Developing Comic Strip-Based Learning Media For Writing Assignments

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Abstract

This research aims to develop comic strip as a media learning focused on improving the writing skills of seventh-grade students at MTsN 3 HSU. This media is designed to address issues found during the initial observation, such as students' low interest in writing, limited vocabulary, and difficulty understanding English sentence structures. The development of this media adopts the Research and Development (R&D) model proposed by Borg and Gall, with stages that include needs analysis, planning, development of the initial product, expert validation, initial trial, product revision, main field trial, and final revision. The developed media contains comics with an engaging adventure storyline, characters that match the students' characteristics, and is accompanied by writing tasks that train vocabulary usage, basic grammar, and sentence construction skills. The results of validation from media and material experts show that the developed comic strip meets the "worthy" criteria as a learning media. The initial trial, which involved a small group of students, demonstrated that this media was able to attract students' interest, make it easier for them to understand writing material, and improve their ability to construct good sentences. The main field trial conducted with a larger group of students showed a significant improvement in the students' writing skills, including idea development, the use of more varied vocabulary, and better grammar understanding. In addition, students gave positive responses to the visually appealing design, easily understandable characters, and tasks that were challenging yet enjoyable.This study concludes that comic strip-based learning media is an effective and innovative alternative to improve the writing skills of seventh-grade students at MTsN 3 HSU. This media not only helps students improve their writing skills but also fosters higher learning motivation through an engaging visual and narrative approach. Therefore, the use of comic strips as learning media is recommended for implementation in English writing instruction at the junior high school level.

Keywords: Developing, Comic strips, Learning Media, Writing Assigments.

Introduction

The introduction should briefly place the study in a broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state of the research field should be carefully reviewed and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research. APA style should be employed for citations and references. See the end of the document for further details on references.   Writing is a kind of English skill, while without that ability a person will not be able to develop. This ability can influence various aspects of a person's life, from job prospects to social interaction. It could affect various aspects of one's life, from job prospects to social interactions. In the modern era of education, the use of innovative media has become essential to boost students' motivation and learning outcomes. One type of media that has gained attention is comic strips, which combine visual and narrative elements to deliver educational content. Comic strips are considered effective in simplifying the understanding of concepts, especially in writing skill development. This educational media serves as a tool to convey learning messages and as a means to facilitate the learning process by stimulating the thoughts of students involved in the learning.(Febrita & Ulfah, 2021) Educational media is one of the tools that can support the achievement of competencies, including literacy-related competencies, as media plays a role in motivating students to learn.(Dian Rahmawati & Oktavianti, 2023)

The importance of storing knowledge through writing to make it beneficial for oneself and others is not an easy thing for some people. Not everyone has skills in writing, whether it's in the form of sentences or paragraphs. This skill is problematic in both second and third language learning.(Naibaho, 2022) In the Merdeka Curriculum, writing skills hold an important position because they reflect students' ability to think critically, analyse information, and express ideas clearly. Writing is one of the fundamental skills that students must master at various levels of education, including in Islamic Junior High School Students.(Karki, 2019) Writing is not only important in academic processes, but it is also an integral part of everyday communication, whether in personal, social, or professional contexts.

The ability to write well in the current era of globalization is highly necessary to keep evolving and staying up to date. Therefore, writing skills, especially in English, which is a universal language, are crucial skills that students should possess. Writing is an integral part of English learning; however, many students experience difficulties and lack interest in writing, especially in English.(Ejona Demneri, 2024) This kind of problem also occurs in a school, namely at MTsN 3 HSU (Hulu Sungai Utara), located in Babirik distrik, South Kalimantan. During the writer's observation period from April 26th to May 2nd, 2024, many problems causing students' lack of interest in learning to write in English were identified. The researcher found that many students expressed that they find English challenging, especially in vocabulary and sentence writing, and they feel unmotivated to study the subject.[1] The absence of instructional media that can engage students in writing English is one of the issues causing the lack of interest in this subject.[2]

Several other factors contribute to this issue, aside from the lack of engaging learning media, such as the rise of Android-based technology. Before smartphones, students often communicated with friends and teachers by writing letters, which naturally required writing skills. Nowadays, however, students communicate via WhatsApp, which makes them more accustomed to typing on their phones than writing by hand on paper. Additionally, there is a general lack of interest in English writing because students perceive it as difficult and unengaging. The lack of visual-based writing instruction in schools and limited student creativity also negatively impact writing engagement. The limitations of students, who are not yet able to think critically, such as developing and generating ideas for writing in the form of sentences or paragraphs and the lack of English vocabulary banks that students have, cause this writing activity to be rarely carried out by students.[3] They write only when instructed by the teacher and they hardly do this writing task independently. Many students struggle with critical thinking, making it difficult for them to develop ideas or write coherent sentences and paragraphs. Furthermore, limited vocabulary knowledge is a barrier, with some students unable to recall common English words like "school" from their textbooks.

Due to these issues, it would be beneficial for students to practice writing using comic strip-based learning media that emphasize vocabulary and sentence structure. Comic

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[1] Observation Report: MTsN 3 HSU, April 26 – May 2, 2024

[2] a Mido and Asmita*, "Students' Demotivation Factors In Learning English At Mts Negeri 1 Baubau,"* English Education Journal (E2J), 2023.

[3] Rohmatillah Rohmatillah, "A *Study on Students' Difficulties in Learning Vocabulary*," English Education: Jurnal Tadris Bahasa Inggris Vol 6 no 1 (2014), http://dx.doi.org/10.24042/ee-jtbi.v6i1.520.

strips can capture students' interest, motivating them to write more effectively. Research by Aquariza and Susanto supports this, indicating that comic strips are valuable in vocabulary teaching, as they make learning enjoyable and increase student enthusiasm and performance.(Novi Rahmania Aquariza & Rudi Umar Susanto, 2*23) Based on an interview conducted by the author during a teaching module consultation with Ms. Rahmawati, the English teacher at MTsN 3 HSU, on May 2, 2023, at 13:36 WIB, it was revealed that seventh-grade students at MTsN 3 HSU show low interest in writing activities. Many students perceive writing as a boring and challenging activity, which hinders the learning process. The English class being scheduled towards the end of the school day further decreases students' enthusiasm. Additionally, the hot weather and the loud recitation from nearby speakers disrupt students' concentration.

Disruption of students' concentration in studying causes English language learning to be ineffective. The English teacher at the school mentioned that students need a learning medium that can capture their interest, even in the face of distractions like heat and noise. This learning medium should be attractive, colorful, and able to spark their curiosity. However, visual-based learning media for English has not been used recently. This is due to the long time required to prepare it. For this reason, the author proposes new learning media for schools to better support students' needs for learning English writing.

Given the lack of student interest and challenges in writing tasks, developing comic strip-based learning media can serve as a compelling solution to enhance engagement and improve writing skills. Comic strips provide information visually, capturing students' attention and helping them understand concepts more effectively.(Dian Rahmawati & Oktavianti, 2023) The learning media proposed by the researcher is supported by research conducted by Himni, Yahya, and Kurniawan, which demonstrates a significant and interactive effect on writing groups using visual media compared to those taught through conventional methods.(Himni & Taufiq Kurniawan, 3023) By using comic strips, it is hoped that students will become more motivated to write, improve their writing skills, and expand their vocabulary and understanding of basic grammar. The researcher's statement is also supported by research conducted by Novitasari, whose findings show that students' average scores improved from 57.32 before using comic strips to 77.94 after teachers applied comic strips in teaching. The t-score result was 10.493, while the t-table was 1.692 at a significance level of 0.05. Furthermore, the correlation between the hypothesis and data analysis concluded that there was a significant effect of comic strips on students' past-tense writing

skills. The increase in average scores demonstrates that students' writing skills in crafting past-tense narratives improved through the application of comic strips as their learning media.(Putri Novitasari, 2024)

From the author's observations and interviews with the English teacher at MTsN 3 HSU, it was found that no comic strip-based learning media has been developed or utilized in the school, especially for writing instruction. This absence of suitable learning media contributes to students' lack of interest and motivation in writing, as English is often considered difficult to learn. (Noeme Rone et al., 2023) Additionally, environmental distractions such as weather conditions and noise further hinder the learning process. To address these challenges, the development of comic strip-based learning media is proposed as an innovative solution. Success indicators for this approach include its visual appeal, alignment with teacher and student needs, the ability to develop writing skills, support for teachers, and contributions to enhancing vocabulary and grammar understanding. This study aims to design and evaluate the effectiveness of such media in improving the interest and writing skills of Grade 7 students at MTsN 3 HSU.

The reason the author chose the title Developing Comic Strip-Based Learning Media for Writing Assignments is because the author sees the difficulty of writing English, the absence of visual learning media for English writing exercises, there are no strategies implemented to manage external distractions, such as hot weather and noises that interfere with student concentration while learning, the lack of vocabulary owned by students and difficulties in composing English sentences according to the correct structure.

Research on the development of comic-based learning media has been conducted by many researchers in various educational contexts. These studies show that comics have great potential in improving writing skills, learning motivation, and students' understanding of the subject matter. Comic media is considered an interesting tool because it combines visual and text elements, which can make it easier for students to absorb information and develop their creativity.

This section will discuss some previous studies relevant to the development of comic-based learning media to improve writing skills. These studies provide theoretical and empirical foundations that reinforce the importance of using comics as an innovative medium in learning, as well as identify the strengths and challenges that arise in its implementation. The following is a summary of some related research.

1. The Art of Comic Book Writing: The Definitive Guide to Outlining, Scripting, and Pitching Your Sequential Art Stories by Mark Kneece,

   This book provides an in-depth explanation of the theoretical framework and practical guidelines for writing comic scripts professionally. This book makes an important contribution to the development of comic writing theory, especially in the context of education and learning media. Kneece emphasizes that comics as narrative art has the unique power to convey stories and ideas visually as well as textually, making it a highly effective medium for educational and creative purposes.

   Kneece argues that a well-organized script structure is a crucial element in creating effective comics. He introduces the concept of sequential art storytelling which highlights how comic panels are organized sequentially to build a logical and compelling narrative. This is in line with the needs of comic-based learning, where visual elements not only serve as illustrations but also as the main support for the narrative that helps students understand the content more easily. In the context of learning to write, this panel structure can be utilized to help students understand important elements in writing, such as storyline, dialogue, and character development.(Kneece Mark, 2015)

2. Using Comic Art to Improve Speaking, Reading and Writing by Steve Bowkett

   In this book, Steve Bowkett explains how comic art can be an effective tool for improving speaking, reading, and writing skills. Bowkett emphasizes that comic art has a strong visual appeal, which can help students develop creative writing, reading, and critical thinking skills. He elaborated that comics serve as visual analogues that allow students to generate, organize, and refine their ideas when writing and speaking. By reading comics, students not only understand complex narrative forms but also strengthen their visual literacy skills. This directly contributes to the development of higher-order thinking skills and metacognitive awareness, which are important in literacy-based learning.

   According to Bowkett, comic art can be used as a visual organizer in planning writing. This strategy helps students understand narrative structures, such as introduction, conflict, and resolution, in a more intuitive and fun way. In this case, comics not only increase reading motivation, but also allow students to enjoy a richer world of imagination, both when reading and writing their own stories. Bowkett's techniques and activities, such as utilizing comic images to design stories, provide a practical foundation that can be directly applied in classrooms to improve students'

speaking, reading and writing skills. The theory is relevant to modern learning as it integrates visual elements to facilitate narrative-based learning. (Steve Bowkett, 2011)

3. Inclusive Education through Digital Comic Creation in Higher Learning Environments by Jose Belda-Medina.

According to Medina in her journal, how the creation of digital comics can be used as a tool to promote inclusive education and cultural diversity in English as a foreign language (EFL) learning. The approach is based on project-based learning (PBL), where prospective teachers collaborate using technology to create teaching media in the form of digital comics. This study highlights the importance of integrating transformational technologies into teacher training to raise awareness of inclusive education. Belda-Medina emphasized that the process of creating digital comics involves a series of critical thinking skills-from comprehension to evaluation-that not only develop participants' technical abilities but also prepare them to integrate inclusivity principles in their teaching practices.(Jose Belda-Medina, 2024)

Belda-Medina's results show that although participants had limited experience in using digital tools to create inclusive learning materials, their involvement in the project significantly increased their understanding of diversity and commitment to inclusive education. The use of digital comics as a teaching medium helps prospective teachers create more engaging, relevant and inclusive materials for students with diverse cultural backgrounds. In addition, this technology-based approach encourages collaboration, creativity and empathy, which are essential elements in inclusive education. This book makes a significant contribution to the education literature by emphasizing the importance of technology in supporting diversity and suggesting the integration of digital comic-based projects as part of future teacher training.

4. The Effect of Comic Strip as Instructional Method in Enhancing Students' Writing Skills by Amrizal

In this article, according to Amrizal, the effectiveness of comic strips as teaching media to improve students' descriptive writing skills. This study used an experimental method by comparing an experimental class that used comic strips as a learning method and a control class that used traditional methods.(Amrizal, 2022) The results showed that students in the experimental class experienced a significant improvement in their writing ability, especially in terms of structure, vocabulary, and text organization. Amrizal explained that comic strips provide visual elements that help students understand abstract concepts more clearly, while simple language and explicit

illustrations make it easier for students to develop ideas and express their ideas in writing.

The study also shows that the use of comic strips creates a more efficient and interactive learning process. With the images supporting the narrative, students can more easily understand the storyline and relate it to the descriptive text they are writing. In addition, the follow-up questions that accompany the comics serve to reinforce students' understanding and ensure that all participants understand the content of the material well. These findings reinforce the theory that visual media, such as comic strips, can increase students' engagement and motivation in learning, while helping them improve their writing skills in various aspects. Amrizal recommends the use of comic strips as an effective alternative teaching method, especially in English language learning to improve descriptive writing skills.

5. Developing Comic Strips in Teaching Vocabulary for EFL Students by Novi Rahmania Aquariza and Rudi Umar Susanto

According to Aquariza and Susanto, comic strips can be an effective supporting medium in vocabulary learning for EFL (English as a Foreign Language) students.(Novi Rahmania Aquariza & Rudi Umar Susanto, 2*23) They emphasize that comic strips provide a visual context that helps students understand and use new vocabulary creatively. By utilizing speech bubbles in the comics, students can select relevant vocabulary to complete dialogues and build sentences that eventually form a coherent story. This approach not only improves vocabulary acquisition but also encourages students to be more active in expressing their ideas. In addition, lecturers can utilize comic-based prompting questions to help students develop ideas and expand their vocabulary in a writing context.

The study also found that the use of comic strips over seven meetings in a vocabulary course can make the learning process more fun and interactive. The visual and narrative elements of the comics help students more easily remember new words and how they can be used in certain contexts. Aquariza and Susanto argue that comic strips allow students to learn independently and creatively, while still getting guidance from the lecturer. The use of specific themes in comics also makes it easier for lecturers to align materials with learning needs, so that the teaching process is more focused. This article supports the view that visual media such as comics can increase learning motivation, student engagement, and effectiveness of vocabulary learning in EFL classrooms.

To find out the effectiveness of comic strips in improving the writing skills of 7th-grade students and the importance of designing and developing comic strip-based learning media that is visually attractive and suits the needs of students and teachers in writing assignments, such as colored comic strips, with Japanese-style designs which are usually of interest to MTS and equivalent students.

Methodology

Methods should be described with sufficient details to allow others to replicate and build on the published results. Please note that the publication of your manuscript implies that you must make all materials, data, computer code, and protocols associated with the publication available to readers. Please disclose at the submission stage any restrictions on the availability of materials or information. New methods and protocols should be described in detail while well-established methods can be briefly described and appropriately cited. This research is a development of learning media that uses visual elements with a creative touch to convey information in an interesting and effective way. This development model adopts the model developed by Brog and Gall. According to Borg and Gall, this development model uses a waterfall flow at the development stage.

The Borg and Gall development model has relatively long stages because there are 10 steps of implementation, namely Research and information collection, Planing, Development of product drafts (develop preliminary form of product), Preliminary field testing, Refinement of initial products (main product revision), Main field testing, Refining field test products (operational product revision), Operational field testing, final product revision and dissemination and implementation.
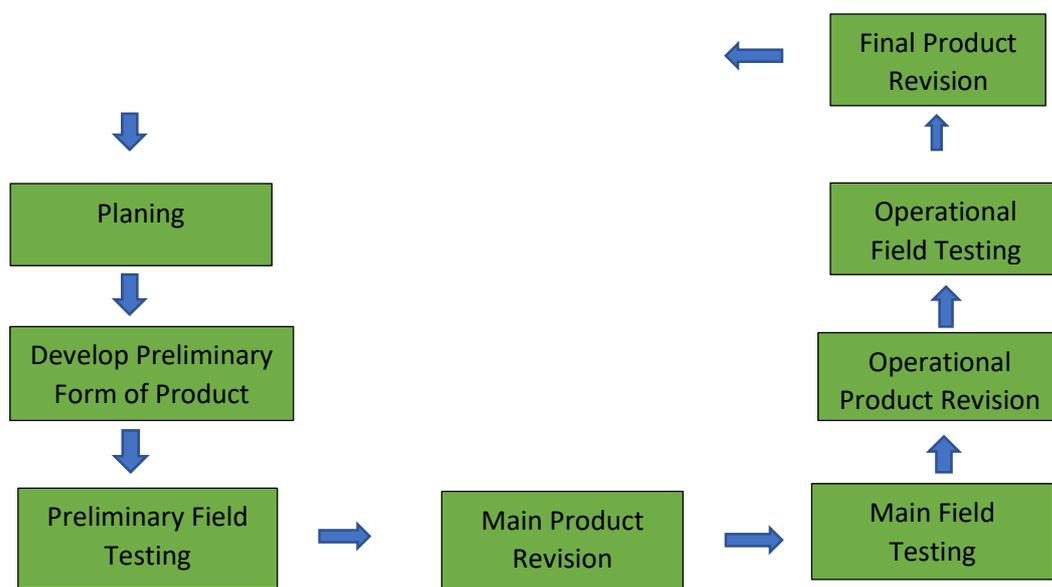
The research conducted by this author adapted the Research and Development (R&D) model of Borg and Gall by simplifying the procedure into six main steps that were considered relevant to the objectives and limitations of the study. These steps were chosen because the main focus of the research was to develop and test the effectiveness of comic strip-based learning media in improving students' writing skills. Steps such as Operational Field Testing and Dissemination and Implementation were not conducted because this research focused on developing up to the medium-scale trial stage to ensure the feasibility and effectiveness of the media. Thus, this research still follows a systematic and directed procedure even though it does not cover all ten steps in the Borg and Gall model.

Data collection techniques included questionnaires, interviews, observations, and " writing " tests " using comic strip". Questionnaires were used to measure students' responses to the media, such as visual appeal, learning motivation, and ease of use. Interviews with students and teachers were conducted to get more in-depth information about their experience in using the media. Observations were used to record student behavior during the learning process. Meanwhile, tests were conducted to evaluate the improvement of students' writing skills before and after using the media. The instruments used included questionnaires, interview guides, observation sheets, and test questions.

1) Questionnaire

   The questionnaire was used to measure students' responses to the comic strip-based learning media. It focused on three main aspects: visual appeal, learning motivation, and ease of use. The questions were designed using a Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree). To ensure the validity and reliability of the questionnaire, a validation process was conducted involving experts (validation experts). These experts included a media specialist and an English language teaching expert who reviewed the content of the questionnaire to assess the clarity, relevance, and accuracy of each item. Feedback from the experts was used to revise and improve the questionnaire before it was distributed to the students.

2) Interview

   The interview were conducted to gain deeper insights into the experiences of students and teachers in using the comic strip media. Semi-structured

interviews were used, allowing flexibility in exploring additional details while following a set of guiding questions. The interviews with students aimed to explore their perceptions of the media, the challenges they encountered, and their suggestions for improvement. On the other hand, interviews with teachers focused on the effectiveness of the media in supporting the teaching-learning process and identifying any challenges in its implementation.

3) Observation

Observation was employed to record students' behavior during the learning process using the comic strip media. The researcher directly observed the class activities using an observation sheet prepared in advance. Key aspects observed included students' participation, interactions with peers, and how they utilized the media during the writing engagement with the learning activities.

Result and Discussion

In the Results section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Results should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs). Number tables and figures consecutively in accordance with their appearance in the text.

In designing this media product, researcher go through 4 stages including: (1) Needs analysis, (2) Planning, (3) Developing the Product, (4) Expert Validation, (5) Preliminary Field Testing, (6) Product Revision, (7) Main Field Testing, (8) Revision and (9) Final Product

1. Need Analysis

Needs analysis was done in comic strip-based learning media developing step to improve students' writing skills. This stage is carried out to identify the difficulties faced by students in learning English writing, as well as knowing the needs of teachers in supporting the learning process. By understanding these needs, the media developed can be designed according to the real conditions in the field so that it is more effective and useful.

Data collection for the needs analysis was conducted on Monday, 2 September 2024, from 09.00 to 15.00. This process involved students and English teachers at

MTsN 3 HSU as the main respondents. The techniques used included interviewing with teachers, distributing questionnaires to students, and observing the writing learning process that took place in the classroom.

The following table show MTsN 3 HSU students' view about the demand of their target situation. Data from Needs Analysis questionnaire was analyzed through calculating the percentage of each answer on the questionnaire. The highest percentage of answers on each question is considered as the tendency of the students related to the condition.

TABLE 4.1

STUDENTS' GENERAL RESPOND IN LEARNING ENGLISH

No	Question	Items	N	F	P
1.	Why do you think learning English is important?	a. So that you understand when watching English language films	22	0	0%
		b. To make it easier to answer English test questions	22	3	13,6%
		c. Facilitates entry into school/university and opens up opportunities in the world of work	22	3	13,6%
		d. A, b and c are correct	22	16	72,7%
2.	How far has your English ability come?	a. Only know and can write a few words	22	13	59%
		b. Able to write several English sentences correctly	22	6	27,2%
		c. Able to create English paragraphs	22	2	9%

		d. Not able to write English vocabulary/sentences at all	22	1	4,5%
3.	The ability that you have so far in English writing lessons is.....	a. Able to write paragraphs in English	22	2	9%
		b. Able to write English sentences	22	7	31,8%
		c. Able to fill in missing words in English sentences	22	7	31,8%
		d. Able to write English vocabulary	22	6	27,2%
4.	What difficulties do you experience when writing in English?	a. Difficulty in writing correct vocabulary	22	3	13,6%
		b. Difficulty in writing correct sentences	22	7	31,8%
		c. Difficulty answering English questions	22	9	40,9%
		d. Difficulty filling in missing words in sentences	22	3	13,6%
5.	What do you expect from learning English?	a. Able to master English vocabulary	22	6	27,2%
		b. Able to master grammar	22	3	13,6%
		c. Able to write and understand English texts	22	6	27,2%
		d. Able to communicate formally and informally accurately and fluently in everyday life	22	7	31,8%

Based on table students learn English for many reasons mostly to understand when watching English language films, to make it easier to answer English test questions, and facilitates entry into school/university and opens up opportunities in the world of work. In terms of students' English ability it is shown that most of the students were at the level of only know and can write a few words (59%), while only 9% students claimed that they able to create English paragraphs. In terms of students' English ability that they have so far in English writing lessons shows that 31.8 % are able to write English sentences. The same percentage shows also they able to fill in missing words in English sentences. While 27.2 % are Able to write English vocabulary and only 9 % able to write paragraphs in English. In terms of difficulties they experience when writing in English, most of the students (40.9%) admitted that answering English questions was the most difficult. Both options difficulty in writing correct vocabulary and difficulty filling in missing words in sentences (13.6%) was less difficult to the students. From the table result above, it can be seen that the students' expect after learning English were be able to communicate formal and informal accurately and fluently in daily life (31.8%), while others' divided between able to master English vocabulary and able to write and understand English texts (27.2%).

TABLE 4.2

GENERAL INPUT OF THE MATERIAL

No	Question	Items	N	F	P
1.	The theme of the comic strip that you like is....	a. Super hero/ Hero/ Adventure	22	10	45,5%
		b. Comedy	22	5	22,7%
		c. Daily life/school	22	2	9%
		d. Mystery	22	5	22,7%
2.	The male character in the comic strip that you like is....	a. Funny and lively	22	2	9%
		b. Kind and pious	22	11	50%
		c. Handsome	22	8	36,3%
		d. Have super powers	22	1	4,5%
3.	The female character in the comic strip that you like is....	a. Funny and lively	22	3	13,6%
		b. Kind and pious	22	10	45,4%
		c. Beautiful	22	7	31,8%
		d. Have super powers	22	2	9%

4.	The comic strip panel you want is...	a. 2 panel	22	3	13,6%
		b. 3 Panel	22	4	18,1%
		c. 4 Panel	22	9	40,9%
		d. 5 Panel	22	6	27,2%
5.	The front for the comic strip you like is...	a. VATAR The Last Airbender (Calibry)	22	6	27,2%
		b. AVATAR The Last Airbender (Comic Sans MS)	22	7	31,8%
		c. AVATAR The Last Airbender (Times New Roman)	22	5	22,7%
		d. AVATAR The Last Airbender (Arial)	22	4	18,1%
6.	The bubble text you like is….	a.	22	12	54,5%
		b.	22	6	27,2%
		c.	22	3	13,6%
		d.	22	1	4,5%
7.	The color visual that you	a. Colorful	22	15	68,1%
		b. Black and white	22	7	31,8%

like in comic strips is....					

From the table, it can be seen that most of students like was Super hero/ Hero/ Adventure (45.5%). Other students prefer between Comedy and Mystery comic (22.7%). Also, it can be seen that the character of comic strips (male) most of students like was kind and pious character (50%). Meanwhile, other students prefer handsome character (36.6%). From the result above, it can be seen that the character of comic strips (female) most of students like was kind and pious (45.4%). Meanwhile, other students prefer like beautiful character (31.8%). For the length of the panel, most of student considered four panels (40.9%) for the length of panel. Meanwhile, other students prefer five panels (27.2%). Another that, it can be seen that most of students claimed that AVATAR The Last Airbender (Comic Sans MS) is the appropriate font (31.8%). Beside that from the table, it can be seen that the most student claim that ( ) was the appropriate bubble text for comic strips (54.5%). Whereas, other student prefer ( ) for the appropriate bubble text (27.2%). For the visual of comic strips, most of students claim that colorful comic strip is that they want (68.1%). Meanwhile, other students prefer black and white (31.8%).

TABLE 4.3

LEARNING NEEDS

No	Question	Items	N	F	P
1.	The type of assignment in writing that I like is	a. Write a story	22	4	18,1%
		b. Create a conversation from a picture	22	9	40,9%
		c. Write a sentence on the picture	22	8	36,3%
		d. Make a drama from several pictures	22	1	4,5%
2.	When you are learning to write in English, it is better to do the assignments	a. Individual/own	22	12	54,5%
		b. Pair	22	3	13,6%
		c. Groups (3-4 students)	22	5	22,7%

	given by the teacher individually				
		d. Large groups (5 students or more)	22	2	9%
3.	When learning to write in English, it is better if the teacher....	a. Writing the material on the board	22	4	18,1%
		b. Dictate the material aloud	22	1	4,5%
		c. Explain the material with sample images	22	16	72,7%
		d. Always give homework for writing assignments	22	1	4,5%

Based on the table in terms of task type, (40.9%) of the students want to have the type of task of create a conversation from a picture. The second type of task that students want to write a sentence on the picture (36.3%). In terms of setting most of students wanted to do the task in Individual/own, represented 54.5% of the percentage. Meanwhile, the other students (in the percentage of 22.7%) want to perform the tasks in group of 3-4 students. From the data above, it can be concluded that teaching and guiding the students to be active to write is the teacher explains the material with sample images according to the most of students (72.7%). Meanwhile, the other students (18.1%) consider that Writing the material on the board for the tendency of teacher's role.

The needs analysis stage in this study was also conducted through interviews with English teachers to gain a deeper understanding of the writing learning conditions in the classroom as well as the need for appropriate learning media. During the interview, it was conveyed by the English teacher that students, particularly at the beginner level such as seventh graders, often face various difficulties in writing English texts. One of the main obstacles mentioned was the students' limited vocabulary, which hinders them from constructing sentences and developing ideas when writing. It was highlighted by the teacher that many students feel confused in choosing the right words and tend to use limited and repetitive vocabulary.

In addition to vocabulary issues, it was also explained by the teacher that students' understanding of basic English structure remains weak. Frequent mistakes are often made by students in grammar usage, such as errors in using to be, constructing simple sentences, and selecting appropriate verb forms based on tenses. It was assessed by the teacher that these difficulties are caused by a lack of understanding of basic concepts and the absence of engaging and effective learning media to gradually train students' writing skills.

The English teacher also emphasized that the learning media used so far tend to be monotonous, such as textbooks and written exercises, which fail to attract students' attention. Consequently, students often feel bored and unmotivated to practice writing. Based on their experience, the teacher believed that students would be more enthusiastic if learning materials were presented visually, for example in the form of illustrated media or interesting stories that could stimulate their imagination. Therefore, the teacher strongly supported the development of comic strip-based learning media because it is not only visually appealing but also provides clear context to help students understand vocabulary usage and English structure more practically.

It was hoped by the teacher that the comic strip media being developed could be designed simply yet effectively, with dialogues using basic English to match the abilities of beginner-level students. Furthermore, the teacher suggested that the media should not only focus on writing exercises but also include elements that enrich students' vocabulary and reinforce their understanding of basic sentence patterns in English. Thus, the learning media is expected to provide an engaging learning experience while gradually improving students' writing skills.

Based on the interview results, it can be concluded that the English teacher strongly requires innovative, effective, and appropriate learning media that meets the needs of beginner-level students. The media is expected to enhance students' vocabulary, clarify their understanding of basic English structure, and encourage them to become more confident in writing English texts.

2. Planning

The planning stage in this study was carried out based on the results of the needs analysis obtained through questionnaires distributed to students and interviews conducted with the English teacher. The results of the needs analysis revealed that many students, particularly those in seventh grade, have a strong interest in Japanese anime. This interest was considered an important factor in planning the development of comic

strip-based learning media to ensure that the developed media aligns with students' interests and characteristics.

Then, additional research was conducted by interviewing several seventh-grade students who were known to have a strong interest in anime. During the interview, information was gathered about the types of anime that are currently popular among teenagers, the storylines they enjoy, and the characters they find appealing and memorable. One of the main focuses of this planning process was to select characters that are not only popular today but also have lasting appeal, ensuring they will continue to be liked by children in the future. This was done to ensure that the characters in the developed comic strip would possess strong appeal and remain relevant over time.

From the interview results, it was discovered that characters with unique visual traits, interesting personalities, and positive moral values tend to be more favored by students. Characters with qualities such as courage, intelligence, and empathy were also considered effective in attracting students' attention and providing positive influence in learning. Based on these findings, the main characters in the comic strip were designed to possess these qualities — recognizable features, inspiring traits, and the ability to set a positive example for students. The main characters in this comic strip learning media are Ali and Zara, who are portrayed as kind-hearted individuals who love to help others and have strong affection for their family and friends.

FIGURE 1

ALI AND ZARA AS THE MAIN CHARACTERS

The male and female main characters created by the writer were designed to have attractive appearances (handsome and beautiful) along with positive traits such as kindness, helpfulness, and piety. Their costumes were also designed by the writer to feature traditional kimono attire while still incorporating the hijab. This design choice was intended to reflect their pious nature and align with the values upheld in the madrasah school environment, where wearing the hijab is part of the dress code. The inclusion of the hijab in an anime character was also expected to have a positive impact on students' moral education. To further enhance students' interest and curiosity, a samurai sword was added by the writer to the male main character's hand, symbolizing bravery and readiness to fight against evil.

In addition, to enhance the strong anime impression in this learning media, a character inspired by a strong and resilient Japanese anime figure was intentionally created by the writer in the form of a police officer named Uncle Biran. However, this character was designed to be mysterious, which is expected to increase students' curiosity and motivate them to continue writing through this learning media.

FIGURE 2

Mr. BIRAN AS THE ADULT MAIN CHARACTER

As commonly seen in anime stories, an antagonist character was also introduced by the writer, represented by an evil figure in the form of a dragon named Batunagi.

FIGURE 3

BATUNAGI AS THE ANTAGONIST CHARACTER

For the storyline of this comic media, an adventure-themed plot was created by the writer based on the teacher's request during the needs analysis interview. In this storyline, the main characters are portrayed as attempting to solve various problems and mysteries, which is expected to spark students' curiosity and motivate them to continue writing and reading the learning material.

3. Developing the Product

    In designing this media product, researcher go through 7 stages including: (a) Content Analysis, (b) Storyline Planning, (c) Character Design, (d) Scriptwriting, (e) Panel Sketching/Storyboard, (f) Illustration and Coloring, (g) Writing Task Integration.

    a. Content Analysis

        Content Analysis is a step carried out to determine the appropriate writing practice materials that align with the needs of seventh-grade students, particularly in the category of writing aimed at enhancing vocabulary and understanding English grammar structures. The material selected by the writer was designed in the form of a comic consisting of four chapters, which include the following:

        1) Chapter 1: Pronouns, possessive adjectives, and articles were intentionally removed.

        2) Chapter 2: To be verbs and auxiliary verbs were omitted.

        3) Chapter 3: Verbs in their V1, V2, V3, and -ing forms were excluded.

        4) Chapter 4: Words from a sentence were deliberately scrambled for students to rearrange.

This structured approach was developed to provide students with engaging writing exercises while simultaneously improving their vocabulary and grammatical understanding.

b. Storyline Planning

This stage was focused on developing an engaging storyline that aligns with the learning objectives. Several important aspects were designed, including:

1) Theme Selection

In accordance with the teacher's request during the needs analysis, an adventure theme was chosen by the writer.

2) Storyline Development

To attract students' interest and curiosity, a storyline about two siblings, Ali and Zara, was created by the writer. The story follows their adventure in the Kalimantan forest as they attempt to uncover the mystery behind the disappearance of young girls who went missing after seeing a red gemstone.

3) Integrating Learning Materials

The learning materials were naturally embedded in the story to help students grasp key concepts while enjoying the flow of the narrative

c. Character Design

In this stage, the main and supporting characters were created by considering several aspects, namely visually appealing character designs, characters with traits and personalities that can inspire students, and characters that align with Indonesian moral and cultural values but with Japanese-style anime characters.

FIGURE 4

THE CHARACTERS IN THE COMIC
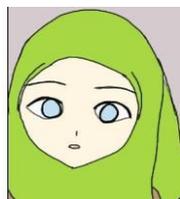
Zara   Ali   Mr.Biran
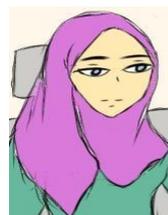
Mr.Ashad	Batunagi	Mrs.Us
Mr.Us	Mr.Jayan	Mr.Utuh
Genta	Buyung	Adi
Mauli	Aya	Anang
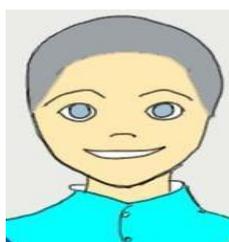
In designing this character, the author used an online drawing application, namely IbisPaint. This application can be downloaded on the Play Store with the link

https://play.google.com/store/apps/details?id=jp.ne.ibis.ibispaintx.app

d. Scriptwriting

Scriptwriting is the process in which the comic script is composed by considering several aspects, such as simple dialogues that are appropriate to the learning context. Sentences containing new vocabulary and the correct placement of English grammatical structures were also included.

FIGURE 5

THE EXAMPLE OF SCRIPTWRITING

| Hello! My name is Zara Edogawa.What is your name? |
| Zara,do not go into the forbidden forest! |

e. Panel Sketching/Storyboard

Panel Sketching/Storyboard was arranged to illustrate the visual layout of the comic panels. These steps included determining the number of panels on each comic page, organizing the visual flow to ensure the story could be easily understood by students, and deciding the placement of characters, backgrounds, dialogues, and narrative texts.

FIGURE 6

PANEL SKETCHING/STORYBOARD
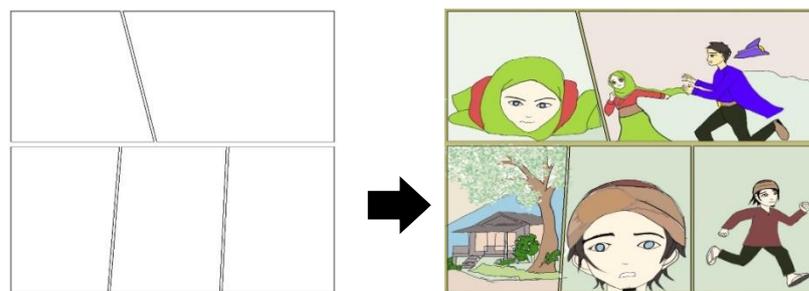
f. Illustration and Coloring

Illustration and Coloring is the stage where the previously created sketches are developed into engaging illustrations with clear visual details. This includes the use of bright and attractive colors to enhance visual appeal, the creation of facial expressions and body language that support the emotions in the story, and the placement of speech bubbles and narrative texts to ensure readability.

FIGURE 7

ILLUSTRATION AND COLORING

g. Writing Task Integration

Writing Task Integration is the stage where various tasks are provided to support students' writing skills. In this stage, the comic is supplemented with activities such as filling in missing words in blank dialogues. The correct word choices, such as the appropriate use of articles,Pronoun or to be verbs in the missing parts, are also required to be determined by the students.

FIGURE 8

WRITING TASK INTEGRATION
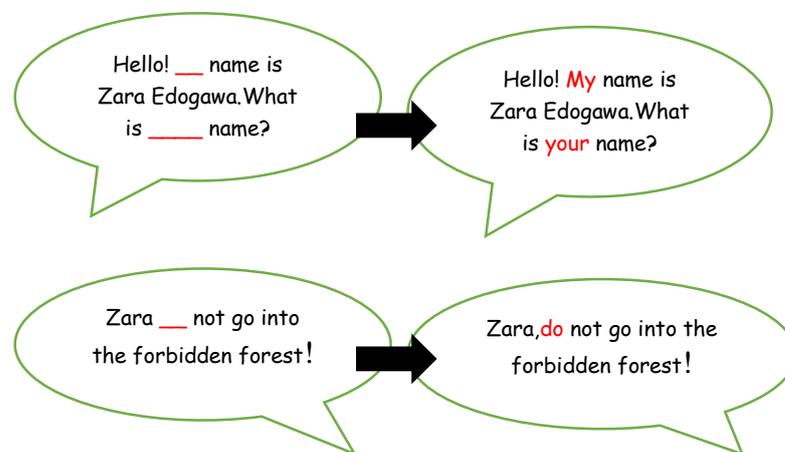
4. Expert Validation

At this stage, the researcher conducts a feasibility validation test on the media developed to media expert validators and material expert validators. Then, make revisions based on suggestions obtained from expert validators. The expert validators in this study are STAI RAKHA Amuntai lecturers. The results of the expert validator assessment are as follows:

a. Description of Media Expert Assessment Results Data

TABLE 4.4

RESULTS OF MEDIA EXPERT ASSESSMENTS

No	Indicator	Score
Interesting		
1.	Accuracy in selecting background images	4
2.	Matching the proportions of image and text layout	5
3.	Use of appropriate and attractive color variations	5
4.	Accuracy of front selection for easy reading	4
5.	Image composition	4
6.	Image size	4
7.	Image display quality	5
8.	Suitability of animation to material	4
9.	Animated charm	4
10.	The attractiveness of the main page cover	4
11.	Appearance matches the content	5
12.	Media durability	3
Graphic Design		
13.	Ease of use of media	5
14.	Flexible (can be used independently and under guidance)	4
15.	Complete instructions for use	4
Comic Content		
17.	Use interesting images and characters	5

18.	Artistic elements, such as sketches, coloring, and panel layout guide the reader in understanding the storyline.	4
19	Contains text that supports the image in the form of dialogue, narration, or additional information.	4
20.	Arrangement of material in a logical panel flow	4
21.	Utilize visual sequences to explain concepts step by step.	4
Total		**85**
Average		**4.05**
Category		**Very Good**

Based on Table above, the results of the media expert's assessment of the developed product obtained a total score of 85 with an average score of 4.05, which falls into the "Very Good" category. However, several suggestions for product improvement were provided by the media expert. It was recommended that:

1) The difference between the father's and the child's faces should be made clear so that they do not look the same age.

FIGURE 9

FIRST REVISION

2) Improve the design of the main cover and the colors should be enhanced to make them clearer and more attractive.

FIGURE 10.

SECOND REVISION

Before Revision   **After Revision**

3) A background should be added to each illustration.

FIGURE 11

THIRD REVISION

Before Revision   **After Revision**

4) A soft cover should be provided for the comic, and the author's name may be included without adding the student ID number.

FIGURE 12

FOURTH REVISION

Before Revision   **After Revision**

5) The characters' names should be introduced after the soft cover.

　　FIGURE 13

　　FIFTH REVISION

　　Before Revision　　**After Revision**

There are no names

of characters

in comic media

6) Instructions for using the comic should be included.

　　FIGURE 14.

　　SIXTH REVISION

　　Before Revision　　**After Revision**

There are no

instructions for use

in comic media

7) A closing section should be created at the end of the comic.

   FIGURE 15

   SEVENTH REVISION

   Before Revision   **After Revision**

   There is no ending to the story in comic media

b. Description of Material Expert Assessment Results Data

TABLE 4.5

RESULTS OF MATERIAL EXPERT ASSESSMENS

No	Indicator	Score
Content		
1.	Story material developed in accordance with writing learning objectives.	4
2.	Supporting story material participants' writing skills educate	4
3.	The material is developed accordingly with language requirements English class students VII equivalent.	3
4.	Material used relevant to life students' daily lives	3
Learning		
5.	Developed story encourage students creative in writing	5
6.	Gap text is made appropriate with ability level students in building vocabulary and grammar base.	4
7.	Intermediate text encourages students to understand basic sentence structure in English	4
Presentation		
8.	Language used simple and appropriate student level	3

9.	Language used according to language rules English.	4
10.	Visual elements and storyline attract students' attention to complete writing assignment.	5
11.	The task of completing the text missing in the story provide experience fun learning and interactive.	5
Total		44
Average		**4**
Category		**Suitable**

Based on Table above, the results of the material expert's assessment of the developed product obtained a total score of 44 with an average score of 4, which falls into the "Suitable" category. However, several suggestions for product improvement were provided by the material expert. It was recommended that the language be simplified, as some parts of the comic use sentence structures that may be too complex for seventh-grade students. Example of revised complex sentence are :

FIGURE 16

EIGHTH REVISION

Before Revision

After Revision

Additionally, the writer was advised to replace complex words with simpler synonyms. Long sentences in the comic text were also suggested to be shortened for better readability. Example of revised long sentence is:

FIGURE 17

NINTH REVISION

Before Revision

After Revision
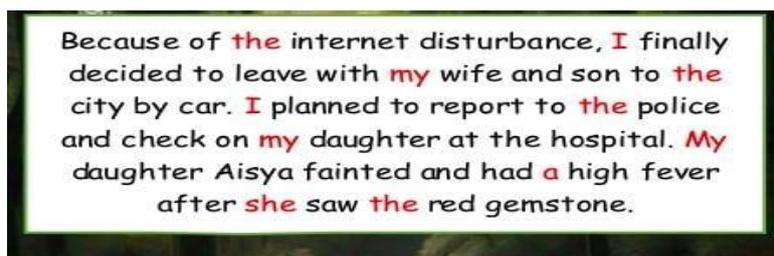
The final suggestion from the material expert was to revise the adventure-themed comic storyline into a story about everyday experiences at home or school, as this was considered more relevant to students' lives. However, since the adventure theme was specifically requested by the English teacher during the needs analysis, the adventure theme was not revised.

5. Preliminary Field Testing

After the media was declared valid by the media and material expert validators, the next step was to conduct a media trial. In this case, a small-scale trial (preliminary field testing) was carried out by the researcher. This was done to evaluate the initial quality of the developed product in terms of content, design, and practicality. The small-scale trial was conducted by the author from February 23 to 27, 2025. The trial was carried out by visiting each student's home or conducted at their respective homes.

In this small-scale trial, two tests were conducted by the researcher on 13 students. The first test was carried out to evaluate the content of the comic media, while the second test was conducted to assess the effectiveness of the comic media.

a. Evaluate the content of the comic media

The following table presents the results of the test conducted to evaluate the content of the comic media.

TABLE 4.6

RESULT OF STUDENT RESPONSE TO THE CONTENT OF COMIC MEDIA

Student	Response Results Question 1-10 (Question 1-5 chapter 1 & Question 6 -10 chapter 2)										Total Corect Answers
	1	2	3	4	5	6	7	8	9	10	
1	1	1	1	1	1	1	1	0	1	1	9
2	1	0	0	0	1	1	0	0	0	1	4
3	1	1	1	1	1	1	1	0	1	1	9
4	1	0	1	1	0	1	1	0	0	0	5
5	1	1	1	1	0	1	1	0	0	0	6
6	1	0	0	0	0	1	0	0	0	0	1
7	1	1	0	1	1	1	0	0	0	1	6
8	1	1	0	1	1	1	1	0	0	1	7
9	1	1	0	1	1	1	0	0	1	1	7
10	1	1	0	1	1	1	0	0	0	1	6
11	1	1	0	1	1	1	0	0	0	1	6
12	1	1	0	1	1	1	0	0	0	1	6
13	1	1	0	1	1	1	0	0	0	1	6
Total	13	10	4	11	10	13	5	0	3	10	
Index	1	0,76	0,30	0,84	0,76	1	0,38	0	0,23	0,76	

From the table above, it can be concluded that the content of the questions in the learning media consists of 10 questions. Questions 1 to 5 were taken from

Chapter 1, while questions 6 to 10 were taken from Chapter 2. Questions 1 and 6 are categorized as very easy questions. Questions 2, 4, 5, and 10 are categorized as easy questions. Meanwhile, question 7 is categorized as a moderate question. Questions 3, 8, and 9 are categorized as difficult questions.

b. Assess the effectiveness of the comic media.

In the small-scale trial, a response questionnaire for the effectiveness of the developed comic media was also given by the researcher. The following is the data from the trial results.

TABLE 4.7

THE EFFECTIVENESS OF THE COMIC MEDIA

No	Indicator	Score
Image Clarity		
1.	Images are clear and easy to understand	98.4%
2.	Pictures help you understand the story	87.6%
3.	Cartoon characters stimulate interest in the text	90.7%
4.	Image color is not distracting	90.7%
5.	Comic media increases interest in reading	87.6%
Language Readability		
6.	The language of comics is simple	73.8%
7.	Comic text is easy to read	87.6%
8.	Comic language is suitable for learning	81.5%
9.	Comics help build vocabulary	86.1%
10.	Comics are clear and easy to read	81.5%
Total		**865.5**
Average		**86.5%**
Category		**Verry Good**

Based on table above, the results of the questionnaire of small group trial by students on the comic obtained a total average score of 86.5 % where the value is categorized as "Very Good".

The results of the responses from 13 students in the small-scale trial are most students have good response to the implementation of comic in the writing learning activities. It can be seen from questionnaire and positive response toward the implementation of the comic. Therefore it can be continue to the next step.

6. Product Revision

Based on the results of the small-scale trial, revisions were made by the researcher to improve the developed learning media product. These revisions were carried out to enhance the quality of the media, making it more effective in supporting students' learning. The revision process was focused on several aspects that were considered necessary to improve, based on the small-scale trial results and feedback from students.

The first revision was made to the questions that were considered very easy. These questions were improved by increasing their level of difficulty to provide a greater challenge for students when answering the writing tasks. Through this revision, it was expected that the previously overly simple questions would provide more optimal benefits in improving students' writing skills. Examples of revision questions from questions that are categorized as very easy:

FIGURE 18

TENTH REVISION

| What __ that flying? | ➡ | What __ the thing that is flying in the sky? |

In addition, revisions were also made to the questions that were considered very difficult. These questions were simplified by adjusting the language used so that they would be easier for students to understand. This step was intended to make the previously difficult questions more manageable without reducing the essence of the material being taught. Examples of revision questions from questions that are categorized as very easy:

FIGURE 19

ELEVENTH REVISION

| That is why I ___ not get married until now | ➡ | That is the reason why I __ still not married |

Revisions were also made to the student response section, particularly regarding the steps or procedures for completing the tasks. Clearer and more systematic instructions were added to help students follow the steps properly. This adjustment was expected to help students understand the task procedures more effectively, enabling them to feel more confident when working on the given questions. Example of revision of steps for assignment question:

FIGURE 20

TWELVETH REVISION

Before Revision

After Revision

Through this revision process, the developed comic strip-based learning media is expected to provide a better learning experience for students. With improved balance in question difficulty and clearer step-by-step instructions, the media is hoped to effectively help students enhance their writing skills in an engaging and enjoyable way.

In addition to revising the questions at this stage, the researcher also added questions, increasing the initial 10 questions tested in the small-scale trial to 20 questions for the large-scale trial. Each set of questions consists of 10 questions from Chapter 1 and 10 questions from Chapter 2. This addition was made to ensure the validity and reliability of the instrument. By increasing the number of questions and respondents, more valid and reliable data can be obtained.

Furthermore, the addition of questions also aims to test the reliability of the instrument with a larger population. This allows for a more accurate measurement of the correlation strength between the questions and the total score. Based on the analysis, ineffective questions can be improved. The addition of questions and respondents also helps enhance the generalization of the results, ensuring that the instrument can be applied more widely. Overall, the addition of questions and respondents in the large-scale trial will provide more accurate and dependable data. This will support the development of a better instrument for further research.

7. Main Field Testing

After the learning media product had been revised, a large-scale trial was conducted to evaluate its effectiveness and quality. The large-scale trial was carried out at MTsN 3 HSU on March 2024 6, where 40 students from Class 7A and Class 7B, along with their English teacher, were involved in the process. This trial was designed to gather comprehensive data regarding the product's suitability for classroom use and its ability to support students' writing skills.

In the trial process, two types of evaluation were conducted to assess different aspects of the comic-based learning media. First, the content of the comic was tested to determine whether the material was appropriate, engaging, and aligned with the intended learning objectives. To achieve this, 20 questions were distributed to the participating students. These questions were carefully designed to measure the extent to which the comic's content was understood and how effectively the information was delivered.

In addition to the content evaluation, the effectiveness of the comic was also assessed. To gather this data, a readability and clarity questionnaire was distributed. This questionnaire was prepared to evaluate the language used in the comic, ensuring that it was clear, accessible, and appropriate for 7th-grade students. Moreover, the clarity of the illustrations was also assessed to determine whether the visual elements effectively supported students' understanding of the content.

The data collected from the 20 content-related questions were analyzed using the SPSS application. Through this analysis, the results were calculated to identify the overall quality and effectiveness of the developed comic-based learning media.

The calculation is done to check the level of difficulties of each item. The criteria for each difficulty category are as follows:

- A correlation value between 0.0 and 0.3 indicates a difficult question.
- A correlation value between 0.31 and 0.7 indicates a moderate question.
- A correlation value between 0.71 and 1 indicates an easy question.

The result showed that the difficult category, question numbers 1 and 11 are included. This classification was determined because their corrected item-total correlation value was recorded as 0.000, which falls within the specified range for difficult questions. Then, in the moderate category, several questions were identified. These include question numbers 2, 9, 10, 12, 19, and 20. The corrected item-total correlation values for these questions were found to be 0.259, 0.485, 0.493, 0.259, 0.488, and 0.450, respectively. Since these values fall between 0.31 and 0.7, they are classified as moderately difficult questions. Last, in the easy category, several questions were identified as well. These include question numbers 3, 4, 5, 6, 7, 8, 13, 14, 15, 16, 17, and 18. The corrected item-total correlation values for these questions range from 0.591 to 0.838, placing them in the easy category based on the specified criteria. The result of correlation between items can be seen in Appendix.

Next is checking the reliability of the product by using Cronbach's Alpha. The results as follows:

TABLE 4.8

RELIABILITY OF PRODUCT

Reliability Statistics	
Cronbach's Alpha	N of items
.926	20

The score of using Cronbach's Alpha showed 0.926 means that the items has high reliability and can be use to assess students writing skills especially to the vocabulary and grammar in chapter 1 and 2 of the comic script.

To assess the effectiveness of the media, an evaluation was conducted focusing on two main aspects: language readability and image clarity within the comic. This evaluation was intended to ensure that the language used in the comic could be easily understood by students, and that the illustrations presented were able to support their understanding of the material being conveyed. The results from the language readability and image clarity test are presented in the following table.

TABLE 4.9

THE LANGUAGE READABILITY AND IMAGE CLARITY

No	Indicator	Score
Image Clarity		
1.	Images are clear and easy to understand	97%
2.	Pictures help you understand the story	96.5%
3.	Cartoon characters stimulate interest in the text	95%
4.	Image color is not distracting	92.5%
5.	Comic media increases interest in reading	84%
Language Readability		
6.	The language of comics is simple	79.5%
7.	Comic text is easy to read	79.5%
8.	Comic language is suitable for learning	79%

9.	Comics help build vocabulary	80.5%
10.	Comics are clear and easy to read	82.5%
Total		**866**
Average		**86.6%**
Category		**Very Good**

Based on the table above, it can be concluded that the results of students' responses regarding the language readability and image clarity in the comic media showed an excellent outcome. The average score obtained from the evaluation was 86.6%, which is categorized as very good. This percentage indicates that most students were able to understand the language used in the comic clearly, and they felt that the illustrations provided effectively supported their understanding of the content.

The result of students' responses to the effectiveness of comic strips as a learning medium, it can be concluded that the comic-based learning media was considered easy to understand and highly beneficial for students in learning English material. In addition, students expressed their strong desire for this media to be used in schools as a supportive learning tool. Some students also conveyed their interest in reading the next chapter, as they found the content engaging and helpful for improving their understanding. Furthermore, several students gave the highest rating to this media as a form of appreciation for its perceived benefits. Therefore, it can be concluded that the comic media, as an interactive writing learning tool for 7th-grade students, is considered suitable for use and further development.

Moreover, to testing the content and effectiveness of the comic, an interview was also conducted by the researcher with the English teacher who directly observed how the 7th-grade students engaged in the comic media trial. The following results were obtained:

1. Students' Interest in Writing

Based on the interview results, it was conveyed by the teacher that after the comic strip-based learning media was observed, students were predicted to become much more interested in writing in English. This increased interest was believed to be influenced by the attractive visual appearance and creatively

presented storyline, which allowed students to feel more enthusiastic about expressing their ideas in written form. With the presence of characters and illustrations that supported the story, it was easier for students to understand the context and gain inspiration to write with greater confidence.

2. Vocabulary Improvement

It was also stated by the teacher that the learning media was considered highly effective in improving students' vocabulary. In each comic panel, new vocabulary was presented in a context that was easy to understand, allowing students to not only recognize the words but also comprehend their usage in sentences. Through the dialogues between characters and the presented narrative, students' vocabulary knowledge was expanded naturally and engagingly.

3. Grammar Understanding

In addition to enhancing vocabulary, the comic strip-based learning media was also believed to be very helpful for students in understanding grammar. In the comic, sentence structures were presented clearly and aligned with the material being studied, enabling students to observe how grammar was applied in everyday conversations. Through this approach, grammar rules were not only learned theoretically but also demonstrated directly in meaningful contexts.

4. Visual Appeal of the Media

The illustrations in the learning media were also highlighted by the teacher as being highly effective in attracting students' interest in learning English writing. The colorful images, expressive characters, and engaging storyline were believed to help students focus better and feel more motivated to understand the story's content. This visually appealing aspect was considered the main attraction that could eliminate boredom and encourage students to be more enthusiastic about writing practice.

5. Learning Media Quality

The teacher mentioned that the quality of the comic strip-based learning media was considered excellent as it was believed to improve students' memory retention, reading interest, and learning outcomes. By presenting the material in visual and narrative form, the information was considered easier for students to recall. The comic was also seen as encouraging students to read more actively, which indirectly helped them understand the learning material more effectively.

6. Assistance for Teachers in Teaching

It was also explained by the teacher that the comic strip media was found to be very helpful in delivering lesson materials to students. With the presence of comics, the teacher felt that the material could be explained in a simpler and more engaging manner. The media was also regarded as an effective visual aid for explaining certain concepts, making it easier for students to understand the content without feeling overwhelmed by overly theoretical explanations.

7. Overall Assessment of the Media

As a final evaluation, the teacher assigned a score of 8 out of 10 for the comic strip-based learning media. This rating indicated that the media was considered very good and had significant potential to increase students' interest and ability in writing English. Although some room for further development was acknowledged, the media was seen as sufficiently effective in supporting writing instruction for 7th-grade students.

During the trial process, it was conveyed by the English teacher that the students appeared highly enthusiastic while learning English using the comic strip media. Even students who had previously shown little interest in learning English in class were observed to be highly eager when answering the questions that were posed by the researcher. This occurred despite the fact that the trial was conducted during the Ramadan fasting month, when the weather was extremely hot and intense. Nevertheless, high enthusiasm was consistently demonstrated by the students throughout the trial process

The development of this comic-based learning media for writing practice in 7th-grade students has several limitations that need to be acknowledged. One of the main limitations lies in the scope of the content that has been produced. Although the initial plan was to develop the product in four chapters, only two chapters were successfully created and included in the final version. As a result, the material provided to students is not as comprehensive as originally intended.

In the first chapter, the focus was placed on eliminating pronouns, possessive adjectives, and articles. By removing these elements, students were encouraged to concentrate more on constructing basic sentence structures without being distracted by these grammatical components. This approach was designed to help students build their

confidence in writing simple sentences before progressing to more complex language features.

In the second chapter, the emphasis was given to eliminating to be and auxiliary verbs. This strategy was implemented to allow students to focus more on the core elements of sentence construction, such as subjects, main verbs, and objects. By temporarily omitting these supporting verbs, it was expected that students would develop a clearer understanding of sentence patterns and word order.

However, two additional chapters that were initially planned have not been developed due to time constraints and limited resources. The third chapter, which was intended to focus on the elimination of verbs in their various forms (V1, V2, V3) and -ing forms, was unable to be produced. Likewise, the fourth chapter, which was designed to involve arranging jumbled words into meaningful sentences, was also left undeveloped. These chapters were expected to provide further practice that could enhance students' mastery of grammar and sentence construction.

Despite these limitations, the developed product is still considered beneficial for improving students' writing skills, particularly in mastering basic sentence structures. Future researchers are encouraged to expand this comic-based learning media by completing the remaining two chapters. By doing so, a more comprehensive and effective learning tool can be provided, which may better support students in improving their writing abilities in English.

Conclusion

The use of comic strips as a learning medium has been proven to be effective in improving the writing skills of 7th-grade students at MTsN 3 HSU. An analysis of students' performance before and after using this medium has shown a significant improvement in aspects of writing structure, vocabulary, and creativity. In addition, students' motivation and engagement in writing lessons have also been increased, indicating that comic strips can serve as an engaging and interactive alternative learning medium.

Apart from its effectiveness in enhancing writing skills, the importance of designing visually appealing comic strip-based learning media that align with the needs of both students and teachers has also been emphasized in this study. The use of colored designs with Japanese-style illustrations, which are widely favored by MTs students and their equivalents, has been identified as a crucial factor in increasing the attractiveness and effectiveness of this medium.

Therefore, the development of innovative comic strip-based learning media can be considered a solution to challenges in writing instruction while also contributing positively to the education sector.

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