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Development of Comic Maker on Narrative Text for Eleven Grade Students of SMA Negeri 5 Pekanbaru

Bramudia Sakra Putra*, Siti Niah, Ardiya

Universitas Muhammadiyah Riau, Pekanbaru, 28294, Indonesia

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ABSTRACT

Narrative text is a type of writing that tells a story to entertain readers or listener. Its main goal is to entertain people with various experiences. Additionally, language features in narrative texts include using descriptive words like adjectives and adverbs, action verbs, and being written from either a first or third-person perspective. Comics are among the various educational tools featuring illustrated stories. Their primary function in education is to inspire student motivation. Unlike other tools, comics can stand alone and improve learning outcomes even when used differently. Traditionally printed on paper, comics are now increasingly digital, accessible via computers, tablets, or smartphones. Digital comics offer an innovative and creative learning medium expected to enhance student understanding of subjects. This study aimed to develop comic media for learning media, as well as to assess the students' response toward the media. Analysis of student responses using the Percentage of Total Response Formula developed by Riduwan (2015) indicates that students have shown a positive reaction to the developed "Comic Maker" as a learning tool for Narrative Text. With an average response percentage of 70.5%, it is evident that students have positively received the "Comic Maker" medium for learning Narrative Text. Based on the research findings, the conclusion regarding students' response to the Comic Maker for Narrative Text among eleventh-grade students is favorable.

1. Introduction

English is the one of the most most widely used languages in the world . It is the official language or one of the official languages in many countries and serves as the lingua franca in numerous international contexts, including business, technology, academia, and media. The term 'English' refers to the global language

* Corresponding author.
E-mail: bramputra494@gmail.com

that is widely spoken and taught as a first language, second language, and foreign language in the 21st century. English has become an international language that has had a significant impact on the world as a whole. In English, there are four (4) skills which include reading, writing, listening, and speaking (Ibrohimova, 2022).

Reading is the process of obtaining and comprehending information contained in written or visual texts. It is a crucial skill used in everyday life, education, and careers. Reading is paramount in the learning process, as through reading, students gain information previously unknown to them. It is not only important for acquiring information but also for expanding the reader's insights (Alpian & Yatri, 2022). To learn to read effectively, students must understand the meaning of the content they read (Elendiana, 2020).

Reading is an essential component of education because it is indispensable in the development of science, technology, and the arts (IPTEKS). The progressing development of science, technology, and the arts (IPTEKS) necessitates human life's involvement in reading activities, as the information obtained is mostly received through print, electronic media, and electronic media. Reading activities are crucial since most of the information obtained is received through print and electronic media, both orally and in writing. Education is the most important factor in a person's life, because it can distinguish a person's ability to think (Bella, 2023).

One of the reading to be comprehended is Narrative Text. Narrative text is a type of text that tells a story to entertain readers or listeners. It aims to amuse people with different experiences. According to Rachmawati & Rachmawati (2018), narrative text has a structure consisting of orientation, complication, resolution, and re-orientation. Hyland (2008) as cited in Suryani (2018) adds that narratives should have an introduction, where the setting and time are introduced, a problem or complication, and a resolution where the issue is resolved. The language features of narrative text include using words to show the order of events, describing with adjectives and adverbs, using action verbs, and being written in either first or third person. Examples of narrative text are folktales, fairy tales, myths, legends, and science fiction stories.

To overcome issues regarding students' Narrative Text abilities, a learning medium is needed to stimulate students' reading skills. Learning media that can stimulate students' reading abilities. Learning media is one of the crucial elements in the learning process, becoming a learning resource that helps teachers enrich students' insights (Eser & Ayaz, 2021). Learning media is also beneficial for making teaching more interesting, thus igniting learning motivation, clarifying the meaning of teaching materials, engaging students more, making students more aware of the teaching process, and making the teaching methods more varied. It involves students more and diversifies the learning methods (Özok & ÇelİK, 2022). One of the media that can be used to develop students' reading abilities is comic-based learning.

Language is an important tool to express and communicate with the others (Sari, 2023). Comics are one of several learning media that contains reading and illustrated stories (Julizawati, 2023). The main role of comic media in learning is its ability to motivate students to learn. In addition, comic media also does not require any assist from other tools in its application. Comic media can help improve the quality of learning even though it is implemented with a different model (Gustiani et al., 2017). Comics are usually made on paper, but nowadays, digital comics are getting more popular. You can read them on devices like computers, tablets, or smartphones (Serevina et al., 2021). Using digital comics for learning is expected to be fun, creative, and innovative. It can help students understand subjects better. Online technology makes learning more active, creative, and enjoyable. Digital comics can also cover a lot of different topics. Using them for online learning can make learning better for students (Daulay & Nurmnalina, 2021).

The researcher opted to create this comic media due to a decline in students' interest in educational materials. This phenomenon is attributed to the continued use of traditional learning resources by teachers, such as worksheets and textbooks. Moreover, there is an expectation for learners to engage in joyful and autonomous learning. Consequently, the researcher developed a learning medium aimed at addressing these challenges and assisting students in overcoming them..

The researcher used digital learning material to help students learn better and solve the problem of not being interested in Narrative Text. The material was made to be easy to use, all put together, fair, and nice to look at. Experts checked it and students tried it, and it worked well in making students more interested and better at solving problems. So, the researcher decided to use this material to make digital learning better and give students a more fun and useful learning time.

There are several researchers who have done research related to Comics as Media Learning. First, Julizawati (2023) in her thesis titled 'The Development of Digital Comic Media to Improve Reading Skills of Students at SMPN 40 Pekanbaru'. This study aimed to develop a valid, practical, and effective Digital Comic Learning Media. This research obtained 78-84 score before the development and gained 85-89 score after the media was developed. It means that the Digital Comic Learning Media is successfully developed and can be used to improve students Reading Skills.

The second previous study was conducted by Daulay & Nurmnalina (2021) in their thesis 'The Development of Comic Media to Improve Reading Comprehension Skills of Fourth-Grade Students at SDN 41 Pekanbaru'. The aim of this study was to develop a valid and effective comic media to improve reading comprehension skills in the Indonesian language subject for fourth-grade students at SD Negeri 41 Pekanbaru. The study proposed the development of comic media as a solution to the current text-based reading materials in the teaching of reading comprehension aspects in the Indonesian language class. The research method used was Research and Development, adapting the ADDIE model. Data Collection techniques included observation, pretest-posttest tests, interviews, and

questionnaires. While Data Analysis techniques involved qualitative data analysis and quantitative descriptive statistics. The expert assessment results indicate that the developed comic media are highly suitable. Pretest and posttest scores show an improvement in students' reading comprehension skills, with a moderate level of increase indicated by the Gain Score calculation. Overall, the study concludes with the development of a comic media aimed at enhancing students' reading comprehension skills.

There are differences between previous study and the research done by researcher. For example, both previous studies applied their developed media in Indonesian Subject, whereas this study implemented the developed media into English Subject. Moreover, the research objects of the past studies were State Elementary Schools Students and Junior High School Students, when this research object was Senior High School Students. Furthermore, this study aimed to develop comic media for teaching learning, as well as to assess the students' response toward the media, while the former studies only focused on Reading Skill only.

Based on some of the research results, it can be said that the learning comic media has a high enough validity, so it is very feasible to be developed and taught to students.

2. Methodology

The researcher used the Research and Development (R&D) research method. The Research and Development method is a research method used to produce a certain product and to test whether the product is effective or not. This R&D technique allows for the production of a product and the testing of its effective. Additionally, the R&D technique seeks to discover, create, and validate a product Amin & Wahyudin (2022). Research and Development (R&D) is a research technique used to create or verify educational and learning related goods (Anggraini, 2021). This research was conducted in March 2024 at SMA Negeri 5 Pekanbaru involving the 11th grade class of SMA Negeri 5 Pekanbaru with a total of 38 students. This research uses the ADDIE methodology to create a learning media product. The ADDIE method is a structured way to design and develop learning materials. It's made to help with the process of making educational media.

Research Procedures

A. Analysis

Firstly, the analysis began with field research where the researcher conducted direct interviews with teachers responsible for the English subject. Additionally, topic analysis was carried out in developing instructional materials aligned with objectives. Field research was conducted through direct visits to schools and orientation sessions with English teachers.

B. Design

Next comes the design phase. In this stage, the researcher gather materials for the media and choose where to get information from, specifically for creating Narrative Text Material. For example, the researcher use the Learning Implementation Plan (RPP) SMA Bahasa dan Sastra Inggris Kelas XI created by Emmaryana (2016) which outlines the main skills, basic skills, and learning objectives, table of contents, introduction, subchapter concepts, material description, evaluation, and key evaluation answers. The next stage is compiling components that will be applied to the media, such as: Narrative Text in form of digital comic. The designs for the comic contains of six pages of digital comic in Figure 1.

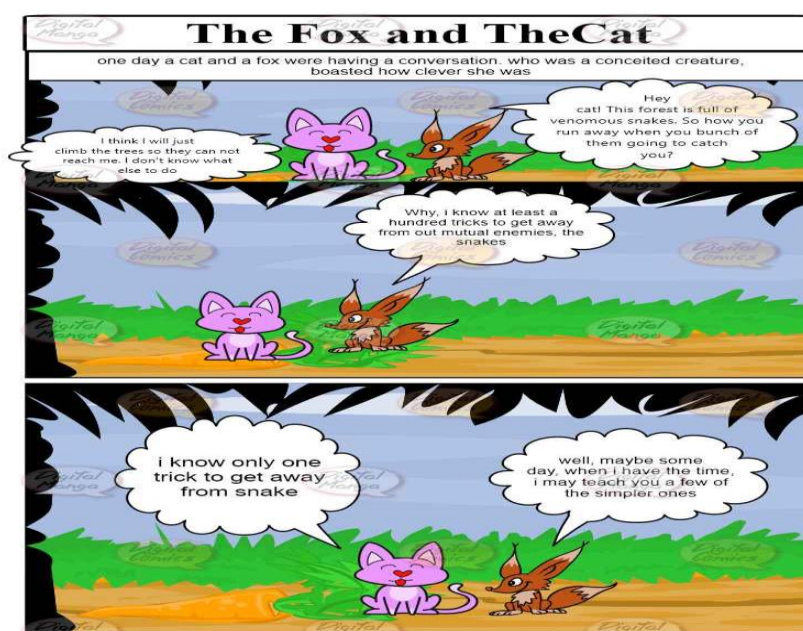


Figure 1. Overview Media

Before using the Comic Media with students, the researcher had experts check the materials and media. The aims is to make sure the media was good for teaching reading in a way that makes students more interested and matches the goals, content, and how students learn. The experts also gave suggestions for improvements before trying it out.

C. Development

The third stage is development. During this phase, the content from the modules is transformed into the Comic Media Format. The planning and inclusion of additional supporting materials were already decided upon during the design phase.

D. Implementation

Fourth, implementation. In this stage, the researcher tests the media with students and asks them to fill out the provided questionnaire. After the questionnaire is

completed, the next step is to provide students access to the media through the provided link. Researcher tests the use of media by including ten statements in the questionnaire. Researcher employs a 5-point Likert Scale in the questionnaire. Each option has a score, as outlined in the questionnaire Table 1.

Table 1. Rules for Scoring Respondents' Instruments Score Description

No.	Description	Category
1	Stongly Agree	5
2	Agree	4
3	Quite Agree	3
4	Disagree	2
5	Stongly Disagree	1

As mentioned by Sugiyono (2017), as cited in Khasanah & Rusman (2021), the total score achieved from the respondents (media experts, material experts, and students) was used to calcute the standard for media quality. This was done by those who filled out the questionnaires, employing the subsequent formula. Formula for Calculating the Average Score.

$$F = \frac{\sum X}{\sum Xi} \times 100\%$$

(Sugiyono, 2017 cited in Khasanah et al., 2019)

Where:

F: Feasible

$\sum X$: Number of assessment answers

$\sum Xi$: Highest number of answers

The ideal rating category can be seen in the Table 2.

Table 2. Ideal Assessment Criteria for the Feasibility of Learning Media

Eligibility Percentage Intervals	Category
0% - 20%	Very Unqualified
20% - 40%	Unqualified
40% - 60%	Qualified Enough
60% - 80%	Qualified
80% - 100%	Very Qualified

If the feasibility of the learning media meets the necessary standars and the percentages is greater than 60%, the larning media are considered qualified for usage. In terms of how the students' response in the comic media was determined by the questionnaires. The research was conducted before and after treatment by using The Motivation for Narrative Text Questionnaire was developed by A Wigfield and JT Guthire cited in Rinawati (2019). The aspects are as follows Table 3.

Table 3. List of Questionnaire Aspects on Narrative Text

Aspects	Total Question	Question Numbers
Understanding the Meaning	5	1, 3, 4, 13, 14
Grasping Sense	3	2, 5, 10
Evaluation	3	9, 11, 12
Flexible Reading Speed	4	6, 7, 8, 15

The research was conducted before and after treatment by using The Motivation for Narrative Text Questionnaire was developed by A Wigfield and JT Guthrie cited in Rinawati (2019).

3. Results and Discussion

This part shows the learning material made by the researcher, which is the Digital Comic Learning Media. It includes exercises for students and instructions on how to use it. This material was used to help students learn better, and later on, the researcher looked at how well it worked..

a) *Feasibility of Learning Media Based on Material Aspects.*

The validation questionnaire was completed by a lecturer from the English Education Department at Universitas Muhammadiyah Riau. Here are the results of the assessment done by the material expert to see if the material is suitable.:

Table 4. Material Expert Feasibility Questionnaire Calculation Results Based on Material Assessment Aspects

Assessment Aspects	Total Score	Eligibility Percentage	Category
Content Accuracy	27/35	77%	Qualified
Flexibility	11/15	73%	Qualified

Table 4 illustrated that the evaluation conducted by the subject matter expert, focusing on elements such as Content Accuracy and Flexibility resulted in an average score of 75%. These results suggest that the developed learning material is considered highly feasible according to the assessment criteria.

b) *Feasibility of Learning Media Based On Media Aspects.*

The questionnaire for assessing media expertise was completed by a lecturer specializing in English Education at University of Muhammadiyah Riau. Below are the eligibility calculations provided by the media expert in Table 5.

Table 5. Media Expert Feasibility Questionnaire Calculation Results Based on Media Assessment Aspects

Assessment Aspects	Total Score	Eligibility Percentage	Category
Utility and Effectiveness	12/15	80%	Very Qualified
Instructional Design	31/35	88%	Very Qualified

Table 5 illustrated that the evaluation conducted by the media expert, focusing on aspects such as Utility, Effectiveness, and Instructional Design resulted in an average score of 84%. These findings suggest that the developed learning media falls within the highly feasible category according to the assessment criteria.

c) Trial with the Students

The researcher conducted a trial to assess students' response in Narrative Text towards the developed learning media. The questionnaire results were analyzed by calculates the percentage of total responses. Formula for Calculating the Percentage of Total Response

$$P_{total} = \frac{\sum P}{n}$$

Where:

P_{total}: Total Response Percentage

$\sum P$: Sum of percentage Scores Obtained

N: Number of Questionnaire's items/ statements

(Riduwan, 2015)

After finding out the Total Response Percentage using previous formula, the researcher needs to determine whether the Student's Response Percentage towards the Comic Maker as teaching learning media remain positive or not. Therefore, the researcher used Table of Interpretation Score Criteria that was developed by Riduwan (2015) in his book titled '*Skala Pengukuran Variabel-variabel Penelitian*'. The Table 6 is as follow.

Table 6. Table of Interpretation Score Criteria

Response Percentage	Category
0% - 40,99%	Not Positive
41% - 69,99%	Less Positive
70% - 84,99%	Positive
85% - 100%	Very Positive

(Riduwan, 2015)

The results of questionnaire responses about Narrative Text are as follows:

Table 7. Results of questionnaire responses on Narrative Text

Aspects	Response Percentage	Category
Understanding the Meaning	71% (0,71)	Positive
Grasping Sense	72% (0,72)	Positive
Evaluation	68% (0,68)	Less Positive
Flexible Reading Speed	71% (0,71)	Positive
Response Average	70.5%	Positive

Table 7 indicates that the aspects, namely understanding the meaning, grasping sense, evaluation, and flexible reading speed, have an average score of 70.5%. This signifies that students' response towards developed media is remain positive. Similar research has been conducted by Aggraini (2021) using comic media in student reading instruction, yielding highly positive participant responses. Likewise, a similar study by Ahmad & Ma'rifatulloh (2023) utilized comic strips towards students' reading comprehension skills, showing a notable improvement in results of the paired sample t-test, the two tailed significance value (sig) was found to be 0.000, which is below the conventional threshold of 0.05. This study shows that using comic strips has a big effect on how well students understand what they read, especially when it comes to stories.

4. Conclusion

The development of instructional media using "Comik Maker" demonstrates good feasibility in terms of both content and media aspects. Evaluation conducted by content expert indicates that the instructional design, content, as well as language and communication aspects of the media receive favorable assessments. Similarly, media expert affirm that the utility, functionality, and visual communication on the media meet the required standards. Analysis of student Response Percentage using Percentage of Total Response Formula developed by Riduwan (2015) shows students' positive response towards the developed media as learning media for Narrative Text. An Average Response Percentage of 70.5% further emphasizes the positive response of the "Comic Maker" media on students' Narrative Text. Based on the research conducted, the conclusion drawn regarding students' response to Comic Maker on Narrative Text for Eleven Grade students is Positive.

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