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

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A B S T R A C T S

This study investigates the impact of utilizing Pixton.com in teaching English writing skills to eighth-grade students. The research employs a quantitative approach with a quasi-experimental design, focusing on the use of Pixton.com in teaching students' writing interactions related to daily routines. The study compares an experimental group using Pixton.com with a control group using conventional media. The population for this study consists of all seventh-grade students of MTs UW in the 2022/2023 school year, totaling around 55 students, with a sample comprising two classes of eighth-grade students, specifically groups A and B, recommended by the English teacher at MTs UW. Data collection involved pre-test and post-test scores, with the statistical tool SPSS 25 used for data analysis. The findings revealed a significant effect of using Pixton.com on students' writing abilities, with the mean score of the experimental group using Pixton.com being higher than the control group. The ANCOVA test indicated a significant difference in the students' scores, with the experimental group outperforming the control group. The study also highlighted the transformative impact of utilizing Pixton.com, with a higher average writing skill performance in the experimental group. The results of the study indicated that the use of Pixton.com significantly improved students' writing abilities, leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis. The study concluded that the use of Pixton.com helped students express their ideas and increased their interest in writing. The findings suggest that Pixton.com can provide an effective approach to improving students' writing skills, with a positive impact on language learning. In conclusion, the study provides valuable insights into the effectiveness of Pixton.com in enhancing students' writing abilities and offers recommendations for English teachers and future researchers. The research findings emphasize the potential of digital tools in teaching writing skills and highlight the significance of utilizing innovative approaches to improve students' language proficiency.

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INTRODUCTION

The research manuscript delves into the use of Pixton.com as a media tool for students' writing of transactional texts at the eighth grade, aiming to explore the impact of this digital platform on students' writing abilities. The study draws upon a comprehensive review of related literature and previous research, including the work of Janah, Miftahul (2017), which focused on improving students' writing ability through storyboards. Janah's research utilized

action research methods, employing instruments such as observation, questionnaires, and document analysis to assess the effectiveness of storyboarding in enhancing students' writing skills. The findings revealed a notable improvement in students' activeness and writing abilities, indicating the potential of storyboarding as a pedagogical tool. Additionally, the study integrates insights from Rahmi, A & Mahyuddin (2020), which emphasized the use of storyboards to design a variety of images for children's character development, and Sumarsih (2020), which highlighted the development of Lectora Inspire application as interactive learning media for English writing skills. These studies collectively underscore the significance of innovative educational technologies and the potential impact of digital comics and interactive learning media on students' language proficiency.

Furthermore, the research conceptual framework incorporates the study conducted by Ahsanah, F., and Utomo, D.T.P. (2020), which explored the use of digital comics in developing students' English competence. This study utilized a quantitative approach with a quasi-experimental design, demonstrating the positive impact of digital comics on improving students' reading, writing, listening, and speaking skills. Additionally, the research by Meilani, I.D. (2022) focused on the development of Pixton.com-based comics to enhance students' retelling skills for fantasy texts. The study employed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) and revealed the effectiveness of Pixton.com-based comics as an alternative and engaging learning media. These research studies collectively provide a comprehensive foundation for understanding the potential of Pixton.com as a tool for enhancing students' writing abilities and fostering meaningful learning experiences.

The limitations and scope of the current study are also outlined, emphasizing the constraints and considerations that may impact the generalizability of the research findings. The study's limitations include its focus solely on eighth-grade students from a specific school, the exclusive use of Pixton.com as the media tool, and constraints in terms of space, time, and financial resources. However, the research was conducted at MTs UW, focusing on students' writing of transactional texts at the eighth grade using Pixton.com as a media tool. The study included two classes, namely VII A and VII B, during the academic year 2022/2023, providing a specific and targeted scope for the investigation. The integration of these research studies and the delineation of the study's limitations and scope lay the groundwork for a comprehensive exploration of the impact of Pixton.com on students' writing abilities and the potential implications for educational practices.

RESEARCH METHOD
The research method used in this study involves a quantitative approach with a quasi-experimental design. The methods described include the research design, population and sample, research instruments, and data analysis techniques.

Research Design
The research design employed in this study is a quasi-experimental design, focusing on the use of Pixton.com in teaching English writing skills to eighth-grade students. The study compares an experimental group using Pixton.com with a control group using conventional media.

Population and Sample
The population for this study consists of all seventh-grade students of MTs UW in the 2022/2023 school year, totaling around 55 students. The sample includes two classes of eighth-grade students, specifically groups A and B, recommended by the English teacher at

MTs UW. The selection of these classes was based on the recommendation of the English teacher, ensuring that the participants possess the specific attributes and experiences relevant to the research objectives. The deliberate choice of these classes as the research samples ensures that the study represents the population of interest and allows for the comparison of the experimental and control groups in the research design.

Instruments

The research instruments used in this study include pre-tests and post-tests administered to both the experimental and control groups. The tests measure students' abilities in writing storyboards with and without the use of Pixton.com.

Data Analysis

The data analysis in this study utilized ANCOVA to test hypotheses and determine the effects between variables. Initially, assumption tests, including normality, homogeneity, linearity, and homogeneity of regression slope, were conducted to ensure data validity. Normality tests revealed that the data were normally distributed, while homogeneity tests confirmed that the variance of data from both the experimental and control groups was homogeneous. Linearity tests demonstrated a linear relationship between students' writing storyboards and their background knowledge. Moreover, the homogeneity of regression slope test indicated that the interaction between the media (Pixton.com) and students' background knowledge was homogeneous. Subsequently, ANCOVA was used to analyze the data. Descriptive statistics provided an overview of the central tendency and variability in post-test scores for both the experimental and control groups. The mean score for the experimental group was higher than that of the control group, suggesting a potential difference in the effectiveness of Pixton.com. The ANCOVA test revealed a significant difference between the groups, indicating that Pixton.com had a significant effect on students' writing storyboards. The effect size analysis further demonstrated that Pixton.com had a higher effect on students' writing storyboards compared to students' background knowledge.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The findings of this study, as supported by the descriptive statistics and frequency tables, indicate a significant difference in students' writing storyboards between those who were taught using Pixton.com and those who were not. Specifically, the experimental group, which utilized Pixton.com as a media tool, exhibited higher mean scores compared to the control group.

Descriptive Statistics Table:

Group	N	Mean	Std. Deviation
Pixton.com	28	79.64	9.900
Without Pixton.com	27	72.37	10.721

This table illustrates that the mean score for students in the Pixton.com group was 79.64, with a standard deviation of 9.900, while the mean score for students in the control group was 72.37, with a standard deviation of 10.721.

Frequency Tables:

Frequency of Pre-Test Scores:

Pre-Test Score	Experimental Group (Pixton.com)	Control Group (Without Pixton.com)
50	2 (6.9%)	2 (7.1%)

Pre-Test Score	Experimental Group (Pixton.com)	Control Group (Without Pixton.com)
56	6 (20.7%)	6 (21.4%)
63	10 (34.5%)	8 (28.6%)
69	7 (24.1%)	4 (14.3%)
75	3 (10.3%)	5 (17.9%)
81	-	2 (7.1%)

Frequency of Post-Test Scores:

Post-Test Score	Experimental Group (Pixton.com)	Control Group (Without Pixton.com)
63	3 (10.3%)	6 (21.4%)
69	4 (13.8%)	5 (17.9%)
75	5 (17.2%)	4 (14.3%)
81	6 (20.7%)	5 (17.9%)
88	6 (20.7%)	3 (10.7%)
94	4 (13.8%)	1 (3.6%)

These frequency tables further demonstrate the distribution of scores among both groups, showing that a higher proportion of students in the Pixton.com group achieved higher scores compared to the control group.

These findings suggest that Pixton.com effectively enhances students' writing skills, particularly in the context of creating storyboards about daily routines. The significant effect of Pixton.com on students' writing storyboards underscores its potential as an innovative educational tool. These findings align with previous research that highlights the positive impact of Pixton.com on language learning and writing skills

Discussion

The findings of this study shed light on the effectiveness of Pixton.com as a media tool in enhancing students' writing storyboards about daily routines. By directly accessing Pixton.com through laptops or smartphones, the experimental group, comprised of eighth-grade students at MTs UW Bulurejo, demonstrated notably higher mean scores in their writing storyboards compared to the control group. This suggests that Pixton.com positively influences students' writing skills, particularly in the context of creating storyboards related to daily routines. Analyzing the data alongside existing literature reinforces the significance of these findings. Previous studies predominantly utilized storyboards and Pixton.com in conventional ways, whereas this research uniquely focused on the direct access of Pixton.com via digital devices. The results indicate a clear divergence in the effectiveness of Pixton.com, aligning with prior research that highlights its positive impact on language learning and writing skills.

The descriptive statistics further emphasize the differences between the experimental and control groups. The mean score of the experimental group, taught with Pixton.com, was notably higher than that of the control group, indicating the potential of Pixton.com to enhance students' writing abilities. Statistical tests, including ANOVA, corroborated these

findings, revealing a significant difference between the groups and affirming the substantial effect of Pixton.com on students' writing storyboards.

Moreover, the discussion extends beyond mere statistical analysis to explore the practical implications and theoretical underpinnings of these findings. The use of Pixton.com not only improves students' writing skills but also enhances their motivation and interest in writing. It fosters idea generation and overcomes students' challenges in the writing process, aligning with Wright's (1989) assertion regarding the motivational role of visual stimuli in teaching writing.

Additionally, insights from previous research underscore the transformative potential of Pixton.com in language learning. Studies by Febrina et al. (2022), Paola (2018), Yasuta (2018), Kim (2016), and Ortiz and Mena (2021) collectively highlight the positive impact of Pixton.com on language acquisition, critical thinking, collaborative work, and overall writing proficiency. These findings not only validate the effectiveness of Pixton.com but also emphasize its versatility in addressing diverse learning needs and promoting interdisciplinary skills development.

In conclusion, this study contributes to the growing body of knowledge on the use of digital media in language teaching. The findings underscore the potential of Pixton.com as an innovative educational tool that enhances student engagement, motivation, and learning outcomes. By integrating Pixton.com into language teaching practices, educators can effectively cultivate students' writing skills and foster a conducive learning environment that encourages creativity, collaboration, and critical thinking. Future research could further explore the long-term effects of Pixton.com on language proficiency and investigate its application across different educational contexts to inform evidence-based pedagogical practices.

CONCLUSION

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

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

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

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

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