

Developing English Comic Strips to Teach Reading for Ten Grade Students at Vocational High School IT Baitunnur Punggur

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Abstract

This article analyzed how the development of English comic strips for teaching reading grade X Vocational High School (SMK) IT Baitunnur Punggur and to find out the difference in student learning outcomes before and after teachers use English comic strips to teach reading grade X SMK IT Baitunnur Punggur. This research was conducted in the tenth grade of the second semester at SMK IT Baitunnur Punggur. The researchers used Research and Development (R&D). In this case, the research only resulted in a product design, which was internally verified using the opinions of experts and practitioners and did not lead to the production of goods on a global scale. The pre-test and post-test resulted of the developed product, as well as the validation findings by a group of media experts, material experts, and students, were considered valid. Based on the validation results from two lecturers and two teachers, as well as material experts and media experts, the percentage of feasibility assessment with "very feasible" criteria was 92.5%. The product was considered effective for use if the students' pre-test and post-test results show a post-test score greater than the pre-test score. The result product could foster interest in enthusiasm in learning students to be better. It advances a great potential for the development research in developing english comic strips in teaching reading.

Keywords: Comic Strips, Teaching Reading, English Educational Comics

ARTICLE INFO

Article history:

Received

February 02,
2024

Revised

April 26, 2024

Accepted

April, 30 2024

Published by
Website

ISSN

Copyright



CV. Creative Tugu Pena

<https://attractivejournal.com/index.php/anglophile>

2746-8631

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INTRODUCTION

Reading is one of the efficient learning techniques in receiving information that is often used in the learning process. Seperti yang di jelaskan dalam Al-Qur'an (QS. Al-'Alaq ayat 1-5)

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ. اقْرَأْ وَرَبُّكَ الْأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ. عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: Read with (mentioning) the name of your God who created. He created man from a clot of blood. Read it, and God is the Most Glorious. He who teaches (man) with the pen He teaches man what he does not know. One of the best teaching options for reading comprehension is the use of English comic strips, which allow students to supplement what they have read by providing additional context for the concepts they have acquired. To achieve learning objectives, media is a tool used in the teaching and learning process (Karmiani, 2018). Comic media is a non-projection language learning media in the form of writing accompanied by interesting pictures that can be seen and read (Sugiartinengsih, 2018; Beers Fägersten, 2017; Rahajeng & Muslimah, 2020; Reis et al., 2022). The use of

comic media in the learning process will be more able to attract students' interest because comics have a simple nature (Rohmawati 2017; 2020; Kilanowski, 2020; Thoma et al., 2023). In addition, Students are given assignments and materials that are connected to the given topic at the same time. The assignments that students must finish must relate to the fundamental skills that they need to possess (Putra & Milenia 2021). Educational attainment is the ability of learners who are able to apply educational objectives is an important part of learners' lives.

Based on the findings of the research conducted at SMK IT Baitunnur Punggur, the researcher made a decision to create learning media for English teaching. The highly recommended learning is the English comic strip for teaching reading which is an effective learning tool to be implemented by students. English comic strips for teaching reading are simple, versatile and easy to implement. Comic media is made as interesting as possible in order to attract attention and make students more enthusiastic (Alia Rohani and Anas 2022; Diergarten et al., 2017; Harmawati et al., 2020). Therefore, it is necessary to develop comic media to teach reading in accordance with research Bangsawan (2021) found that comic strips are capable and can bring educational information practically and easily in a visual context while being entertaining. found that comic strips are capable and can bring educational information practically and easily in a visual context while being entertaining. Dea (2023) also found eligibility criteria through the validation process on the use of comics that were applied, namely 99% with a very feasible category and 88% post test results, thus comic media were said to be effective and feasible to use for learning. Suggestions should pay attention to media innovation is important. Nadiyah, dkk., (2019) concluded that learning media through comics is considered good to use in learning. From the results of trials that have been carried out to small groups of several students as respondents, it can be concluded that learning media through comic strips is considered good to use in learning mathematics. Comic strips of mathematics about statistics are categorized as making it very easy for students to understand the lessons presented (Burns, 2018; Chou et al., 2014) namely statistics material. In other words, students by reading this math comic strip story have succeeded in developing their statistical reasoning (Grootens-Wiegers et al., 2015; Sarfati et al., 1997), rather than that, the learning material can also be studied again at home while relaxing, without having to be burdened by opening the package book.

While the research conducted by researchers is trying to make interesting comic strip teaching material through combining teaching material with comic strips that are presented online. The reason researchers use the combination of teaching techniques with online comic strips is to get students' attraction to reading, where students in reading in the learning process of class X TKJ students tend to be low. Students are more interested in texts that have pictures that can provide their learning imagination. In keeping with how the problem was formulated, the aim of this study is to create comic strip-based teaching materials for class X TKJ Baitunnur Punggur to teach reading, and to ascertain whether there are any variations in the learning outcomes for students before and after comic strip-based instruction.

Comic Strip

Comic strips are a series of images that are closely related to images to provide entertainment to readers. Comic strips contain images or a series of images that form a story that is made based on the material being studied (Pritandhari 2016). Similarly, what was conveyed by Ratnawuri (2016) that comic strips are one of the learning media that can be used to overcome problems in understanding a subject matter So that comics can also not only increase students' interest in reading but can also motivate students to the learning material being taught, with the hope that it will have a positive impact on student learning outcomes. When it comes to learning how to conduct communication activities in the digital age involving social media promotional content, students are particularly interested in comics (Fajar, 2022). Learning Media is any material or object that can be used as a teaching tool can be used to convey information from the learner to the person who will receive it, or vice versa. Objects, events, people, or a combination of all of them can be used as learning

media as explained in the article by Ali (2009) The use of educational media can help students understand the material. Learning media is a tool that can help the teaching and learning process so that what is conveyed will become clearer and educational or learning objectives can be achieved structurally and effectively (Nurrita 2018). According to AECT (*Association for Education and Communication Technology, 1977:201*) Identify media as any form used in the process of gathering information. NEA (*National Education Association*) Using media as any tool that can be used to describe, illustrate, illustrate, show, or draw along with the instruments used for such activities. In line with (Tarigan and Siagian 2015) The use of educational media during teaching orientation greatly contributes to the effectiveness of the teaching process and students' understanding of the subject at this point. In addition to increasing students' motivation and enthusiasm, educational media can also help them become more aware of the material.

METHOD

The method used is research and development (R&D) in this study. Sidik (2019) The researcher argues that research and development methods are methods used to produce certain products and assess the effectiveness of these products. In this case, Researchers' work only results in a product design that is validated internally (by experts and teachers), not in mass production. From this point, the researcher made a learning media design in the form of an educational-based teaching comic strip with the aim of helping students in learning activities, especially in English class X TKJ SMK IT Baitunnur Punggur.

The data collection techniques used were interviews, tests and questionnaires. The interview was conducted with the English teacher of class X TKJ Baitunnur Punggur to find out the students' interest in English lessons and the media used. The pre-survey information obtained was used as input for the development of comic strips for teaching reading. While the test is used to explore the initial ability before being given a product that will be used as an initial condition, then the posttest is used to find out the subject after being given a new product and also the questionnaire is given to material experts and media experts for product validity. The assessment that will be carried out to measure effectiveness is to calculate the results of the initial test and the final test, The product is less effective if the results of the initial test are higher than those of the final test. On the other hand, the product is seen to be highly effective in supporting student learning activities if the end test score is higher than the first test.

In this development research, a Likert scale was employed as a tool to gauge an individual's or group's perception of the potential or issues related to an object, product design, product development, and product production. Likert scale instruments feature words that represent levels from highly positive to very negative. The following is a picture of the steps taken in this study as follows:

Table 1 Likert scale

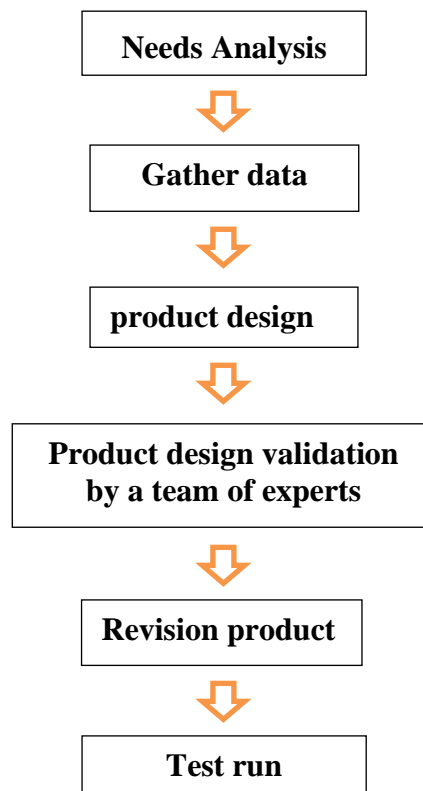
No.	Categori	Score
1.	Strongly agree	5
2.	Agree	4
3.	Undecided	3
4.	Disagree	2
5.	Strongly disagree	1

Based on Arikunto, the eligibility categories are as follows:

Table 2 eligibility categories

No.	Score in percent (%)	Feasibility Category
1	<21%	Very unfeasible
2	21%-40%	Not feasible
3	41%-60%	Reasonably Feasible
4	61%-80%	Feasible
5	81%-100%	Very worthy

Gambar 1. Langkah-langkah prosedur penelitian



The following is a description of the research procedure that the researcher conducted:

1. Needs analysis, in analyzing the needs of students, researchers conducted a pre-survey to see the initial conditions of students who will be given development products in order to find out the differences later after being given certain products.
2. Gather data, in the pre-survey that researchers conducted there was information that researchers had collected as initial information data obtained and used as an analysis of student needs. The data is collected and used as product planning material.
3. Product design, making a product is a design to make a design with potential problems and in accordance with the information data that the product will use to be validated by experts.

4. Product design validation by a team of experts, after the initial design of the product is made and then tested for validation to see whether the product is feasible or not in use in learning media. Validation of product designs is done by practitioners and specialists.
5. Product revision, products that have passed the validation test certainly get revisions from experts and practitioners then products that have been given additions and comments are then corrected until the product is declared suitable and feasible by experts and practitioners (media experts and material experts).
6. when the product has passed the revision and has been declared feasible the product is ready for testing.

RESULTS AND DISCUSSION

The researcher will provide the research's conclusions in this chapter, which are based on the field data gathered throughout the investigation. In this development, researchers used the ADDIE (Analysis, Design, Development, Implementation, & Evaluation) As a development model, this technique is flexible to improve students' learning performance because each phase is interconnected and enhances the other. Sezer dkk (2013) stated that the ADDIE model is an approach that emphasizes how each component interacts with each other according to the coordinate phase. The following are the steps that researchers take in carrying out research based on the ADDIE model and the framework that researchers have made:

1. Analysis, information to support identifying the pupils' initial needs is found from the findings of observations and interviews, as well as from actual field situations. Through the analysis stage the specific needs of students in improving English reading skills can be identified. With a deep understanding of the audience and how the conditions in the use of comic strips as learning media at SMK IT Baitunnur Punggur. While the documents are used as initial data or materials.
2. Design, The design stage is to design comic strips that are in accordance with learning objectives and student characteristics. By setting clear learning objectives, selecting relevant content, and designing a supportive comic structure, comic strips can be an effective tool for improving reading skills.
3. Development, Through the development stage, the ideas and concepts that researchers have designed can be realized in the form of creative comic strips. The use of illustrations, dialog, and storyline will create an interesting and motivating learning experience for students.
4. Implementation, By integrating comic strips into the curriculum or existing learning materials, the implementation stage is directed at ensuring that the use of comic strips takes place in a planned manner and in accordance with the lesson plan.
5. Formative and summative evaluations are continuously conducted during and after implementation. This process helps monitor student progress, the effectiveness of the comic strips, and provides opportunities for improvement and enhancement. Evaluation results are used as a guide to revise and improve the comic strips. Revisions may include adjustments to content, design, or teaching strategies to better suit students' needs.

1. Need Analysis of teacher and student needs on comic strips

Needs analysis is a stage where the process of collecting data and information is carried out which is used as a means of supporting and supporting research. In analyzing the needs of researchers to conduct a pre-survey, namely to see the initial conditions of the field at SMK IT Baitunnur Punggur class X TKJ to identify the needs for research. For information collection, researchers use interview and observation techniques to analyze what needs are needed in development. As an object of information needs, researchers use an English teacher and three students as an information tool to find out the initial data to see the learning situation in class X TKJ.

2. Gather Data analysis results

The next stage is the collection of data contained in the material. From the explanation of the results of interviews and field observations, it can be seen that the use of learning media at SMK

IT Baitunnur Punggur English teacher said that "class lessons continue to use conventional books in general" which students consider less interesting and limited teaching time reading greatly affects the learning process ". Judging from this condition, there is a need for media that makes it easier for teachers and attracts students in the classroom learning process. While the results of interviews conducted by researchers to English teachers at SMK IT Baitunnur Punggur show that comic strip media has never been used before, the teacher also said "in class only using books and YouTube videos". Likewise, what was conveyed by several students when interviewed said "we have never used comic strip products to teach reading before and still learn with conventional activities in general which are still boring" other students said "I like lessons that have pictures" and also his friend said "I also like fun lessons like reading with pictures". (Interview with English teacher Endang Purwati and three students Anisa Rahmawati, Citra Anjani, and Delfina Anita Hapsari, Punggur, Lampung, January 31, 2024).

Moving away from the examination of educators' and learners' requirements, the researcher here determines that the requirement for a learning medium at SMK IT Baitunnur Punggur in class X TKJ is to develop an English comic strip to teach reading, which will be a useful learning comic for English lessons and can be a solution to the problems faced by teachers and students. Naturally, when evaluating the English comic strip created by researchers, it needs to be done in line with the fundamental competencies in order for the comic strip to teach reading to be accurate and in line with the content being taught in order for students to grasp the subject with ease.

According to Wijayanti (2021) Low learning outcomes will impact the quality of education in Indonesia, ultimately leading to a decline in the education sector. Zahwa, dkk (2022) It also states that learning media becomes a set of containers in conveying messages or information in the form of material in learning so that learning objectives can be achieved. In analyzing the need for comic strips in teaching reading, of course, It is tailored to the fundamental skills so that students can readily comprehend the content and the comics created in the future are perfectly aligned with the lessons being taught. After determining the basic competencies, indicators and material needs of students and adjusting the latest curriculum (independent curriculum) After the material is well organized and appropriate then the next stage is the manufacturing process of determining the product design in accordance with the needs data obtained.

3. Desain Produk

It is imperative to create educational materials that can support students in their learning activities in light of the findings of the analysis of teachers' and students' needs for materials that depict the actual situations in the field. Of course, in the preparation of English comic strips to teach reading, it must be adjusted to KD (basic competencies) and refer to indicators and materials which are of course adjusted to the independent curriculum, so that later the products developed can be understood by students. In the preparation of this English comic strip development product to teach reading, there are aspect criteria in it, namely: 1) aspects of cover design, 2) aspects of content feasibility/material feasibility aspects, 3) aspects of product presentation, 4) aspects of language suitability, 5) aspects of the overall appearance of english comic strips to teach reading.

After determining the indicators, basic competencies and the next material is the product design of English comic strips to teach reading. There are three main elements, namely the front cover of Narrative Text, the contents of the product english comic strip to teach reading, the back cover of the motto. The product of this development is an online slide that is displayed through the link provided. After the above preparation flow is complete, the next step is validation conducted by experts/practitioners, namely media experts and material experts. Product validation of English comic strips to teach reading is carried out to test the feasibility of learning media developed by researchers based on the assessments given by material experts and media experts. Of course, the evaluation of the product provided in the form of comments and suggestions is used to identify its flaws, which can then be used as information for future updates.

4. Product Design Validation By A Team Of Expert

After the preparation is complete, the product of English comic strip to teach reading for ten grade students is then validated by experts/practitioners, namely media experts and material experts. Validation of media experts and material experts is intended to test the feasibility of learning media comic strips to teach reading in grade ten developed by researchers based on the assessments provided. Naturally, when choosing validators, researchers need to take into account and modify their capacity to add value to the English comic strip product, which teaches reading to tenth grade students. This is because the validators' recommendations and input will be utilized to identify any shortcomings in the product, which can then be utilized as raw material for future improvements. A team of validators made up of media specialists and material experts will handle the validation tasks. Analysis method validation is a type of investigation into current parameters based on testing to verify that the parameters meet user expectations (Harmita 2004). At this validation stage, the material expert consists of validators from SMK IT Baitunnur Punggur teachers (Endang Purwati, S.Pd) and lecturers from Ma'rif University Lampung (Umar Afaruq A.Hasyim, M.Pd) who will assess in terms of aspects, physical, content, language, material, product assessment. Meanwhile, media experts consist of lecturers from Ma'rif University Lampung (Irhamudin, M.Pd) and teachers from SMK IT Baitunnur Punggur (Armalia, M.Pd). The material experts and media experts will assess the physical appearance, material content, and linguistic aspects which later the validator team will give a sign (√) on the questionnaire.

The following material expert validation was carried out by a lecturer at Ma'rif University Lampung (Umar Afaruq A.Hasyim, M.Pd) as the first material expert and an English language teacher (Endang Purwati, S.Pd) as the second material expert. The results of the assessment of the two validators are shown in the following table:

Table 3. Aspects of Feasibility of Comic Strip Material

No.	Ranking indicator	Validator		Average	Percentage	Description
		1	2			
1	Comic strip in according with KD	4	5	4,5	90%	Very worthy
2	Comic strip according to the learning topic	4	4	4	80%	Feasible
3	The content of the material is in order	4	5	4,5	90%	Very worthy
4	Adequate material content	4	5	4,5	90%	Very worthy

Table 4 Presentation aspects of comic strips

No.	Ranking indicator	Validator		Average	Percentage	Description
		1	2			
1	comic strips have clear learning objectives	5	4	4,5	90%	Very worthy
2	Image presentation in accordance with the material	5	5	55	100%	Very worthy
3	comic strips are easy to use	4	5	4,5	90%	Very worthy
4	Exercise questions and evaluation questions are in accordance with the material	4	5	4,5	90%	Very worthy

Table 5. Linguistic Aspects of comic strips

No.	Ranking indicator	Validator		Average	Percentage	Description
		1	2			
1	Use proper and correct language rules	5	5	5	100%	Very worthy
2	Sentence familiarity easily	4	4	4	80%	Feasible
3	Conformity with the intellectual students	4	5	4,5	90%	Very worthy
4	correctness and consistency throughout paragraphs that are constant	4	5	4,5	90%	Very worthy

Media expert validators consist of UMALA Metro lecturer (Irhamudin, M.Pd) as the first media expert and SMK IT Baitunnur Punggur teacher (Armalia, M.Pd) as the second validator who will assess the product. The following is a table of data on the results of media expert validation in the table:

Table 6. Cover design aspects

No.	Ranking indicator	Validator		Average	Percentage	Description
		1	2			
1	Attractive comic strip cover design	5	4	4,5	90%	Very worthy
2	The physical appearance of comic strips is attractive	5	5	5	100%	Very worthy
3	The color of the comic strip cover is attractive	5	4	4,5	90%	Very worthy
4	Displays an attractive and harmonious center of attention	5	5	5	100%	Very worthy
5	The cover layout has a unified and consistent appearance.	5	5	5	100%	Very worthy
6	The layout elements (pictures and titles) are appropriately sized and composed.	5	5	5	100%	Very worthy

Table 7. Aspects of comic strip design filling

No.	Ranking indicator	Validator		Average	Percentage	Description
		1	2			
1	The instructions for using the comic strip are very easy to understand and comprehend	5	5	5	100%	Very worthy
2	The purpose of comic strips in learning is easy to read	5	5	5	100%	Very worthy

Developing English Comic Strips To Teach Reading For Ten Grade Students At SMK IT Baitunnur Punggur


3	The use of letter variations (bold, italics, and font size) is not excessive	5	4	4,5	90%	Very worthy
4	The use of (size, typeface, margins, spaces) is clear	4	4	4	90%	Very worthy
5	The separation between paragraphs is clear and consistent	5	4	4,5	90%	Very worthy
6.	Images are in accordance with the discussion material	5	4	4,5	90%	Very worthy

5. Revision Product

Following the validation phase, which was completed by a group of knowledgeable and experienced validators (material and media professionals), suggestions and comments are obtained which are used to improve the product so that the product gets maximum feasibility when used with students. These suggestions and comments from the assessment of each validator (media experts and linguists) will be used as material to improve or revise the product that is designed to be perfect and can be declared feasible in use. As for what needs to be improved, among others, the addition of practical exercises that are displayed after the material display. After making revisions and validations from material expert validators and media experts, comic strips to teach reading are ready to be tested on students.

a. Final draft of English comic strip

Table 8. Final draft of Comic strip

Comic strip display	Description
	Initial appearance cover design

 <p>The first panel shows a boy in a blue shirt and a girl with blonde hair. The girl asks, "Hello, what are you doing now?". The second panel shows the boy asking, "Can we join the study?". The blonde girl replies, "I'm learning narrative text.". The third panel shows a girl with dark hair replying, "Sure, let's learn together.".</p>	<p>The first page shows a conversation between three students who are about to learn Narrative text.</p>
 <p>Mr. Rama, wearing glasses and a suit, holds an open book. He says, "Hello, my name is Mr. Rama. Let's learn narrative text."</p>	<p>Second page A teacher encouraging students to learn through his illustrations</p>

What is the narrative text ?

Narrative text adalah sebuah genre dalam bahasa Inggris yang menceritakan sebuah cerita fiktif yang dibuat untuk menghibur pembaca. Mari kita simak penjelasan lengkapnya di bawah ini. Narrative text adalah cerita fiksi atau cerita karangan yang dibuat untuk menghibur pembaca.

Narrative text biasanya kita jumpai dalam bentuk dongeng, cerita rakyat, maupun cerita fiksi lainnya. Narrative text terdiri dari kejadian berurutan yang mengarah ke dalam suatu klimaks, dan akhirnya menemukan penyelesaian. Narrative text bertujuan untuk menghibur pembaca / pendengar.

The third page contains an explanation of the narrative text content material that explains the explanation.

Generic Structure of Narrative Text

Narrative text has three structures, as follows:

- orientation** ● Bagian orientation berisi tentang pembukaan cerita yang mengandung pengenalan tokoh, pengenalan latar belakang waktu dan tempat dari cerita. Pokoknya bagian ini mengandung bagian umum dari cerita yang mencakup apa, siapa, kapan, dan dimana cerita tersebut diceritakan
- complication** ● Pada bagian ini, sang tokoh utama mulai mengalami konflik dalam kehidupannya dan sang pemeran utama harus menyelesaikan konflik-konflik tersebut.
- resolution** ● Bagian resolution adalah bagian cerita akhir (ending). Pada bagian ini semua masalah sudah harus terselesaikan oleh sang tokoh utama. Dalam bagian resolution juga biasanya terdapat pesan moral atau moral value atau nasihat yang bisa kita ambil dari cerita tersebut. Moral value pada ending sebuah narrative text disebut dengan Coda.

The fourth page displays the generic structure that contains the parts of each paragraph of narrative text.

Use of Grammar in Narrative Text

Dalam Narrative text biasanya menggunakan bentuk lampau atau Past, karena cerita ini merupakan cerita karangan atau fiksi. Bentuk tenses bisa menggunakan past perfect, past continuous, past perfect continuous, atau bisa saja past future perfect continuous. Semua aturan ini tidak harus dijadikan sebagai acuan karena tenses itu mengacu kepada kondisi dan situasi kalimat.

Ciri-Ciri Narrative Text:

- Menggunakan Action Verb dalam bentuk Past Tense. Misalnya: Walked, Said, Wondered, dsb.
- Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. queen, dsb. Misalnya: the princess, the girl, the
- Menggunakan adjective yang membentuk satu kesatuan noun phrase. Misalnya: The red riding hood, the poisoned apple, dsb. - Menggunakan Time Connectives dan Conjunction untuk mengurutkan
- kejadian-kejadian. Misalnya: before, after, then, next, soon, dsb. - Menggunakan Adverbs dan Adverbial Phrase untuk menunjukkan lokasi kejadian atau peristiwa. Misalnya: on the sea, in the mountain, there, happily ever after, dsb

rama

Fifth is the use of grammars that are usually used in narrative texts.

Example of narrative text:

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

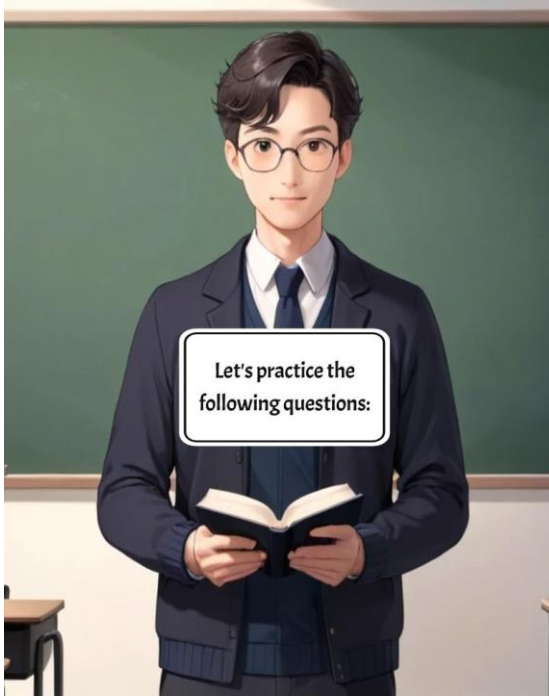

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.


The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend who was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".














Moral of the story: True friend in need's a friend indeed.



On the sixth page, there is an example of true friend text to read and observe.

 <p>Let's practice the following questions:</p>	<p>On page seven, the teacher invites you to study for the exam after studying.</p>
<p>Narrative text</p> <p>Task 1. Complete the blanks in the right word on the right column.</p> <p>Paragraph 1</p> <p>Dayang Sumbi was...(1)and kindhearted princess, but.... (2)she was very lazy, Her hobby was...(3).cloth....(4).her weaving tool fell. Tumang, a...(5)dog, came to bring her.....(6)back to her. As she had promised, she.... (7)him. Tumang was actually a(8)who had been crushed by a(9)to become a dog. But sometimes he could..... (10) back to a normal man. Dayang Sumbi and Tumang got one (11) His name was Sangkuriang. He did not know that Tumang was his.... (12). because he was with him. Tumang always accompanied..... (13) whenever he went hunting in the.....(14)</p> <ul style="list-style-type: none">• Sangkuriang• Witch• Turn• Whenever• One day• Father• Weaving• Male• Married• Beautiful• Sometimes• Tool• Dog• Son• Woods• Man sadly  <p>rama</p>	<p>On page eight students are invited to a test/post test completing the paragraphs</p>

<p style="text-align: center;">Narrative text</p> <p>Paragraph 2</p> <p>When he was twelve years old, Dayang Sumbi....(1) Sangkuriang to bring her a deer's.... (2). But after many days in the.....(3), he could not find a (4). He did not want to ...(5)his mother, so he killed Tumang and. (6)his heart home and (7)it to his mother. Because of her.... (8)to Tumang. Dayang Sumbi.....(9)it was his heart, not a.....(10)heart. She got very angry.....(11) Sangkuring. She hit him with.. (12) wood on his forehead, and.....(13)him to go away (14)wounded, Sangkuriang left her and the.....(15)</p> <ul style="list-style-type: none"> • Leave • Brough • Village • Gave • Asked • Badly • Told • A piece of • Love • Knew • Deer's • At • Woods • Deer • Disappoint • Heart • want  <p style="text-align: right;">rama</p>	<p>On page nine students are invited to a test/post test to complete the paragraph.</p>
<p style="text-align: center;">Narrative text reading exercises</p> <p style="text-align: center;">Snow White</p> <p>Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die. Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs. The queen turned into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years. Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.</p> <p style="text-align: right;">● rama</p>	<p>In this sheet ten, students read a text narrative to complete the questions on the next sheet.</p>

<p>According to the story, say whether each statement below is true or false.</p> <ol style="list-style-type: none">1. Snow White was a beautiful queen.2. Her own mother was jealous of her beauty.3. Snow White ran away from her palace.4. She lived with Prince Charming in a forest.5. Snow White was poisoned by her stepmother.6. Her stepmother was evil.7. The dwarfs helped Prince Charming revive Snow White.8. Snow White and Prince Charming had a happy life after that. <p>Answer these questions. write answers on paper</p> <ol style="list-style-type: none">1. What is the story about?2. When and where did the story happen?3. What problems did Snow White have?4. What happened to her then?5. Who came to help her?6. What did he do to Snow White?7. How did they live after that?  <p>rama</p>	<p>On sheet eleven, students complete the questions linked to the text on page ten.</p>																
<p>Narative Text</p> <p>Task 2: Please match the story picture with th story title correctly</p> <table><tbody><tr><td></td><td>●</td><td>●</td><td>Sangkuriang</td></tr><tr><td></td><td>●</td><td>●</td><td>Cucumber gold</td></tr><tr><td></td><td>●</td><td>●</td><td>Malin Kundang</td></tr><tr><td></td><td>●</td><td>●</td><td>Lake Toba</td></tr></tbody></table> <p>RAMA</p>		●	●	Sangkuriang		●	●	Cucumber gold		●	●	Malin Kundang		●	●	Lake Toba	<p>On page twelve, students customize the picture and title of the folktale.</p>
	●	●	Sangkuriang														
	●	●	Cucumber gold														
	●	●	Malin Kundang														
	●	●	Lake Toba														

 <p>Thank you, I learned something new today.</p> <p>It's okay, we're learning together.</p> <p>okey...</p>	<p>On sheet thirteen, a friendly attitude of three students is shown depicting an after-learning activity.</p>
 <p><i>Moto</i></p> <p><i>Be yourself, find your true self, and live an independent, optimistic life. We can't change the direction of the wind, but we can change the direction of life. Be the light among the dark.</i></p> <p><i>By Galang Rama</i></p>	<p>At the end of the sheet, a motto is displayed to motivate the reader.</p>

b. Pre-test dan Post-test siswa

Researchers conduct steps that are tailored to the needs of mathematics in order to determine the learning outcomes of pupils. The pre-test is the first step, which is used to gauge how well students have mastered the basic subject. In the second phase, the researcher gives a manufactured product, explains the information, and poses questions to ascertain whether the pre-test results differ from the final results. The information below displays the students' pre- and post-test results from SMK IT Baitunnur Punggur:

Table 9. Pre test and post test results

No.	Nama	Skor pre-test	Skor post-tes
1	Ade Rizki Maulidan	70	80
2	Agni Muthia Rahmah	75	85
3	Alvi Rahma Aulia	70	85
4	Angga Putra Rahmadhani	75	90
5	Annisa Rahmawati	75	80
6	Chalista Wyandari	75	95
7	Citra Anjani	60	80
8	Delfina Anita Hapsari	70	100
9	Dimas Adi Saputra	65	95
10	Dini Ramadani	75	90
11	Faizatul Mufida Zahra	70	80
12	Firra Ramadhani	75	95
13	Hidayatturahmah	75	80
14	Hikmatun Nabila	75	100
15	Ikhsan Nur Mukhsinin Ar Romadoni	60	95
16	Khoirul Amri	70	90
17	Liska Amelia	65	90
18	Maudhatun Nafiah	75	85
18	Muhamad Alwi Alfiyanto	70	95
20	Muhammad Zulfikar Husodo	75	80
21	Relizha Oliviyia	75	100
22	Roisatul Khusna	75	90
23	Safirotul Fauziyah	60	90
24	Sofi Dwi Rahmawati	70	80
25	Viantiga Haqi	65	90
26	Wafiq Azizah	75	85
27	Yantika Astianeiiy	70	90
28	Trisiana Putri Purnomo	75	80
29	Siti Nuradhila Fatiha	75	95
30	Arif Wijaya	75	80

From the results of the pre-test and post test presented by the researcher, it can be seen that the post test value is greater than the pre-test value. Seperti yang telah dijelaskan di atas jika nilai pre test lebih besar dari nilai post test, maka produk tersebut tidak valid. Namun, jika nilai post test berada lebih tinggi dari nilai pre test maka produk dikatakan efektif dan layak digunakan. Sehingga dapat di kesimpulan bahwa produk layak dan efektif digunakan di SMK IT Baitunnur Punggur pada kelas X TKJ.

6. Test Run

The product is identified and has been deemed to have a valid category, meaning that it is appropriate for use in learning media after going through a step-by-step process of

analyzing the needs of teachers and students and getting validated by experts / practitioners of media experts and material experts. The media that has been deemed practical in order to draw the conclusion that the product is useful and practical for use in class X TKJ at SMK IT Baitunnur Punggur.

DISCUSSION

Based on the results of validation conducted by a team of media expert validators and material experts, the product developed by researchers, namely comic strips to teach reading, is declared valid. The product developed by researchers received material expert validation eligibility of 90% with the criteria "very feasible". Similarly, the media expert validation obtained a percentage of 95% with very feasible criteria. From the validation results, it shows that comic strips to teach reading for ten grade students are feasible/valid to be tested. Likewise, the pre test and post test given to 30 students were shown with the results of the post test scores higher than the pre test scores so that it can be concluded that comic strips to teach reading are effective.

In contrast to the findings Muqsith (2021) In the learning of Qur'an Hadith using comics as an alternative learning media to analyze the differences and similarities between sunnah and hadith, with the aim of increasing students' understanding and memory, especially in applying the content of the Qur'an and Hadith in the daily environment. The feasibility of the study received a percentage of 95% empirically based on student responses. Other findings Nadiyah, dkk., (2019) comics can be concluded to provide an overview of learning fun math using characters in comics, interactive learning can eliminate boredom in class IV elementary school statistics lessons.

Sinta (2022) stated his argument that comics are "another version" of formal textbooks developed for language learning, comics seem to only adapt the contents of the book into pictures. Another finding states that with the ability possessed even with simple tools such as pencils or markers and a sheet of paper the teacher can already make comic strips not with sophisticated technology to make them, the practical nature of comic strips makes it easier for teachers to make teaching media, with the comic strip being a problem solver where students who are less active can be resolved immediately so that it can improve the performance of learning and education (Novitasari 2021). Other findings also state that using comic strips is a valid learning strategy and can be used in the classroom learning process, using online learning media assisted by kahoot applications and comic strips can improve students' cognitive learning outcomes. (Purwanti, dkk, 2021)

The contribution of this research helps teachers to alternative interactive and innovative learning in order to foster interest in learning and enthusiasm in learning students to be better. With the advancement of technology and the times, there is great potential for this development research to be expanded more widely. It is anticipated that the development research's findings will encourage students' interest in English classes at SMK IT Baitunnur Punggur.

CONCLUSION

Comic strip products made using the ADDIE model produce a product called supporting media comic strips Narrative Text where this product has been validated by two experts (media experts and material experts) getting a percentage of 92.5% and has also been tried out where the results of the tryout are higher post test values than pre test values, according to what has been explained above that if the post test value is higher than the pre test value then the product is said to be very feasible. Based on the calculation of tactical, validity, effectiveness, the data on the feasibility of the product with the name supporting media comic strip narrative text is declared valid. After producing a product supporting media comic strips narrative text at SMK IT Baitunnur Punggur which is feasible / valid for testing the suggestions from researchers are, teachers must always make innovations to the

material to convey material in class so that students when learning can and are able to receive learning material with fun and maximum in order to improve students' abilities.

AUTHOR CONTRIBUTION STATEMENT

All authors have contributed and participated in conducting this research.

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