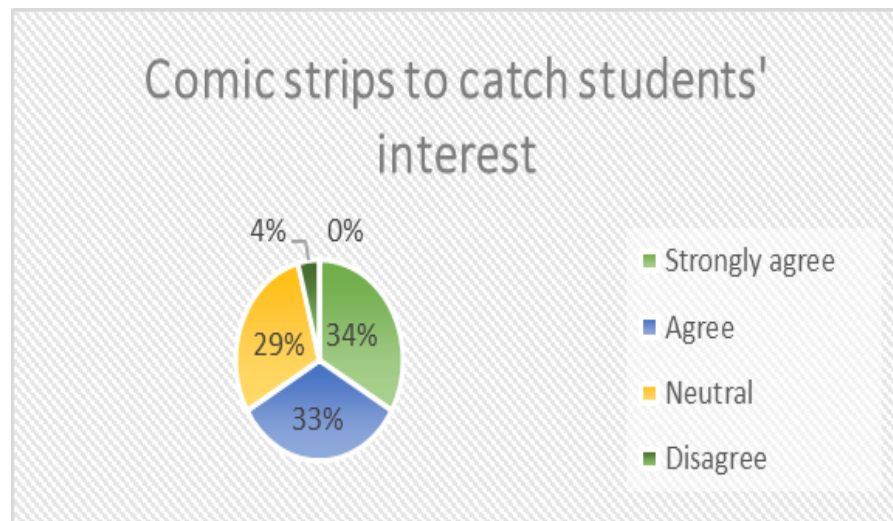
Comic Strips to Catch Students' Interest

CRITERIA	FREQUENCY	PERCENTAGE
Strongly agree	8	34%
Agree	8	33%
Neutral	7	29%
Disagree	1	4%
Strongly disagree	0	0%
Total	24	100%

Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Figure 9

Comic Strips to Catch Students' Interest



Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Analysis and interpretation

Regarding students' responses, 8 students who represent the 34% answered that they strongly agree that the teacher presented different comic strips to catch students' interest to write. While 8 students who represent the 33% answered that they agree. Also, 7 students who represent 29% selected neutral that the teacher used comics to catch student's interest to write. Finally, 1 student who represents 4% selected disagree that the teacher used a variety of comics to catch students' interest.

Regarding the results, it is concluded that most students agreed that the teacher used different comics picture to catch students' interest to write a text. This means, students were applied activities using different comics in the writing process.

Question No 7: The teacher uses comics in class as a strategy to improve the writing skill.

Table 13

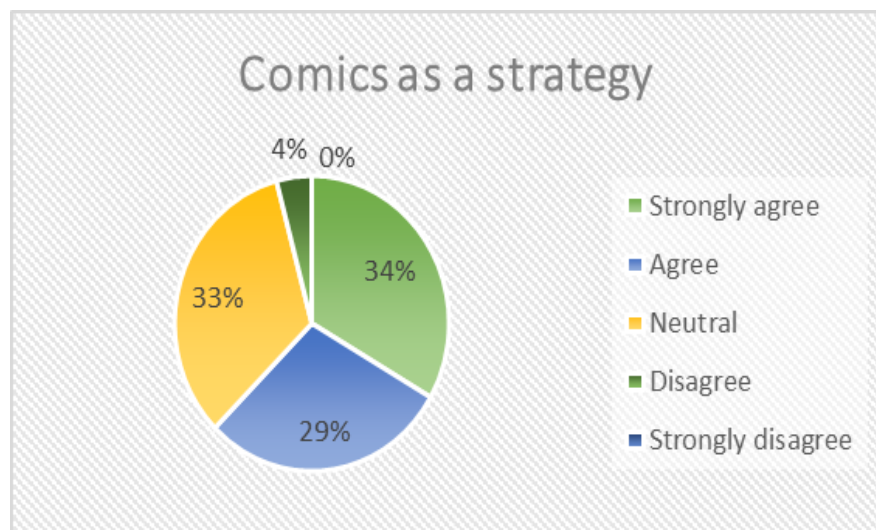
Comics as a Strategy

CRITERIA	FREQUENCY	PERCENTAGE
Strongly agree	8	34%
Agree	7	29%
Neutral	8	33%
Disagree	1	4%
Strongly disagree	0	0%
Total	24	100%

Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Figure 10

Comics as a Strategy



Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Analysis and interpretation

According to the data obtained from the student's survey, 8 students who represent the 34% answered that they strongly agree that the teacher used comics in class as a strategy to improve the writing skill. While 7 students who represent the 29% answered that they agree. Also, 8 students who represent 33% selected neutral that the teacher used comics as strategy in lessons class. Finally, 1 student who represents 4% selected disagree that the teacher applied comics as a strategy to improve the writing skill.

Based on the data analysis, it is evident that most students were neutral and agreed that the teacher used comics in class as a strategy to develop writing skills. This means, the teacher sometimes taught using comics as a strategy to develop the writing skills.

Question No 8: The teacher applies comic activities that allow students to show their creativity.

Table 14

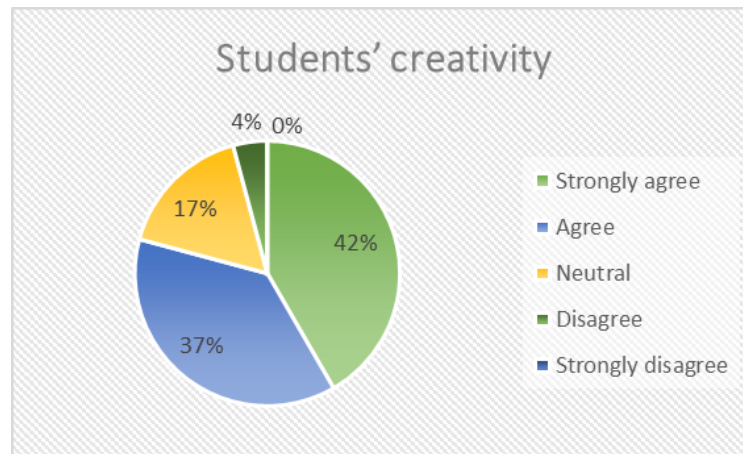
Students' Creativity

CRITERIA	FREQUENCY	PERCENTAGE
Strongly agree	10	42%
Agree	9	37%
Neutral	4	17%
Disagree	1	4%
Strongly disagree	0	0%
Total	24	100%

Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Figure 11

Students' Creativity



Note: Data were taken from students' survey 4th level PINE program developed by Villafuerte J. (2021)

Analysis and interpretation

According to the data obtained from the student's survey, 10 students who represent the 42% answered that they strongly agree that the teacher applied comic activities that allow students to show their creativity. While 9 students who represent the 37% answered that they agree. Also, 4 students who represent 17% selected neutral that the teacher applied comic activities in a creativity way. Finally, 1 student who represents 4% selected disagree that the teacher applied activities in class in order to show students' creativity.

Regarding the results, it is concluded that most students strongly agreed that the teacher used comics that help students to show their creativity. Activities where they developed their capacity and improved the writing skill.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The conclusions stated below have been obtained after finishing this research:

- ✓ The use of comics has been demonstrated to be effective in the development of the writing skills in students from the fourth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato. It was evidenced in the results obtained because the control group got 6.9 points in the pretest and 7.1 in the posttest out of 10 points. While, the experimental group got 7 in the pretest and 8.7 points in the posttest over 10 points. This means that the experimental group had shown an increase in the average score, it is evident that between the control group and the experimental group there is a difference of 1.7 points. Thus, the experimental group demonstrated a high level of proficiency.
- ✓ The level of writing in the fourth semester students was identified before and after the treatment carried out during five sessions through a pre-test and a post-test. The experimental group and the control group took the pre-test, both groups achieved a basic level before the comics' application (control group 6.9 and experimental group 7). While, they took the post-test after the treatment, the control group got 7.1 points, so there was no improvement in the level of writing. On the other hand, the experimental group obtained 8.7 over 10 points. It is concluded that they obtained a satisfactory level and the group improved their writing skills.
- ✓ The comics' activities application based on the writing stages were effective and helped the development of the students' writing skills. The application was based on the following stages such as planning, drafting, editing, reviewing and rereading in which it improved students' writings step by step. In this way, the effectiveness of the comics' application for the students' writing development was demonstrated from the previously standardized results (pre-test 7 and post-test 8.7) and through the survey.

- ✓ Through the survey, the students' perceptions and points of view about the use of comics to develop writing skills were obtained. In conclusion, most of the students strongly agreed and some were neutrally that the teacher applied activities to promote the students' writing development. In addition, they agreed that the teacher adequately applied the writing stages, used different comics, motivated them by capturing the learners' interest and creativity. This means that the application of activities based on comics was a didactic strategy to improve writing skills.

4.2 Recommendations:

After having studied comics to develop the writing skill, the following recommendations are advised to consider:

- ✓ It is essential that teachers apply comic activities to effectively develop students' writing skills. Comics should be introduced into lesson plans, as well as developing a class through the writing stages. This didactic strategy helps teachers to manage the class in an organized way and encourage students to improve the writing process. In fact, comics activities should be applied in order to catch the students' attention and motivate them to improve their skills and subskills.
- ✓ It is recommended that teachers before applying the comics, they must determine the students' writing level. In that way, teachers will know in what criteria students must improve. In addition, it is necessary to choose or create well-designed tests to have a positive effect on the comic test application. Likewise, the teacher must identify possible vocabulary, grammar or punctuation problems, and the content or the type of comic that influence the writing process. For these reasons, appropriate comics should be used according to the students' level, age, and the background of a class group. Therefore, positive results will be obtained after an adequate application of comic's activities based on the students' needs and learning styles.
- ✓ Teachers must apply activities based on comics as a teaching strategy to improve the student's writing level. In fact, each stage of the writing must be applied and developed, including warm-up or icebreaker activities. This helps students improve or learn at each stage. Stages such as planning, drafting, editing, revising and rereading help the effectiveness of the comics' application for the students' writing skill development.
- ✓ It is necessary that teachers pay special attention to create a lesson plan using apps or pictures, they must focus on the students' needs, levels and types of learning. On the one hand, the teacher must apply comics that foster the development and improvement of writing skills and subskills. On the other hand, use different activities that motivate students.

4.3 Bibliography

- Akhtar, I. (Septiembre de 2006). *ResearchGate Research Design*.
https://www.researchgate.net/publication/308915548_Research_Design
- Csabay, N. (2006). Using Comic Strips. *Eric_English Teaching Forum*, v44 n1 p24-26 2006 , 3.
- Grimm, N., Meyer, M., & Volkmann, L. (2015). *Teaching English*. Bachelor.wissen.de.
<https://books.google.com.ec/books?id=4HwiEAAAQBAJ&lpg=PA128&dq=how%20to%20teach%20english%20skill%20productive%20skill&hl=es&pg=PR4#v=onepage&q=how%20to%20teach%20english%20skill%20productive%20skill&f=false>
- Guna, V. T., Sutarsyah, C., & Suka, R. G. (2017). IMPROVING STUDENT 'S ABILITY IN WRITING NARRATIVE TEXT THROUGH TEXTLESS COMIC AT SMPN 20 BANDAR LAMPUNG. *English Department of Lampung University*, 7.
<https://core.ac.uk/download/pdf/291529178.pdf>
- Hadi, M. S., Izzah, L., & Larasati, a. I. (2021). THE INFLUENCE OF MANGA ROCK ONLINE COMICS IN TEACHING WRITING A NARRATIVE TEXT. *JOLLT Journal of Languages and Language Teaching*, 7.
<https://e-journal.undikma.ac.id/index.php/jollt/article/download/3546/2567>
- Harmer, J. (1998). *How to teach English*. England: Longman.
[https://libgen.is/search.php?req=Jeremy%20Harmer&column\[\]=author](https://libgen.is/search.php?req=Jeremy%20Harmer&column[]=author)
- Heer, J., & Worcester, K. (2011). *A Comics Studies Reader*. Mississippi: The University Press of Mississippi.
<https://books.google.com.ec/books?id=cwSiDwAAQBAJ&pg=PT316&dq=A+Comics+Studies+Reader+actual&hl=fr&sa=X&ved=2ahUKEwiGhOG0tpj0AhXFQzABHXw5CTAQ6AF6BAgLEAI#v=onepage&q=A%20Comics%20Studies%20Reader%20actual&f=false>
- Hernandez, R. (2010). *METODOLOGÍA DE LA INVESTIGACIÓN*. México: www.freelibros.com.
<https://drive.google.com/file/d/1RqPpx8OLcpOsi5SZtItjhmIUfbj1surh/view?usp=sharing>

- Kara, H., & Brooks, J. (2020). The Potential Role of Comics in Teaching Qualitative Research Methods. *The Qualitative report*, 13.
- Kirtley, S. E., Garcia, A., & Carlson, P. E. (2020). *With Great Power Comes Great Pedagogy: Teaching, Learning, and Comics*. Mississippi: University Press of Mississippi.
<https://libgen.is/book/index.php?md5=999DB961AC81E5FBCBA1A10E8BFFCF47>
- Nur, F. (2020). THE EFFECTIVENESS OF DIGITAL COMICS (DC) IN THE TEACHING OF WRITING RECOUNT TEXTS. *Journal of English Teaching and Learning*, 10.
<http://www.riset.unisma.ac.id/index.php/LANG/article/view/5326/pdf>
- Megawati, F., & Anugerahwati, M. (2012). COMIC STRIPS:A STUDY ON THE TEACHING OF WRITING NARRATIVE TEXTS TO INDONESIAN EFL STUDENTS. *TEFLIN journal*, 23.
<https://journal.teflin.org/index.php/journal/article/view/196>
- McCloud, S. (2012). *Understanding comics_The invisible art*. New York: HarperParennial.
- Muyassaroh, M. N., Asib, A., & Marmanto, S. (2019). The Teacher's Beliefs and Practices on the Use of Digital Comics in Teaching Writing: A qualitative case study. *International Journal of Language Teaching and Education*, 16.
 doi: <https://doi.org/10.22437/ijolte.v3i1.6502>
- Novitasari, N. F. (2020). COMIC STRIPS IN ELT: REVISITING "THE WHEN AND HOW". *Journal GEEJ*, 14.
<https://ejournal.bbg.ac.id/geej/article/download/1035/1073>
- Olvera, J. (2017, March). *Research work*.
<https://repositorio.ulead.edu.ec/bitstream/123456789/862/1/ULEAM-INGL-0016.pdf>
- Ridhwan, M., Ihsan, M. T., & Naskah. (2018). THE EFFECT OF COMIC STRIPS ON SECONDARY EFL STUDENTS' READING COMPREHENSION AND WRITING ABILITY. *English Journal of Indragiri*, 15.
<http://ejournal.unisi.ac.id/index.php/eji/article/view/236/168>

- Rifkind, C., & Brandon, C. (2019). *How comics work*. Alice RL. <https://www.uwinnipeg.ca/1b19/docs/how-comics-work-web-cc-by-nc-nd.pdf>
- Reyes, V., & Sunderlin, W. (2011). *Methods of research and fieldwork. Why Do Field Research?* London: Measuring Livelihoods and environmental dependence.
- Sia, Y. Y. (2017). USING CSS (COMIC STRIPS STRATEGY) TO IMPROVE YEAR 4 PUPILS". *Collection of Action Research Articles (TESL)*, 9. <http://ipkent.edu.my/document/pskent/pskent18/kajiantindakan/tesl17/4.pdf>
- Shi, H. (2017). *Learning Strategies and Classification in Education*. Institute for Learning Styles Journal. <http://www.auburn.edu/academic/cla/ilsrj/Journal%20Volumes/Fall%202017%20Vol%201%20PDFs/Learning%20Strategies%20Hong%20Shi.pdf>
- Spratt, M., Pulverness, A., & Willians, M. (2011). TKT Teaching Knowledge Test_Course Modules 1,2 and 3. United Kingdom: Camdridge University Press.
- Susilawati, F. (2017). TEACHING WRITING OF NARRATIVE TEXT THROUGH DIGITAL COMIC. *Journal of English and Education*, 9. <https://core.ac.uk/reader/295400830>
- Syahrul, Arief, D., & Maryani. (2019). THE EFFECT OF MEDIA USE OF COMICS WITHOUT TEXT AND DIRECT LEARNING ON NARRATIVE WRITING SKILLS FOR GRADE IV ELEMENTARY SCHOOL STUDENTS. *International Journal of Educational Dynamics*, 6. <http://ijeds.ppj.unp.ac.id/index.php/IJEDS/article/view/192/53>
- Tahsaldar, M., & C. S. (2018). The Impact of Toondoo Comics on Undergraduate Students. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 24. <https://www.arcjournals.org/pdfs/ijhsse/v5-i8/19.pdf>
- Wiley, J., & Sons, L. (2003). *E-learning strategies*. England: WILEY. <http://library.lol/main/D4A492A9AA1522ACA6168C67EC710242>

4.4 Annexes:

Annex 1: Approval

CARTA DE COMPROMISO

Ambato, 18 de octubre del 2021

Doctor Marcelo Núñez Presidente

Unidad de titulación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "COMICS AND THE WRITING SKILL" propuesto por la estudiante Jacqueline Maricela Villafuerte Abril, portadora de la Cédula de Ciudadanía 185043250-9, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Lic. Mg. Sarah Iza

Pazmiño, Mg. Cedula N:

0501741060

Celular:0984060528

Correo:

sj.iza@uta.edu.ec

Annex 2: Lesson plans

LESSON PLAN TO INTRODUCE THE TOPIC “COMIC AND THE WRITING SKILL”

Date: 08/12/2021		Time: 9:00am - 09:45 am
Level: B1-Intermediate		Length of the first lesson: 45 minutes
General objective	To introduce the topic “Comic and writing skill” in order to apply the educational strategy to improve the writing process.	
Specific objectives	<ul style="list-style-type: none"> - To present relevant information about comics and writing skills. - To discuss relevant points. - To read the criteria of the pet rubric. 	
Procedure:		
Time:	Activities:	Materials:
10 min	Greetings	Kahoot.com
15min	<p>Warm up activity:</p> <p>The teacher asks students to access kahoot.com. They enter the PIN code and answer 4 questions (multiple choice and true or false questions). Questions related to introducing the comic, the types of comics and the elements.</p>	<p>https://create.kahoot.it/details/407b7d62-aaeb-4cef-909d-4b0a1a1c3eb6</p>
15min	<p>Presentation:</p> <p>The teacher presents information based on the comic, its types, elements of the comic, and the phases of writing skills through slides. Students take notes and pay attention to the presentation.</p>	<p>PowerPoint presentation:</p> <p>https://docs.google.com/presentation/d/1C8dZvsR0G5UblvjxTbSU7eEQSG960gLvXxFHzLLIHg/edit?usp=sharing</p>
5min	<p>Discussion:</p> <p>Then, the teacher asks questions about the topic discussed above: In your own words, what does a comic refer to? What are the stages of the writing skill? Can you tell two elements of a comic?</p> <p>Assessment:</p> <p>Students must enroll in the google classroom “4th Semester TMA”.</p> <p>They have to read the writing rubric in order to know the criteria to be evaluated after.</p> <p>They have to find their favorite comic strip related to “My last vacation”.</p>	<p>Google classroom</p> <p>https://classroom.google.com/c/NDMzMzc2NDk0ODM3</p>

LESSON PLAN 1		
Teacher's name: Jacqueline Villafuerte		
Date: 08/12/2021	Time: 9:00am - 09:45 am	
Level: B1-Intermediate	Length of the first lesson: 45 mins	
Main focus of the lesson:	Language skills: Reading and writing	
General objective	To write a story "My last vacation" using past tense.	
Specific objectives	To learn new vocabulary. To identify the grammatical tense. To describe a story about my last vacation.	
Procedure:		
Time:	Activities:	Materials:
5min	Greetings	YouTube https://www.youtube.com/watch?v=PPqhRL-uINc
5min	Planning: Students watch a video called "My last vacation". They take notes about important things that the speaker mentions, for example: He danced with his cousins all night.	https://www.youtube.com/watch?v=PPqhRL-uINc
10min	Drafting: The teacher asks students: what grammatical tense do we have to use to talk about "My last vacation"? Students answer the question and give examples to understand better.	YouTube https://www.youtube.com/watch?v=mwh_IWwwN8Y
20min	Editing: Students watch a video about: how do we form the simple past? The teacher explains in order to be clear in structuring sentences using simple past.	Google doc: https://docs.google.com/document/d/1oRTxU15oq8Jn0vUXFutkn2Z_BGCYMRdE_hk_mJJzy6Fw/edit?usp=sharing
5min	Proofreading: Students write a story based on the comic "My last vacation" that they already chose. The writing must have a maximum of 150 words.	Google classroom https://classroom.google.com/c/NDMzMzc2NDk0ODM3
	Re drafting Students upload the writing to google classroom (Writing	Video assessment https://www.youtube.com/watch?v=ufOXBuGhVWg https://www.youtube.com/watch?v=G5cyIsCApJo

	<p>1). Students upload a pdf document naming the document with the # of the story followed by their last names and names. Students' writing will be evaluated using a rubric</p> <p>Assessment:</p> <p>Students have to watch a video “How to write a comic strip” and how to write a story. Take notes.</p>	
--	---	--

LESSON PLAN 2		
Teacher's name: Jacqueline Villafuerte		
Date: 10/12/2021	Time: 9:00am - 9:45 am	
Level: B1-Intermediate	Length of the first lesson: 45 mins	
Main focus of the lesson:	Language skills: - Writing	
General objective	To create a comic "My favorite book" in order to write a story using past tense.	
Specific objectives	<ul style="list-style-type: none"> ● To discuss the kinds of books. ● To watch a video on how to write a comic strip. ● To describe a story about my favorite book. 	
Procedure:		
Time:	Activities:	Materials:
5min	Greetings Planning: The teacher asks students: what kinds of books have you read? Students participate randomly (Fantasy, short stories, romance, historical fiction, etc.).	YouTube https://www.youtube.com/watch?v=ufOXBuGhVWg
5min	Drafting: Students watch a video on how to write a comic strip and take notes. The teacher asks some questions and they answer in the zoom chat. (What is a comic strip, how many steps must we follow to create a comic? What are the steps? What does this step consist of?)	Canva https://www.canva.com/search/templates?q=comics
15min	Editing: Students make a comic using the canva app or any other app. This comic strip must have at least three sections. The topic of the comic must be related to "My favorite book". Create a creative title.	Google doc: https://docs.google.com/document/d/1NDIO41cSqcHP-zuahb8jtGEA-1xxcg60L6t7-51a74/edit?usp=sharing
15min	Proofreading: Students write a story based on their comic. The story must have a maximum of 150 words. The teacher provides the online document to write.	Google classroom https://classroom.google.com/c/NDMzMzc2NDk0ODM3
5min	Re reading: Students upload their comic strip and the story to google classroom in a pdf document individually. The teacher evaluates students' writing using a rubric. Assessment: For the next class, students have to watch the video "How to write	Video https://www.youtube.com/watch?v=G5cyIsCApJo

	a story” and present a brief summary about the topic.	
--	---	--

LESSON PLAN 3

Teacher’s name: Jacqueline Villafuerte	
Date: 13/12/2021	Time: 9:00am - 9:45 am
Level: B1-Intermediate	Length of the first lesson: 45 mins
Main focus of the lesson:	Language skills: - Reading and writing
General objective	To read a comic strip “superhero” in order to describe a story using past tense.
Specific objectives	<ul style="list-style-type: none"> - To talk about superheroes. - To read a superhero story. - To describe a story based on the comic superhero.

Procedure:

Time:	Activities:	Materials:
5min	<p>Greetings</p> <p>Planning: The teacher asks students about: What superhero they like or know?. Making a list of superheroes that students mention.</p> <p>Drafting: The teacher presents some superheroes. Students read the information and they have a clear idea of the characters.</p>	<p>Comic vine page https://comicvine.gamespot.com/profile/lvenger/lists/my-100-favourite-superheroes/17520/</p>
10min	<p>Editing: Students work in pairs and the teacher divides the class into breakout rooms, they read two comic superheroes and discuss the relevant points.</p>	<p>Comics: https://www.cartoonistgroup.com/subject/The-Superhero-Comics-and-Cartoons.php</p>
10min	<p>Proofreading: Students choose a comic superhero and then they describe a story based on the comic previously read. They have to work together.</p>	<p>Google doc https://docs.google.com/document/d/1M752rlnsxTa_B4dcK-0H4mAnePh5UOVr7Vx0m-Nckxc/edit?usp=sharing</p>
15min	<p>The teacher provides the online document to write.</p>	
5min	<p>Re drafting Students upload the writing to Google classroom in a pdf document individually (including the number of writing and last names and names). Students' writing will be evaluated using a rubric.</p> <p>Assessment: Students have to read a comic horror story.</p>	<p>Google classroom https://classroom.google.com/c/NDMzMzc2</p>

		NDk0ODM3
--	--	--------------------------

LESSON PLAN 4		
Teacher's name: Jacqueline Villafuerte		
Date: 15/12/2021	Time: 9:00am - 9:45 am	
Level: B1-Intermediate	Length of the first lesson: 45 mins	
Main focus of the lesson:	Language skills: - Reading and writing	
General objective	To write a horror story using past simple tenses.	
Specific objectives	<ul style="list-style-type: none"> - To watch a short video in order to guess the topic. - To read a horror comic strip. - To describe a horror story. 	
Procedure:		
Time:	Activities:	Materials:
10min	Greetings Planning: Students watch a short video and then they guess the topic for the class.	https://www.kickstarter.com/projects/kentjensen/fjoldsen-collection-the-hollywood-horror-comic-strip?lang=es Comic strip Google doc https://docs.google.com/document/d/178aET9cmsvoZt64w2JCKT88wSsfOcPoJCiZaQ0k9DKQ/edit?usp=sharing
5min	Drafting: The teacher asks the students to give examples of words related to "horror" (vampire, doom, suspense, danger, massacre, death, black, villain, etc.).	
10min	Editing: Students read two horror comics and discuss students' likes and dislikes of the comic with the whole class. They answer some questions: Do you like this comic? Is it a good comic for you? Why?	
15min	What do you think of the images? Proofreading: Students describe a story based on the first comic previously read. The writing must have a maximum of 150 words. They have to be creative and remember how to start writing a story.	
5min	The teacher provides the online document to write. Re reading: Students upload the writing to Google classroom in a pdf document (including the number of writing and last names and names).	

	<p>Students' writing will be evaluated using a rubric.</p> <p>Assessment: Students have to practice on how to write a story and study the grammatical tense.</p>	<p>Google classroom https://classroom.google.com/c/NDMzMzc2NDk0ODM3</p>
--	---	---

Annex 3: Tests

Pre-test

Forms Pre-test_4th Semester_Comics and the writing skill - Guardado ? Villafuerte Abril Ja... v

Vista previa Tema Compartir ...

Preguntas Respuestas

1.

**UNIVERSIDAD TÉCNICA DE AMBATO
PINE PROGRAM**

Fourth semester

- Activity focused on comics as a didactic strategy in order to develop writing skills.

Pre-test

Instructions: Write your full name in CAPITAL LETTERS (*VILLAFUERTE ABRIL JACQUELINE MARICELA)

*

Escriba su respuesta

Sección 2 ...

Forms Pre-test_4th Semester_Comics and the writing skill - Guardado ? Villafuerte Abril Ja... v

Vista previa Tema Compartir ...

Preguntas Respuestas

Writing test

2. Write a story about the topic focused on the comic picture given previously. Choose one and write. You will use from 100 to 150 words to complete the story (Write a creative title).

*

Escriba su respuesta

+ Agregar nuevo

Link: <https://forms.office.com/r/iCKDG1ASQ3>

Post-test

Forms Post-test_4th Semester_Comics and the writing skill - Guardado Villafuerte Abril Ja... ?

Vista previa Tema Compartir

Preguntas Respuestas

1.

**UNIVERSIDAD TÉCNICA DE AMBATO
PINE PROGRAM**

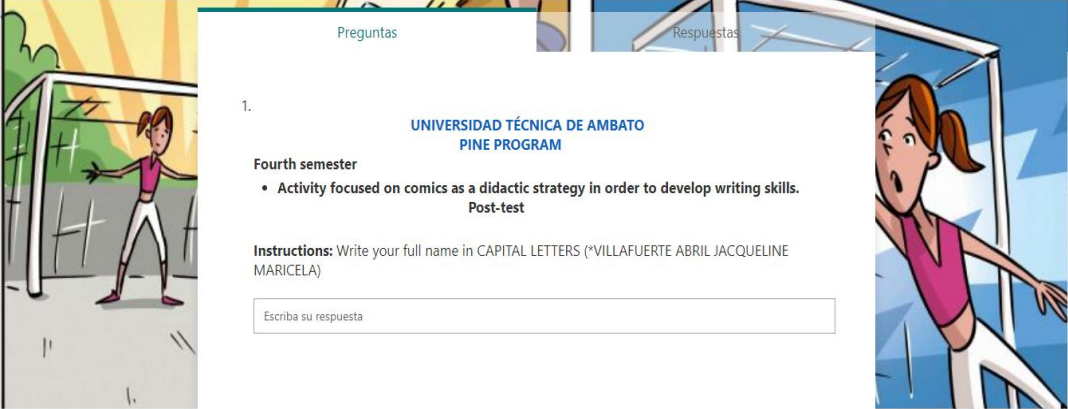
Fourth semester

- Activity focused on comics as a didactic strategy in order to develop writing skills.

Post-test

Instructions: Write your full name in CAPITAL LETTERS (*VILLAFUERTE ABRIL JACQUELINE MARICELA)

Escriba su respuesta



Post-test_4th Semester_Comics and the writing skill

* Obligatorio

Writing test

2. Write a story about the topic focused on the comic picture given previously. Choose one and write. You will use from 100 to 150 words to complete the story (Write a creative title and use past tense to write the story).

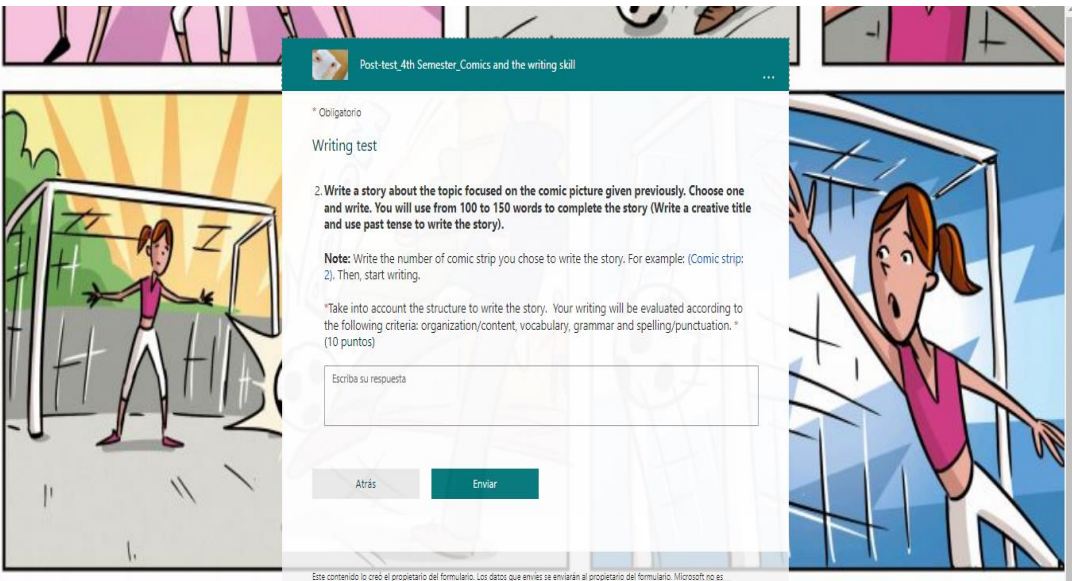
Note: Write the number of comic strip you chose to write the story. For example: (Comic strip: 2). Then, start writing.

Take into account the structure to write the story. Your writing will be evaluated according to the following criteria: organization/content, vocabulary, grammar and spelling/punctuation. (10 puntos)

Escriba su respuesta

Atrás Enviar

Este contenido lo creó el propietario del formulario. Los datos que envíes se enviarán al propietario del formulario. Microsoft no es



Link: <https://forms.office.com/r/hpSwV6PjBU>

Annex 4: PET rubric for written productions

“TEACHING METHODS AND APPROACHES”

RUBRIC FOR WRITTEN PRODUCTIONS BASED ON PET EXAM

Task: Story

Date: _____

Student’s name: _____

	5	4	3	2	1
Organization/content					
Vocabulary					
Grammar/mechanisms					
Spelling and punctuation					
FINAL GRADE					

Comments:

Source: This rubric was adapted from PET writing rubric

Author: Villafuerte (2021)

Annex 5: PET rubric for writing process (Pre and post-test)

Writing rubric (PET level)

Student name: _____

	5	4	3	2	1
Organization/ content	Main's ideas are stated clearly and addressed to the topic.	Main's ideas are reasonably clear and related to the topic.	The work indicates the main ideas closely related to the topic, but it needs to be more clearly.	Main ideas are poorly related to the topic, and they are difficult to understand.	The writing completely doesn't address the topic and has a lack of ideas.
Vocabulary	The use of vocabulary is excellent, with effective word choice.	Adequate range. The use of vocabulary has occasional errors in word choice, etc.	It has a limited range and has frequent errors of word choice, form, usage.	Essential translation. Little knowledge of English vocabulary.	Mostly translation. The writing doesn't have enough to evaluate.
Grammar/mechanism	Grammar errors are minor.	There may be minor grammar errors. They don't interfere with the general idea.	It contains major grammatical errors that affect comprehensibility.	It has a lot of grammatical errors, it cannot be easily read and understood.	Major grammatical errors, it causes comprehension difficulties.
Spelling & punctuation	Generally accurate.	Occasional errors in spelling, punctuation, and paragraphing. It is understandable.	Frequent errors of spelling, punctuation, and paragraphing.	Errors are evident, it can be a distraction to readers.	Errors cause comprehension problems.

Total:

Comments: _____

Annex 5: PET rubric for writing process (Pre and post-test)

Writing rubric (PET level)

Student name: _____

	5	4	3	2	1
Organization/ content	Main's ideas are stated clearly and addressed to the topic.	Main's ideas are reasonably clear and related to the topic.	The work indicates the main ideas closely related to the topic, but it needs to be more clearly.	Main ideas are poorly related to the topic, and they are difficult to understand.	The writing completely doesn't address the topic and has a lack of ideas.
Vocabulary	The use of vocabulary is excellent, with effective word choice.	Adequate range. The use of vocabulary has occasional errors in word choice, etc.	It has a limited range and has frequent errors of word choice, form, usage.	Essential translation. Little knowledge of English vocabulary.	Mostly translation. The writing doesn't have enough to evaluate.
Grammar/mechanism	Grammar errors are minor.	There may be minor grammar errors. They don't interfere with the general idea.	It contains major grammatical errors that affect comprehensibility.	It has a lot of grammatical errors, it cannot be easily read and understood.	Major grammatical errors, it causes comprehension difficulties.
Spelling & punctuation	Generally accurate.	Occasional errors in spelling, punctuation, and paragraphing. It is understandable.	Frequent errors of spelling, punctuation, and paragraphing.	Errors are evident, it can be a distraction to readers.	Errors cause comprehension problems.

Total:

Comments: _____


Note: Writing rubric adapted from the Cambridge English Pet level

Annex 6: Survey_questionaire

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES y
EXTRANJEROS
STUDENTS 'SURVEY

Topic: Comics and the writing skill					
Objective: To identify the students' insights and viewpoints on the use of comics to develop the writing skill in students from the fourth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato.					
INSTRUCTIONS: According to the Likert scale, choose an option (Level of agreement) in each question. There are 8 closed-ended questions.					
Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The teacher uses encouraging activities to develop students' writing skills.					
The teacher improves the students' writing skill by using comic strips.					
The teacher always develops writing stages in the writing process (Planning, drafting, editing, proofreading and re reading).					
The teacher applies comics regularly in class.					
The teacher uses comics as a fun activity to motivate students to develop writing skills.					
The teacher presents different comic strips to catch students' interest to write.					
The teacher uses comics in class as a strategy to improve the writing skill.					
The teacher applies comic activities that allow students to show their creativity.					

Items #	a. Correspondence of the instrument questions with the objective.		Observation	b. Technical quality				Observation	c. Language		Observation
	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	✓			✓					✓		
2	✓			✓					✓		
3	✓			✓					✓		
4	✓			✓					✓		
5	✓			✓					✓		
6	✓			✓					✓		
7	✓			✓					✓		
8	✓			✓					✓		

Validator's Information	Wilma Suárez	1802859841	 Firmado electrónicamente por: WILMA ELIZABETH SUAREZ MOSQUERA
	First and last Names	ID Number	
	UTA Professor	December 2 nd , 2021	
	Profession	Date	Signature

EXPERT'S GENERAL INFORMATION:

Full Name: Wilma Elizabeth Suárez Mosquera
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees Undergraduate: LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, EN LA ESPECIALIDAD DE INGLÉS Institution: UNIVERSIDAD TÉCNICA DE AMBATO Year: 1998 Postgraduate: MAGÍSTER UNIVERSITARIO EN EDUCACIÓN BILINGÜE Institution: UNIVERSIDAD INTERNACIONAL DE LA RIOJA Year: 2018

EXPERT JUDGMENT EVIDENCE

I, Mg. Wilma Elizabeth Suárez Mosquera with, I.D No 1802859841, certifies that I conducted the expert judgement on this instrument designed by Jacqueline Maricela Villafuerte Abril, with I.D. No. 1850432509 for the Final Degree Project entitled “Comics and the writing skill”, since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English at Universidad Técnica de Ambato.

Ecuador, December 2, 2021.

Sincerely,

Firmado electrónicamente por:

Firmado electrónicamente por:



WILMA
ELIZABETH
SUAREZ
MOSQUERA

Mg. Wilma Suárez

I.D. 1802859841

Items	a. Correspondence of the instrument questions with the objective.		Observation	b. Technical quality				Observation	c. Language		Observation
	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	X			X					X		
2	X			X					X		
3	X			X					X		
4	X			X					X		
5	X			X					X		
6	X			X					X		
7	X			X					X		
8	X			X							

Validator's Information	Dorys Cumbe	1803694569	Firmado digitalmente por DORYS MARIBEL CUMBE CORAIZACA DORYS MARIBEL CUMBE CORAIZACA Fecha: 2021.12.06 17:58:58 -05'00'
	First and last Names	ID Number	
	UTA Professor	December 2 nd , 2020	
	Profession	Date	
			Signature

EXPERT'S GENERAL INFORMATION:

Full Name: Dorys Maribel Cumbe Coraizaca
Profession: English Professor
Workplace: Universidad Técnica de Ambato
<p>Degrees</p> <p>Undergraduate: LICENCIADA EN CIENCIAS DE LA EDUCACIONMENCION INGLÉS</p> <p>Institution: UNIVERSIDAD TÉCNICA DE AMBATO</p> <p>Year: 2000</p> <p>Postgraduate: MAGÍSTER EN CIENCIAS DE LA EDUCACIÓN Institution: PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR</p> <p>Year: 2015</p>

EXPERT JUDGMENT EVIDENCE

I, Mg. Dorys Maribel Cumbe Coraiza with, I.D No 1803694569, certifies that I conducted the expert judgement on this instrument designed by Jacqueline Maricela Villafuerte Abril, with I.D. No. 1850432509 for the Final Degree Project entitled “Comics and the writing skill”, since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English at Universidad Técnica de Ambato.

Ecuador, December 7, 2020.

Sincerely,

DORYS MARIBELCUMBE
CORAIZACA

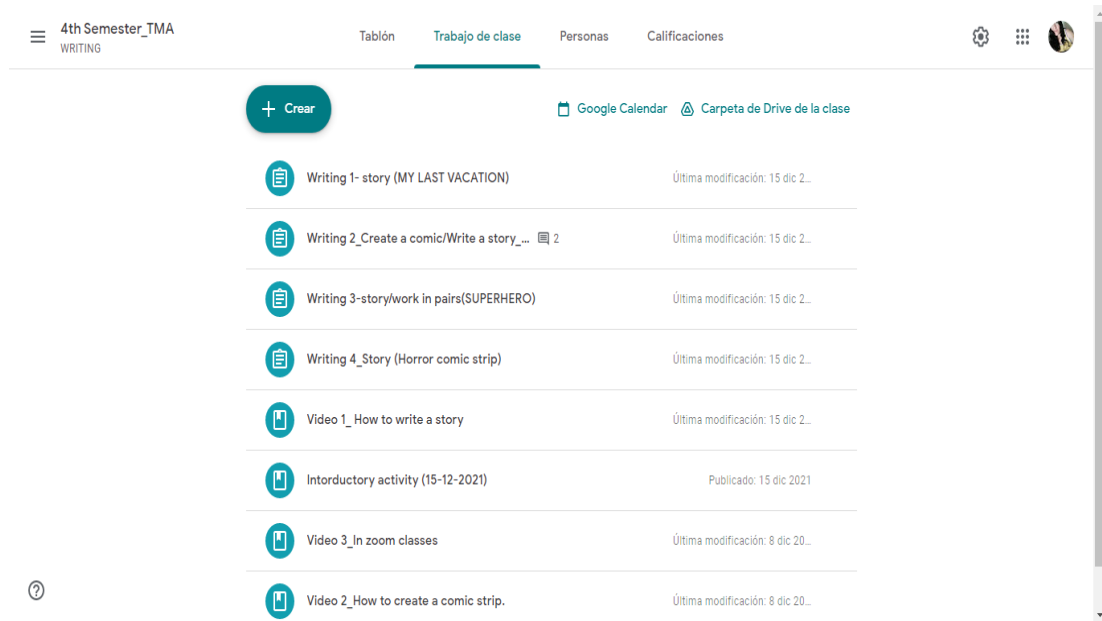
Firmado digitalmente por
DORYS MARIBEL CUMBE
CORAIZACA
Fecha: 2021.12.06 17:59:28
-05'00'

Mg. Dorys Cumbe

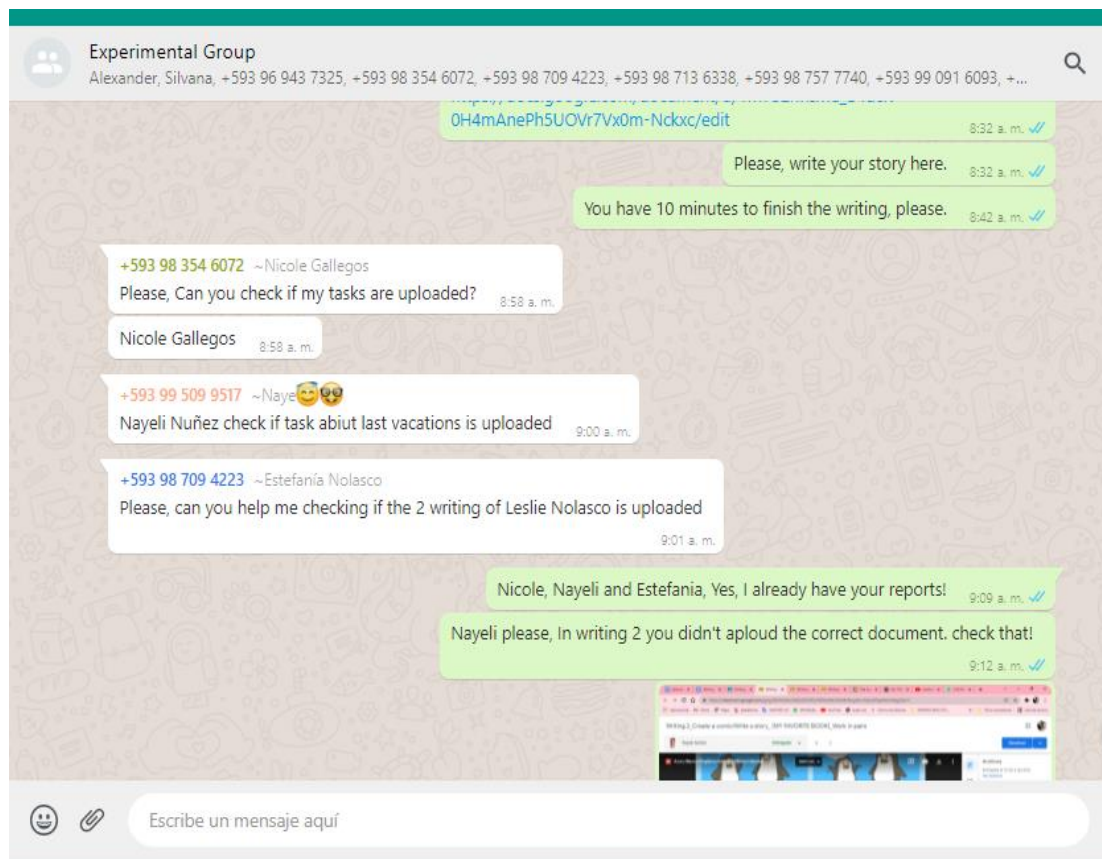
I.D. 1803694569

Annex 7: Tools used in lesson plans

Google classroom:



Whatsapp group:



Zoom meeting:

The screenshot shows a Zoom meeting window titled "Zoom Reunión". The main area displays a grid of 15 participants in a 3x5 layout. The participants are: MAYORIE CHIMBO, Jacqueline Villafuerte, Patricia Acosta, Steeven Perez, Johana Toapanta, Jemima Torres, Belén Camino, Gabriela Chuquitarco, Estefanía Torres, Marcos Ortega, Dévaky Gallegos, Nayeli Nuñez, Odalis Tamayo, Kimberly Castro, Karen Tapia, Alejandro Benavides, Estefanía Nolasco, Víctor Agualongo, Danny Pérez, and lizbeth Arias. A participant named Mayra Chasiluisa is shown in a smaller window below the grid. The bottom toolbar includes icons for "Cancelar silenciar ahora", "Detener vídeo", "Participantes" (21), "Chat", "Compartir Excel 2016", "Grabar", "Reacciones", "Aplicaciones", and "Salir". On the right, a chat window is open with the message: "De mí para Todos" and a link: <https://forms.office.com/r/WpnMi2ePse>. The system tray at the bottom right shows the time 7:09 and date 17/12/2021.

The screenshot shows a Zoom meeting window titled "Zoom Reunión". The main area displays a grid of 25 participants in a 5x5 layout. The participants are: MAYORIE CHIMBO, Jacqueline Villafuerte, Patricia Acosta, Steeven Perez, Belén Camino, Gabriela Chuquitarco, Estefanía Torres, Jemima Torres, Johana Toapanta, Silvana Montachana, Karen Tapia, Dévaky Gallegos, Odalis Tamayo, Mayra Chasiluisa, Kimberly Castro, Alejandro Benavides, Víctor Agualongo, Danny Pérez, Joel Sarabia, Marcos Ortega, Nayeli Nuñez, Estefanía Nolasco, roberth montero, Nicole Gallegos, and Alexander Gordon. The bottom toolbar includes icons for "Cancelar silenciar ahora", "Detener vídeo", "Participantes" (25), "Chat", "Compartir pantalla", "Grabar", "Reacciones", "Aplicaciones", and "Salir". The system tray at the bottom right shows the time 7:24 and date 17/12/2021.

Google drive:

Comic strips_4th semester A(PRE-TEST).pdf

Abrir con

Comic strip pictures

Note: You must choose one comic picture and then write the story.

1.

Source: Cartoons group (2018)
<https://www.cartoonists.com/poradnik/2018-10-0743>

2.

https://drive.google.com/file/d/1amJtiATZH6_rt9dEMkW9GWUgIDxcFQPJ/view?usp=sharing

Comic strips_4th semester A(POST-TEST).pdf

Abrir con

Comic strip pictures

Note: You must choose one comic picture and then write the story.

1.

Source: Cartoons group (2018)

<https://drive.google.com/file/d/1o01KRKP9NRYjtQZ0Ewt1ktMdysvE5oQp/view?usp=sharing>

Urkund analysis



Document Information

Analyzed document	TESIS URKUND_VILLAFUERTE ABRIL JACQUELINE MARICELA 2.pdf (D126307575)
Submitted	2022-01-27T17:17:00.0000000
Submitted by	
Submitter email	jvillafuerte2509@uta.edu.ec
Similarity	8%
Analysis address	elsamchimbo.uta@analysis.urkund.com

Sources included in the report

W	URL: http://ijeds.ppj.unp.ac.id/index.php/IJEDS/article/view/192/53 Fetched: 2022-01-27T17:17:00.0000000	 3
W	URL: https://www.arcjournals.org/pdfs/ijhsse/v5-i8/19.pdf Fetched: 2022-01-27T17:17:00.0000000	 1
W	URL: http://ipkent.edu.my/document/pskent/pskent18/kajiantindakan/tes17/4.pdf Fetched: 2022-01-27T17:17:00.0000000	 1
W	URL: http://www.auburn.edu/academic/cla/ilsrj/Journal%20Volumes/Fall%202017%20Vol%201%20PDFs/Learning%20Strategies%20Hong%20Shi.pdf	 1

Dra. Mg. Mayorie Chimbo Cáceres

TUTOR TRABAJO TITULACIÓN