

## Developing Smart Comic as Reading Media of Tenth Grade Students of SMA Muhammadiyah Pangkalpinang

Iqbal Nur Nifki<sup>1</sup>, Dwi Indra Aprilliandari<sup>2</sup>, Haiyudi<sup>3</sup>

<sup>1</sup> University of Muhammadiyah Bangka Belitung, Bangka Belitung

<sup>2</sup> University of Muhammadiyah Bangka Belitung, Bangka Belitung

<sup>3</sup> University of Muhammadiyah Bangka Belitung, Bangka Belitung

\*Corresponding Author: [Haiyudi@unmuhbabel.ac.id](mailto:Haiyudi@unmuhbabel.ac.id)

### ABSTRACT

*The development of smart comic media was motivated by the problems experienced by teachers and students at SMA Muhammadiyah Pangkalpinang. The problems that arise come from two points of view: the student's point of view and the teacher's point of view. According to students, the main problem that arises is boredom when learning English in class, and based on the teacher's point of view, that is, teachers still use textbooks or LKS (Lembar Kerja Siswa), so that English learning media is still lacking. So, a solution is needed to overcome this problem in the form of smart comics so that they can attract students' interest and help teachers in teaching. The aim of this research is to develop intelligent comic products that are appropriate and effective in teaching narrative text to high school students. The method used in this research is research and development with the ADDIE development model, which consists of five stages, namely: analysis, design, development, implementation, and evaluation. The validation results of the product being developed were declared & "very feasible" to be tested by validators, with the results of the first validator being 79.54% and the results of the second validator being 82.95%, while the test results of the product being developed were 82.95%. declared & "very good" with teacher response test results of 98.43% and student response test results of 91.33%..*

**Keyword:** Smart Comic, developing media, Reading media

### ABSTRAK

*Pengembangan media komik pintar ini dilatarbelakangi oleh permasalahan yang dialami oleh guru dan siswa di SMA Muhammadiyah Pangkalpinang. Permasalahan yang muncul berasal dari dua sudut pandang yaitu sudut pandang siswa dan sudut pandang guru. Menurut siswa, masalah utama yang muncul adalah kebosanan saat belajar bahasa Inggris di kelas, dan berdasarkan sudut pandang guru, yaitu guru masih menggunakan buku pelajaran atau LKS (Lembar Kerja Siswa), sehingga media pembelajaran bahasa Inggris masih kurang. Maka, diperlukan solusi untuk mengatasi masalah tersebut berupa komik pintar sehingga dapat menarik minat siswa dan membantu guru dalam mengajar. Tujuan dari penelitian ini adalah untuk mengembangkan produk komik pintar yang tepat dan efektif dalam mengajarkan narrative text kepada siswa SMA. Metode yang digunakan dalam penelitian ini adalah penelitian dan pengembangan dengan model pengembangan ADDIE, yang terdiri dari lima tahap, yaitu: analisis, desain, pengembangan, implementasi, dan evaluasi. Hasil validasi produk yang dikembangkan dinyatakan "sangat layak" untuk diujicobakan oleh validator, dengan hasil validator pertama sebesar 79,54% dan hasil validator kedua sebesar 82,95%, sedangkan hasil uji coba produk yang dikembangkan sebesar 82,95%*

### Article History:

Received 2024-10- 9

Accepted 2024-11- 30



*dinyatakan "sangat baik" dengan hasil uji coba respon guru sebesar 98,43% dan hasil uji coba respon siswa sebesar 91,33%.*

## 1. INTRODUCTION

Reading is a process carried out by readers to obtain the message the writer wants to convey through the medium of words. Reading is also one of the skills that students must learn since elementary school and pre-school. Reading is a basic skill that is quite difficult to learn because reading is a cognitive ability, which means that reading mostly occurs in the mind and requires a process so that the reader understands the meaning of the text (Agus et al., 2018). Reading has the aim of finding information in a text, both explicit (facts) and implied (inference) information (Cicilia & Nursalim, 2019). According to Udayanthi et al., (2018) explains that the aim of literacy is to increase public awareness of the financial services sector, starting from knowing, then believing, to being able to actively participate in creating an educated society.

The problem in learning is students' lack of motivation to learn, especially in learning to read (Jéldrez et al., 2023; MAULIYA et al., 2020; Webber et al., 2023), In this research case, it has also been seen from the results of the interview resulting the lack of students motivation in reading. Some said this is due to the length of reading text (Yang et al., 2024; Zhu, 2020), causing students to get bored and not interested in reading more during learning, so that students' reading comprehension skills in a reading will not be optimal (Ambarita et al., 2021). Not only that, the lack of interesting reading material, differences in individual student personalities, and lack of motivation in reading are also causes of the lack of interest in reading in Indonesia. By reading, students can increase their knowledge, open up their knowledge, make their brains develop, and enrich their vocabulary which can be used for speaking skills (Handayani et al., 2021).

The problem of the lack of interest in reading is the main problem of this research. Because, how will students be interested in reading and learning if students don't like or are even interested in their reading material. Based on researcher experiences, found that when learning reading the media that is often referred to his books and most of these books only contain writing which will make students bored quickly.

Comics are an art form using a series of static images in fixed sequence. (Siregar & Melani, 2019) explained that the definition of a comic is a work of art in the form of panels containing motionless images which are arranged in such a way as to form a story line, in comics there is dialogue between characters which is implemented through word balloons. Comics are the right alternative media for learning, because the emotional involvement of the reader will greatly affect the memory and memory of the subject matter obtained. According to some researches, the use of comics in relevant educational activities can expand students' creativity and develop their creative thinking process (Akcanca, 2020; Robbani & Khoirotunnisa, 2021)

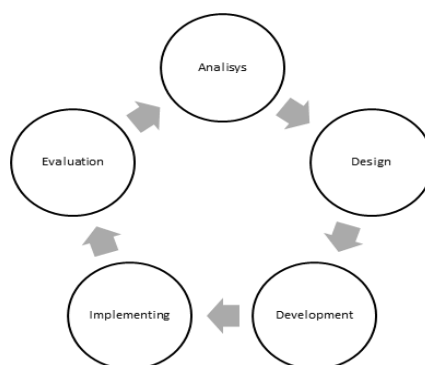
Based on the background explanation problem above, this research will carry out the research "Developing Smart Comic as Reading Media of tent grade SMA Muhammadiyah Pangkalpinang"

with the purpose of this development are developing smart comics product that is feasible and practice in learning,

## 2. RESEARCH METHOD

### a. The model of research

Researcher used the ADDIE model as an example of a learning design development model that is more general and efficient. This procedure consists of five steps, namely (1) analysis,(2) design, (3) development,(4) implementation, and (5) evaluation.



**Figure 1:** ADDIE research and development steps (Sito Resmi et al., 2022)

### b. Research subject

There are three experts to testing this comic, such as expert media, expert language and expert material. The test will be doing by questionnaires that was made by the researcher. The questionnaire here functions to find out what respondents think about the learning media available at school. After the comic validated, fifteenth students and one English teacher SMA Muhammadiyah Pangkalpinang was tested the comic.

### c. Data Collection

Validation media is to know that the media was effective or not by doing a test from the expert such as expert media, expert language and expert material. The questionnaire here functions to find out what respondents think about the learning media available at school. Practically test is a test which doing by researcher to find out the practicality of smart comic. This questioner will give to students and teachers as a sample in this research. The function practically test is to know how this comic media is practice or not. The validation assessment categories for Validation test and practically test can be seen in the following table 1:

Table 1: Likert Scale Validation and Practicality Criteria (Haiyudi et al., 2023)

No	Scale	Score	Category
1	4	76 - 100	Very Feasible/Practice
2	3	51 – 75	Feasible/Practice
3	2	25 – 50	Enough Feasible/Practice
4	1	0 – 25	Not Feasible/Practice

### 3. RESULT AND DISCUSSION

#### a. Analysis

At the analysis stage, the researcher identified the school problems that wanted to research and found problems based on two perspectives, namely the teacher's perspective and the student's perspective. During the teacher's interviews, the results showed that the learning media used by teachers were only textbooks and PowerPoint, so the learning media was less interesting and innovative, the learning media such as smart comics had not been used before. Meanwhile from the interview with the student, it was found that they were very bored in class, during learning, the teacher only explained and told them to take notes from the LKS (lembar kerja siswa) book.

Based to the two-problem above, the solution for these problems is developing media and the media in this research is developing smart comic. Then, the next step is to design media as learning media as the solution for this problem.

#### b. Design

Three types of design during this phase includes designing the story plot. The first stage in designing this smart comic is in accordance with the concept that has been planned. Then determine the storyline or synopsis so that you can determine the theme, storyline and characters that will be created. After that, designing the character. The personality creation required in character design is adjusted to information from plot design. Details regarding the characteristics of the two main characters in the comic story. The third design process is related to scenario creation. The plot planning and character design have been completed, then proceed with creating a scenario or story script. The scenarios prepared in this smart comic are simplified and become one with the storyboard creation process.

#### c. Development

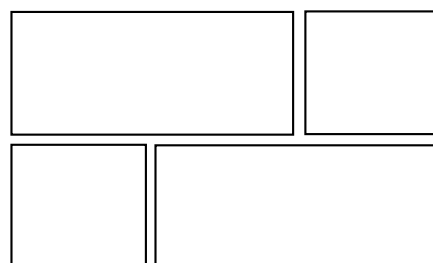
At the development stage, the panel layout (storyboard) creation stage is carried out and expert validation is carried out to realize the digital comic design that has been designed.

##### a. Panel Layout (Storyboard)

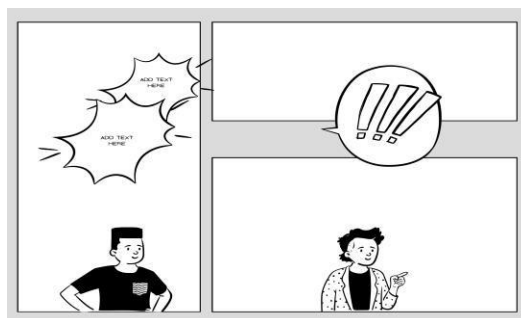
Making storyboards is done by making panels or boxes for characters and dialogue/word balloons in digital comics as well as initial sketches such as story backgrounds. The process of making a storyboard using the Canva application.



**Figure 2:** The balloons



**Figure 3:** The Panel Layout



**Figure 4:** After Adding the character and ballons

b. Validation of Material Expert, Language Expert and Media Expert

Then, the product is validated by three expert validators, namely materials, language and media to assess the suitability of the Smart Comic product that has been developed. And the result was explained in table 1:

**Table 1:** The Validation Result

No	Aspect	Max	Validator 1		Validator 2		Average	
			Score	%	Score	%	Score	%
1	Material	24	21	87,5	19	79,16	20	83,33%
2	Media	36	27	75,0	34	94,44	30,5	84,72%
3	Language	24	22	78,57	20	71,42	21	74,99%
	<b>Max Score</b>	88	88	100%	88	100%	88	100%
	<b>Score</b>	-	70	79,54%	73	82,95%	71,5	81,24%
	<b>Category</b>		Very Feasible		Very Feasible		Very Feasible	

Based from the data above it can be concluded that the assessment first validator which obtained percentage with 79,54% in the “very feasible” category and the second validator obtained 82,95% in the “Very Feasible” category. There are several suggestions by the validators, such as the lower- and upper-case letters, using more flexible or non-formal language, adding the writer in the cover, add some foreword and personal author’s data.

**d. Implementation**

The product is put through a trial phase with English language subject teachers and fifteenth students who are studying narrative text. Trials were carried out to determine the responses of teachers and students regarding the products that had been developed. The result showed in table 2 below:

**Table 2:** The Practicality Result

No	Aspect	Max	Teacher		Max	Students		Average	
			Score	%		Average Score	%	Score	%
1	Ease of use	24	24	100%	28	23,2	82,85%	23,6	91,42%
2	Attractiveness Media	16	15	93,75%	16	11,7	73,12%	13,35	83,43%

3	Language	24	24	100%	28	19,9	71,07%	21,95	85,53%
	<b>Max Score</b>		64	100%		60,0	100%	-	100%
	<b>Score</b>		63	98,43%		53,8	91,33%		94,88%
	<b>Category</b>		Very Practice			Very Practice		Very Practice	

The practicality test was given to English subject teacher have a result namely 98.43% and included in the "very Practice" category. The Teacher also said that the smart comic helps teachers in teaching and explaining lesson material because its content used simple language, so that the students can comprehend the plot of the story better.

In a trial of 15 students, Smart Comic product was given in print/book form to students. Based on the table above showed the results of the small group of students' trial responses, the percentage of trial responses was 89,66% and was included in the " Very Practice" category. The results were that the smart comic learning media is interesting and easy to use so that learning English in narrative text material becomes more enjoyable and the use of simple language makes it easy for students to understand the material/moral message conveyed.

#### e. Evaluation

At the evaluation stage, revisions are made to what is obtained based on comments and suggestions on the validation sheet from material expert validators and media experts, then after revision the product is submitted again for validation until the product is declared feasible. The next evaluation is a revision of the teacher and student response trials based on comments and suggestions obtained at the implementation stage.

## 4. CONCLUSION

The process of validating the smart comic product by the first expert validator, obtained a result of 70 with percentage 79,54% and was included in the "Very feasible" category. Then, the validation process by the second validator was 73 with percentage 82,95% and included in the "very feasible" category with some comment and suggestion to improve the smart comic. The teacher's trial response to the smart comic product obtained a percentage of 98,43% and was included in the "very Practice" category. Then the response of 15 students obtained an average score of 53,8 with a percentage of 91,33% and was included in the "Very Practice" category.

## 5. REFERENCES

- Agus, Y., Sada, C., & Husin, S. (2018). *Developing comic-based reading materials*. 1–10.
- Akcanca, N. (2020). An Alternative Teaching Tool in Science Education: Educational Comics. *International Online Journal of Education & Teaching*, 7(4), 1550.
- Ambarita, R. S., Wulan, N. S., & Wahyudin, D. (2021). EDUKATIF: JURNAL ILMU PENDIDIKAN Analisis Kemampuan Membaca Pemahaman pada Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2336–2344.
- Cicilia, Y., & Nursalim, N. (2019). Gaya dan Strategi Belajar Bahasa. *Edukatif: Jurnal Ilmu Pendidikan*, 1(3), 138–149. <https://doi.org/10.31004/edukatif.v1i3.30>

- Haiyudi, H., Tohir, M., Agil, S. A., Safira, T. P., Budiawan, H., Andini, A., & Art-in, S. (2023). Developing Local-based English Module with Scavenger Hunts to Foster Pancasila Learners Profile. *IJECA (International Journal of Education and Curriculum Application)*, 6(3), 236–247. <https://doi.org/10.31764/IJECA.V6I3.19436>
- Handayani, S., Masfuah, S., & Kironoratri, L. (2021). EDUKATIF: JURNAL ILMU PENDIDIKAN Analisis Kemampuan Komunikasi Siswa dalam Pembelajaran Daring Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2240–2246.
- Jéldrez, E., Cain, K., Silva, M., & Strasser, K. (2023). The Problem of Reading Motivation Multidimensionality: Theoretical and Statistical Evaluation of a Reading Motivation Scale. *Reading Psychology*, 44(7), 853–891. <https://doi.org/10.1080/02702711.2023.2202175>
- MAULIYA, I., RELIANISA, R. Z., & ROKHYATI, U. (2020). LACK OF MOTIVATION FACTORS CREATING POOR ACADEMIC PERFORMANCE IN THE CONTEXT OF GRADUATE ENGLISH DEPARTMENT STUDENTS. *Linguists: Journal of Linguistics and Language Teaching*, 6(2), 73–85. <https://doi.org/10.29300/LING.V6I2.3956>
- Robbani, A. S., & Khoirotunnisa, U. (2021). Online English Comics as Reading Materials for English Language Education Department Students. *European Journal of Educational Research*, 10(3), 1359–1369. <https://doi.org/10.12973/eu-jer.10.1.1359>
- Siregar, H. F., & Melani, M. (2019). Perancangan Aplikasi Komik Hadist Berbasis Multimedia. *Jurnal Teknologi Informasi*, 2(2), 113. <https://doi.org/10.36294/jurti.v2i2.425>
- Sito Resmi, W. S., Nuryatin, A., & Latiana, L. (2022). Development of Digital-Based Comic Media to Improve Literature, Reading Understanding and Learning Outcomes in Class III Students Primary School. *International Journal of Research and Review*, 9(6), 456–463. <https://doi.org/10.52403/ijrr.20220648>
- Udayanthi, N. O., Herawati, N. T., & Julianto, I. P. (2018). Pengaruh Literasi Keuangan, Kualitas Pembelajaran Dan Pengendalian Diri Terhadap Perilaku Konsumtif (Studi Empiris Pada Mahasiswa Jurusan Akuntansi Program S1 Universitas Pendidikan Ganesha). *Jimat (Jurnal Ilmiah Mahasiswa Akuntansi) Universitas Pendidikan Ganesha*, 9(2), 195–208.
- Webber, C., Wilkinson, K., Duncan, L., & McGeown, S. (2023). Approaches for supporting adolescents' reading motivation: existing research and future priorities. *Frontiers in Education*, 8, 1254048. <https://doi.org/10.3389/FEDUC.2023.1254048/BIBTEX>
- Yang, C., Yang, Z., & Hua, N. (2024). *Equipping Transformer with Random-Access Reading for Long-Context Understanding*. <https://arxiv.org/abs/2405.13216v1>
- Zhu, J. (2020). Examining the Modern View of the Nature of Ease/Difficulty in Second Language Reading with Different Text Genres: A Case Study. *The Reading Matrix: An International Online Journal*, 20(2).