



DEVELOPMENT OF CARTOON STRIPS AS A SOURCE FOR LEARNING ENGLISH

Siti Sugesti Putri Hardini¹, Aswadi Jaya², Hermansyah³

¹SMP Negeri 42 Palembang

^{2,3}Universitas PGRI Palembang

Email: sitisugesti67@gmail.com, aswadijaya4@gmail.com, hermansyah@univpgri-palembang.ac.id

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Corresponding Author:

Aswadi Jaya

Email Corresponding:

aswadijaya4@gmail.com

ABSTRACT

The purpose of this research is to develop cartoon strips as a source of English learning for class VIII students. The research method used Research and Development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation and Evaluation). To ensure the feasibility of the cartoon strips media being developed, aspects of validity, practicality and effectiveness were evaluated. The subjects in this research were class VIII, totaling 36 students. Data was collected through questionnaires and field trials. The research results showed that the cartoon strip learning that was developed was declared valid with a percentage of 81.3% so that the open module that had been prepared could be implemented according to plan. Therefore, this cartoon strip is considered practical with a percentage of 85.5% and an effectiveness level of 89.7% and this cartoon strip is proven to be interesting for students. By learning this cartoon strip, it can motivate and facilitate students to be more active in learning English and become a source of learning English.

Keyword: Cartoon Strip, Development, ADDIE

1. INTRODUCTION

Many students often consider English as a subject that is difficult to understand. The difficulty that is often encountered in the process of learning English at school is the monotonous learning process. This is in accordance with the problems the author found at the junior high school level. Based on a short interview with a teacher of English, it was said that students often get bored during the learning process. When asked about the process of working on questions, students often do not understand. Apart from that, students have not been able to master English vocabulary in the form of written words according to correct spelling.

The goal of studying English is to make it easier for Indonesians to spread knowledge about both their own nation and other nations that visit Indonesia. Learning English has several advantages beyond only facilitating

communication with non – native speakers. For example, it can make one more competitive as it demonstrates competence and expertise. Thus, it is indisputable that English is significant, particularly in Indonesia (Ikhsan et al., 2023)

Teacher of English working with students must be creative in their lesson plans to make the topic interesting to students. This is because students get bored easily. One way to provide interesting learning is to create high-quality educational materials. It is clear from the previous description of the characteristics of student learning that it is important to create interesting learning and teaching opportunities for them. Students may feel interested when an interesting story told through interesting comics is used to teach English. Finding cartoon strips that suit your teaching goals is not an easy task. The best way to get suitable cartoon strips is to make them yourself (Ana & Ketut, 2015). Increasing

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interesting learning is something necessary, especially in English language learning, if we pay attention to the challenges they face and the ways that must be overcome. Using learning media is one way to help students who have difficulty understanding English learning.

One type of educational resource that can benefit students and take the role of the instructor in learning activities both inside and outside of the classroom is comic media. According to (Saputro 2015) comic books can be utilized as a teaching tool as well as a self-directed learning tool for students. This is a two-way learning process. From the observations in the field, since it was discovered that English learning through learning comics had never been used, the availability of learning media in the form of comics is anticipated to support teachers in facilitating learning in the classroom more effectively and efficiently.

One common kind of learning medium is image media. The image medium is affordable, straightforward to use, and available in an array of eye-catching hues. Consequently, the employment of image media is common. In addition, it is mandatory for educators to integrate educational materials into each class session. Learning materials that are suitable for junior high school students should be brightly colored and real items. Learning material will therefore catch their attention and make them desire to use it (Khair, 2022). Newspapers, magazines, novels, science books, and the internet are examples of learning media that can be used to accompany English materials. It is imperative to provide students with a diverse range of media to enhance their comprehension and grasp of the subject matter being taught. Media that is utilized frequently is picture media. Picture media has a special quality since it employs eye-catching yet understated hues. However, the author focuses on "cartoon strip media" in this study.

From its explanation, the researcher could get conclusion that learning English needs cartoon strips, the

writing in cartoon strips is still very simple, and the delivery in cartoon strips is still less varied. The advantage of cartoon strips from previous research is that students can find out what cartoon strips are and the material contained in cartoon strips. This encourages writers to use a more varied approach when creating learning materials based on cartoon strips. The goal is to make the material easier for students to understand and more interesting to look at, while keeping their attention level interested when the author presents the material.

They feel bored during the learning process because of learning English. The reason why the researcher took SMP Negeri 42 Palembang was because the researcher found some required data that connected with her curiosity whether the students at junior high school are aware about the during the learning process. They also did not pay attention to when the researcher explained the material of narrative text. They felt it was like challenge to them. To answer the formulation that has been by researcher, she analyzed student behavior during the learning process in carrying out assignment.

2. LITERATURE REVIEW

Teachers use media and educational materials extensively when conducting teaching and learning activities. Activities that schools use for instruction and learning. Teachers need to be at least somewhat proficient in using media and educational resources in order to support students' learning progress. The education sector is in fact affected by disruption, particularly in terms of the need for teachers to be able to use quality learning materials and continuously update their own learning resources. This is because technological advancements in today's world cannot be accommodated by the use of outdated learning resources. Although it is not possible, instructors will continue to play an important role in educating students about morality and values during the classroom learning process. Neither advanced technology nor robots will be

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able to take over the function of teachers in this regard. There is a learning process (Komalasari, 2019).

(Sanjaya, 2011) Divides the learning resources that teachers can utilize for the learning process in the classroom into four. First, human as a source, meaning that humans can be an effort in achieving learning goals. For example, to convey material about traffic, the teacher can present the police. The police are called humans as learning resources because they become intermediaries in achieving learning goals. Second, teaching tools and materials. A tool is something that is used to help the teacher, while the material is something that contains a message that will be conveyed to students. Teaching tools and materials are one unit. Third, various activities and activities are all actions deliberately designed by the teacher to facilitate student learning activities, such as discussions, simulations, and experiments. Fourth, the environment or setting is something that can allow students to learn. Examples are laboratories, museums, and libraries.

The learning sources can be separated into two categories namely, those that can be used and those that can be designed. Designed and learning resources that can be utilized, the following we will describe the meaning of both:

a. Learning Sources that can be Designed

Learning resources that are specifically created or developed as a tool to provide more organized and organized learning facilities.

b. Learning Sources that are Utilized

That is, learning resources that are intended specifically for learning purposes and their existence can be found at can be found around us, which can be used for the teaching and learning process.

Educational materials offer numerous advantages to both educators and learners. According to (Siregar Eveline, 2010), one of the advantages of using learning resources is that they allow students to have more real-world

experience by allowing them to go straight to the location of a lesson. By reading books, viewing movies, and speaking with sources, students can broaden their horizons in their knowledge thanks to the availability of learning resources. Additionally, educational materials inspire pupils to think more critically and with optimism. Learning materials assist educators in presenting concepts that are either hard to see or difficult to attain. Not able to be directly seen or grasped. A few of these advantages may increase the efficacy and efficiency of educational operations effective.

According to (Prihadi, 2020) learning resources have the following functions:

1. Increase learning productivity by:
 - a. Quickening the learning curve and assisting educators in making better use of their time.
 - b. Lightening the instructor's load by providing material less frequently so he can encourage and develop passion.
2. Provides the possibility of more individualized learning by:
 - a. Lessening strict and conventional control over teachers.
 - b. Giving pupils the chance to grow in accordance with their aptitudes.
3. Offering a more empirical foundation for education through:
 - a. Creating more methodical educational initiatives.
 - b. Creating instructional materials with a research foundation.
4. Further stabilize learning by :
 - a. Enhancing the capabilities of educational materials.
 - b. Giving information and resources a more tangible presentation.
5. Allows learning instantly, namely:
 - a. Filling in the gaps between verbal and abstract learning and tangible reality by giving resources and information in a more tangible manner.
 - b. Providing direct knowledge.

Comics as learning resources will be said to be feasible if has gone through

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the validation or assessment stage by experts. Assessment done by filling out the assessment sheet. The preparation of the assessment instrument is based on the principles of assessment by (Muslich, 2010) which was further developed and adapted to the needs of author with the needs of author. This assessment refers to content feasibility, presentation feasibility, language feasibility, and graphical feasibility.

A comic strip is a series of illustrations with text in balloons and captions that are arranged in linked panels to tell a story or offer quick amusement. Comic strips are frequently serialized. Comics' artists, often known as cartoonists, write and draw the strips. Comic strips, as their name suggests, can be funny. Because the visual component of comic strips reinforces the storyline and might facilitate understanding, they can be a very engaging resource for learners. Comic strips can be used in a multitude of ways. These days, educators must use creativity to provide their pupils with the materials they need. Teaching media should ideally be required to assist the effectiveness of the learning and teaching processes. In teachers of English must use interactive educational tools to foster a positive learning environment. Instructors will occasionally invite their pupils to start a conversation on their own about a particular scenario. They frequently use lengthy sentences for just one character in the dialogue, which could cause issues for them and especially for students whose vocabulary in English is limited. The dialog's sentences are frequently out of sequence and the characters' exchanges don't always flow naturally. In addition, many are too bashful to rehearse their dialogue in front of the class out of fear of making a mistake and drawing ridicule (Purnami, 2016).

3. METHODS

This research design used the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The production of performance-based goods, such as learning media as learning resources, is

the focus of the ADDIE model, which is a development methodology that works well for creating educational products.

The number of thirty – six students at SMP Negeri 42 Palembang in the academic year of 2023/2024 were involved as the respondents of this study.

The data of this study were collected through interview, questionnaire and documentation. In the interview researcher used structured interview techniques. Structured interviews are data collection techniques for author who already knows with certainty about the information that has been obtained to conduct interviews. Therefore, author need to prepare research instruments such as written questions that have been planned and prepared. In the questionnaire this research used an assessment questionnaire sheet for media experts, material experts, and linguists to validate the product to be made. On the other hand, the responses of students and teachers are given to test the practically of the product to be develop. On the other hand, the validation questionnaire sheet is given to the validator to test the validity of the product to produce a valid product, either without revision or with revision. There are two kinds of questionnaire sheets, namely material validation questionnaires and media validation questionnaires.

- a) Questionnaires for the students use to obtain data used in analyzing the attractiveness and accuracy of the material provided to students.
- b) Material Experts, use to obtain data on some of the quality of the display of learning media and products produced, in terms of the correctness of the concepts and learning content.
- c) Media Experts, use to obtain data in the form of the quality of the design display, and the clarity of conveying the objectives of the learning media.
- d) Questionnaire of linguists, use to collect information about the accuracy and attractiveness of the content offered to students.

In the documentation according to (Sugiyono, 2013) documents are a type of data collected to store past events.

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Documents can be writing, images, or large works of art. In this research, documents are used in the form of images, such as photos, still life drawings and other sketches. For documentation, photos had taken during product testing at SMP.

In this study researcher use data analysis technique. The data that had been collected through the instruments above is then used to describe the assessment of the quality of learning media in the form of cartoon strips as a learning resource for English class VIII on Kindness and Friendship material based on valid and practical criteria. In this study, the data analysis techniques used were qualitative descriptive analysis techniques and quantitative descriptive analysis, the information can be explained as follows:

1. Qualitative Descriptive Analysis

In this study, qualitative analysis is obtained from data and information from observations interviews, or open questionnaires regarding the writing learning process using cartoon strips. This data and information are then qualitative descriptive analysis by considering suggestions and comments given by validation and experts to be used in the evaluation and development of new products.

2. Quantitative Descriptive Analysis

The next technique in this research was the quantitative analysis technique. This technique is used to analyze quantitative data, such as students writing scores before and after the cartoon strips. These values are described with statistics such as average, standard deviation, percentage increase, and so on.

4. RESULT AND DISCUSSION**a. The Analysis Stage**

At this stage, it is the initial stage for researcher to develop cartoon strips learning which will be developed by conducting analysis, namely by conducting interviews and observations. Interviews were conducted in February 2024 with

teacher of English for class VIII, with the aim of considering making cartoon strips lessons so that the media can be useful for the school, both teachers and students in order to improve the quality of the school and help with problems experienced in class, as well as asking about the situation learning process activities that take place in the classroom. Then field observations were carried out in March 2024 in class VIII.3 of SMP Negeri 42 Palembang.

b. The Design Stage

After the analysis stage, the next stage is the design stage. At the media design stage, learning media in the form of cartoon strips media, activity procedures include:

- a) Collect reference materials needed during development, including animated animal images for example "elephants, rabbits", A4 size HVS paper, LKPD, don't forget also Canva based design applications.
- b) Create a cartoon strips design

After finding the subject matter and material, proceed with creating a cartoon strips design which requires a supporting application such as Canva, as for the design in the table. The 3 cartoon strips product designs are intended to provide a flow for making these products, as a complement to the development of cartoon strips, they are also equipped with guidelines on how to use them.

c. The Development Stage

The next stage is the cartoon strip development stage based on the initial plan (design) that has been made. In developing the cartoon strip, the aim is to make it easy for students to apply it. The cartoon strip itself has features such as pictures that have interesting education.

Products created by researchers in an effort to produce product output that can be considered feasible. A number of factors need to

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be evaluated, including language, media and material validation. Validation findings are presented as a questionnaire with evaluation criteria ranging from very poor to good to excellent. Next, validators are asked to provide comments or recommendations based on the researcher's media.

Table 4.1 **Recapitulation of Validation Results by Validators**

No.	Validator Name	Research Aspect		
		Media	Material	Linguists
1.	SM	80%	80%	80%
2.	EP	80%	92%	80%
3.	M	80%	80%	80%
Total		240%	252%	240%
Average (%) Overall		80%	84%	80%
Criteria		Valid	Very Valid	Valid

Source: (*Research Data Processing, 2024*)

Based on the assessment results, the three validators received a percentage score of 80% in the "Very Valid" category in the media expert assessment aspect, 84% in the "Very Valid" category in the material expert assessment aspect, and 80% in the "Very Valid" category in the linguists' expert assessment aspect. Thus, Cartoon Strips media is declared valid and suitable for use in the student learning process.

d. The Implementation Stage

After being revised and declared valid and appropriate by several experts, it can proceed to the implementation stage as a learning medium in student learning activities. The Cartoon Strips media trial was held 28 May - 11 June 2024 at SMP Negeri 42 Palembang. The following are the results of the researcher's documentation on the implementation

process, namely the request for material validators to teacher of English.

At this stage, to find out the practicality and effectiveness of the Cartoon Strips product being developed, and to find out the practicality of the product being developed, researchers conducted trials in class VIII, at this stage several stages were carried out, namely:

1) Practicality Test

At this point, the product underwent preliminary testing by researchers to determine the suitability of the Cartoon Strips media. Data from questionnaires given to class VIII students at SMP Negeri 42 Palembang were collected for the first experiment using one to one tests on three to four children. The following are the experiments carried out by the researchers:

a) One to One Stage Results

At this stage the researcher conducted a trial on the Cartoon Strips learning media in class VIII of SMP Negeri 42 Palembang. Researchers create groups consisting of 3 – 4 students. After using Cartoon Strips media, students were asked to fill out a questionnaire by including their name and class as well as the results of their responses in the questionnaire column.

Table 4.2 **Student Response Questionnaire Results**

Student Name	Score	Percentage
AP	48	96%
BC	46	92%
AK	48	96%
VS	45	90%
Total Score		342
Mean Score		85,5%
Criteria		"Very Practical"

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The calculation results of the one to one trial test are following;

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{(80+92+80+90)}{400} \times 100\%$$

$$P = \frac{342}{400} \times 100\%$$

$$P = 85.5\%$$

Based on table 4.14, it possible to draw the conclusions that on average 85.5% students response in the one to one stage were assessed based on the data presented in Table 4.11 above. The percentage finding shows that the learning cartoon strips media product that met the "very practical" criteria have been developed.

b) Field Trial

The field trial that used is all students in class VIII.3 at SMP Negeri 42 Palembang. This field trial was used to determine the potential effects of the Cartoon Strips media being developed. This field trial after going through a validation process with experts and having gone through the product trial stage both One-to-one, at this field trial stage the researcher explained the Kindness and Friendship material related to Cartoon Strips. Next, the researcher tested the test questions by providing a question sheet consisting of 10 questions for students to complete.

After carrying out various long stages starting from designing the product, then validating the product, as well as testing Cartoon Strips media on students, one to one test, and the final stage is field trial questions related to the Kindness and Friendship material. The Cartoon Strips media that was developed can be seen from the student scores in table 4.15 below:

No.	Student Name	Test Score	Percentage %	Criteria
1.	MR	100	100%	Very Good
2.	MA	100	100%	Very Good
3.	MR	100	100%	Very Good
4.	MZ	100	100%	Very Good
5.	AM	100	40%	Poor
6.	HH	40	70%	Good
7.	AK	70	90%	Very Good
8.	AP	90	80%	Good
9.	VS	80	90%	Very Good
10.	MR	90	100%	Very Good
11.	ML	100	100%	Very Good
12.	YD	100	100%	Very Good
13.	AP	100	90%	Very Good
14.	SA	90	90%	Very Good
15.	KA	90	100%	Very Good
16.	QR	100	100%	Very Good
17.	VR	100	100%	Very Good
18.	DA	100	80%	Good
19.	UK	80	60%	Fair
20.	RI	60	100%	Very Good

Table 4.3 **Field Trial Results**

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21.	SQ	100	100%	Very Good
22.	IF	100	100%	Very Good
23.	MD	100	100%	Very Good
24.	AA	100	100%	Very Good
25.	BP	100	90%	Very Good
26.	B	90	70%	Good
27.	AM	70	80%	Incomplete
28.	MR	80	80%	Good
29.	MA	80	80%	Good
30.	GP	80	90%	Complete
31.	MA	90	90%	Very Good
32.	RU	90	90%	Very Good
33.	PY	90	90%	Very Good
34.	SD	90	90%	Very Good
35.	SM	90	100%	Very Good
Total Score		3140		
Mean Score		89.7%		

$$KK (\%) = \frac{\sum ST}{n} \times 100\%$$

$$KK (\%) = \frac{3140}{3500} \times 100\%$$

$$KK (\%) = 89.7\%$$

Based on table 4.15, the results of students' tests using Cartoon Strips media in field trials in class VIII obtained an average score of 89.7%. Based on the effective scoring level in table 4.15 for the classical presentation category, it can be concluded that the

score can be categorized as "very effective".

e. The Evaluation Stage

This evaluation stage is carried out starting from the product design stage to the implementation stage which aims to carry out revision actions that have been given by the validators previously, as well as being able to find out the strengths and weaknesses of the Cartoon Strips media developed by the researchers, after carrying out several stages of revision according to suggestions from the validation expert, then the stage of filling in the validation questionnaire sheet by the validator expert, and the next stage is the trial stage and distributing student response questionnaires both in the one to one trial, and the final test is the field trial .

In the field trial, they conducted test questions related to the material in Cartoon Strips media. The researchers analyzed the data to determine the validity, practicality and potential effects of Cartoon Strips media. After carrying out the validation stage to the validator, the trial stage or practicality stage to the validator, the trial stage or practicality stage to educators and students by giving test questions in the form of fill-in-the-blank questions, the Cartoon Strips media can be declared valid, practical and effective as well as researchers. Can find out the advantages and disadvantages of Cartoon Strips media which has been developed for class VIII students at SMP Negeri 42 Palembang.

5. CONCLUSION

Based on the results that have been carried out, it can be concluded that the Cartoon Strips learning media in class VIII English at SMP Negeri 42 Palembang, which was developed, is declared Valid, Practical and has Potential Effects. To more clearly understand the conclusions of the learning media developed can be seen in detail below this:

1. The Cartoon Strips learning media product in this study was said to be

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"Valid" by experts both in the fields of material experts, media experts and language experts as well as class VIII SMP teachers who had 3 validators, if the average was 81.3% it was categorized as "Very Valid" so that media that can be developed can be declared "Very Valid".

2. The Cartoon Strips learning media developed has proven its practicality. In this case, obtained from distributing student response questionnaires, it shows that the Cartoon Strips media is "Very Practical", it is stated that the one to one student response questionnaire obtained a percentage result of 85.5% and can be categorized as "Very Practical".

The Cartoon Strips learning media was declared effective in the learning process as proven by the results of the potential effects obtained from the results of the test questions in the form of fill-in questions which were carried out at the end of the lesson, totaling 10 questions. The quality development of these products is "Very Effective" with a percentage of 89.7% categorized as "Very Effective". So that the Cartoon Strips learning media in English subjects is effectively used in learning activities.

Based on the discussion above, it can be concluded that the cartoon strips media that has been tested to students had been declared valid because the percentage results obtained are 81.3 % based on the assessment of the three validators. Furthermore, the cartoon strips media is also declared very practical because it had been field tested and obtained a percentage of 85.5% of the results of student's response. Meanwhile, the cartoon strips media can be said to be very effective because it had conducted a scaled field trial and obtained a final percentage of 89.7%. products that have tested validity, practically and effectiveness can be said to be very feasible to be applied at school as additional media in the learning process and can also increase students interest in learning.

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