

THE POWER OF VISUAL LITERACY: AFFIRMATION COMICS TO BUILD ENGLISH MOTIVATION IN SENIOR HIGH STUDENTS

¹Dezla Borja Reyandri, ^{1*}Aunurrahman, ¹Muhammad Iqbal Ripo Putra

¹English Education Department, Universitas PGRI Pontianak, Jalan Ampera No. 88 Kota Baru Pontianak, Pontianak, West Kalimantan, Indonesia

*Corresponding Author Email: yarrha@gmail.com

Article Info	Abstract
Article History Received: July 2025 Revised: August 2025 Accepted: September 2025 Published: October 2025	<i>This study aims to analyze the implementation of affirmation comics in fostering students' motivation in English language learning. Using a classroom action research (CAR) design, the study followed four stages: planning, action, observation, and reflection. A total of 15 students participated in two cycles of intervention. Data were collected through observations and questionnaires, which included both closed-ended and open-ended items, and analyzed using descriptive statistics and thematic analysis. The results showed an increase in students' learning motivation, particularly in terms of self-efficacy and appreciation for English learning. The classroom atmosphere shifted from being negative and unfocused in Cycle 1 to more positive and collaborative in Cycle 2. Students responded positively to the visuals and emotional messages in the comics, although challenges remained in comprehending the vocabulary. Unlike previous studies that primarily used comics to enhance linguistic skills, this study highlights the novelty of affirmation comics as a motivational tool that directly addresses students' psychological and affective needs. This indicates that affirmation comics function not only as visual aids but also as affective scaffolds to reduce anxiety, strengthen self-efficacy, and build a positive classroom climate. Practically, teachers can integrate short, linguistically accessible affirmation comics with guided reflections or collaborative tasks to sustain students' motivation and engagement in English learning.</i>
Keywords Affirmation comics; Visual literacy; English language learning; Learning motivation; Self-efficacy;	
How to cite: Reyandri, D.B., Aunurrahman, A., & Putra, M.I.R. (2025). The Power of Visual Literacy: Affirmation Comics to Build English Motivation in Senior High Students. <i>JOLLT Journal of Languages and Language Teaching</i> , 13(4), 2195-2204. Doi: https://doi.org/10.33394/joltt.v13i4.17012	

INTRODUCTION

Motivation to learn is an important part of doing well in school and behaving well. Motivation is very important since it may make students more interested in studying and help them keep going when they face learning problems (Shaw et al., 2020). Teacher quality and facilities can have an effect on motivation. But student motivation tends to change and is hard to keep up all the time because of outside factors including busy schedules, high academic expectations, and social influences that impair students' mental health (Xavier & Meneses, 2022). This challenge is even more evident in language learning, which requires constant effort and long-term commitment. When studying English, it might be much harder to stay motivated because of psychological hurdles such communication anxiety, poor self-esteem, and unfavorable feelings about foreign language courses (Elov et al., 2025). These things make it hard for pupils to do well in language lessons. Also, each student is motivated in a different way. Some are really excited about learning, while others don't want to do anything (Xu Wang & Liu, 2024). Thus, strengthening motivation is not a quick fix; it requires systematic, ongoing interventions that address both the cognitive and affective dimensions of learning. One good way to get students more involved and motivated is to make the classroom a happy place and encourage positive relationships between teachers and students (Xue Wang, 2023).

This is supported by preliminary observations of 17 eleventh-grade students at a high school in Pontianak. These students were less enthusiastic about learning English because they didn't do their homework and said they disliked things that were too difficult or boring. Similar to earlier findings, students are more likely to participate actively when activities are engaging, meaningful, and connected to their daily lives (Hang & Van, 2020; Sakti et al., 2024). Therefore, to address low learning motivation, it is essential to implement measures that help students maintain their emotional and mental health. In order to address this issue, this research suggests using comics as a visual medium to increase learning motivation. Prior research has shown the efficacy of comics, particularly comic strips, in improving students' writing, reading, and vocabulary development (Juliana, 2021; Nafisah & Pratama, 2020; Wijaya et al., 2021). However, these studies primarily emphasize cognitive outcomes and give limited attention to the affective or psychological challenges of language learning.

Using affirmation comics—comics on social media that have motivational words and phrases in eye-catching ways—as a creative alternative (Senen et al., 2021). Affirmation comics employ positive affirmations in the form of drawings or slideshows to help students deal with their feelings and see themselves in a better light (Rahmawati et al., 2025). Affirmation comics are different from regular instructional comics since they are meant to do more than just teach language. They are also meant to give emotional support, boost self-esteem, and ease learning anxiety. In the Acting stage, this method is put into action by having students talk about their feelings, the teacher show their emotional appreciation, read comic material aloud together, talk about what it means, and connect it to the lesson's content for the day (Aladsani, 2025).

The study is comparable to others that have used comics as a teaching tool that can help kids with both cognitive and emotional issues. Recent research has shown that comics are not just pictures that help explain things; they are also effective multimodal tools that affect both cognitive outcomes and emotional engagement. For example, Wallner & Aman (2023) showed that comics might be used as a way to think about and talk about psychological and social issues like gender. This is in line with the focus of this study on students' psychological elements, specifically motivation. Wallner (2020) stressed how important visual literacy is for creating a shared meaning in the classroom. This study shows this by using affirmation comics that combine text and pictures to make learning more interesting. At the same time, Lulu et al. (2025) confirmed that comics help in writing stories, which is similar to what this study found: comic visualization makes learning more interesting and produces a more fun learning environment.

However, a close look at the research shows that most of them focused on cognitive results, such literacy, reflective thinking, and writing skills, while not looking at emotional effects as much. Wallner & Aman (2023) looked at how gender is built up instead of how people are motivated to learn; Wallner (2020) looked at how people think about comic literacy instead of how it affects their minds; and Lulu et al. (2025) looked at narrative competence instead of intrinsic motivation. By contrast, this study lies in its direct attention to the affective domain: affirmation comics are positioned not simply as cognitive scaffolds but as affective interventions designed to strengthen students' intrinsic motivation, reduce anxiety, and foster a more collaborative learning climate. This distinction underscores the study's contribution to broadening the scope of comic-based pedagogy by explicitly linking visual media to the psychological needs of learners..

Thus, the objective of this study is to analyze the implementation of affirmation comics to build the motivation of eleventh-grade students in learning English at a high school in Pontianak. To guide this inquiry, the central research question is: How can the implementation of affirmation comics foster the learning motivation of eleventh-grade students in English language classrooms at a senior high school in Pontianak?. The novelty of this study lies in its specific focus on students' psychological aspects—namely learning motivation—through the

use of affirmation comics as visual media that resonates with today's teenagers, especially through positive messages commonly found on social media. Unlike previous studies that focused on gender issues, literacy perceptions, or language skill development, this study offers a new approach in using comics as an affective intervention in the context of English language learning at the secondary level. By presenting affirmation comics as a psychological intervention strategy, this research offers an innovative and contextually relevant approach to teenage life today, with the potential to enhance students' engagement in English language learning.

RESEARCH METHOD

Research Design

This research was conducted as classroom action research, or CAR for short. Generally speaking, CAR is utilised to enhance procedures. In this instance, it sought to investigate how affirmation comics can contribute to students' increased motivation. Planning, action, observation, and reflection were the four phases that were incorporated into a single instructional cycle in order to accomplish this.

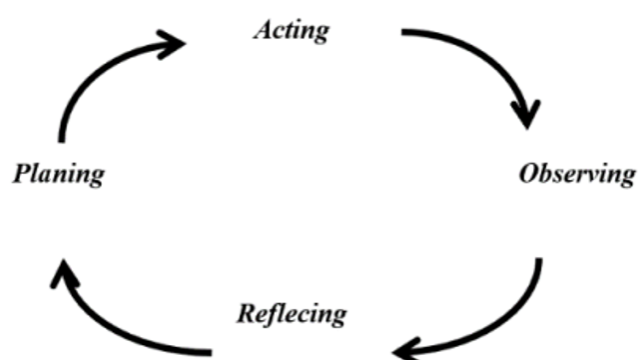


Figure 1. Classroom Action Research Flow
Source: (Wardika & Putra, 2021)

Participants

This study employed purposive sampling, selecting participants deemed capable of providing relevant and in-depth information aligned with the research objectives (Campbell et al., 2020). Based on an initial observation conducted at a senior high school in Pontianak, a problem of low motivation to learn English was identified among 11th-grade students. A total of 15 eleventh-grade students (7 males and 8 females, aged 16–17 years) were involved. These children had different levels of academic success, which made sure that their attitudes and responses to learning were different.

Research Instruments and Data Collection

The study consisted of participant observation and questionnaires. Participant observation allowed the researcher to be directly involved as the teacher during the learning process, with collaborative support from the local English teacher to ensure the validity of the implementation (Aunurrahman et al., 2020). This observation produced field notes that recorded classroom learning activities in detail. Meanwhile, the questionnaire was used to explore students' motivation and responses to the intervention. It consisted of closed-ended items (self-efficacy, active learning strategies, and perceived value of English learning) and open-ended items (interests, strengths, and weaknesses in responding to the affirmation comics), adapted from Tuan et al (2012). It was piloted with eight students to test clarity and feasibility, and results confirmed the instrument's reliability. The estimated completion time was 10–30 minutes. To enhance credibility, data triangulation was applied by cross-checking observation notes and

questionnaire responses, ensuring consistency and completeness (Cohen et al., 2018; Donkoh, 2023).

Data Analysis

This study utilized two data analysis methodologies: Descriptive Statistics for the examination of quantitative data derived from the closed-ended items in the questionnaire (Natsukari et al., 2023). Every answer on the 5-point Likert scale was turned into a number. The analysis was carried out in two phases: First, we figured out how many students had high or low motivation levels by looking at their individual average ratings on things like self-efficacy, active learning strategies, and perceived learning values. Second, the aggregate average was used as a benchmark to find items that showed high or poor motivation by calculating the average score for each item. Next, Thematic Analysis was applied to qualitative data from field notes and open-ended responses were coded inductively, then grouped into categories. To ensure trustworthiness, the coding process was iterative: initial codes were refined through repeated reading, peer debriefing with the collaborating teacher, and discussion until agreement was reached. The final categories were consolidated into two central themes—student performance and classroom atmosphere. These themes were validated through member checking with the collaborator during the reflection stage to confirm accuracy and reduce researcher bias. If the combined quantitative and qualitative results indicated that the research objectives had not been achieved, the CAR cycle would have continued into the next iteration (Cohen et al., 2018).

RESEARCH FINDINGS AND DISCUSSION

Participant Observation Findings in Cycle 1 and Cycle 2

This study, involving 15 students, was conducted in two cycles. Cycle 1 was carried out in May 2022, and Cycle 2 in June 2022. Although there were no changes to the initial plan, the researcher encountered several challenges during the data collection process for the three types of data. Observation data indicated a positive change in student performance when comparing the two cycles. In Cycle 1, the classroom atmosphere tended to be negative; students appeared inattentive as they considered the activities boring and often engaged in off-topic conversations, making the class noisy. In contrast, during Cycle 2, student interactions became more focused on the learning material. They showed better engagement, collaborated on projects, and created a more positive classroom environment. Although some students were occasionally still distracted, they were willing to respond to the teacher's questions after being motivated by additional grades. Furthermore, it was observed that students showed interest in the affirmation comics, especially in the illustrations they found most appealing.

Descriptions of the Levels of the Students' Motivation in Cycle 1 and Cycle 2

Analysis of questionnaire data showed changes across three motivation indicators: self-efficacy, active learning strategies, and English learning values (Table 1).

Table 1
Descriptions of the Levels of the Students' Motivation

Indicator	Mean Score in Cycle 1	SD	Mean Score In Cycle 2	SD
Self-efficacy	3.57	0.97	3.77	1.21
Active learning strategies	3.56	0.97	3.79	1.17
English Learning Values	3.32	1.06	3.64	1.16
Overall Mean Score	3.43	0.99	3.40	1.18

Source: Author (2025)

Table 1 shows that the most notable improvement occurred in English learning values, which increased from a low level in Cycle 1 ($M = 3.32$) to a high level in Cycle 2 ($M = 3.64$). Questionnaire data reinforced this finding, with a key item score on the perceived importance of English rising significantly from 3.40 to 4.10. Moreover, affirmation comics played a crucial role in transforming the classroom atmosphere into a more positive and collaborative space. Students became more willing to try, reflect on their mistakes, and engage in learning. Self-efficacy remained high across both cycles, reflected in students' growing confidence to complete complex tasks. Nevertheless, some hesitation to ask questions directly persisted, suggesting that external factors such as fear of making mistakes still influenced active classroom participation. Rather than focusing on confirmatory details across all indicators, these findings highlight the core contribution of affirmation comics in enhancing students' learning values and reshaping classroom dynamics, which represents the central achievement of this study.

Students' Attitudes toward the Implementation of Affirmation Comics

This data analysis focuses on five main themes related to the implementation of affirmation comics: (1) positive impact, (2) strategies to foster learning interest, (3) its role in enhancing self-appreciation, (4) implementation weaknesses, and (5) contributing factors to low learning motivation. The explanations and interview excerpts are presented as follows:

Positive Impact after the Implementation of Affirmation Comics

Interviews indicated that affirmation comics attracted students' attention through their visual appeal, particularly for learners who are responsive to images. A participant explained, *"I'm interested in learning because I like the pictures"* (R04, Cycle 1). Although enthusiasm was initially modest, the continuation of the intervention in Cycle 2 encouraged a more collaborative and positive classroom atmosphere. This suggests that visual stimuli in comics can be an effective entry point to build students' interest in English learning.

Strategies of Affirmation Comics in Fostering Learning Interest

Students also emphasized the emotional dimension of the comics. The combination of humor, animation, and motivational words created a sense of personal connection. One participant noted, *"This comic is full of funny animations and words that truly touch the heart, making me feel like it really understands me"* (R05, Cycle 2). Such responses reveal that affirmation comics not only entertain but also provide emotional reinforcement that sustains learning interest, as reported by the majority of interviewees.

The Role of Affirmation Comics in Enhancing Self-Appreciation

Another important finding is the way comics contributed to students' self-appreciation in the learning process. Encouraging words helped reduce negative perceptions of English learning. For example, one participant said, *"I became more enthusiastic because the words motivated me to learn"* (R04, Cycle 1), while another reflected, *"I feel that learning is no longer a burden"* (R05, Cycle 1). These testimonies indicate that affirmation messages can transform students' attitudes, making the learning experience lighter and more enjoyable.

Weaknesses in the Implementation of Affirmation Comics

Even while these things were good, the interview data nevertheless showed some problems. Students often said that they had trouble with vocabulary because they didn't know many English words. *"Sometimes there are words that are difficult for me to understand"* (R04, Cycle 2). Another participant noted that motivation does not arise immediately, emphasizing that a singular action cannot comprehensively resolve motivational issues. These observations

indicate the necessity for linguistic modifications and the incorporation of larger motivational tactics.

Factors Contributing to Low Motivation in Learning English

The interviews also showed that things outside of the classroom could also lower motivation. A student said, *“The learning conditions made it hard for me to focus”* (R05, Cycle 1). This shows that even while affirmation comics were new and interesting, they couldn't completely make up for the effects of a bad learning environment and boring teaching methods. So, affirmation comics work best when they are used with active learning methods and good classroom management.

Overall, the interview results show that affirmation comics made students more interested in studying English, helped them feel better about themselves, and made the classroom a better place to be from Cycle 1 to Cycle 2. However, difficulties in understanding and conditions outside the classroom limited how much of an influence they had. These data indicate that affirmation comics may serve as an effective motivational tool when integrated with additional teaching tactics.

Discussion

The observations' results show that using affirmation comics changed the classroom from being negative and distracted in Cycle 1 to being more positive and collaborative in Cycle 2. This achievement corroborates prior research indicating that engaging visual media, such as comic images, can function as initial stimuli to attract students' attention and interest (Senen et al., 2021; Z. Wang et al., 2022). The enhancement of interaction and classroom ambiance in Cycle 2 corroborates the hypothesis that a nurturing educational environment can elevate student engagement by addressing their psychological needs for safety and belonging (Bonem et al., 2020; Monteiro et al., 2021). Nonetheless, the pupils' ongoing responsiveness to external incentives, such as extra marks, indicates that the intrinsic motivation being cultivated may still be nascent and is operating concurrently with extrinsic influences (Kotera et al., 2023). This indicates that while affirmation comics were effective in stimulating initial interest, the deeper process of fostering intrinsic motivation requires time and repeated reinforcement through meaningful learning experiences.

The observation findings were supported by the questionnaire results. Analysis of the closed-ended items revealed an increase in key components of student motivation, although the overall mean score did not show a significant rise (see Table 1). This increase in students' self-efficacy supports previous research findings, which consistently indicate that belief in one's abilities (self-efficacy) is a strong predictor of increased motivation in language learning (Teng et al., 2021). The significant improvement in English learning scores also aligns with earlier studies showing that student motivation increases markedly when they perceive personal relevance and benefits from the learning material (Printer, 2023). Nevertheless, the gap between increased self-belief and active participation in class highlights other findings that affective factors, such as language anxiety or fear of making mistakes, often pose real barriers to student participation, even when motivation is high (Özdemir & Seçkin, 2025). Thus, self-efficacy alone is insufficient unless paired with strategies to reduce anxiety and create opportunities for safe, low-stakes practice.

Furthermore, the analysis of open-ended items revealed that affirmation comics have a dual potential in building student motivation. On the one hand, this intervention successfully fostered motivation through visually engaging elements and emotionally resonant personal messages. These findings are consistent with prior studies indicating that visual media such as comics can enhance emotional engagement and reduce anxiety in language learning (Printer, 2023). However, two primary things made the implementation much harder. First, students had a hard time understanding the English language in the comics, which was a big problem. This

is in line with research that shows that content that is hard to grasp might make cognitive load higher and motivation lower (Aji et al., 2020). Second, environmental factors like boring classroom activities could cancel out the comics' beneficial effects. This shows that no matter how well-designed the tool is, it won't work without good instructional design and a good classroom climate (Wang, 2023). Therefore, affirmation comics should be integrated with interactive teaching methods, such as project-based learning or peer collaboration, which can transform motivational gains into tangible participation.

This study offers advantages over previous research by explicitly focusing on the psychological aspects of students, namely learning motivation, rather than solely on language skills such as reading or writing. While studies by Wallner & Aman (2023) and Wallner (2020) emphasize comics as tools for social reflection and visual literacy in the context of gender and reader construction, and the study by Lulu et al. (2025) focuses on improving narrative writing skills, this research highlights the potential of positive affirmations in comics as a medium for fostering a supportive classroom climate and motivating students in English learning. Thus, the study supports earlier findings on the effectiveness of comics as engaging visual media that enhance student involvement, while expanding the scope by contributing new insights into the affective aspects of learning, especially in fostering intrinsic motivation through positive affirmations and personally relevant learning experiences.

However, a primary limitation of this study is its specific context, which makes the findings not yet generalizable to broader educational settings. Therefore, future research is recommended to develop affirmation comics with simplified or bilingual language, explore the synergy between affirmation comics and more interactive teaching approaches such as project-based learning, and conduct longitudinal studies to observe the sustained motivational impact and the capacity of affirmation comics to bridge the gap between self-efficacy and active student participation.

The implications of these findings suggest that affirmation comics can serve as an effective alternative learning medium for fostering English language learning motivation, particularly in the affective domain. Teachers can utilize affirmation comics as part of a teaching strategy that not only emphasizes cognitive achievement but also addresses students' psychological needs such as self-confidence, social connectedness, and the relevance of materials to their lives. Using visual media with affirming messages can help create a more positive learning environment, reduce anxiety, and encourage active engagement, especially for students whose motivation fluctuates. In essence, this study shows that affirmation comics are not a standalone solution but a powerful catalyst. Their strength lies in sparking initial motivation and building self-efficacy, but their full potential emerges only when combined with interactive, student-centered pedagogies that transform positive beliefs into meaningful engagement.

CONCLUSION

This study aimed to investigate how affirmation comics could foster the motivation of eleventh-grade students in English language classrooms at a senior high school in Pontianak. The findings indicate that this objective was achieved through three main mechanisms: enhancing students' self-efficacy, cultivating stronger personal values toward English learning, and creating a more positive and collaborative classroom climate. These outcomes directly address the central research question, confirming that affirmation comics are not only visual aids but also effective motivational tools that support students' psychological and affective needs. For teachers, the results suggest that affirmation comics can be integrated into classroom practice to boost students' confidence, reduce anxiety, and sustain interest in English learning. To maximize their effectiveness, comics should be linguistically accessible, supported with guided discussions, and embedded within interactive methods that encourage active student

participation. Considering the findings and existing limitations, future research is recommended to explore the use of simplified or bilingual comics, investigate their synergy with more interactive teaching methods such as project-based learning, and conduct longitudinal studies to evaluate the sustainability of motivational impacts and their potential to bridge the gap between students' beliefs and active participation.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to the English teachers and students of the participating senior high school in Pontianak for their cooperation and active involvement in this study. Special thanks are extended to Universitas PGRI Pontianak for academic support and guidance throughout the research process.

REFERENCES

- Aji, W. K., Ardin, H., & Arifin, M. A. (2020). Blended Learning During Pandemic Corona Virus: Teachers' and Students' Perceptions. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 632–646. <https://doi.org/10.24256/ideas.v8i2.1696>
- Aladsani, H. K. (2025). Developing postgraduate students' competencies in generative artificial intelligence for ethical integration into academic practices: a participatory action research. *Interactive Learning Environments*, 4820(1), 1–19. <https://doi.org/10.1080/10494820.2025.2487517>
- Aunurrahman, A., Hikmayanti, A., & Yuliana, Y. (2020). Teaching English using a genre pedagogy to Islamic junior high school students. *Journal on English as a Foreign Language*, 10(1), 1–24. <https://doi.org/10.23971/jefl.v10i1.1625>
- Bonem, E. M., Fedesco, H. N., & Zissimopoulos, A. N. (2020). What you do is less important than how you do it: the effects of learning environment on student outcomes. *Learning Environments Research*, 23(1), 27–44. <https://doi.org/10.1007/s10984-019-09289-8>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661. <https://doi.org/10.1177/1744987120927206>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge. <https://doi.org/10.4324/9781315456539>
- Donkoh, S. (2023). Application of triangulation in qualitative research. *Journal of Applied Biotechnology & Bioengineering*, 10(1), 6–9. <https://doi.org/10.15406/jabb.2023.10.00319>
- Elov, B., Abdullayeva, I., Raupova, L., Kholikov, A., & Mirkasimova, M. (2025). Speaking exams with less anxiety in Intelligent Computer-Assisted Language Assessment (ICALA): mirroring EFL learners' foreign language anxiety, shyness, autonomy, and enjoyment. *Language Testing in Asia*, 15(1), 1–20. <https://doi.org/10.1186/s40468-024-00340-x>
- Hang, L. T., & Van, V. H. (2020). Building strong teaching and learning strategies through teaching innovations and learners' creativity: A study of vietnam universities. *International Journal of Education and Practice*, 8(3), 498–510. <https://doi.org/10.18488/journal.61.2020.83.498.510>
- Juliana, J. (2021). The Effect of Using Comic Strips on Students' Motivation in Mastering Vocabulary. *JETLi: Journal of English Teaching and Linguistics*, 2(2), 65–71. <https://doi.org/10.55616/jetli.v2i2.141>
- Kotera, Y., Taylor, E., Fido, D., Williams, D., & Tsuda-McCaie, F. (2023). Motivation of UK graduate students in education: self-compassion moderates pathway from extrinsic motivation to intrinsic motivation. *Current Psychology*, 42(12), 10163–10176.

- <https://doi.org/10.1007/s12144-021-02301-6>
- Lulu, E., Rumapea, B., Kapoh, R. J., & Novianti, C. (2025). Investigating the Use of Comic Strips Media on Developing Students' Narrative Writing Skills: A Case Study in Language Teaching. *Al-Ishlah: Jurnal Pendidikan*, 17(2), 2526–2536. <https://doi.org/10.35445/alishlah.v17i2.7345>
- Monteiro, V., Carvalho, C., & Santos, N. N. (2021). Creating a Supportive Classroom Environment Through Effective Feedback: Effects on Students' School Identification and Behavioral Engagement. *Frontiers in Education*, 6(1), 1–14. <https://doi.org/10.3389/educ.2021.661736>
- Nafisah, B. Z., & Pratama, A. (2020). Using Comic Strips to Improve Students' Motivation and Reading Comprehension at MA Raudlatusshibyan NW Belencong. *Palapa*, 8(2), 404–417. <https://doi.org/10.36088/palapa.v8i2.912>
- Natsukari, I., Higuchi, M., & Tsujimoto, T. (2023). How do patients and families evaluate attitude of psychiatrists in Japan?: quantitative content analysis of open-ended items of patient responses from a large-scale questionnaire survey. *BMC Psychiatry*, 23(1), 1–14. <https://doi.org/10.1186/s12888-023-04732-w>
- Özdemir, O., & Seçkin, H. (2025). Anxiety as a Foreign Language Learning Barrier: Perspectives of Lecturers and Freshmen on Speaking and Writing Skills in Higher Education Settings. *Social Sciences & Humanities Open*, 11(1), 1–35. <https://doi.org/10.1016/j.ssaho.2025.101364>
- Printer, L. (2023). Positive emotions and intrinsic motivation: A self-determination theory perspective on using co-created stories in the language acquisition classroom. *Language Teaching Research*. *Language Teaching Research*, 0(0), 648–666. <https://doi.org/10.1177/13621688231204443>
- Rahmawati, Anwar, M., Daud, F., & Zubair, S. (2025). The Influence of Electronic Comic Media on the Discovery Learning Model on Chemistry Learning Attitudes and Outcomes. *East Asian Journal of Multidisciplinary Research*, 4(4), 1843–1854. <https://doi.org/10.55927/eajmr.v4i4.138>
- Sakti, S. A., Endraswara, S., & Rohman, A. (2024). Revitalizing local wisdom within character education through ethnopedagogy approach: A case study on a preschool in Yogyakarta. *Heliyon*, 10(10), 1–13. <https://doi.org/10.1016/j.heliyon.2024.e31370>
- Senen, A., Sari, Y. P., Herwin, H., Rasimin, R., & Dahalan, S. C. (2021). The use of photo comics media: Changing reading interest and learning outcomes in elementary social studies subjects. *Cypriot Journal of Educational Sciences*, 16(5), 2300–2312. <https://doi.org/10.18844/cjes.v16i5.6337>
- Shaw, L. F., Specht, M., van Rosmalen, P., & Bartley-Bryan, J. (2020). Do Badges Affect Intrinsic Motivation in Introductory Programming Students? *Simulation and Gaming*, 51(1), 33–54. <https://doi.org/10.1177/1046878119884996>
- Teng, M. F., Wang, C., & Wu, J. G. (2021). Metacognitive Strategies, Language Learning Motivation, Self-Efficacy Belief, and English Achievement During Remote Learning: A Structural Equation Modelling Approach. *RELC Journal*, 54(3), 648–666. <https://doi.org/10.1177/00336882211040268>
- Tuan, H. L., Chin, C. C., & Shieh, S. H. (2012). The development of a questionnaire to measure students' motivation towards science learning. *International Journal of Science Education*, 27(6), 639–654. <https://doi.org/10.1080/0950069042000323737>
- Wallner, L. (2020). Kid friendly? Constructions of comics literacy in the classroom. *Language and Literature*, 29(1), 76–94. <https://doi.org/10.1177/0963947020910626>
- Wallner, L., & Aman, R. (2023). Muscular superheroes and girly ducks: Gender talk using comics in the classroom. *British Educational Research Journal*, 49(4), 731–748. <https://doi.org/10.1002/berj.3866>

- Wang, Xu, & Liu, H. (2024). Exploring the Moderating Roles of Emotions, Attitudes, Environment, and Teachers in the Impact of Motivation on Learning Behaviours in Students' English Learning. *Psychological Reports*, 1(1), 1–24. <https://doi.org/10.1177/00332941241231714>
- Wang, Xue. (2023). Exploring positive teacher-student relationships: the synergy of teacher mindfulness and emotional intelligence. *Frontiers in Psychology*, 14(1), 1–14. <https://doi.org/10.3389/fpsyg.2023.1301786>
- Wang, Z., Romat, H., Chevalier, F., Riche, N. H., Murray-Rust, D., & Bach, B. (2022). Interactive Data Comics. *IEEE Transactions on Visualization and Computer Graphics*, 28(1), 944–954. <https://doi.org/10.1109/TVCG.2021.3114849>
- Wardika, I. W. G., & Putra, I. (2021). Use of the Google Classroom App in an Effort To Improve Student Learning Outcomes on Matrix Subjects. *Paedagogia : Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan*, 21(1), 8–16. <http://journal.ummat.ac.id/index.php/paedagogia/article/view/3343%0Ahttp://journal.ummat.ac.id/index.php/paedagogia/article/download/3343/pdf>
- Wijaya, E. A., Suwastini, N. K. A., Adnyani, N. L. P. S., & Adnyani, K. E. K. (2021). Comic Strips for Language Teaching: the Benefits and Challenges According To Recent Research. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 7(1), 230–248. <https://doi.org/10.24252/eternal.v7i1.2021.a16>
- Xavier, M., & Meneses, J. (2022). Persistence and time challenges in an open online university: a case study of the experiences of first-year learners. *International Journal of Educational Technology in Higher Education*, 19(1), 1–17. <https://doi.org/10.1186/s41239-022-00338-6>