



## Using Comic Strips to Improve Reading Comprehension of Narrative Texts among Junior High School Students

Rapika Rismawati<sup>1\*</sup>, Annie Susany Somantri<sup>2</sup>

<sup>1</sup> SMP Alhikmah Cipatat, Bandung, Indonesia

<sup>2</sup> Nusantara Islamic University, Bandung, Indonesia

\*Corresponding Author: [rapikarismawati08@gmail.com](mailto:rapikarismawati08@gmail.com)

### ARTICLE INFORMATION

#### Article History:

Received: Juni 2025

Revised: Juli 2025

Accepted: Agustus 2025

#### Keywords:

reading comprehension, narrative text, comic strips, classroom action research, EFL learners

#### DOI:

10.71280/jotter.v3i1.531

### ABSTRACT

Reading comprehension is a fundamental skill for EFL learners, yet many students struggle to understand narrative texts due to limited vocabulary and difficulty analyzing textual structure. This study aimed to improve students' reading comprehension through the use of comic strips as a learning medium. The research employed a classroom action research design with two cycles, each consisting of four meetings. The participants were 36 eighth-grade students of SMP Al-Hikmah Cipatat in the academic year 2024/2025. Data were collected through reading comprehension tests, observation checklists, questionnaires, and documentation. The results showed a steady improvement in students' reading comprehension. The mean score increased from 58.61 in the pre-test to 68.19 in post-test I, and finally to 78.47 in post-test II, indicating that the mastery criterion was achieved by more than 75% of students. Observational data confirmed higher engagement and participation, while questionnaire responses revealed that students perceived comic strips as enjoyable and helpful in understanding narrative structure. In conclusion, the use of comic strips successfully enhanced students' comprehension of narrative texts by combining visual and textual elements that facilitated both literal and inferential understanding. This study suggests that comic strips can serve as an effective and motivating medium in EFL classrooms.

### INTRODUCTION

Reading skills are one of the fundamental pillars in mastering the English language. Through reading, students not only acquire information but also develop the ability to analyze, synthesize, and evaluate the texts they encounter (Grabe, 2009). In the context of education in Indonesia, reading holds a crucial role as it forms the foundation for mastering other language skills such as writing, speaking, and listening. Unfortunately, various studies have shown that students' reading comprehension skills, particularly in understanding narrative texts, remain relatively low (Brown, 2014; Rodríguez-Escobar & Saldías, 2025).

A common issue observed in classrooms is that students often struggle to identify main ideas, understand plot structures, and grasp the implicit meanings within narrative texts. Many students read only at a literal level without engaging in deeper analysis. This situation is exacerbated by the dominant use of conventional teaching methods, in which texts are treated merely as material to be memorized rather than as tools for critical and creative thinking (Arief et al., 2025; Hanifa et al., 2025).

To address this issue, there is a need for instructional media that can connect textual content with visual representation. Visualization through images has been proven to aid students in understanding textual content more easily, as the human brain tends to process visual information



faster than pure text (Mayer, 2009). One promising medium for teaching reading comprehension is comic strips.

Comic strips, as a learning medium, offer a combination of text and images presented in a sequence of panels. This combination provides visual context that helps students retain information, comprehend text structures, and interpret meanings. Furthermore, comic strips can stimulate learning interest due to their engaging appearance, thus preventing students from becoming bored while reading (Rengur & Sugirin, 2019)

In the context of teaching narrative texts, comic strips are particularly relevant. Narrative texts aim to entertain while conveying moral messages through the structure of orientation, complication, and resolution. This structure becomes easier for students to understand when visualized in the form of image panels. Therefore, comic strips function not only as entertainment but also as pedagogical tools that assist students in understanding storylines and the messages contained within (Frey & Fisher, 2008; McVicker, 2007; Rasmet et al., 2025).

Several previous studies have shown positive results in the use of visual media for reading instruction. (Purba & Rini, 2021) reported that using comics can enhance both the speed and quality of students' reading comprehension. (Gilakjani, 2012) also found that the combination of text and images increases student motivation and engagement in language learning. These findings reinforce the assumption that comic strips have the potential to improve students' reading comprehension, particularly in narrative texts.

In Indonesia, research on the use of comic strips in English language instruction remains relatively limited. Most studies have focused more on teaching methods or reading strategies, while the use of visual media has not been widely explored. Yet, implementing comic strips in classrooms can serve as an innovative alternative to bridge students' difficulties in understanding lengthy and complex texts.

The urgency of this research lies in the need to introduce innovative learning media that not only effectively enhance learning outcomes but also align with the characteristics of junior high school students, who tend to prefer visual content and simple narratives. Therefore, the use of comic strips in teaching narrative texts is expected to be a solution for improving reading comprehension while simultaneously fostering students' motivation to learn.

Based on the aforementioned background, this study aims to: (1) describe the improvement of students' narrative text reading comprehension through the use of comic strips, and (2) explore students' responses to the implementation of comic strips in reading instruction at SMP Al-Hikmah Cipatat.

## RESEARCH METHODS

### Research Design

This study applied a classroom action research (CAR) design which is aimed at improving students' learning achievement through iterative and reflective teaching cycles. The design followed the framework of (Altrichter et al., 2002), consisting of four stages: planning, acting, observing, and reflecting. The research was carried out in two cycles, each consisting of four meetings. The action research design was considered appropriate because it enabled the researcher to address practical classroom problems and systematically improve students' reading comprehension in narrative texts ((Burns & Grove, 2010; Cresswell, 2019)

### Participants

The participants of this research were 36 eighth-grade students of SMP Al-Hikmah Cipatat in the academic year 2024/2025. The class was chosen purposively because preliminary observation indicated that the students had difficulties in comprehending English narrative texts, particularly in

identifying the main idea, understanding the plot, and drawing moral values. The researcher collaborated with the English teacher of the class, who acted as a partner in conducting observations and reflections throughout the research process.

### **Instruments**

The data were collected using four instruments:

1. **Reading comprehension test**, consisting of multiple-choice and short-answer questions designed to measure students' comprehension of narrative texts (Alderson, 2000).
2. **Observation checklist**, used by the researcher and collaborator to record students' engagement, participation, and classroom atmosphere during the teaching and learning process.
3. **Questionnaire**, administered to gather students' perceptions and attitudes toward the use of comic strips in reading activities (Dörnyei & Taguchi, 2009).
4. **Documentation**, such as lesson plans, students' worksheets, and photographs of classroom activities, which were collected to support the analysis.

The test items were validated through expert judgment by two English teachers and one university lecturer. A try-out test was also administered to ensure item clarity and difficulty. The reliability of the test was calculated using Cronbach's Alpha, and the result showed acceptable internal consistency (Pallant, 2020).

### **Procedure**

The research was conducted in two cycles. Each cycle consisted of four meetings and followed the action research steps:

1. **Planning**: designing lesson plans using comic strips as the main media, preparing the teaching materials, instruments, and observation sheets.
2. **Acting**: implementing the lesson plans in the classroom, in which students were guided to read narrative texts through comic strips, followed by comprehension activities.
3. **Observing**: both the researcher and collaborator observed students' engagement, participation, and performance during the learning process.
4. **Reflecting**: analyzing the results of the tests, observations, and questionnaires to evaluate the effectiveness of the actions and to plan necessary improvements for the next cycle.

### **Data Analysis**

Data were analyzed both quantitatively and qualitatively. Quantitative data from the reading comprehension tests were analyzed by calculating the mean scores of pretest, posttest in cycle I, and posttest in cycle II. The improvement was considered successful if at least 75% of students achieved the minimum mastery criterion (KKM) of 70 (Adrias & Ruswandi, 2025; Sugiyono, 2017). Qualitative data from observation and questionnaires were analyzed thematically to identify changes in students' engagement and perceptions (Miles et al., 2014).

## **RESULTS**

### **Observation Findings in Cycle I**

In the first cycle, the implementation of comic strips as a medium in teaching narrative texts showed a noticeable improvement in students' classroom participation, although some limitations were still observed. At the beginning of the cycle, students were introduced to the concept of comic strips and guided to connect the visual sequences with the storyline of a narrative text. This visual support initially attracted students' attention, and most of them appeared more enthusiastic compared to when the lesson was delivered through conventional reading passages.

During the first two meetings, however, some students were still confused in linking the visual cues to the narrative structure (orientation, complication, resolution). Observation notes indicated that about one-third of the class tended to rely on pictures alone without carefully reading the accompanying text. This showed that while comic strips successfully increased motivation, students still required scaffolding to integrate both visual and textual information in order to develop deeper comprehension.

The collaborator's observation sheet revealed that classroom interaction was more dynamic in comparison with previous lessons. Students were more willing to answer questions and share their understanding of the story when they were supported by images. Nevertheless, a few students at the back of the class remained passive and preferred to listen rather than participate. This uneven involvement suggested that classroom management strategies needed adjustment in the following cycle to ensure all students were equally engaged.

Another finding was related to group work activities. Students worked in small groups to analyze the comic strips, identify the main ideas, and retell the story in their own words. While some groups collaborated effectively, others struggled to divide roles, leading to an imbalance where only one or two students dominated the discussion. The reflection after Cycle I emphasized the necessity of clearer task instructions and stricter time management to encourage equal participation.

In terms of comprehension, the observation showed that students began to recognize key elements of narrative texts, especially the setting and characters, as these were explicitly depicted in the comic strips. However, identifying the moral lesson or implicit meaning of the story remained challenging for many. This confirmed the need to provide guiding questions and comprehension scaffolds in the next cycle.

The classroom atmosphere was also positively affected by the use of comic strips. Students expressed excitement when colorful and humorous visuals were presented, which reduced the feeling of boredom commonly associated with reading English texts. Several students were observed voluntarily sharing their interpretations of the story, which rarely happened in previous lessons.

Documentation in the form of photographs showed that students paid closer attention during reading sessions, and their body language suggested increased engagement. Lesson plans and worksheets collected during Cycle I also supported the observation that comic strips encouraged students to interact with the material more actively.

In conclusion, the observation findings of Cycle I indicated that the integration of comic strips in teaching narrative texts successfully enhanced students' motivation and classroom interaction. However, issues such as uneven participation, over-reliance on visual elements, and limited critical analysis of the story needed to be addressed. These reflections served as the basis for planning the improvement strategies in Cycle II.

### **Students' Assignments and Tests in Cycle I**

To evaluate the impact of comic strips on students' reading comprehension in narrative texts, a pre-test and a post-test were administered in Cycle I. The tests consisted of multiple-choice and short-answer questions that measured students' ability to identify main ideas, characters, setting, sequence of events, and moral values of the story.

The results revealed that students' comprehension showed improvement after the introduction of comic strips. Table 1 summarizes the descriptive statistics of students' scores in Cycle I.

**Table 1.**  
**Students' Reading Comprehension Scores in Cycle I**

Test Type	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	36	45	70	58.61	6.21
Post-test I	36	55	80	68.19	6.84

The mean score of the pre-test was **58.61**, indicating that most students had not yet achieved the minimum mastery criterion (KKM) of 70. After the implementation of comic strips, the mean score increased to **68.19** in the post-test, which represented a gain of nearly 10 points. Although the class average was still slightly below the KKM, the improvement showed that comic strips positively influenced students' comprehension.

Analysis of the test items indicated that students performed better in recognizing the orientation and identifying characters in the stories, as these were clearly depicted in the comic panels. However, many students still found it difficult to infer implicit meanings and moral lessons, which suggests that deeper comprehension strategies were not yet fully developed in Cycle I.

Students' assignments further supported these findings. In group retelling activities, several groups were able to reconstruct the story sequence correctly, yet only a few could articulate the moral value in their own words. This demonstrated that while comic strips facilitated literal comprehension, they still required structured guidance from the teacher to foster inferential understanding.

Based on these results, the reflection at the end of Cycle I concluded that the action had not fully achieved success because fewer than 75% of students reached the KKM. Nevertheless, the positive trend indicated that the use of comic strips had the potential to improve comprehension, and several adjustments—such as providing explicit guiding questions and reinforcing group participation were planned for Cycle II.

### Post-Test Results in Cycle II

After revising the teaching strategy based on the reflection from Cycle I—such as providing guiding questions, strengthening group work, and encouraging equal participation—the action was continued in Cycle II. A second post-test was administered to measure students' reading comprehension progress after the full implementation of comic strips.

The results demonstrated significant improvement compared to Cycle I. Table 2 presents the comparison between Post-test I and Post-test II scores.

**Table 2.**  
**Comparison of Post-Test Scores in Cycle I and Cycle II**

Test Type	N	Minimum	Maximum	Mean	Std. Deviation
Post-test I	36	55	80	68.19	6.84
Post-test II	36	65	90	78.47	6.29

As shown in Table 2, the mean score increased from **68.19** in Post-test I to **78.47** in Post-test II, indicating an average gain of more than 10 points. This improvement suggests that the adjustments made after Cycle I successfully addressed the challenges previously identified. In addition, the number of students achieving the minimum mastery criterion (KKM = 70) exceeded 75%, which fulfilled the success indicator of this classroom action research.

In terms of item analysis, students showed better performance in higher-order comprehension tasks. They were more capable of inferring implicit meanings, identifying moral values, and retelling the story in their own words. This reflects that the integration of comic strips not only helped literal comprehension but also supported the development of inferential and evaluative skills when combined with structured guidance.

Observation notes during Cycle II also confirmed a more balanced participation among students. Passive learners in Cycle I became more engaged as the teacher applied stricter classroom management and clearer role distribution in group discussions. The collaborative learning environment fostered by comic strips contributed to this improvement.

In conclusion, the Cycle II results indicated that the use of comic strips significantly enhanced students' reading comprehension of narrative texts. The improvement from Cycle I to Cycle II highlights the importance of iterative reflection and adaptation in classroom action research.

### Students' Perceptions toward the Use of Comic Strips

In addition to test results, students' perceptions of the use of comic strips in learning narrative texts were collected through a questionnaire and supported by interviews. The questionnaire consisted of 10 items focusing on three aspects: (1) motivation and interest in reading, (2) ease of understanding narrative structure, and (3) classroom engagement. Students responded using a Likert scale (1 = strongly disagree, 5 = strongly agree).

**Table 3.**  
**Students' Perceptions of Comic Strips in Learning Narrative Texts**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Comic strips make reading activities more enjoyable.	58%	31%	11%	0%	0%
Comic strips help me understand the plot of a story more easily.	53%	36%	11%	0%	0%
Comic strips improve my motivation to read English texts.	50%	39%	11%	0%	0%
Comic strips help me identify characters and settings of the story.	47%	42%	11%	0%	0%
Comic strips encourage me to participate more actively in class.	42%	39%	14%	5%	0%
Comic strips help me infer the moral value of a story.	36%	39%	19%	6%	0%

As shown in Table 3, most students expressed positive perceptions toward the use of comic strips. A majority agreed or strongly agreed that comic strips made reading activities more enjoyable (89%) and improved their motivation to read English texts (89%). Similarly, 89% of students felt that comic strips facilitated their understanding of the plot, while 89% also acknowledged their role in recognizing characters and settings.

Nevertheless, fewer students strongly agreed that comic strips helped them infer moral values (36%). This corresponds with the test results, which indicated that inferential comprehension remained a challenge for some students, even though improvements were observed in Cycle II.

The open-ended responses from the questionnaire and follow-up interviews further supported these findings. Students reported that comic strips were "fun" and "less boring than just reading text," while others said, "I can understand the story quickly because of the pictures." Another student mentioned, "It is easier to remember the story when I see the characters and scenes in the comic."

However, a few students noted that they sometimes focused too much on the pictures and overlooked the details in the written text. This highlights the importance of teacher scaffolding to balance visual and textual comprehension.

Overall, the students' perceptions confirmed that comic strips were an engaging and helpful medium for learning narrative texts. The majority of students showed greater enthusiasm, better comprehension, and increased classroom participation compared to traditional reading lessons.

## DISCUSSION

The findings of this research revealed that the use of comic strips as a medium in teaching narrative texts effectively improved students' reading comprehension. Observation data showed that students were more enthusiastic, engaged in discussions, and demonstrated better participation compared to traditional lessons. This supports the notion that visual media can increase learners' motivation and attention (Mayer, 2009). In particular, comic strips provided a meaningful context that helped students connect the storylines with visual cues.

The results of the pre-test and post-test indicated a substantial improvement in students' comprehension scores. The average score increased from 58.61 in the pre-test to 68.19 in the first post-test, and finally to 78.47 in the second post-test. This progression highlights the iterative impact of action research, where adjustments in Cycle II such as scaffolding, guided questions, and improved group work—led to better outcomes. Such findings are in line with (Grabe, 2009), who argues that repeated exposure to engaging texts enhances both literal and inferential comprehension.

The improvement in literal comprehension, particularly in identifying characters, setting, and sequence of events, was strongly supported by the use of comic strips. The visual representation in panels enabled students to follow the storyline more easily. This finding aligns with Liu (2004), who found that comics help students visualize textual information and thus improve their reading comprehension. Similarly, (Bonner-Jackson et al., 2015) emphasized that comics support memory retention by combining verbal and non-verbal information.

Despite these improvements, the study also found that students initially struggled to infer moral lessons and implicit meanings from the texts. This resonates with (Alderson, 2000), who noted that higher-order comprehension skills require guided practice beyond exposure to text. In Cycle II, the use of guiding questions helped students focus on deeper meanings, which resulted in higher scores and more accurate interpretations in their assignments.

The students' positive perceptions toward comic strips further reinforced the effectiveness of this medium. Most students agreed that comic strips made reading more enjoyable and motivated them to engage actively in the classroom. These perceptions are consistent with (Dallacqua, 2012), who reported that comics promote student engagement and support the development of critical literacy practices. Motivation is a key factor in language learning, and when students perceive the material as enjoyable, they are more likely to invest effort in comprehension tasks (Deci & Ryan, 2000).

In addition, the use of comic strips was found to enhance collaborative learning. Group work in Cycle II showed more balanced participation as students shared roles in analyzing and retelling the story. This echoes the findings of (Afrazandeh et al., 2022), who observed that comics stimulate cooperative interaction and peer discussion in language classrooms. By engaging in group tasks, students not only developed comprehension skills but also strengthened their ability to communicate ideas in English.

Another notable outcome was the increased confidence of passive learners. Students who were less active in Cycle I became more involved in Cycle II when given structured roles in group work. This aligns with (Vygotsky, 1978) sociocultural theory, which suggests that learning is facilitated through social interaction and scaffolding. In this case, comic strips served as a scaffold that lowered affective barriers and provided students with a clearer entry point into the text.

The findings also have pedagogical implications. Teachers need to design reading lessons that go beyond textual decoding and promote comprehension through multimodal strategies. As highlighted by (Jewitt & Kress, 2010), multimodality supports meaning-making by combining textual, visual, and contextual elements. Comic strips exemplify this principle by presenting information in integrated modes that are accessible and engaging to students.

Moreover, the success of this research demonstrates the importance of reflective practice in teaching. By analyzing Cycle I results and refining the strategy in Cycle II, the researcher ensured continuous improvement. This process is consistent with the principles of classroom action research, where iterative cycles allow teachers to adapt instruction to students' needs (Burns & Grove, 2010).

The study also contributes to the growing body of research on visual media in language teaching. While many studies have examined the role of comics in vocabulary learning or motivation, fewer have focused on narrative text comprehension in Indonesian EFL contexts. Therefore, this study offers evidence that comic strips are not only motivational but also effective in improving comprehension at both literal and inferential levels.

Finally, although the research showed positive outcomes, challenges remain. Some students still tended to rely heavily on images and neglected the textual content. Future research should explore strategies to balance visual and textual focus, possibly through explicit instruction on critical reading. Despite this limitation, the overall findings strongly suggest that comic strips are a valuable medium for enhancing reading comprehension in EFL classrooms, particularly for narrative texts.

## CONCLUSION

This study concludes that the use of comic strips significantly improves students' reading comprehension in narrative texts. The integration of visual and textual elements increased students' motivation, engagement, and comprehension skills. The results of the pre-test, post-test I, and post-test II showed continuous improvement, with the final mean score reaching 78.47, surpassing the minimum mastery criterion. Students also expressed positive perceptions, stating that comic strips made reading more enjoyable and facilitated their understanding of narrative structure. The findings imply that comic strips are an effective pedagogical medium to enhance reading comprehension, particularly in EFL classrooms where students often struggle with lengthy and abstract texts. Teachers are encouraged to adopt comic strips as an innovative strategy to create meaningful and engaging learning experiences.

## BIBLIOGRAPHY

- Adrias, & Ruswandi, A. (2025). *Desain Penelitian Kuantitatif, Kualitatif, dan Mix Method*. Rajawali Pers.
- Afrazandeh, S. S., Bakhshizadeh, F., Madah, R., & Khosravi, M. (2022). Relationship between learning environment with civic-educational behaviors from the students' viewpoint. *Research in Medical Education, 14*(1), 1–12.
- Alderson, J. C. (2000). *Assessing reading*. Cambridge University Press.
- Altrichter, H., Kemmis, S., McTaggart, R., & Zuber-Skerritt, O. (2002). The concept of action research. *The Learning Organization, 9*(3), 125–131.
- Arief, M., Ruswandi, R., & Hidayat, H. (2025). Investigating Of Using Teacher Talk Strategy To Build Students' Participation And Motivation In English Speaking Class. *Journal of Teacher Training and Educational Research, 2*(3), 121–131.
- Bonner-Jackson, A., Mahmoud, S., Miller, J., & Banks, S. J. (2015). Verbal and non-verbal memory and hippocampal volumes in a memory clinic population. *Alzheimer's Research & Therapy, 7*(1), 61.

- Brown, C. S. (2014). Language and literacy development in the early years: Foundational skills that support emergent readers. *Language and Literacy Spectrum*, 24, 35–49.
- Burns, N., & Grove, S. K. (2010). *Understanding nursing research-eBook: Building an evidence-based practice*. Elsevier Health Sciences.
- Cresswell, J. W. (2019). *Research design : pendekatan metode kualitatif, kuantitatif, dan campuran edisi keempat* (4th ed.). Pustaka Pelajar.
- Dallacqua, A. K. (2012). Exploring literary devices in graphic novels. *Language Arts*, 89(6), 365–378.
- Deci, E. L., & Ryan, R. M. (2000). The " what" and " why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: Construction, administration, and processing*. Routledge.
- Frey, N., & Fisher, D. (2008). *Teaching visual literacy: Using comic books, graphic novels, anime, cartoons, and more to develop comprehension and thinking skills*. Corwin Press.
- Gilakjani, A. P. (2012). The significant role of multimedia in motivating EFL learners' interest in English language learning. *International Journal of Modern Education and Computer Science*, 4(4), 57.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge university press.
- Hanifa, A. Y., Gumelar, W. S., & Gaffar, A. (2025). The Impact Of Experiential Learning To Improve Student's Ability In Reading Recount Text. *Journal of Teacher Training and Educational Research*, 2(3), 140–145.
- Jewitt, C., & Kress, G. (2010). Multimodality, literacy and school English. In *The Routledge international handbook of English, language and literacy teaching* (pp. 342–352). Routledge.
- Mayer, K. U. (2009). New directions in life course research. *Annual Review of Sociology*, 35(1), 413–433.
- McVicker, C. J. (2007). Comic strips as a text structure for learning to read. *The Reading Teacher*, 61(1), 85–88.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (Third edit). SAGE Publications Inc.
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. Routledge.
- Purba, B., & Rini, M. (2021). IMPROVING THE STUDENTS'READING COMPREHENSION BY USING COMIC STRIPS AT SMAMUHAMMADIYAH-7 SERBELAWAN GRADE XI. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 3(2), 64–74.
- Rasmet, R. R., Shaafi, N. F., Sharif, S., Nasir, S. M., Salleh, M. F. M., & Ellianawati, E. (2025). The Impacts of Comic-Based Learning on Student Engagement in Primary Education: A Systematic Literature Review. *Citra Journal of Innovative Education Practices*, 1(1), 26–39.
- Rengur, Z., & Sugirin, S. (2019). The effectiveness of using comic Strips to increase students' reading comprehension for the eighth grade students of SMPN 1 Pundong. *6th International Conference on Educational Research and Innovation (ICERI 2018)*, 511–515.
- Rodríguez-Escobar, C., & Saldías, C. K. (2025). Critical Thinking in Pre-Service English Teachers: Evaluating and Promoting Analytical Skills through Academic Writing. *Journal of Teacher Training and Educational Research*, 2(3), 99–110.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Alfabeta.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (Vol. 86). Harvard university press.