

# DEVELOPING COMIC STRIP MEDIA TO FACILITATE STUDENTS READING COMPREHENSION OF NARRATIVE TEXT

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## ABSTRACT

*The following difficulties have been reported to this study: students need media to facilitate their English learning, and uninteresting and dissatisfied classroom learning system. As a result, the study topic arising from these issues is the creation of comic strip media when combined with liveworksheet.com. The objective of this research is to describe the designing and developing multimedia learning using comic strip in narrative text for first grade students of Senior High School. The Design and Develop Research approach was employed in this study, which included planning, designing, developing, and validating. The trial subjects in the study included content expert, media expert, and English teacher of MA. Sunan Ampel. Observation, interviews, documentation, and validation sheets (from content expert, media experts, and English teachers) were employed as instruments. The average result reached for the design and development of learning media regarding comic strip media based on validation sheets from content experts, media experts, and English teachers is 89% (very high). As a result, it can be stated that the design and development of learning media for narrative text with reading comprehension abilities, particularly for tenth grade students, is extremely high to be employed in English language learning in the classroom.*

**Key Words: Design, Comic Strip Media, Reading Comprehension, Narrative Text**

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## INTRODUCTION

Technology has a significant role in the advancement of practically every profession, particularly education (Raja & Nagasubramani, 2018). Gadgets are devices of technology that people routinely use and perform numerous functions, such as engaging with others, doing so, and playing games. Furthermore, devices have both beneficial and harmful effects on the lives of students.

Furthermore, devices have both beneficial and harmful effects on the lives of students. Students use gadgets all throughout the day, even in school, because numerous educational institutions allow students to use their own devices. As a consequence, many students lose attention during the learning process, causing it to be disturbed.

According to Nunan (2003) Reading is an act through where individuals combine information from books with their own prior experience to create meaning. This signifies that students comprehend the topic based on prior knowledge.

Despite the fact that reading is incredibly important, many people, particularly students, are too sluggish to read. Even if there are numerous advantages to reading, one of them is that if we want to write something, the first thing we must do is read more. Krashen (2009) argues that Reading, rather than writing, is used to develop the writing process. In reality, writing a single page of articles every day will not improve one's writing talents; instead, reading articles every day will.

A large percentage of students keep having trouble with reading texts, in particular comprehending narrative literature. They struggle to interpret the text's messages, answer questions, and evaluate the general structure. Furthermore, they struggle to understand the information since they are unable to visualize the text in their brains (Duffy, 2009).

As evidenced by the growing acceptance of Webtoon among teenagers, technology as a medium may pique students' curiosity. Given these data points, educators must use the same method in how children learn; they can use technology to develop learning content that increases students' motivation to take part in reading.

In addition, to obtain the greatest benefit out of school gadgets, teachers must use them to maximize the learning process. Sudjana & Rivai (1998) stated that students are glad if, throughout the learning process, the teacher may use gadgets as a media in the learning process, so that students are driven to absorb the subject since learning is more colorful, authentic, and spectacular.

There have been various past studies on the usage of comic strip media. Arief, et al (2022) conducted the effect of digital comic media on East Asian students' English Language learning outcomes.

The experimental research findings demonstrated that employing digital comic media improved students' English language learning outcomes.


Besides that, Kardena & Susanto (2021) conducted a study entitled the effect of comic strips as an English teaching media toward students' reading ability in descriptive text. The research results of this study show that employing comic strips has a substantial impact on students' descriptive text reading skills in the seventh grade at MTsS Yati Kamang.

In addition, Sugirin & Rengur (2019) conducted a study entitled the effectiveness of using comic strips to increase students' reading comprehension for the eighth grade students of SMPN 1 Pundong. This quasi-experimental study has two groups: an experimental group and a control group. According to the findings of the study, utilizing a comic strip was more beneficial than using traditional media in boosting students reading comprehension.

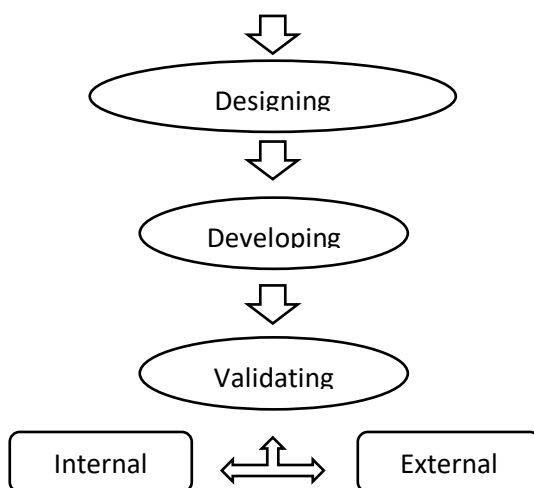
As previously stated, the use of technological gadgets as a learning medium with the purpose of capitalizing on the role of electronics in students' daily activities is being explored. Furthermore, reading is a linguistic skill. Students require extra time to grasp texts because it is tough for them to learn. As a result, learning media based on comic strips is an appropriate medium for learning to read narrative texts since it allows students to quickly analyze and comprehend texts, because Roozafzai (2012) claims that comic strips are more captivating and delightful, effectively grabbing readers' attention and inspiring their creativity.

## METHOD

Richey and Klein (2007) and Alessi and Trollip (2001) presented the Design and development process for this project. Richey and Klein (2007) defined design and development research as having four steps: identifying the research problem, developing the research model, validating both internally and externally, research, and usage. The concept of Alessi and Trollip (2001) likewise comprised three stages: planning, designing, and developing. The researcher employed the Richey, Klein, Alessi, and Trollip models, which have four steps: planning, designing, developing, and validating.



Planning



*Richey and Klein (2007) and Alisse and Trollip (2007) Design and Development Research Model*

The goal of this study is to create comic strips in partnership with Liveworksheet.com as learning media, media experts, content expert, and English teachers are involved to assess whether the media created by researchers are appropriate for use as learning media. The material expert is a UIN KHAS Jember English lecturer, the media expert is a UIN KHAS Jember media expert lecturer, and the English teacher is from MA. Sunan Ampel. Initial and main field tests were undertaken to help design the media. The subjects of the study were students of MA. Sunan Ampel. Learners from the tenth grade, which included 15 students MA. Sunan Ampel, and English teacher provided input on the comic strip created in combination with the Canva application, making comments and suggestions based on the produced teaching materials.

The following instruments were used to collect data for this study: observation, validation sheet, interview instructions, and documentation. The structured observation includes an observation checklist, which was used to collect data. Interviews with students were done. The purpose of this interview is to determine the media that students require as instructional tools for reading comprehension in narrative text content. For media experts, material experts, and English teachers, validation sheets were employed. The validation statements presented in the validation sheet concern the appearance, content, and applicability of the material utilized for research-created comic strips.

The data analysis performed in this study was qualitative data analysis. The sequence of data gathering approaches was used to

analyze the data. First, the data from the validation sheet completed by the experts was analyzed in order to revise the product to be evaluated. Second, data from observation checklists and interviews were examined. Following the collection of data from interviews, observations, and validation sheets, the researcher will create the final product of comic strip media in collaboration with liveworksheet.com.

## RESULTS AND DISCUSSION

# Design and Developing Comic Strip Media “The Story of Bawang Merah and Bawang Putih”



Picture 1. Page 1



Picture 2. Page 2



Picture 3. Page 3



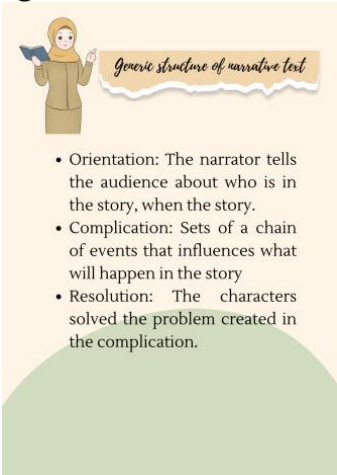




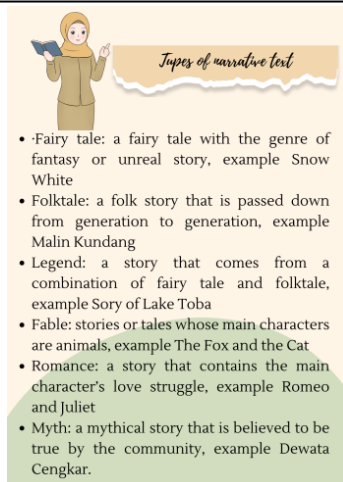
Picture 7. Page 1, student identity of Liveworksheet.com



Picture 8. Page 2, material of Liveworksheet.com



Picture 9. Page 3, material of Liveworksheet.com



Picture 10. Page 4, material of Liveworksheet.com

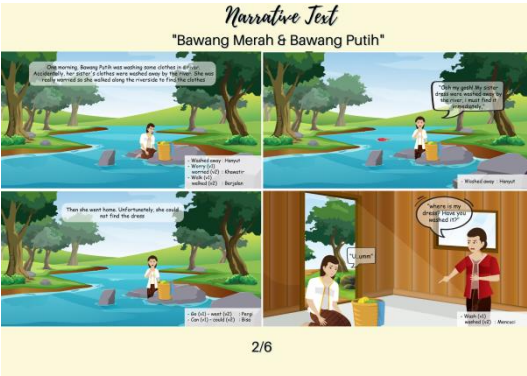


Picture 11. Page 5, introduction of characters of Bawang Merah and Bawang Putih



Picture 12. Page 6, task and story of Bawang Merah and Bawang Putih

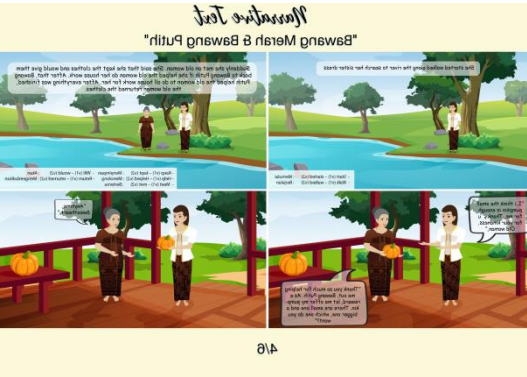




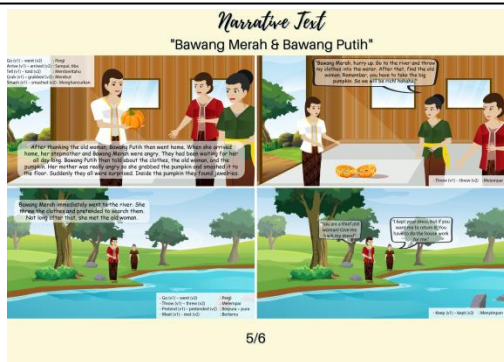
Picture 13. Page 7, story of Bawang Merah and Bawang Putih



Picture 14. Page 8, story of Bawang Merah and Bawang Putih



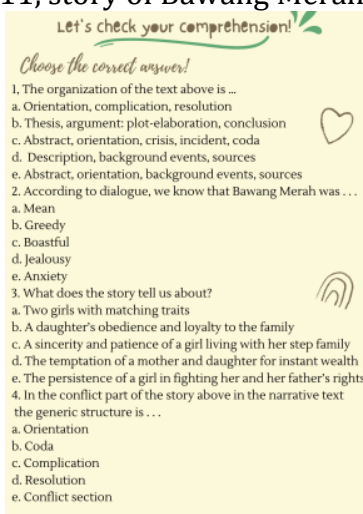
Picture 15. Page 9, story of Bawang Merah and Bawang Putih



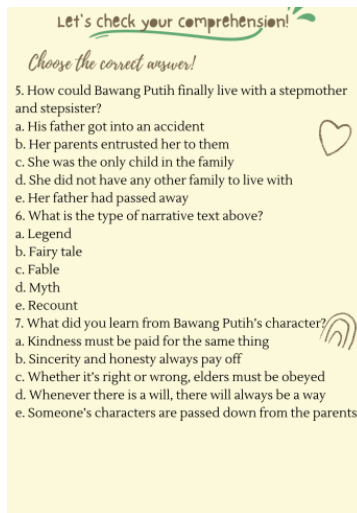
Picture 16. Page 10, story of Bawang Merah and Bawang Putih



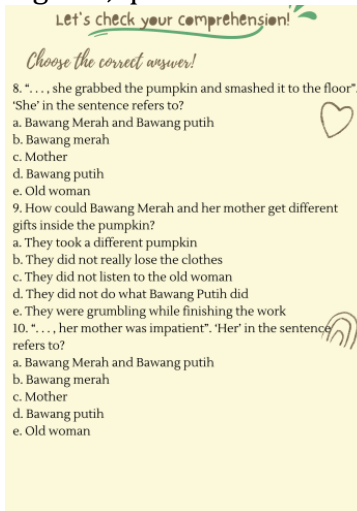
Picture 17. Page 11, story of Bawang Merah and Bawang Putih



Picture 18. Page 12, question of Liveworksheet.com



Picture 19. Page 13, question of Liveworksheet.com



Picture 20. Page 14, question of Liveworksheet.com

The creator of liveworksheets.com first produced a template and then posted it to the liveworksheets.com web. The template that was uploaded was created with the Canva application; the developer used Canva's tools to create an appealing template, beginning with the background theme, image, and typeface. The template created by the developer included comic strips concerning narrative content as well as questions to assess student comprehension. The developer then uploaded it to the web in order to be able to specify the proper answer so that when students finish the answer, they can see their score.

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## **Review from Material, Media Experts, and English teacher**

According to the data obtained from the questionnaire given to the material experts, the content of the media developed by researchers was in accordance with the 10th grade high school syllabus, and the grammar used was good and suitable for application to tenth grade students. According to the media expert, becoming a medium in learning English, particularly in speaking, would be able to boost students' excitement for learning. It will foster a cheerful and enjoyable learning environment. While the English teacher's validation, the English teacher claimed that this media is very intriguing and capable of increasing students' enthusiasm and aptitude in reading comprehension skills

This media comic strip was intended to assist instructors and students with English narrative text teaching and learning activities. This media is designed to be as appealing as possible while also being appropriate for the curriculum and student needs, so that students are interested, delighted, and not bored when reading narrative material.

This media was created with the 10th grade senior high school English syllabus in view. Language function employed in comic strip stories and activities adapted to the syllabus on liveworksheet.com. In conjunction with liveworksheet.com, media in the form of comic strips is planned and developed for English subjects with narrative text material that focuses on boosting students' reading comprehension skills. Rengur and Sugirin (2019) stated that Students found it simpler to follow the story because it includes visual characters in the comic strip, which helps students understand the plot better.

The presentation of this in comic strips can provide a dynamic atmosphere that encourages pupils to express their emotions while learning (Sarma, 2016), because the comic strip media created in collaboration with liveworksheet.com is designed and developed to be as appealing as possible in terms of character selection, colour combinations, fonts, speech bubbles, and image quality, so that students are interested in reading stories on comic strips created by researchers.

Researchers conceived and produced an exercise in the form of E-LKPD on the liveworksheet.com website, which is loaded with appealing graphics and colour combinations to help students relax and avoid boredom while performing the exercise. Furthermore, pupils can quickly view the score of the task they are performing.

## **CONCLUSION**

Based on the entire development process, this comic strip media could be utilized as an educational medium to teach reading comprehension, particularly narrative material. The validation of expert assessment results show that the average score of learning media developed by researchers using comic strips is 89%, indicating that it is a very good learning media for English language learning with narrative text material that focuses on improving students' reading comprehension abilities.

Based on the investigation, the researcher can make the following recommendations: Teachers should be able to create this comic strip media for classroom usage so that students can participate in engaging, fun, and non-boring teaching and learning activities. Students are expected to comprehend the subject, particularly narrative material, by properly comprehending the text and structure contained in narrative text. While for other researchers should carry out and improve similar research models like this one, because research designs like this are very beneficial for the world of education, and the use of this media can be developed for other language skills such as reading, listening, or writing. Other researchers can employ learning topics that include Islamic history to boost children's religious knowledge.

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