THE DEVELOPMENT OF COMIC STRIP MEDIA TO TEACH READING SKILL IN MA ASSALAM JAMBEWANGI

Andrea Nora Santika[1], Ahmad Saifudin[2], Siti Rofi'ah[3]

Universitas Nahdlatul Ulama Blitar, Indonesia
[1] andreanora295@gmail.com, [2] saif.ahmad123coretandinding@gmail.com,
[3] sitirofiah.unublitar@gmail.com

Abstract

This research aims to describe the process and results the development of comic strip media for teaching reading skills in explanatory text material. The research subjects were 10 students of class XI MA Assalam jambewangi. The development procedure refers to the ADDIE model. Observation techniques, questionnaires and observations were used as information gathering in the preliminary study. Meanwhile, to determine the feasibility of comic strip products, researchers used a questionnaire instrument given to content and media experts. Then a student response questionnaire was conducted to determine the level of student satisfaction with the media. According to the content expert's assessment, a score of 88% was obtained in the very good category. From media experts, a score of 98% was obtained which was classified in the very Good category. In addition, the results of the student response questionnaire also scored 79% in the good category. Based on the overall assessment, the development of comic strip learning media on giving and asking for information themed explanatory text material for class XI students was declared valid and suitable for use teaching and learning activities in the School.

Keywords: Addie Model; Explanatory Text; Comic Strip

INTRODUCTION

Education and language are two concepts that are interconnected. The key educational tool is language. On the other hand, education makes a priceless contribution to the growth and promotion of language. Both are significant elements that mutually advance and improve one another in all facets of people's life. Education must be offered in a language that is appropriate for the setting or location in which it is received, namely the language of instruction used in the educational setting. Each nation has its own official language. Indonesian, the official language of the country, is used as the primary language of instruction in educational institutions. This indicates that Indonesian is the language of instruction there. The issue is that as science and technology advance, it becomes increasingly necessary to speak languages other than Indonesian. Indonesia has three official languages: Indonesian, regional languages, and foreign languages. These three languages frequently cross paths with one another. Particularly between English and other languages, especially Indonesian.

The Indonesian government included English as the first foreign language used in Indonesia. English is included in the curriculum and is an important subject in school so that it has a great opportunity to be used as the language of instruction in several schools in Indonesia (Miza Rahmatika Aini 2021). By (Aini and Nohantiya 2020) saying that English should be learned more than the mother tongue. There is intensive coaching for educators in elementary and junior high schools to have interesting learning methods for their students. English in Indonesia should immediately be placed as a second language, not a first language. This is based on the fact that there is a need for mastery of English in the era of globalization and industry.

The use of learning media is one strategy to help students who have trouble reading comprehension in English. Learning media will become a more effective and efficient support aid in accomplishing the learning objectives when they are used properly during the learning process. (Puspitarini and Hanif 2019) the function of this learning media is very important in the process of learning English especially in improving reading skills, so the teacher must choose the right media at the right time for example comic strip. The use of comics media is expected to improve students' reading skills through its nature that makes readers feel happy. Children's interest in storytelling pictures gives meaning to the need for using comic media for learning. Hope also helps students develop language skills, art, and helps students in interpreting and recalling the stories in them.

Comic strips are not only published in newspapers but also on the internet. Comic strips are short comics that consist of several panels and are shorter than regular comics. According to (Subroto, Qohar, and Dwiyana 2020) The definition of comic itself is a collection of images arranged in a sequence that is arranged in a frame and reveals the characters that are packaged in the story to increase the reader's imagination. According to (Nugraheni 2017) empirically students are more interested in reading picture books than text books. Through visualized expressions it makes the reader continue to read it until it's finished. Additionally, kids who read comics had considerably superior reading comprehension and vocabulary proficiency than those who did not. Students reading skills can improved after the implementation of comic strips in the class. The other research conducted by (Widayanti and Muntaha 2018) and (Cabrera et al. 2018) The research conducted by them was related to the use of Digital comic in English Foreign Language classroom and the result of their studies found out that Digital comic was very good media when used in helping students learn English.

According to the previous researcher with (Ahsanah and Utomo 2020) in the research title "The Use of Digital Comic in Developing Student's English Competence" Digital comics can be said to be one of the most useful and efficient forms of media that can help students in learning English. Because there is a considerable difference between before and after students receive treatment, according to statistical analysis. Almost all students had very poor TOEFL (Test of English as a Foreign Language) scores before the experiment, but once implemented, students' TOEFL scores can improve to be good. Therefore, it can be said that using digital comics in English language teaching and learning activities may have positive results.

From this research, it is necessary to have further research regarding the use of comic strips in learning. It's different with the researcher because researcher provided innovation in the form of books containing comics with short conversations according to the material and questions about certain tenses and sentences in comics so that later students could support their reading skills in class.

From the background above, the researcher is interested in increasing the ability to master English in a fun and not boring way by using English comics media for MA Assalam Jambewangi students, This research is entitled "Development of Comic Strip Media to Teach Reading Skill in MA Assalam Jambewangi".

METHOD

This research used Research and Development method (RnD). Research and Development are steps to develop products or improve existing products. Research According to Punaji Setyosari (2015: 276) this development research is referred to as a research-based development or also called Research-based Development. The type of research proposed by Gay, Mills, and Air asian is research oriented towards product development to be effective for use in schools. Borg and Gall state research and development is a research method used for develop or validate products used in the education and learning.

In this development research, the researcher uses the development model from ADDIE to produce comic strip media. ADDIE model was developed by Dick and Carry (Endang Mulyatiningsih 2014) to design a learning system using 5 stages, namely analysis, design, development, implementation and evaluation.
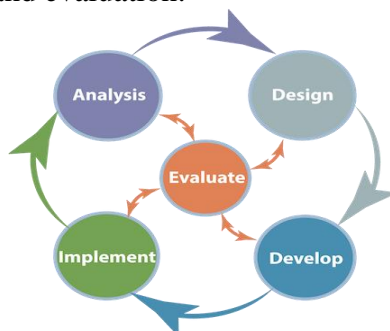
Picture 3. 1 *Stages of ADDIE Model Development*

Meanwhile, several stages in the ADDIE development model are as follows:
1) That needs to be done is to analyze the problem of media limitations when learning. 2) The next stage is design. At this stage, the systematic process starts from designing the concept of English subjects. 3) The next stage is development, This is the stage of developing comic strip media about explanation text to be further validated by the supervisor. 4) Implementation, In this stage, External Validation activities are carried out, namely the stages in the development procedure which aim to determine the impact of using the model in the form of product characteristics produced and the impact on students. 5) evaluation, this stage do the revised the comic strip media based on validation and the supervisor. In this study, reseracher tasted validity and reliability of instrument. Validity is a measure that shows the levels of validity of an instrument The Product validation is carry out to assess whether the storybook design developed is appropriate and to see whether or not a product is made properly from its appearance and content. The validators in this study were:1. Material expert will test the feasibility of the material in the storybook.2. Media expert will test the design on the storybook Reliability. While, According to (Arikunto 2011) by using the percentage of results which can be calculated using the following formula:

$$P = \frac{\Sigma X}{\Sigma X1} \text{ X } 100\%$$

Note:
P   : Eligibility
Σ x   : Number of assessment answer
Σ xi   : Highest number of answer

Table 1 Realibility

No	Percentage (%)	Eligibility
1	76-100	Valid
2	56-75	Enough Valid
3	40-55	Less Valid (Revision)
4	0-39	Invalid (Revision)

RESULTS AND DISCUSSION

Results

The researcher's design of the media to be used in the study is as follows: 1) the material used is in accordance with the syllabus, 2) vocabulary only focuses on Explanation text material, 3) Canvas size in comics - + 800 px X 1280, 4) Background color and clear writing so that it is easy to read, 5) Language is efficient according to English rules and easy to understand. 6) Comic files Designed to be easily accessed by anyone. 7) Provide examples of questions and discussion of the material so that students understand the material better. 8) Provide instructions on how to read comics and use media.

This product was.evaluated by the.media expert and content expert to get product validity. The data in table below shows a result from expert validation about the product.

Table 2. Results of Validity

NO	Validation	Percentage	Validity Criteria
1	Media expert validator	98%	Valid
2	Content expert validator	88%	Valid
	Total Percentage	187%	"Highly Sufficient"

According to the validation sheet above, the results of media expert validation, namely regarding design, graphics on comic strips, good recording quality and sound consistency show an average of 98% with the validity criterion "high enough" it can be concluded that "valid". The second data is the validation results of content media experts, namely regarding the eligibility and eligibility of the content. From the table it can be seen that the average score is 88% with the validity criterion "very high". So it can be concluded according to the table above that the validation results at this point are "valid". As a consequence of the validation results above, then it can be concluded the product is legal or valid to apply for students.

Based on the validity and reability the questionnaire can be used to evaluate the effectiveness of the product. The result of the satisfaction questionnaire result that is distributed to the ten students summarized at the table below:

Table 3. Results of Questionnaire Student Response

No	Aspect	Scoring	Expected Score	Criteria
1	Comic strip is useful to improve my knowledge	42	50	Very Decent
2	The language used in the comic strip is in accordance with KBBI so I can easily understand it	40	50	Feasible
3	After using comic strip media, it is easy for me to understand explanatory text material	41	50	Very Decent
4	There are several words in the comic strip media that confuse me	35	50	Feasible
5	The information contained in the comic strip is easy to understand	37	50	Feasible
6	Instructions for reading comic strips are clear and easy to understand	41	50	Very Decent
7	The pictures in the comic strip are in accordance with the contents of the material so that it makes it easier for me to understand	42	50	Very Decent

8	The size of the comic strip media is appropriate so that it is comfortable to read	43	50	Very Decent
9	The choice of typeface, font size and spacing is correct to make it easier to read comics	38	50	Feasible
10	The appearance of colors in comics is good and interesting so that it can increase students' interest in learning to use comics	42	50	Very Decent
11	This comic strip motivated me to study explanatory text material	38	50	Feasible
12	The contents and storylines in comics are interesting to read	37	50	Feasible
13	Comic strips add to my curiosity in studying explanatory text	40	50	Feasible
14	This comic strip made me actively ask questions if there was material I didn't understand	36	50	Feasible
15	This comic strip is interesting to use in classroom learning	39	50	Feasible
	Total Score	591	750	

$$\Sigma \text{ P}=\frac{X}{N} \times 100\%$$

$$\text{P}=\frac{591}{750} \times 100\% = 79\%$$

Based on the table above, the feasibility of comic strip media is 79%. It was interpreted into table of feasibility percentage classified as "Feasible" criteria.

Discussion

This research aims to describe the process of developing comic strips and the results of their development to teach reading skills to class XI MA Assalam jambewangi students. The first process of developing comic strips analyze needs of the class. From the results of data collection, it was found that the most of difficulty understanding English when learning takes place, because in the book there were only examples of conversations and questions in English so they had to look again to find out what it meant, besides that some students also said that the media used was less diverse so that there is a lack of enthusiasm when studying, especially during the day. These facts became a gap for researchers to develop online-based media, namely comic strips. Referring to the results of this research and development, it can be defined that students needed the development of learning media. Learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objectives (Puspitarini and Hanif 2019) the function of this learning media is very important in the process of learning English especially in improving reading skills, so the teacher must choose the right media at the right time for example comic strip. Then the researcher designs the media from the cover to the media content. The design results are developed by the researcher into a product that is ready to be validated by experts. Experts not only provide ratings, but also provide comments and suggestions that are used by researchers as a reference for revising products. Several revisions were given by experts, such as changing the color of the design on the front cover, changing the contrast in the background color, adding subjects and extending the story, and adding procedures for reading comic strips.

After the product is revised, it is ready to be implemented according to the actual target. The trial was conducted online on April 14 2023 and was attended by 10 students of class XI IPS. The process is carried out by prioritizing student-centered learning and researchers only as facilitators. As an introduction, the researcher explains the comic strip media and how to use it. Students are given learning media files containing explanatory text material. After that, they were given a few minutes to understand the material and then students were given an order to ask questions in the chat column if there were words or material that were difficult to understand. About 10 minutes, after the question and answer session the students were told to

do the practice questions on the last page. After the working time is up, the answers are collected. Prior to closing, the researcher distributed student response questionnaires in the form of a Google form to provide an assessment of the feasibility of the comic strip media that had just been used and to evaluate the activity. Thus, researchers can find out whether class activities with comic strip media have achieved the learning objectives or not.

The last is Evaluation, at this stage the final product revision is produced at this evaluation stage based on recommendations, comments, and validators. Assessment of the feasibility of comic strip learning media products used a questionnaire given to 3 respondents, namely instrument validators, material experts, and media experts. First, the instrument validation test which was validated by Istina atul makrifah, M.Pd. there are 3 aspects and 10 indicators, based on the results of instrument validation can be concluded that a percentage of 88% is obtained with the "Very Good" criteria. Second, material feasibility test by material experts by Bagus Waluyo, M.Pd. There are 3 aspects and 12 indicators based on validation results by material experts, it can be concluded that the percentage is 88% with the "Very Good" criterion. Third, media feasibility test on media experts, namely Winda Khoirun Nisak, M.Pd. there are 4 aspects and 16 indicators based on the validation results of media experts, it can be concluded that the percentage is 98% with the criteria of "Very Good". Comic strip learning media is appropriate for teaching reading skills to eleventh grade MA students assalam jambewangi. By using comic strips students can master reading skills. The final results of this study are in accordance with (Amrizal 2022) They also proposed that teachers should encourage students to create comic strips by fusing words and images, in order to help students develop into literate, critical, and creative thinkers. Using comic strips as a teaching technique and medium helps excite and activate students' brain processes, they claimed. The objective of reading and writing is to encourage children to consider the literal and figurative meanings of the words they read and write, as well as Learning comics is anticipated to enhance student learning outcomes by motivating kids to read. Next, according to (Ahsanah and Utomo 2020) in the research title "The Use of Digital Comic in Developing Student's English Competence" Digital comics can be said to be one of the most useful and efficient forms of media that can help students in learning English. Because there is a considerable difference between before and after students receive treatment, according to statistical analysis. Almost all students had very poor TOEFL (Test of English as a Foreign Language) scores before the experiment, but once implemented, students' TOEFL scores can improve to be good. Therefore, it can be concluded that using comics strip in English language teaching and learning activities may have positive results. In addition to the data above Results of Student Satisfaction Response Questionnaire Get 79% yield. It was interpreted into a table of feasibility percentage classified as "Feasible" criteria. So this can prove that comic strip is good/ feasible to use as a learning medi in explanatory text material on the theme of giving and asking for information.

CONCLUSION

This study concluded that the process of developing instructional media in the form of digital comics to teach reading skills to class XI MA Assalam jambewangi students used steps adapted from the development model from ADDIE by Dick and Carry. This product has become an alternative material for teaching reading skills. They are motivated to learn to read in English because teenagers as young learners like to learn about something new and like to read something that is considered interesting. Developing reading skills can be a tool to improve learning outcomes. This media provides many conveniences in learning for teachers and students according to the needs of students in class XI schools. Finally, explanatory text

learning materials using comic strips are feasible to implement as an alternative material for teaching reading skills by modifying and adapting it based on the needs of students.

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