DEVELOPING DIGITAL COMIC STRIPS AS TEACHING MEDIA IN WRITING CLASS

A Paper

Submitted to English Language Education Study Program, Faculty of Teacher Training and Educational Science, Pakuan University as a Partial Fulfillment of Requirement for *Sarjana Pendidikan* Examination

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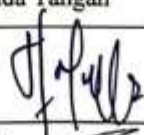NIK. 1.0694021205   NIK. 1.1211052564
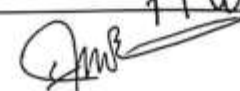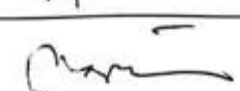
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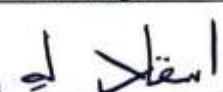
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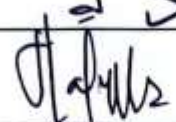
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DECLARATION

I hereby declare that paper entitled **"Developing Digital Comic Strips as Teaching Media in Writing Class"** is completely my own work. I am fully aware that I have quoted some statements and ideas from many resouces. All quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to tahe any legal responsibility.

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PREFACE

Alhamdulillahhirobbill'alamin, all praise and gratitude should be to Allah SWT who has given health, strength, capability, and guidance to the researcher strength and patience until she could finish her paper entitled Developing Digital Comic Strips as Teaching Media in Writing Class.

This paper is written to fulfil one the requirements for *Sarjana Pendidikan* Examination at English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

Even though the researcher has tried to do her best in conducting the research, the research realizes that this paper it is far from being perfect. Therefore, she accepts any suggestion and critics for the completion of this paper and her better study in the future.

Bogor, May 2024

Shilma Nafsiah

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ABSTRACT

Learning media is very important to improve the effectiveness of learning, especially in improving students' writing skills. In this study, the researcher developed a new digital-based learning media innovation that uses comic strips as a tool to improve students' ability to write narrative texts. This learning media is designed to make learning interesting and interactive by integrating visual and narrative elements. The research method used is RnD (Research and Development) by applying the ADDIE research design. The ADDIE RnD stage begins with the Analysis Stage, where researchers conduct observations and interviews to understand the learning conditions at school and the narrative text material. The second stage is the Design Stage, where researchers designed digital comic strips using Canva and Bing Microsoft, based on their findings, to improve students' writing skills. The third stage is the Development Stage, where the comic strips are created and validated by experts, then revised for effectiveness. The fourth stage is the Implementation Stage, where the validated comic strips were used in the classroom, and their effectiveness was measured through questionnaires. The final stage is the Evaluation Stage, where pretests and posttests measure the impact of comics on writing skills, with feedback determining success and potential for wider use. To find out the students' response to this innovation, the RnD research method uses several test instruments, namely qualitative in the form of a questionnaire and quantitative in the form of a pretest-posttest. The researcher observed how students' needs in terms of learning media related to narrative text writing skills, then developed learning media in the form of digital comic strips and implemented them into learning. The results showed that the use of comic strips in learning received positive responses from students for several indicators, in terms of media, content, and language. The researcher conducted an evaluation with a limited test, namely pre-experimental with one group pretest and posttest design to determine the n-gain value. The result of this is that the product can be developed and implemented as well as effectively using digital comic strips to improve learning in writing skills.

Keywords: RnD, ADDIE, Narrative text, Writing skill, Digital comic strips.

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CHAPTER I

INTRODUCTION

A. Background of the Study

The advancement in information and communication technology has led to notable changes in the field of education. Improving teaching and learning outcomes relies heavily on utilizing interactive and inventive learning materials. Due to their capacity to offer students captivating and interactive learning experiences, digital comics have emerged as a widely favored and dynamic educational instrument. Arief et al. (2022) demonstrated the flexibility of digital comics in education, illustrating their applicability across various subjects, including languages.

These multimedia-rich interactive comics create engaging learning environments, capturing students' attention and enhancing their understanding of complex subjects. Additionally, Novanti and Suprayogi, (2021) explored the educational potential of Webtoon, emphasizing its effectiveness in enhancing vocabulary acquisition. Similarly, Fatimah et al. (2019) highlighted the utility of ToonDoo as an authentic and engaging platform for teaching short stories. These studies underscore the significant impact of digital comics in enhancing classroom experiences and supporting teachers' professional development.

Despite the essential nature of writing skill, students at SMKN 2 Kota Bogor encounter difficulties in improving their writing abilities. One of the primary obstacles stems from the lack of engaging and innovative

teaching tools. Conventional methods may not always capture students' interest, impeding their progress in developing writing proficiency.

The integration of digital comics into writing classes at SMKN 2 Kota Bogor offers an inventive solution to address students' challenges. Through the creation of digital comic strips, educators can provide an interactive and creative platform to enhance writing skill. This approach aligns with the evolving educational landscape, where technology and captivating content converge to create an engaging learning environment. Embracing digital comics as an instructional tool not only improves language proficiency but also nurtures creativity and active student engagement, fostering a comprehensive and effective educational experience.

B. Identification of the Problem

The research background highlights a common problem: students face ongoing challenges in developing their writing skill. They struggle with initiating the writing process, generating ideas, comprehending the essential elements of effective writing, and often spend significant time deciding what to write. Additionally, they face difficulties in using correct grammar, resulting in grammatical errors in their assignments. Moreover, teachers tend to use repetitive writing techniques, leading to student boredom and decreased motivation. Furthermore, educators do not fully utilize available technology, and not all English teachers have the expertise to create customized teaching materials, especially in visual formats such as drawing.

Ideally, teaching materials should be personalized by teachers to align with specific curricular content and learning objectives.

C.   Aim of the Research

The aim of this study is to develop a digital comic designed to improve writing skill in vocational schools. The research objectives encompass:

1) analyzing the needs of students and teachers regarding writing skill in vocational education; 2) creating the digital comic as a means to enhance writing abilities in vocational schools; 3) validating the digital comic as an effective teaching tool for improving writing skills; and 4) evaluating the practicality of using the digital comic as an instructional medium to enhance writing skills in vocational schools.

D.   Research Question

Based on the background above, the research questions in this study are:

1) How to develop digital comic strips as learning media in writing class at SMKN 2 Kota Bogor? 2) How is the effectiveness of using digital strip comics in improving students' writing skill at SMKN 2 Kota Bogor in the context of narrative text?

E. Research Objective

The objectives of this research are:

1) To develop digital comic strip as learning media in writing class at SMKN 2 Kota Bogor. 2) To find out the effect of using digital strip comics in improving students' writing skills at SMKN 2 Kota Bogor

F. Significance of the Research

This research has important significance in several aspects, namely the development of linguistics, contributions for researchers, and benefits for SMKN 2 Kota Bogor as a school. The following is a brief explanation of the significance of this research in each of these aspects:

1. Language Science Development

This research will contribute to the development of linguistics, especially in the context of teaching writing. By developing digital comic strips as a learning medium, this research can enrich our knowledge and understanding of how this medium can be used effectively to improve students' writing skills. The findings and findings from this study can be a source of reference and reference for future studies in the field of teaching writing and the use of digital media in educational contexts.

2. Contribution for Researchers

This study contributes to researchers in terms of developing research skills, especially in using the RND (Research and Development) method. The researcher will gain more experience and

understanding in designing, developing, and evaluating digital comic strips as learning media. Researchers will also be involved in the process of experimentation and data collection which can increase their understanding of the effectiveness of using digital comic strips in learning to write.

3. Benefits for SMKN 2 Kota Bogor as a School

This research has practical benefits for SMKN 2 Kota Bogor as a school. By using digital comic strips as learning media in writing class, the school can enrich the learning methods they use. This interesting and innovative media can increase students' interest, motivation, and participation in learning to write. In addition, this research can also help teachers in developing more effective and creative teaching strategies, as well as providing new insights into the use of technology in educational contexts.

CHAPTER II

THEORETICAL FOUNDATION

A. The Importance of Teaching Writing in the Curriculum

1. Teaching Writing

Huda (2019) stated that teaching writing is a challenging task for teachers, who have to guide students in composing paragraphs, facilitate them with appropriate techniques, and address concerns during the writing process. The definition of teaching writing involves guiding students in effectively expressing their ideas in written form. When assessing writing test rubrics, significant components to consider comprise Content, Vocabulary, Grammar, and Mechanics. The modified scoring rubric from Mahmoudi and Buğra (2020) is utilized. Scoring rubrics serve to offer a standardized framework, ensure consistency, and aid teachers in providing targeted feedback to students.

Childs and Ed (2020) emphasizes that writing is a relevant skill in a variety of subject areas, allowing students to express, reason, and share their knowledge. Effective writing instruction involves authentic tasks, engaging teaching, and creating a sense of community among writers. Integration of writing in core subjects and outside the classroom can increase student engagement. Students should also be taught the writing process, elements of various genres, and writing techniques. Interestingly, writing prompts can be generated that are

open-ended, relevant, creative and related to real-world issues. Prompts that allow students to develop responses, explore perspectives, and give students a sense of ownership can increase motivation and engagement. Zul and Fatima (2022) highlighted that teaching writing helps students develop communication skills, although there is a tension between product and process approaches in writing pedagogy. The process approach involves prewriting, organizing, writing, and polishing to produce a good writing product.

Af'idatur Rohmaniah and Ida Zulaeha (2023) added that teaching writing involves the use of appropriate learning models, such as problem-based learning and quantum learning models. Factors that influence the effectiveness of writing instruction involve students' personality types, their interest in the text, the teacher's role, previous learning experiences, and students' ability to develop content. Problem-based and quantum learning models encourage critical thinking, solutions to problems, and the development of positive attitudes.

In conclusion, teaching writing is an important aspect of learning, and its effectiveness is influenced by various factors such as teaching approaches, students' personality types, and the learning models used. Therefore, it is important for teachers to adopt creative, culturally relevant and engaging approaches to teaching writing to motivate students and ensure optimal development of writing skills.

2. Narrative Text

Narrative text, as explained by Rohimah (2019) is a type of writing that involves problematic events, reaches a crisis or turning point, and ultimately achieves resolution. Its goal is to entertain, amuse, and share the experiences of readers or others by providing detailed information, including chronological order, how, why, when, where, and who is involved. The structure of a narrative text includes orientation, complication, and resolution.

Maolida and Al Azhar Elis (2019) explore the use of the process genre approach in teaching narrative writing. Narrative texts can be imaginary, factual, or a combination of both, covering various genres such as fairy tales, mysteries, science fiction, romance, horror stories, fables, myths, legends, and personal experiences. The structure of narrative texts involves orientation, complication, resolution, and reorientation or coda, with dominant language features like past tense, action verbs, time adverbs, temporal conjunctions, and direct speech. Fauziah et al, (2021) highlight that a narrative text is a type of essay aimed at entertaining and providing information to readers or listeners. It involves a story or a series of events, intending to give meaning to those events.

Yani et al, (2022) add that a narrative text has a common structure consisting of orientation (introduction), sequence of events (complication), resolution (solution), reorientation (moral value

message), and evaluation (evolution). The importance of these elements is to ensure that the narrative text is clear and easily understood.

In the context of teaching narrative texts, Brown (2023) developed principles for designing interactive writing techniques. These principles involve applying practices of "good" writers, balancing between process and product, considering cultural/literary backgrounds, and integrating practices from "good" writers. Teachers should guide students through appropriate stages, ensuring they do not get stuck in stages leading to the final product, and assisting them in using English rhetoric effectively.

In conclusion, teaching narrative texts involves understanding structure, language features, and principles of interactive writing. By applying practices of "good" writers, considering cultural/literary contexts, and carefully guiding students through stages, teachers can help them develop clear, organized, and effective narrative writings.

B. Teaching Media in Writing Class

1. Teaching Media Development in the Context of Education

Ritakumari (2019) stated that the significant impact of the use of educational media and multimedia technologies on the teaching and learning process occurs because easy access to new technologies allows educational institutions to capitalize on these rapid changes. Although the relevance of educational media in the classroom is

immeasurable in the teaching and learning process, teachers are expected to develop skills and abilities to use educational media for instructional purposes. Therefore, governments and school administrators need to make efforts to ensure that educational media and multimedia are included in the school curriculum at primary and higher levels in order to increase awareness of these media.

Studies focused on the use of various educational media and multimedia in the teaching and learning process, highlighting their advantages, form the basis for our understanding. Puspitarini and Hanif (2019) stated that the use of media in the learning process can positively affect students' learning motivation, particularly in the context of writing classes. With technology as a learning medium, it can be considered as an effective alternative to increase students' learning motivation. The definition of learning media as a hard or soft tool used by teachers to convey material to students can be interpreted as a theoretical basis. This concept is drawn from Dale's theory of experience, which proposes that different types of media can enhance the learning experience.

The development of effective teaching media in the context of education in the writing classroom should consider factors such as the desire to succeed, the need to learn, interesting activities, and a conducive learning environment. By incorporating appropriate teaching media, teachers have the potential to make the learning

process more effective, efficient, and engaging for students in the writing classroom.

Looking at both studies, it can be concluded that the use of educational media and multimedia technology has a significant impact on the teaching and learning process. Not only do teachers need to develop skills in using educational media for instructional purposes, but it is also important for the government and school administrators to ensure the inclusion of educational media and multimedia in the curriculum to raise awareness of these media. In addition, the use of media in the learning process, especially in the context of the writing classroom, can positively affect students' motivation to learn, with technology as an option that can enhance students' passion for learning.

2. Comics as Teaching Media

Recognizing the multifaceted benefits of comics as instructional media, Fitriyanti et al. (2023) highlight its role in enhancing student motivation and interest in various subjects, particularly in writing classes. Conversely, Tsene (2022) emphasizes the potential of comics as a teaching medium for media literacy skills, transcending cultural and language barriers. Comics serve as an efficient tool for teaching media literacy to diverse communities, encompassing children and marginalized groups. By encouraging skills such as storytelling, visual literacy, collaboration, critical thinking,

creativity, empathy, research, and validation, comics play a pivotal role in fostering essential aspects of media literacy.

Moreover, Arief et al. (2022) findings underscore the effectiveness of digital comic media in the lecture process, demonstrating its impact on message delivery, understanding, and student motivation. As an alternative learning medium, digital comics not only make the educational experience more engaging but also enhance language learning quality. The emotional involvement of readers in digital comics significantly influences memory retention, particularly in subjects perceived as challenging. Notably, an experimental study on Indonesian students revealed a substantial improvement in English language learning outcomes through the use of digital comic media. However, it is crucial to acknowledge that the discussed sources primarily focus on the broader application of digital comic media in education and lack specificity regarding its implementation in writing classes.

Bridging this gap, Brown (2023) advocates for the use of comics as a teaching medium in writing classes. Comics, according to Brown, provide visual cues and engaging activities that enrich students' learning experiences. Analyzing and creating comics serve as exercises to develop narrative and storytelling skills, allowing students to observe and practice the structural, dialogical, and visual elements of the medium. This unique combination of written and visual

elements encourages critical thinking about effective idea conveyance. By integrating comics into writing classes, the learning process becomes more enjoyable and personal, nurturing students' motivation and engagement. Teachers are advised to carefully select comics tailored to the age and language proficiency of their students, ensuring the content aligns with their writing goals.

In conclusion, the exploration of comics as teaching media spans various dimensions, from enhancing motivation and interest in writing classes to fostering media literacy skills. The use of digital comic media amplifies the effectiveness of the educational process, demonstrating positive impacts on language learning and student engagement. While these sources collectively emphasize the benefits of comics in education, it is essential to recognize the need for further research specifically focused on the application of digital comic media in writing classes.

C. **Development of Teaching Media Using Digital Comic Strips**

The development of teaching media using digital comic strips has emerged as a dynamic approach, as discussed by Wijaya et al, (2021). In the current technological landscape, various applications like Pixton, Comic Life, Make Belief Comix, Strip Generator, Canva, Comic Creator, and Toondo enable the creation of digital comic strips. Teachers have the flexibility to choose between manual or digital creation based on their preferences and available resources. Websites such as for-making-comics

offer user-friendly applications, providing teachers with accessible tools for incorporating comic strips into their teaching materials.

Digital comic strips bring numerous advantages, including the ability to insert photographs, enhancing visual appeal for students. The interactive elements, animations, and multimedia integration within digital comic strips contribute to a more engaging learning experience. The components of comic strips, such as panels, pictures, lettering, balloons, captions, and borders, collectively enhance the effectiveness of using comic strips as teaching media.

Moreover, Aquariza and Susanto (2023) underscore the effectiveness of comic strips in language classrooms, particularly for enhancing vocabulary and reading skills. Digital comic strips offer a modern and interactive avenue for teaching vocabulary, aligning with the integration of technology in the learning process. The versatility of digital comic strips allows teachers to integrate them into various language learning topics, making them a valuable tool for discussions on main ideas and new words.

Despite the benefits, challenges in using comic strips as teaching media are acknowledged. Rohmaniah (2023) specifically focus on the implementation of comic strips in teaching narrative writing. They suggest a structured approach involving lesson plans, introducing narrative text and past tense, and incorporating comic strips as visual aids. The implementation process, including writing exercises and discussions, is done in cycles, fostering continuous improvement in students' narrative writing skills. The

use of comic strips not only facilitates progress in writing but also promotes awareness of correct grammar usage.

In conclusion, the implementation of comic strips in teaching, as explored by various studies, showcases its potential as a versatile and engaging teaching media, especially in the context of narrative writing. The combination of traditional and digital methods, along with the awareness of challenges, contributes to a holistic approach to developing teaching media using digital comic strips in the writing class.

D. Theory on Model Development

1. Research and Development

    In the world of education, this type of research is very influential in improving the quality of education. Improving the quality of education can be achieved through products in the form of developing teaching materials. The research and development method is a type of research used in the field of education. Research and development in the world of education can produce learning media products and teaching materials Sugiyono (2019) stated that the research and development method is a method used to make certain products and test the effectiveness of these products. To be able to make a product, research is needed that uses analysis (both quantitative and qualitative methods) and to test the effectiveness of the product so

that it can function properly, research is needed to test the effectiveness of the product using the experimental method.

There are 10 steps of research and development, including: 1) Potential and problems, 2) Information gathering, 3) Product design, 4) Product validation, 5) Product design improvement, 6) Product testing, 7) Product improvement, 8) Usability testing, 9) Product evaluation, 10) Mass production (Borg & Gall, 1989 in Sugiyono, 2019). R&D research aims to discover, develop, and validate a product. Therefore, the ADDIE model is one of the effective, dynamic, and efficient learning processes in which there are five stages in the ADDIE model, namely:
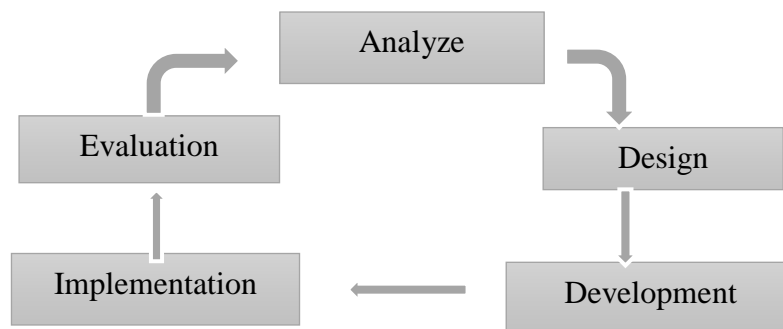
Figure 2. 1 Flow the ADDIE Model

a)   Analyze

At the analysis stage, researchers analyzed the need for the development of teaching materials and analyzed the feasibility and requirements of development. The analysis step includes three things, namely needs analysis, curriculum

analysis, and analysis of the personality/characteristics of students.

b) Design

At the design stage, the author begins to design the product developed based on the results of the previous analysis. Furthermore, determining the important things needed in the product such as the product outline.

c) Development

At the development stage, the authors create and develop content that has been designed at the design stage. In this stage, storyboards, content writing, and graphic design are made. After the product has been developed, it is then validated by media experts and material experts. Thus, the validator uses the prepared product. Validation is done to assess content and construct validity. Therefore, validators are asked to provide an assessment of the product being developed based on aspects of product feasibility, and as well as provide suggestions and comments related to product content as a reference for improvement.

d) Implementation

At the implementation stage, testing or field trials of expert-validated products are carried out on students. This stage is carried out in a time setting when the product is used.

e)   Evaluation

At the evaluation stage, the last assessment and revision of the developed product is carried out based on the input obtained from the teacher response questionnaire and learner response. This evaluation is intended to ensure that the product developed is truly feasible and can be used by more schools. This stage is also carried out to ensure that the desired objectives have been achieved or fulfilled.

2.   Exploring Pre-Experimental Designs in Educational Research

Experimental research, as stated by Akbar et al, (2023), is a systematic, rigorous, and logical research method with the aim of controlling certain conditions. In this context, researchers change experimental stimuli and conditions while observing the impact of the treatment given. The focus of experimental research is to investigate the effect of a treatment on the symptoms of a particular group compared to a control group that receives a different treatment.

Some types of variables in experimental research include independent variables, dependent variables, moderator variables,

intervening variables, and control variables. Characteristics of experimental research include the construction of hypotheses based on theory, statistical equivalence between control and treatment groups, the application of control variables to all subjects, and the ability to measure all relevant variables. There are various experimental research designs, such as pre-experimental design, quasy experimental design, true experimental design, and factorial design.

However, not all of these designs can be directly used in an educational context because research in education involves human subjects who are difficult to fully control as in science research. In carrying out experimental research, the steps involve formulating and formulating the problem, establishing the research design, assessing possible outcomes, preparing for data analysis, carrying out the experiment, analyzing the data, drawing conclusions and their implications, and providing an evaluation. However, in educational research, where the subjects are human beings with unique characteristics, full control cannot always be achieved. Regarding the pre-experimental design form of experimental research, Hamzah (2019) explains that this is an experimental approach that is still preliminary and there are external variables that affect the dependent variable.

Sharma and Kumar Rana, (2019) stated the pre-experimental design is regarded as the simplest and most foundational research

approach, where in researchers manipulate the independent variable to observe its effects on the dependent variable. Despite lacking a control group, this design enables comparisons before and after treatment, similar to a one-shot case study. Its advantage over the "One-Shot Case Study" lies in its capacity to compare conditions both pre- and post-treatment. The diagram for the "One group Pre-test Post-test" illustrates assessments before treatment (O1), the treatment phase (X), and assessments post-treatment (O2).

In research contexts, employing the pre-experimental design does not require extensive time, rendering it an efficient option for evaluating the impact of a treatment on the dependent variable. The form of pre-experimental design involves several types, including;

a)   One-Shoot Case Study

The research design is that there is a group given treatment (treatment) and then observed the results (treatment as an independent variable and results are as a dependent variable). In this experiment the subject is presented with several types of treatment and then the results are measured.

$$\boxed{\text{X} \qquad \text{O}}$$
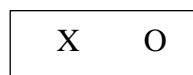
Note:

X = Treatment (Independent variable)

O = Observation (Dependent variable)

b)   One Group Pretest-Posttest Design

In the previous design there was no pretest, then in this design there is a pretest before being given treatment. Thus the results of the treatment can be known by more accurate, because it can compare it with the situation before treatment.

$$O_1 \; X \; O_2$$

Note:

O_1 = Pre-test score before treatment

O_2 = Post test score after treatment

Treatment affect = $O_2 - O_1$

c) Intact Group Comparison

In this design there is one group that is divided into two, namely half the group for the experiment (which is given treatment) and half for the control group (which is not given treatment).

$$X \qquad O_1$$
$$O_2$$

Note:

O_1 = Measured results of half of the treated group.

O_2 = Measurement results of the untreated half of the group.

The conclusion that can be drawn is that pre-experimental designs are used to obtain preliminary information on research questions by introducing treatment to subjects.

E. Conceptual Framework

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┌─────────────┐    ┌─────────────┐    ┌─────────────┐         ┌─────────────────────┐
│ Theoretical │ ─► │  Teaching   │ ─► │  Teaching   │         │      Practical      │
│             │    │  writing    │    │    media    │         │                     │
└─────────────┘    └─────────────┘    └─────────────┘         └─────────────────────┘
```

| Theoretical | Teaching writing | Teaching media | Practical |

| Digital comic strips | ◄ | Comics | | Observation |

| The need to develop | ◄ |

| Literature review | ◄► | Solution |

| The need to develop English learning media to improve students' writing skills. |

| Digital comic strips |

| Research and development of digital comic strips learning media. |

| Digital comic strips are declared valid to be used as learning media if they are effective in improving students' writing skills. |

Observation box (Practical):

1. The teacher lacked the skill illustrate images.
2. Students struggle to formulate ideas when writing.
3. Teachers haven't fully utilized technology to its potential.
4. Teaching methods lack diversity, causing students to become uninterested and demotivated.

Figure 2. 2 Conceptual Framework

Building upon the theoretical foundation outlined above, the conceptual framework provides valuable avenues for knowledge and insight. Enhancing writing skills carries the potential to uplift the quality of Indonesia's human resources. As articulated by Childs and Ed (2020), writing represents a lifelong communication skill, necessitating collaborative efforts across subjects to impart high-quality writing instruction. Moreover, the influence of writing extends far beyond the confines of the classroom. This study focuses on improving writing skills, recognizing the prevailing use of traditional teaching methods in Indonesian schools, where teachers commonly rely on conventional textbooks. Unfortunately, inadequate resources hinder the learning process. Furthermore, the adoption of various learning media, including digital comic strips, remains limited. Concurrently, the current level of students' writing proficiency remains relatively low and requires enhancement.

To address these challenges, the study advocates the integration of technology into the learning process. Specifically, it proposes the utilization of digital comic strips-based learning media, with the aim of enhancing students' narrative writing skills in the context of English language learning. This approach not only seeks to fill the existing gap in educational resources but also strives to develop and validate learning media grounded in digital comic strips. Ultimately, these resources are intended to be declared effective and valuable, empowering students to improve their writing abilities.

F.   Result of Relevant Research

Previous researchers have conducted relevant studies regarding the development of digital comic learning media. Junaid (2022) from Makassar State University in Indonesia specifically focused on developing comic media for English lessons using the research and development method with the ADDIE Model.   The results of the validity test demonstrated a commendable media feasibility of 81.89%, categorizing the comic media as good. Furthermore, the positive response from teachers reached 91%, indicating a good qualification. Consequently, the developed product proves valuable for independent student learning, enriching vocabulary through both English book and comic reading. Teachers have the effective option of incorporating comics into their lessons to enhance interest and motivation. Additionally, school principals can consider integrating comic-based learning media into the English curriculum. However, further research is necessary to determine the effectiveness of comic media in achieving specific learning objectives.

Similarly, Nuranis and Lubis, (2021) from State University of Medan in Indonesia focuses on developing digital comic media to increase students' interest in learning Indonesian using research and development methods with the ADDIE Model. The validation process by material experts resulted in an impressive 91% assessment, falling into the very decent category. Media experts also deemed the content highly feasible, giving it an 88% rating. Moreover, Indonesian language teachers provided a validation score

of 96%, classifying the media as highly feasible. Student responses, at 95%, similarly indicated a very feasible rating. Consequently, digital comic learning media proves to be a versatile tool in the teaching and learning process for both teachers and students. With its visually appealing design, colorful images, and straightforward writing style, digital comics captivate readers of all ages, including students. This engaging medium is anticipated to significantly boost students' interest in learning Indonesian. However, continued research is essential to explore its sustained impact on learning outcomes.

CHAPTER III

METHODOLOGY

A. Research Method and Design

This study uses a Research and Development (RnD) approach by applying the ADDIE model, which provides a structured framework for learning media development. This ensures that each stage, from analysis to evaluation, is carefully designed and evaluated. At the analysis stage, the researcher will examine the need for product development, namely digital comic strips, as a medium of instruction in the writing classroom. This analysis includes an in-depth understanding of the learning objectives, learners' characteristics, and the context of teaching writing.

After completing the analysis, the researcher will proceed to the design stage. At this stage, a detailed design will be made, detailing how digital comic strips will be used as an instructional medium in the writing classroom. This design includes the structure, content, and teaching strategies that will be implemented. Next, the development stage will focus on creating digital comic strips as a teaching medium. This process involves creating content, visuals, and other technical adjustments to ensure the feasibility of the media in the context of teaching writing.

After the development is complete, enter the implementation stage where digital comic strips will be introduced and used in writing classes according to the previously designed plan. Finally, the evaluation stage will evaluate the effectiveness of using digital comic strips as a teaching medium

in the writing classroom. This evaluation involves collecting data, analyzing, and drawing conclusions regarding the success of using the media. Thus, following the ADDIE model, this research is expected to produce effective digital comic strips as a teaching medium in writing classes.

B.   Research Site and Participants

This research will be conducted at SMKN 2 Bogor City, involving 36 participants consisting of one class of electricity majors from the school in the test section, and 58 participants consisting of two classes of electricity majors to fill in the product effectiveness questionnaire. The location is representative to assess the effectiveness of digital comic strip media as a learning tool. The participants are students from the school, who will undergo a study to understand the effectiveness of digital comic strip media in a learning context.

C.   Steps of Development Research

The teaching material development model that will be used is the ADDIE model, which comprises five steps encompassing the stages of Analysis, Design, Development, Implementation, and Evaluation. The following provides a description:

1)   Analysis Stage

At this stage, researchers conducted initial observations and interviews at school to find out the condition of the school which includes the learning process in narrative text material, such as the learning models and methods used, as well as to find out the use of

teaching materials used by teachers in the learning process. Conduct research on teaching modules or lesson plans related to Indicators, learning objectives related to narrative text material, and conduct research related to the content that will be included in digital comic strips.

2) Design Stage

The second stage is the design stage or designing the layout of digital comic strips. This stage designs based on the results of the first stage. In this stage, it will start designing teaching materials based on determining the elements that need to be contained in digital comic strips such as story content from narrative text material and designing teaching modules or lesson plans that are in accordance with indicators, learning objectives. Then, the design media uses supporting applications, namely Canva, Bing Microsoft for the media for making digital comic strips and quiz placement platforms in learning to be used in the digital-based implementation stage. Therefore, this design is organized systematically and interestingly so that it is effective for students in improving writing.

3) Development Stage

The third stage is the development stage. This stage aims to produce an initial product which will then be validated by several experts, namely media experts, language experts and material experts and goes through several stages such as:

a) Validation of Teaching Materials

The initial design of teaching materials based on Digital Comic Strips and non-test instruments on narrative text material will be validated by experts using an assessment instrument.

b) Revision of Teaching Materials

Revision of teaching materials based on digital comic strips is carried out based on the results of instrument assessment and input and suggestions given by experts. The purpose of the revision is so that the teaching materials developed are more effective, efficient, and able to improve student writing

4) Implementation Stage

The validated product will be implemented in the learning process. At this stage Hidayat and Nizar, (2021) stated that preparing the learning environment and involving students well in the learning process. This implementation stage has general procedures, namely preparing the teacher and preparing students. The teacher must adjust the actual learning environment so that students can begin to build new knowledge and skills needed to close the gap in student performance in learning. Therefore, conducting the first lesson on students with different classes without conducting a test and only giving a media product questionnaire to measure the extent of the product's effectiveness.

5) Evaluation Stage

The last stage of ADDIE is evaluation. At this stage Cahyadi (2019) states that evaluation is a process carried out to provide value to the development of teaching materials in learning. Evaluation is carried out in two forms, namely formative evaluation and summative evaluation. Conducting formative and summative evaluations is related to student learning outcomes, therefore tests are carried out to determine the extent of the effectiveness of the product. Comic strip will be used with the help of pretest - posttest instruments to see the n-gain value to determine the effectiveness of the product in improving students' writing skills.

Pre-experiment method with one group pretest - posttest students will be given a pretest before being given treatment on the posttest after being given treatment, the comparison before and after treatment can be seen more accurately. In addition to being given a pretest – posttest to find out how effective the comic strip used is. The trial design is as follows:

$$O_1 \ X \ O_2$$

Description

O_1: Pretest value (before treatment)

O_2: Posttest Score (Before treatment)

X: Treatment (Using digital comic strips)

This stage is carried out to determine the effect of the application of digital comic strip media on improving students' writing skills. The test was conducted on students with a limited trial in a real situation in 1 different class during the implementation stage. The test used was in the form of an essay, then the data from the essay test was analyzed by looking at the scores of the students' writing test results.

In the end, the results of the student response questionnaire and the results of the input received from various validators will be evaluated to determine whether the digital comic strip product developed was successful as expected or not. If feasible, then this digital comic strip media can be used and disseminated in schools.

D. Planning and Modeling

The design in preparing the research development is as follows.

Table 3.1 Planning and Modeling

ADDIE Phase	Aspect	Description	Explanation
Analysis	a. Learning needs	Identify writing learning needs and goals.	It is important to understand what needs to be achieved in learning to write using digital comic strips.
	b. Student profile	Analyze students' level of understanding and interest in writing.	This information helps to customize the design and content of the digital comic strips.
	c. Resource availability	Assessing the resources available for development.	It is important to ensure that all resources, both physical and

			digital, are accessible.
Design	a. Physical form	Describing the layout, colors, and visual elements of digital comic strips.	The design should support the learning objectives and visual appeal.
	b. Material	Determine the theme and content in accordance with the learning objectives.	Materials should be relevant to the writing skills to be improved.
	c. Language	Determine the language to be used in the digital comic strips.	Language should be appropriate to the students' level of understanding and the writing curriculum.
	d. Section	Determine the general structure of digital comic strips (panel, title, narration).	Structure should support learning to write and facilitate student understanding.
	e. Function	Explaining how digital comic strips will be used in learning.	Functionality should support the teaching objectives and motivate students to write.
Development	a. Content Development	Details the steps to develop the content of digital comic strips.	Ensure the content covers the necessary elements of learning to write.
	b. Technology integration	Determine the software or technology tools to be used.	Ensure the technology used supports learning to write.
	c. Evaluation	Determine the evaluation criteria to measure the success of the use.	Evaluation should include aspects of creativity, comprehension of the material, and students' writing

			progress.
Implementation	Resources	Determine the power required for implementation.	Ensure all resources, both technology and teaching materials, are available and accessible.
Evaluation	a. Monitoring and evaluation	Plan a monitoring and evaluation system during implementation.	Regular evaluation helps in adjusting and improving as the implementation progresses.
	b. Final evaluation	Conduct a final evaluation of learning outcomes and success.	Measure the success of using digital comic strips in achieving writing learning objectives.

E.   Data Analysis Technique

1. Quantitative Method
   a) Feasibility Analysis of Learning Media

   The feasibility of digital comic strips learning media based on writing is obtained from media expert research using a questionnaire. Media, language, and material validation data were analyzed using the following formula.

   $$P = \frac{\sum x}{\sum xi} \; x \; 100 \; \%$$

   Description:

   P = Feasibility Presentation

   X = Answer validity score (Real Value)

   Xi = Highest Answer (Expected Value)

   The results obtained are then categorized as follows:

   Table 3.2 Feasibility Analysis of Learning Media

Category	Test result Percentage	Qualification	Follow-up
4	86% - 100%	Very decent	Implementation
3	76% - 85%	Feasible	Implementation
2	56% - 75%	Feasible enough	Revision
1	< 55%	Less feasible	Revision

   (Sugiyono, 2008:417-421)

   Description:

   First, if the aspects of teaching materials tested for feasibility reach a percentage of 86% - 100%, then the teaching materials can be qualified as very feasible and implemented.

Second, if the aspects of teaching materials tested for feasibility reach a percentage of 76% - 85%, then the teaching materials can be qualified as feasible and implemented.

Third, if the aspects of teaching materials tested for feasibility reach a percentage of 56% - 75%, then the teaching materials can be qualified as feasible and revised.

Fourth, if the aspects of teaching materials tested for feasibility reach a percentage < 55%, then teaching materials can be qualified as less feasible and revised.

b) Analysis of Teacher and Student Response

Student response data about the use of digital comic strips learning media were analyzed using a Likert scale. The responses given were strongly agree (4), agree (3), disagree (2), strongly disagree (1). The results of student responses regarding learning media through questionnaires were analyzed using the formula:

$$\text{Student score} = \frac{Number\ of\ scores\ obtained}{maximum\ number\ of\ scores} \times 100\%$$

(Taherdoost, 2019)

c) Analysis of Pretest and Post test

The analysis of pre-test and post-test results involves a six-step process for data collection:

- Scoring the Writing Test (Pre-test and Post-test):

Evaluate and assign scores to both pre-test and post-test writing assessments for each student.

$$\textbf{Score} = \frac{\textit{Total Score}}{\textit{Maximum Score}} \textbf{ X 100}$$

(Suharsimi, 2006)

d) Analysis of Assessment of Student Learning Outcomes

Student learning outcomes are measured in the focus of the cognitive domain. The test is done with essay questions. The data obtained is in the form of quantitative data of pre-test scores and post-test scores obtained from students. The score calculation can be used rus gain index (N-Gain) with the following equation:

$$\textbf{Score} = \frac{\textit{Score postest} - \textit{score pretest}}{\textit{maximum number of scores}} \textbf{ X 100}$$

Table 3.3 Averange N-Gain

Average N-Gain	Clarification	Effectiveness Rate
(g)>0,70	High	Effective
0,30<(g)>0,70	Medium	Enough Effective
g < 0,30	Low	Less Effective

(Hake, 1998)

e) Wilcoxon Test

The Wilcoxon test aims to determine the magnitude of the difference between the pretest and posttest. The difference is seen from the effect of digital comic strips pn students' writing skill at the time before treatment and after treatment. The Wilcoxon test was conducted using SPSS Version 26 with the following formula:

$$\mathbf{Z} = \frac{T - \mu\tau}{\sigma\tau}$$

(Sugiyono, 2019)

Description:

Z: Wilcoxon statistic test result value

T: Small number of levels

$\mu\tau$: Mean (Average Value)

$\sigma\tau$: Standard Deviation

N: Number of Samples

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. **Analysis of Digital Comic Strips Learning Media**

The development of digital comic strips learning media for narrative text enrichment material was developed using the ADDIE model which consists of five stages, namely Analysis, Design, Development, Implementation and Evaluation.

The first stage begins with a preliminary analysis by observing class X students of SMK 2 Bogor City majoring in electricity. This stage aims to find out whether they have been taught using comic strips media on narrative text material and to find out the extent of students' abilities in writing and the media or models used in the teaching and learning process. The results of the preliminary study were obtained as follows:

1. Narrative text learning material using comic strips media has never been introduced or used by teachers during teaching and learning activities both in class and outside the classroom.

2. The learning model that is usually used by teachers during the KBM process has used a learning model that is in accordance with *Kurikulum Merdeka*, namely, Genre Based Approach.

3. The learning media that are usually used only through the packaged books that have been provided so that it is less interactive in learning in the digital era.

4. Based on the results of the preliminary study, information was obtained that all students already have gadgets either laptops or smartphones that can be used to access the internet, meaning that students can utilize this technology to support learning.

B. Design of Digital Comic Strips Learning Media

After the results of field studies and literature reviews were analyzed, the next step was to design digital comic strips, create learning modules, and design instruments such as questionnaires for students and validators. This process began with formulating the structure and content based on the elements needed in digital comic strips, such as stories from narrative texts, and designing learning modules that were in accordance with the indicators and learning objectives, which were adjusted to the students' majors, namely electrical majors at SMKN 2 Bogor City. After that, comics were made using supporting applications such as Bing Microsoft, Canva, and Heyzine. Furthermore, a questionnaire was designed using Google Forms.

Comic strips were made in the form of flipbooks to make them interactive and interesting for students. After the structure and content were formed, proceeded with creating an initial format and attractive layout, so that students could easily understand the material and were interested in learning about narrative text. The result of this stage was a draft that was tested using a digital questionnaire intended for a team of validation experts in terms of material, language, and media. The revision results were used as

a reference to improve the quality of digital comic strips. Below is the display of digital comic strip learning media on narrative text material:

1. Front and back cover

    At the beginning of the page was a book cover featuring the main title of the learning, "Narrative Text," and the class, "Grade 10 Majoring in Electricity." Then, at the end of the page, there was the introduction of the author's name and an invitation for readers about digital comic strips books. Additionally, a quote sentence was included for readers to always remain enthusiastic and enjoy reading the book.

Figure 4.1 Front and Back Cover

2. A digital comic strip in flipbook form was prepared with pretest-posttest accessible through the barcode. The learning materials on narrative text, including its definition, characteristics, and social functions, were well conveyed through both text and comic strips. All contents were adapted to the learning module, enabling structured and organized learning to occur.

Figure 4.2 The Main Part Digital Comic Strips

3. This digital display of comic strips has a barcode to fill out a questionnaire for students, validation of experts both from media, material and language, then a questionnaire for teachers. The existence of this barcode is made to make it easier for users when accessing a questionnaire that is a little difficult, with this barcode makes it easier by simply clicking on the barcode or can be scanned.

Figure 4.3 Barcode Part Digital Comic strips

C. Development of Digital Comic Strips Learning Media

Digital Comic strips that have been prepared are then validated at the development stage by experts to measure the feasibility level of the media from the aspects of media, material, and language. This stage is carried out to improve the quality of the product that has been prepared with the comments and suggestions from the experts are needed to improve the design of the digital comic strip that has been prepared so that it is suitable for use by students. Improvement can be seen in the following table 4.1:

Table 4.1 Improvement from Expert

Expert comments and suggestions	Follow-up improvement
Give audio to the Comic strip Digital Flipbook.	Add audio to the Flipbook Digital Comic strip at the end and turn the audio off if the audio sound is disturbing.

The results of the validation of media, material and language experts are as follows:

1. Media Validation

Media validation on digital comic strips is carried out to determine the feasibility of systematics, the quality of the media whether it meets the criteria, the selection of images displayed is clear and the attractiveness and ease of using the digital comic strip, and the following are the results of validation by a media experts:

Table 4.2 Media Validation

Aspects assessed	Validator
Media	
Score Result	21
Maximum Score	24
Percentage	87,5%
Criteria	Very decent
Overall score	(21/24) × 100% = 87,5%
Criteria	86% - 100% (Very decent) Implementation

Based on the results of expert validation, it is found that the media aspect has very decent criteria because it has a score of 86% - 100%. The overall score of the media expert is 21 with a maximum score of 24, so that a percentage of 87.5% is obtained with very decent criteria.

2. Material Validation

Validation of the material or content of the digital comic strip in order to match the material contained with the learning objectives that must be achieved by students and not cause misunderstanding of

the material that has been included. The following are the results of validation by a material expert:

Table 4.3 Material Expert

Aspects assessed	Validator
Material	
Score Result	31
Maximum Score	32
Percentage	96,8%
Criteria	Very decent
Overall score	$(31/32) \times 100\% = 96,8\%$
Criteria	86% - 100% (Very decent) Implementation

Based on the results of expert validation, it is found that the material aspect has very decent criteria because it has a score of 86% - 100%. The overall score of material experts is 31 with a maximum score of 32, so that a percentage of 96.8% is obtained with very decent criteria.

3. Language Validation

    Language validation on digital comic strips is carried out to determine the ease of students in reading and understand the contents of the material. The results of validation by a language expert are as follows:

Table 4.4 Language Validation

Aspects assessed	Validator
Language	
Score Result	26
Maximum Score	32
Percentage	81,25%

Criteria	Feasible
Overall score	$(26/32) \times 100\% = 81{,}25\%$
Criteria	76% - 85% (Feasible) Implementation

Based on the results of expert validation, it is found that the language aspect has very decent criteria because it has a score of 76% - 85%. The overall score of language experts is 26 with a maximum score of 32, so that a percentage of 81.25% is obtained with feasible criteria.

The conclusion of the overall validation results is presented in tabulated form in the following figure:
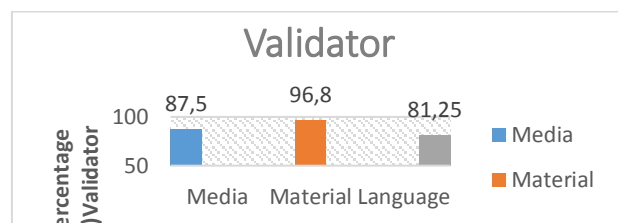
Figure 4.4 Results of Validation

The validation score for the media aspect reaching 87.5% is classified as "Highly Valid" or considered ideal, meeting the criteria for high-quality learning media. Additionally, Wardhany et al, (2016) proposed that functionally, digital comic strips are tailored with cover displays to stimulate student exploration, while easily navigable menus prevent student confusion in accessing clear instructions, thus aiding their understanding of the learning material.

Meanwhile, the validation score for the content reached 96.8%, indicating a high level of validity. The integration of narrative text material with topics in the electrical engineering field focusing on safety, health, work security, and the environment in digital comic strips encourages student exploration. According to Kusumaningrum and Masruro, (2022) engaging narratives in the media help students answer various questions or tasks provided within digital comics, making them suitable for use.

On the other hand, the language validation reached 81.25%, meaning experts deemed the language used in digital comics to be sufficiently aligned with the expected language standards. This aspect is based on principles of good English language easily understood by students. English-structured learning materials can incentivize students to improve language fluency and foster reading interest in the presented content. This correlates with learning material criteria outlined by Cahyadi (2019) which encompass readability, information clarity, and adherence to English language standards.

The assessment was conducted using a Likert scale, providing flexibility for experts to provide assessments based on their level of agreement or disagreement with each evaluated aspect. Thus, the validation results provide a clear picture of the effectiveness of digital comics as a writing learning media, as well as areas that need to be improved or enhanced to improve the overall quality of the comics.

D. Implementation of Digital Comic Strips Learning Media

In this research, digital comic strip learning media is utilized to deliver narrative text material. The target users of this media are 10th-grade students majoring in electrical engineering at SMKN 2 Kota Bogor. Before being tested in the field, the digital comic strip learning media undergoes a validation phase aimed at assessing its effectiveness prior to its introduction to students. Ratnasari and Ginanjar (2020) states that the media is developed and tailored based on feedback from experts. Subsequently, after validation by media experts, it is tested on students through a learning process that begins with an introduction to and deeper understanding of the narrative text material, followed by group tasks involving summarizing stories presented in digital comic strips in line with the characteristics of narrative texts and their linguistic features. Then, students present their findings in front of the class in their respective groups. Furthermore, Sobri et al, (2023) also states that students are given questionnaires to assess their responses and feedback on the use of digital comic strips, which are utilized to gauge the effectiveness of the media. Below are the figures of the students during the learning process;

Figure 4.5 The Students during the Learning Process

The activity depicted in the image shows students engaged in group discussions and writing elaborations based on a comic strip image transformed into a narrative paragraph, following the rules of narrative text. During this activity, students' participation becomes more active in the classroom, indicating an improvement in their writing skills. Additionally, comic strips have the ability to convey messages through their storyline and images, thereby aiding students in honing their narrative writing skills.

The benefits of comic strips are diverse, including assisting students in understanding text content, developing their own ideas, and enhancing reading interest. Wijaya et al, (2021) states that comic strips can motivate students with low writing skills. Furthermore, comic strips are easy to implement and beneficial in helping students develop and organize ideas in writing. This indicates that the use of comic strips not only enhances students' writing skills but also broadens the scope of learning in an engaging and effective manner. Therefore, student engagement directly influences the success of learning, as they are actively involved in the process of understanding formation and writing skill development Below are

the results of the student questionnaire on the use of digital comic strips in narrative text learning for the writing class;

Table 4.5 Student Respond

Aspects assessed	Validator
Student Respond	
Score Result	1.594
Maximum Score	2.088
Percentage	76,34%
Criteria	Feasible
Overall score	(1.594/2.088) × 100% = 76,34%
Criteria	76% - 85% (Feasible) Implementation

Based on the results of the student response, it is evident that the students aspect meets the feasibility criteria as it scores between 76% and 85%. The overall score from student response is 1.594 out of a maximum score of 2.088, resulting in a percentage of 76.34% and meeting the feasible criteria. Meanwhile, the questionnaire results can also be seen in Figure 4.6 below:
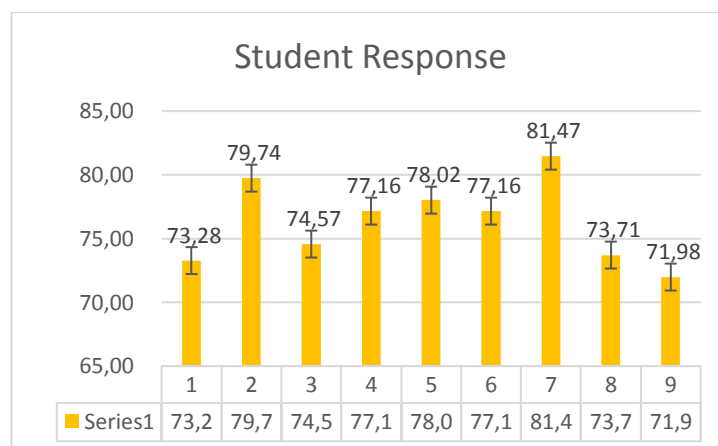
Figure 4.6 Student Response

Note;

Table 4.6 Explanation of Questions Student Response

1	Do you find the navigation and features in digital comics easy to understand and operate?	6	Did you experience any difficulties in using the digital comic?
2	Do you find this digital comic interesting and fun to use?	7	Do you feel that this digital comic helps you learn to write?
3	Would you like to use this digital comic again in the future?	8	Do you feel that your writing skills have improved after using digital comics?
4	Do you find it easy to learn how to use digital comics?	9	Do you feel more motivated and enthusiastic in learning to write after using digital comics
5	Do you find the navigation and features in digital comics easy to understand and operate?		

Based on the results of the student response questionnaire shown in the above figure, the overall percentage obtained is 76%. It is further noted that both assessment indicators have relatively high percentage levels, with the highest percentage obtained in the indicator of "digital comic strip being attractive and enjoyable to use" at 79%. This is attributed to the interactive and engaging nature of learning facilitated by the use of digital comic strip media.

Additionally, the indicator regarding understanding, which assesses whether digital comic strips can aid in writing learning, scored 81%. This is explained by the fact that digital comic strips are designed to enhance students' writing abilities. In another side is the role of visual learning in enhancing understanding and skills. Participants highlighted how the

combination of narrative text and visual images in digital comics facilitates the comprehension of complex concepts. Visual elements serve as aids in understanding and memory retention, making the learning experience more enjoyable and effective. This is consistent with students' statements in the student feedback survey distributed during the learning sessions.

Are there any parts of digital comics that you liked or disliked? *

The effectiveness of imagination, if only using text, one can only imagine it without seeing an event or incident.
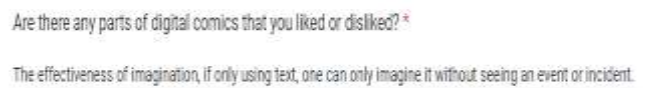
Figure 4.7 Student Feedback Survey

Imagination becomes more effective when supported by images or visuals, rather than just text. With only text, readers can only imagine something without directly seeing events or incidents. In other words, images or visuals can enrich readers' imaginative experiences by providing visual representations of what is described in the text. Consistent with the opinion of Rengur and Sugirin (2019) who argues that comic strips are more interesting and enjoyable, thus attracting readers' attention and stimulating their imagination more efficiently. In the context of visual learning, comic strips not only present engaging stories but also provide visual means to help students understand concepts better. With supporting images accompanying narrative text, students can obtain visual representations that assist them in internalizing information more effectively. Therefore, visual learning through comic strips becomes one

of the effective methods in enhancing students' understanding and skills in learning. With these results, the activity of using comic strips in narrative text learning showed improvement in students' writing skills, while also helping them understand the messages conveyed through the storyline and images.

E.   Evaluation of Digital Comic Strips Learning Media

The final stage, Evaluation, is conducted after implementation. At this stage, learning continues with the second meeting by providing a limited field trial treatment, namely pretest-posttest. The activities is similar to the implementation stage, but with the addition of a pretest at the beginning of the learning session where students are given narrative text story questions in paragraph form. At the end, a posttest is conducted with the same questions, but with the addition of a digital comic strip with the same story topic as the pretest. To assess the practicality and interactivity of the product, teachers are given questionnaires to evaluate the effectiveness of the digital comic strip media product in narrative text learning. Thus, from these five stages, it can be concluded how the development and effectiveness of using digital comic strip media in narrative text material.

1.   Testing Model Effectiveness on Target

The effectiveness of digital comic strip learning media was evaluated on 10th-grade students at SMKN Kota Bogor majoring in electrical engineering. A limited field trial was conducted using one

class as the research subject. The class consisted of 36 students who were assigned to the experiment group using digital comic strip media. This class X utilized a One Group Pretest Posttest design with essay questions on narrative text material related to Occupational Health and Safety, and Environmental Protection. During the activity, students worked on group assignments and reflections to understand the material presented in the digital comic strip learning media. The results of the field trial are presented in the following table:

Table 4.7 N-gain

No	Implementation Data	Pretest	Posttest
1	Number of Students	36	36
2	Maximum Score	68,75	87,5
3	Minimum Score	25	62,5
4	Average Value	57,81	84,9
	N-gain	0,63	Fair (effective enough)

The pretest and posttest results of the 36 students in the class showed a significant increase in scores. This can be observed from the average pretest score of 57.81 and a posttest score of 84.9. The digital comic strip learning media demonstrated a good level of effectiveness, as evidenced by an N-gain of 0.63, which falls into the moderate category. As for the calculations from the Wilcoxon test results;

Table 4.8 Wilcoxon test

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	1[a]	1.00	1.00
	Positive Ranks	35[b]	19.00	665.00

Ties	0[c]		
Total	36		

a. Posttest < Pretest
. Posttest > Pretest
c. Posttest = Pretest

Test Statistics[a]

	Posttest - Pretest
Z	-5.439[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

After calculating the N-gain, the next step involved conducting a statistical test using the Wilcoxon test with the assistance of SPSS 26. Based on the results of the Wilcoxon test conducted, it was found that there was an improvement in students' writing skills, as evidenced by the increase from pretest to posttest. The Wilcoxon test yielded a probability value (sig) of 0.000, which is smaller than α (0.05), indicating that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Thus, the research results indicate a significant difference in writing skills between pretest and post-test scores. . Statistical tests using the Wilcoxon test showed a significant improvement. Based on these findings, Istiq'faroh et al, (2020) stated that the use of digital comic strip learning media to improve students' writing skills proved to be very effective.

2.   Teacher Response

The teacher response in the research and development phase was crucial for evaluating the effectiveness and feasibility of implementing digital comic strips as a teaching tool in the writing class.

Table 4.9 Teacher Response

Aspects assessed	Validator
Teacher Respon	
Score Result	27
Maximum Score	32
Percentage	84,3%
Criteria	Feasible
Overall score	$(27/32) \times 100\% = 84,3\%$
Criteria	76% - 85% (Feasible) Implementation

Based on the results of teacher response, it is found that the teacher aspect has feasible criteria because it has a score of 76 % - 85 %. The overall score of media experts is 27 with a maximum score of 32, so that a percentage of 84,3 % is obtained with Feasible criteria.

Based on the results and N-gain, Wilcoxon test, and student and teacher response questionnaires, it is concluded that digital comic strip learning media can enhance students' writing abilities and receive positive feedback from both students and teachers. This is attributed to the features embedded within it that aim to enhance students' writing skill.

F.   Discussion

The development of digital comic strips as a learning media in writing classes is crucial considering the challenges in English language learning. These challenges include limitations in teachers' ability to illustrate images, students' difficulty in formulating ideas while writing, and suboptimal utilization of technology. Teachers have not fully utilized technology in teaching, while monotonous teaching methods cause students to lose interest and motivation in learning. In this context, the use of digital comics as a learning media offers an interesting and effective solution. Digital comics can combine narrative text with visual images, facilitating understanding of the material and stimulating students' imagination. Additionally, the use of technology in learning can increase student engagement and make learning more interesting. Therefore, the development of digital comic strips as a learning media in writing classes is relevant to improving students' writing skills in English.

Comic strips are short comics consisting of several panels and are shorter than regular comics. The concept of comics itself is a collection of images arranged sequentially in a frame, depicting characters packaged in a story to stimulate readers' imagination. Digital comic strips contain Basic Competencies, Competency Achievement Indicators, Material, and Evaluations presented in flipbook format through the Heyzine Platform. The flipbook display is made attractive with interesting visuals and text to enhance learning. Santika et al, (2023) stated that the utilization of

technology in learning makes digital comics align with 21st-century learning. Therefore, this discussion aims to answer the research questions regarding; First, How to develop digital comic strips as a learning media in writing classes at SMKN 2 Kota Bogor? And second what is the effectiveness of using digital comic strips in improving students' writing skills at SMKN 2 Kota Bogor in the context of narrative texts? Therefore, the following is an explanation of the Research Question.

The process of developing digital comic strips as an educational tool in writing classes at SMKN 2 Kota Bogor follows the stages outlined in the ADDIE instructional design model;   Analysis, Design, Development, Implementation, and Evaluation. Rastavala et al, (2023) highlights the ongoing relevance of ADDIE due to its systematic approach, widely utilized in developmental research. The model progresses through each phase, culminating in evaluation, where feedback from validators and students informs further product enhancement. The process begins with an initial analysis of Class X at SMKN 2 Bogor City, focusing on whether digital comic strips have been integrated into teaching, assessing students' writing skills, and reviewing teaching methodologies. Following this, digital comic strips are generated utilizing a variety of applications such as Bing Microsoft, Canva, and Heyzine. They are then structured into flipbooks to augment interactivity and engagement. This approach aligns with Ranuharja et al, (2021) assertion regarding pedagogical competence, emphasizing the importance of teachers conducting creative, innovative, interesting, and

enjoyable learning experiences to attain predefined competencies or indicators.

During this stage, the developed comics are subjected to testing and refinement, incorporating feedback from experts. Following refinement, they are seamlessly integrated into the teaching process. According to Latif and Nor (2020), this phase encompasses the validation process, ensuring its completion prior to the implementation phase. Lastly, evaluations from experts and participants guide further adjustments, ensuring continuous improvement. This aligns with Sarwendah (2023) perspective on formative evaluation, which is conducted at the end of each face-to-face session (evaluation at each stage of development), while summative evaluation is conducted at the end of the entire activity (evaluation at the end of development). The evaluation results are utilized to provide feedback to users of the model or method. This systematic approach effectively enhances students' writing skills at SMKN 2 Kota Bogor.

Furthermore, regarding the effectiveness of using digital comic strips in enhancing students' writing skills at SMKN 2 Kota Bogor in the context of narrative texts, it can be observed from the evaluation results that have been conducted. The evaluation findings using pre-experimental with one group pretest-posttest design showed that indicate that 84.3% of teachers and 76.34% agree, as Wicaksono et al, (2021) suggests, that digital comics are very suitable for the development of the millennial era or the current 21st century. Additionally, Supartayasa and Wibawa (2022) states that the

development of this media is expected to serve as a learning tool to assist both teachers and students in learning activities, thus enhancing students' interest and learning quality. Hanifah et al, (2023) asserts that learning media in the form of digital comics can be provided as a solution to improve understanding.

Meanwhile, the use of digital comic strips can also aid students in improving their writing skills, as evidenced by the N-gain and Wilcoxon test analyses, which yielded a score of 0.63, indicating sufficient effectiveness. Wijaya et al, (2021) contends that the use of comic strips can motivate students to practice their writing skills due to the combination of pictures and short texts that maintain their interest. They also argue that creating comic strips could enhance students' intellectual skills and provide them with opportunities to showcase their creativity.

In conclusion, the integration of digital comic strips into writing classes at SMKN 2 Kota Bogor has shown promising results in enhancing students' writing skills. The positive feedback from teachers and students, coupled with the effectiveness demonstrated through analytical assessments, highlights the potential of digital comics as a valuable learning tool for both teaching and learning contexts.

G.   Limitations of the Study

The limitations of the research and development of digital comic strip media to improve students' writing skills can be seen at the research

implementation stage. The implementation of the research only took place in two sessions a day, but to measure more significant developments, it should be carried out over a longer period so that the results are more meaningful and clearly visible. This limitation led to the inability to generalize the results of the study to all students or school environments. In addition, the number of students involved in the study may also affect the validity of the results. However, time constraints are also a significant factor, especially in the time-consuming process of creating digital comics, which can affect the time allocation for editing, design, teaching, and other learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the application of the Research and Development (R&D) ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model in creating digital comic media for narrative text material which aims to improve students' writing skills, there are several significant findings.

The first finding is, the initial analysis stage was carried out by conducting observations at school to understand the learning process related to narrative text material and evaluate the use of teaching materials by educators and determine the use of learning media in the classroom. After that, the design phase focuses on creating a digital comic layout based on previous analysis, to ensure the inclusion of important elements.

The development phase aimed to generate an initial product, which underwent validation by experts, leading to revisions based on their feedback to enhance the effectiveness and efficiency of the teaching materials. Following this, the implementation phase entailed the application of the validated product in the learning process, alongside the preparation of a conducive learning environment and active student involvement. Finally, in the evaluation phase, formative and summative assessments were conducted to evaluate the product's effectiveness, involving pretest and posttest assessments utilizing digital comic strips to improve students' writing skills. The evaluation results derived from student responses and

validator feedback will ultimately determine the success of the product, which can subsequently be utilized and disseminated in schools as a potent teaching material for narrative text learning.

Furthermore, it can be deduced from the validation results, both theoretically and practically, that the content, media, language, and material aspects have obtained relatively high scores, categorizing them as valid. Additionally, in terms of skills, students have demonstrated improvement, as evidenced by the moderate N-Gain analysis results, indicating the suitability of digital comic strips for learning and their potential to enhance students' writing skills. These findings are further supported by positive and effective student responses to the developed learning media in schools.

Digital comics have proven highly effective in fostering student engagement and understanding, surpassing traditional teaching methods. Students exhibit heightened motivation and enthusiasm during the learning process, actively participating in group discussions and writing tasks based on comic strip images. Comic strips aid in developing students' narrative writing skills, fostering understanding of text content, nurturing the development of their ideas, and increasing reading interest. They are not only easy to implement but also beneficial in aiding students in the organization and development of their writing ideas.

Moreover, visual learning plays a crucial role in augmenting understanding and skills. The integration of narrative text and visual images in digital comics facilitates the comprehension of complex concepts, with visual elements aiding in understanding and memory retention. Imagination is enhanced through the incorporation of images or visuals, making the learning experience more enjoyable and effective. Comic strips, with visual aids and engaging narratives, effectively assist students in understanding concepts. Thus, visual learning through comic strips emerges as a powerful method in improving students' understanding and skills in learning.

B. **Suggestion**

Based on the research findings, several recommendations can be proposed. Firstly, in line with the advancements in technology and digitalization in the modern era, expanding the use of digital media such as digital comics in writing learning is highly necessary. This will not only enhance the attractiveness and interactivity in the teaching-learning process but also assist students in understanding the concepts being taught. Secondly, further research can be conducted to explore the effectiveness of various types of digital media in the context of writing learning, as well as understanding their optimal utilization methods. Additionally, continuous evaluation and feedback from students are also essential aspects in understanding the extent of the benefits of using digital comics in writing learning. This will aid in making necessary adjustments and improvements.

Finally, digital comic strips can be used as an attractive alternative teaching material for educators to deliver learning content. In this context, different types of media, learning materials and skills can be explored. Nevertheless, this study provides a solid foundation for media development and a short trial treatment that can be used to measure effectiveness. Thus, the Analyze, Design, Develop, Implement, and Evaluate (ADDIE) Research and Development (RND) research method is suitable.

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APPENDICES

A. Appendix 1 : Data Collection Technique

Below are the aspects assessed, instruments, data observed and respondents as follows:

Aspects assessed	Instrument	Observed Data	Respondents
Product validation	Questionnaire	The validity of teaching materials	1. Media expert. 2. Material expert. (can be teacher) 3. Language expert.
Product practicality	Questionnaire	Ease of teachers in using teaching materials.	Teacher
Product-specific expertise	Questionnaire	Student interest in learning using teaching materials.	Students
Product effectiveness (using pre-experiment method with one group pretest-posttest design).	Test (Pretest - Posttest)	Achievement of learning objectives.	Students

1. Assessment Sheet for Expert Team, Teachers, and Students

This assessment sheet contains the eligibility criteria for teaching materials that will be given to a team of material, media, language, and instrument experts as well as teacher and student response questionnaires that will be given after the use of digital comic strips learning media. The following is a lattice of expert validation

instruments, as well as teacher and student responses in the following table:

a)　　Media Expert Validation Grid

Aspects	Indicators	The questions
Design.	Appropriateness of design with learning objectives.	This digital comic media design is in accordance with the learning objectives of writing narrative text, namely teaching the intrinsic elements of narrative text, with categories: 1. Not suitable 2. Less suitable 3. Suitable 4. Very suitable
		The design of this digital comic media attracts students' attention, with categories: 1. Not interesting 2. Less interesting 3. Interesting 4. Very interesting
Material.	Suitability of the material with the curriculum.	This digital comic media material is in accordance with the English language subject curriculum, with categories: 1. Not suitable 2. Less suitable 3. Suitable 4. Very suitable
Language.	Language suitability with students' level of understanding.	The language used in this digital comic media is in accordance with the level of understanding of students, with categories: 1. Not suitable 2. Less suitable 3. Suitable 4. Very suitable
Display.	Readability and attractiveness of the display.	This digital comic media display is easy to read and interesting, with categories: 1. Not easy to read and interesting.

Aspects	Indicators	The Questions
		2. Less easy to read and interesting. 3. Easy to read and interesting. 4. Very easy to read and interesting.
Operational.	Ease of media use.	This digital comic media is easy to use by students, with categories: 1. Not easy to use. 2. Less easy to use. 3. Easy to use. 4. Very easy to use.

b) Material Expert Validation Grid

Aspects	Indicators	The Questions
Suitability of material with learning objectives.	The material presented in digital comic strips is in accordance with the learning objectives.	Is the material presented in this digital comic in accordance with the learning objectives of writing narrative text, namely teaching the intrinsic elements of narrative text? 1. Not suitable 2. Less suitable 3. Suitable 4. Very suitable
		Is the material presented comprehensive and in-depth enough to achieve the learning objectives? 1. Not suitable 2. Less suitable 3. Suitable 4. Very suitable
Delivery of the material.	The material presented in digital comic strips is easy for students to understand.	Is the way the material is presented in this digital comic clear and easy for students to understand? 1. Not easy to understand 2. Less easy to understand 3. Easy to understand 4. Very easy to understand
		Is the language used appropriate and suitable for students' level of understanding? 1. Not easy to understand 2. Less easy to understand 3. Easy to understand 4. Very easy to understand
		Do the illustrations and examples

		presented help students understand the material? 1. Not easy to understand 2. Less easy to understand 3. Easy to understand 4. Very easy to understand
Suitability of material to student development.	The material presented in digital comic strips is in accordance with students' cognitive development.	Is the material presented in this digital comic in accordance with the stage of cognitive development of students? 1. Not suitable 2. Less suitable 3. Suitable 4. Very suitable
		Is the level of difficulty of the material challenging but still learnable by students? 1. Not suitable 2. Less suitable 3. Suitable 4. Very suitable
		Does the material encourage students to think critically and creatively? 1. Not suitable 2. Less suitable 3. Suitable 4. Very suitable

c) Language Expert Validation Grid

Aspects	Indicators	The Questions
Readability of language.	The language used in digital comic strips is easy for students to read and understand.	Is the language used in this digital comic easy to read and understand by students? 1. Not easy to read and understand 2. Less easy to read and understand 3. Easy to read and understand 4. Very easy to read and understand
		Are the sentences simple and straightforward? 1. Not easy to read and understand 2. Less easy to read and understand

		3. Easy to read and understand 4. Very easy to read and understand
		Is the grammar and spelling used correct and in accordance with good and correct English language rules? 1. Not easy to read and understand 2. Less easy to read and understand 3. Easy to read and understand 4. Very easy to read and understand
Language conformity with Indonesian language rules.	The language used in digital comic strips is in accordance with good and correct Indonesian language rules.	Is the language used in this digital comic in accordance with the rules of good and correct English? 1. Not suitable 2. Less appropriate 3. Appropriate 4. Very appropriate
		Are there grammatical, spelling, and word choice errors that can confuse students? 1. Not suitable 2. Less appropriate 3. Appropriate 4. Very appropriate
Language suitability to students' level of understanding	The language used in digital comic strips is in accordance with the students' level of understanding.	Is the vocabulary used in this digital comic appropriate for the students' level of understanding? 1. Not appropriate 2. Less appropriate 3. Appropriate 4. Very appropriate
		Are the sentences not too long and complex? 1. Not appropriate 2. Less appropriate 3. Appropriate 4. Very appropriate
		Is the language used interesting enough and not boring for students? 1. Not appropriate 2. Less appropriate 3. Appropriate 4. Very appropriate

d) Teacher Response Questionnaire Grid For Product Practicality

Aspects	Indicators	The Questions
Suitability	Alignment with Curriculum	How well does this comic strip relate to the narrative text curriculum? 1. Not related at all 2. Somewhat related 3. Mostly related 4. Completely related
	Material Relevance	How relevant is the content presented in the comic strip to the students' needs in understanding narrative text? 1. Not relevant 2. Slightly relevant 3. Quite relevant 4. Highly relevant
Readability	Clarity of Text	How clear is the text presented in this comic strip? 1. Very unclear 2. Somewhat unclear 3. Quite clear 4. Very clear
	Quality of Images	Images How good is the quality of images in this comic strip? 1. Very poor quality 2. Poor quality 3. Good quality 4. Excellent quality
Interactivity	Interactivity	How interactive is this comic strip in engaging students' attention? 1. Not interactive at all 2. Slightly interactive 3. Quite interactive 4. Highly interactive
	Responsiveness to Usage	How responsive is this comic strip to students' usage? 1. Not responsive at all 2. Slightly responsive 3. Quite responsive 4. Highly responsive
Ease of Use	Navigation	How easy is it for students to navigate through this comic strip? 1. Very difficult

		2. Somewhat difficult
		3. Quite easy
		4. Very easy
	Accessibility	How easy is it for students to access this comic strip through the Heyzine platform?
		1. Very difficult to access
		2. Somewhat difficult to access
		3. Quite easy to access
		4. Very easy to access

Feedback and Suggestions for Product Practicality

e) Student Response Questionnaire Grid

Aspects	Indicators	The Questions
Students' interest in digital comic strips.	Students are interested in using digital comic strips in learning to write.	Are you interested in using digital comics in learning to write?
		1. Not interested
		2. Less interested
		3. Interested
		4. Very interested
		Do you find this digital comic interesting and fun to use?
		1. Not interested
		2. Less interested
		3. Interested
		4. Very interested
		Would you like to use this digital comic again in the future?
		1. Not interested
		2. Less interested
		3. Interested
		4. Very interested
Ease of use of digital comic strips.	Students find it easy to use digital comic strips in learning to write.	Do you find it easy to learn how to use digital comics?
		1. Not easy to use
		2. Less easy to use
		3. Easy to use
		4. Very easy to use
		Do you find the navigation and features in digital comics easy to understand and operate?
		1. Not easy to use

		2. Less easy to use 3. Easy to use 4. Very easy to use
		Did you experience any difficulties in using the digital comic? 1. Not easy to use 2. Less easy to use 3. Easy to use 4. Very easy to use
The effectiveness of digital comic strips in improving students' writing skills.	Students find digital comic strips effective in improving their writing skills.	Do you feel that this digital comic helps you learn to write? 1. Not effective 2. Less effective 3. Effective 4. Very effective
		Do you feel that your writing skills have improved after using digital comics? 1. Not effective 2. Less effective 3. Effective 4. Very effective
		Do you feel more motivated and enthusiastic in learning to write after using digital comics? 1. Not effective 2. Less effective 3. Effective 4. Very effective

Are there any parts of digital comics that you liked or disliked?

What did you learn from using digital comics?

What suggestions do you have for making digital comics more effective in improving writing skills?

2. Essay Test

Essay tests are used in the pretest and posttest questions that are prepared to assess students' writing skills on narrative text material. However, in students' ability to write, there are important components that must be considered in the scoring rubric, namely:

Writing Scoring Rubric (Mahmoudi and Buğra, 2020)

Components of writing	score	Level	Indicator
content	4	Excellent	Present the information well-chosen details across the paragraph
	3	Good	Present the information with details in parts of the paragraph
	2	Fair	Present the information with details.
	1	Poor	Present no clear information.
Vocabulary	4	Excellent	Good in vocabulary choice.
	3	Good	Error in vocabulary choice are few and do not interfere with understanding.
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding.
	1	Poor	Many error in vocabulary choice that severally interface with understanding
Grammar	4	Excellent	Good in grammar
	3	Good	Error in grammar choice are few and do not interfere with understanding
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding
	1	Poor	Many error in grammar choice that.
Mechanics	4	Excellent	Good in spelling, punctuation and capitalization.
	3	Good	Error in spelling, punctuation and capitalization a few.
	2	Fair	Error in spelling, punctuation and capitalization and sometimes interfere with understanding.
	1	Poor	Error in spelling, punctuation and capitalization and severely interfere with understanding.

$$Score = \frac{Total\ Score}{Maximum\ Score} \times 100$$

B. Appendix 2 : Modul Ajar

Nama Penyusun	Shilma Nafsiah
Institusi	SMKN 2 KOTA BOGOR
Mata Pelajaran	Bahasa Inggris
Jenjang / Kelas	SMK / X
Alokasi Waktu	3 x 40 Menit
FASE CP (Capaian Pembelajaran)	E
Konten utama	Narrative Text
Dimensi CP (Capaian Pembelajaran)	MENULIS-MEMPRESENTASIKAN (WRITING-PRESENTING) Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

KOMPETENSI AWAL

- Siswa telah memahami tentang bagaimana menyusun sebuah kalimat dengan tenses yang sesuai.
- Siswa telah memahami cara menemukan ide pokok sebuah paragraph.

PROFIL PELAJAR PANCASILA

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
- Berkebhinekaan Global
- Gotong Royong
- Mandiri
- Bernalar Kritis
- Kreatif

MODEL PEMBELAJARAN

Menggunakan pendekatan berbasis text (Genre-Based Approach)

SARANA DAN PRASARANA

Pembelajaran menggunakan media/Alat: Laptop, LCD, Video, Audio, HP, Jaringan Internet, Speaker.

TARGET PESERTA DIDIK

Peserta didik regular/ umum

ASESMEN

Individu & Kelompok
Jenis: Unjuk kerja & Tertulis

ISI MODUL

MATERI YANG AKAN DIPELAJARI

NARRATIVE TEXT

Definition/pengertian

   Narrative text merupakan salah satu jenis teks yang bercerita mengenai rangkaian peristiwa secara kronologis serta saling terhubung. Sifat narrative txt adalah imajinatif atau berupa cerita fiktif (karangan) yang memiliki tujuan untuk menghibur pembaca.

Ciri-ciri teks narrative:
1. Bercerita mengenai kisah yang ada di masa lalu.
2. Menggunakan noun atau kata benda untuk menggantikan kata hewan, orang, benda dalam cerita. Contohnya the dwarfs, carriage, dan lain sebagainya.
3. Biasanya merupakan cerita-cerita yang sudah banyak diketahui oleh orang serta berkembang di masyarakat. Contohnya seperti The Rabbit and the Turtle, Malin Kundang dan lain sebagainya.
4. Unsur cerita narrative text terdiri atas setting waktu, tempat, tema cerita, tokoh, suasana, konflik serta penyesalan.
5. Tersusun dalam sebuah sekuel sederhana atau beberapa sekuel kompleks.

Fungsi Sosial teks Narrative:
1. Menghibur

2. Memberi pelajaran atau informasi
3. merubah opini sosial

Language features/ Unsur kebahasaan
1. Menggunakan past tense, contohnya dengan menggunakan verb 2 dan verb 3 seperti "lived", "began", "found".
2. Menggunakan keterangan waktu dan adverb of time, contohnya "one day", "suddenly", "immediately", "upon arriving".
3. Menggunakan konjungsi waktu atau time conjunction, contohnya "after", "as soon as", "then".
4. Menggunakan karakter spesifik, contohnya "Sherlock", "the old witch".
5. Kata kerja aksi atau action verbs, contohnya "set off", "celebrated", "began to glow"
6. Menggunakan direct speech atau kalimat langsung yang menggunakan present tense, contohnya "Please find my daughter", "This could be a significant clue".
7. Menggunakan saying and thinking verb atau kata kerja yang mennunjukan ujaran, contohnya "told", "said", "thought", "exclaimed", "pleaded".

Generic structures of narrative text/ struktur teks narrative:
- Orientation, yaitu paragraph awal yang berisi perkenalan tokoh (characters) yang terlibat dalam suatu kejadian dalam cerita. Di dalam orientation, ada juga tempat kejadian (setting) serta waktu cerita (time).
- Complication, dalam paragraph ini mulai terlihat ada konflik yang selanjutnya menjadi klimaks, kemudian berlanjut menjadi anti klimaks.
- Resolution, merunapakan bagian akhir cerita, sesuai namanya, pada struktir ketiga dari narrative text ini berisi penyelesaian. Biasanya juga terdapat pesan moral yang disampaikan penulis.

TUJUAN PEMBELAJARAN	Peserta didik mampu menulis dan mempresentasikan teks naratif dalam Bahasa Inggris dengan struktur text dan elemen unsur kebahasaan yang tepat.
PEMAHAMAN BERMAKNA	Setelah mempelajari modul ini, peserta didik mengetahui: - Struktur teks dan unsur kebahasaan teks narrative. - Penggunaan jenis teks narrative dalam kehidupan sehari-hari, terutama berhubungan dengan membaca bersifat rekreatif.

LEARNING ACTIVITY

Kegiatan	Deskripsi Kegiatan	Alat dan Media
Waktu	20 Menit	
Kegiatan Awal	1. Guru menyapa peserta didik, menanyakan kabar dan mengecek kehadiran peserta didik. 2. Guru dan peserta didik berdoa bersama. (Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia) 3. Guru memulai pelajaran dengan memberikan **pre-test** kepada peserta didik untuk mengetahui pemahaman awal tentang teks naratif. (Mandiri) 4. Guru menanyakan pertanyaan pemantik kepada peserta didik, *"What is your favorite story and why do you like it?"* 5. Guru menyampaikan tujuan pembelajaran, *"Students will be able to write and present a narrative text in English with the right structure text and elements language features"*	Pre-test : link g.form
Waktu	95 Menit	
Kegiatan Inti	**Model: Genre Based Approach**	
	Building Knowledge of Field (BKOF) (15') 1. Guru menjelaskan tentang apa itu teks naratif, fungsi sosial, struktur (orientasi, komplikasi, resolusi), dan elemen-elemen unsur kebahasaan dalam teks naratif (karakter, latar, plot, dll).	Laptop & Infocus
	Modeling of Text (MOT) (30') 2. Guru menunjukkan contoh teks naratif dan peserta didik membacakan teks tersebut. 3. Siswa menganalisis struktur dan elemen-elemen unsur kebahasaaan teks tersebut. (Bernalar kritis) 4. Guru menunjukkan dan menjelaskan contoh lain dari teks naratif berupa comic strip, memfokuskan pada bagaimana struktur dan elemen-elemen teks digunakan dalam teks tersebut. (Bernalar kritis) *"Who are the characters in the story? Where is the setting of this story?" "How*	

	are story structures and elements of language features used in this story?"	
	Joint Construction of Text (JCOT) (30') 5. Guru meminta peserta didik untuk membuat 6 grup. Setiap grup menulis teks naratif berdasarkan comic strip tersebut dengan mengikuti struktur dan elemen-elemen teks naratif sesuai waktu yang diberikan. (Gotong royong, Kreatif, Berkebhinekaan global) 6. Peserta didik maju ke depan sesuai dengan nomor grup masing-masing yang sudah di tentukan melalui *Spinner* yang di siapkan oleh guru, lalu mempresentasikan hasil tulisan peserta didik.	
	Independent Construction of Text (ICOT) (20') 7. Peserta didik mengerjakan ***post-test*** untuk mengevaluasi pemahaman mereka tentang teks naratif setelah melalui proses pembelajaran. (Mandiri) 8. Peserta didik mengisi ***questionnaire*** untuk mengetahui ketertarikan media pembelajaran yang digunakan. (Mandiri)	Post-test: link g.form Questionnaire: link g.form
Waktu	5 Menit	
Kegiatan Penutup	1. Guru beserta peserta didik merangkum materi pembelajaran. 2. Guru mengajak peserta didik untuk merefleksi proses pembelajaran yang telah dilaksanakan. *"What do you feel from our lesson today? Do you find any difficulties while learning this material? What do you get from our lesson today?"* 3. Guru meminta peserta didik untuk mempelajari kembali unsur kebahasaan, struktur teks naratif melalui tautan yang diberikan oleh guru.	

Persiapan Guru	• Menguasai pembelajaran berbasis teks. • Memilihkan tayangan atau teks yang sesuai bagi peserta didik. • Mempersiapkan hal-hal yang perlu diketahui peserta didik sebelum membaca teks (Background knowledge).

	• Mempersiapkan pertanyaan-pertanyaan pemahaman sesuai level kognitif (literal atau locate information; inferential atau integrate and interpret; and interpretive atau reflect and evaluate). • Mempersiapkan perlengkapan sebelum pembelajaran dimulai.
Referensi	Buku Bahasa Inggris kelas X

C. Appendix 3 : Pretest-Posttest

Instrument of Pre-test in the pre-Experimental

Name:_____   Class:_____

WORKSHEET

Instructions: Compose a narrative text titled "Collaboration yields good results" in accordance with the provided writing prompt. In your story, ensure thorough characterization, utilize proper grammar and English language conventions. Allocate a time limit of 15 minutes for writing. Your narrative must consist of a minimum of 250 words.

Instrument of Post-test in the pre-Experimental

Name:_____   Class:_____

WORKSHEET

Instructions: Compose a narrative text titled "Collaboration yields good results" in accordance with the provided writing prompt. In your story, ensure thorough characterization, utilize proper grammar and English language conventions. Allocate a time limit of 15 minutes for writing. Your narrative must consist of a minimum of 250 words.

D. Appendix 4 : Digital Comic Strips

This bar-code scan is to see the digital comic strips on vocational electrical learning.

E. Appendix 5 : Results of Questinnaire Response Analysis of Class X Electro Students

No	Full Name	QUESTIONS									Total	Skor maksimal	%	Rata-rata
		1	2	3	4	5	6	7	8	9				
1	Ibnu Ramadhan	2	3	3	3	4	3	4	3	3	28	36	77,78	76,34
2	Muhammad Restu Al Rizky	3	4	3	4	4	3	4	2	4	31	36	86,11	
3	Abram Raditya Lase	3	4	2	4	3	4	4	3	4	31	36	86,11	
4	Al'arifi ilham	2	4	4	4	4	3	3	3	3	30	36	83,33	
5	Mauludtyah Permata Sari	3	3	3	4	3	3	4	3	4	30	36	83,33	
6	Malik Fatharani Kamil	4	4	4	4	4	4	4	4	4	36	36	100,00	
7	Muhammad Ardjan Zildjian Noval	3	3	3	3	4	3	3	3	3	28	36	77,78	
8	Refly Anandika	2	3	3	4	4	3	3	3	2	27	36	75,00	

No	Nama										Jumlah	Total	Nilai
	S												
9	Tifan Dwi Akbar	3	3	3	3	4	3	3	3	3	28	36	77,78
10	Annisa Budi Saraswati	3	3	2	3	3	3	2	2	4	25	36	69,44
11	Dwita Novitasari	2	3	3	3	3	3	3	3	3	26	36	72,22
12	raffa arya wiguna	3	3	4	2	2	3	3	3	3	26	36	72,22
13	Muhamad ridzan pratama	4	4	4	4	4	3	4	4	4	35	36	97,22
14	Rizki Aulia Perdana	4	4	4	4	4	4	4	4	4	36	36	100,00
15	Erika Dhita Fitria	3	3	3	3	3	3	4	3	3	28	36	77,78
16	Eka Lestari	2	2	3	4	2	3	4	3	3	26	36	72,22
17	M Yusuf Akbar	3	3	4	3	4	3	4	3	2	29	36	80,56
18	Muhamad Nabil Khoerudin	3	3	3	2	3	3	3	3	3	26	36	72,22
19	Muhammad Zaenal	2	2	2	3	2	3	3	3	2	22	36	61,11

	Abidin Bukhori											
20	Gilang ardiansyah	2	2	2	2	3	3	3	3	2	22	36	61,11
21	Muhamma d Maulana Alfiansyah	3	3	3	3	4	4	3	3	3	29	36	80,56
22	Kevin Dykstra	3	3	4	3	4	3	3	3	2	28	36	77,78
23	Irfan Romadhon Fifai	2	3	3	2	2	3	3	3	2	23	36	63,89
24	M Al Iman	3	4	2	3	4	3	4	4	4	31	36	86,11
25	Dandi Maulana	3	3	3	4	3	3	2	2	4	27	36	75,00
26	Rijki Ramdani	3	4	2	3	4	3	4	3	4	30	36	83,33
27	Diky Rachmat Ramadhan	3	3	3	3	3	4	3	3	3	28	36	77,78
28	Muhamad Fadli	2	3	2	3	2	4	4	3	2	25	36	69,44
29	Apdan Julian saptari	4	4	4	2	2	2	4	3	2	27	36	75,00
30	Brian Rasikh Hadianto	4	3	3	4	3	2	3	2	2	26	36	72,22

31	Wahyu langgeng Sudrajat	3	2	2	2	2	2	2	2	2	19	36	52,78
32	Muhammad Kholik	4	2	2	4	4	2	3	4	2	27	36	75,00
33	Khemal Akbar Juliana	3	3	3	2	2	2	3	3	3	24	36	66,67
34	Deran Dan Adi	3	4	3	3	4	3	3	3	4	30	36	83,33
35	Bayu Darmawan	3	3	3	3	3	3	3	3	3	27	36	75,00
36	Muhamad Zul Ajiz	2	3	3	4	4	4	3	2	2	27	36	75,00
37	Muhamad Arya Jumanta	2	2	2	2	2	2	3	2	2	19	36	52,78
38	Dimas Hadi Syahputra	3	3	2	2	3	3	3	2	3	24	36	66,67
39	Muhamad Ramdani	4	3	2	2	3	3	4	2	3	26	36	72,22
40	Pilipo Inzaghi	3	3	4	3	4	3	3	2	3	28	36	77,78
41	Rizki Kalzaghi	4	4	4	3	3	3	4	4	2	31	36	86,11
42	Muhamad	2	4	3	2	2	4	3	2	3	25	36	69,44
43	Danang	2	3	3	3	2	4	2	3	2	24	36	66,67

	Fadhilah Altaqi											
44	Muhamad Ruri	3	4	3	3	4	4	3	3	3	30	36	83,33
45	Fahri Dafaroji	2	4	4	3	3	4	4	3	3	30	36	83,33
46	Muhammad Zaeni Dahlan	3	3	3	3	3	4	3	3	3	28	36	77,78
47	Arga indrawan	4	3	3	2	3	2	3	4	3	27	36	75,00
48	Muhammad Fachri Al Hafsyi	3	3	3	3	3	3	3	2	3	26	36	72,22
49	Muhammad Rifki Fadillah	4	2	3	3	3	3	3	3	3	27	36	75,00
50	Junaedi	4	4	3	4	3	2	4	3	3	30	36	83,33
51	Muhammad Farel Rangga Maulana	3	3	2	3	3	2	4	4	3	27	36	75,00
52	Muhammad Al Fathdry	3	4	4	4	4	4	4	3	3	33	36	91,67
53	Wahyu Frans	2	3	3	3	2	2	2	3	2	22	36	61,11
54	Ihsan Fikri	4	4	3	3	2	4	2	3	2	27	36	75,00

No	Nama												
	Atmaja												
55	M Syahwal Putra	3	4	4	4	4	3	3	4	3	32	36	88,89
56	Abdee Bimantara	3	3	3	3	3	3	3	3	3	27	36	75,00
57	Rivan setiawan	2	3	2	4	2	4	4	3	2	26	36	72,22
58	Muhammad Arya Ardana	3	3	3	3	3	3	3	3	3	27	36	75,00
	S	170	185	173	179	181	179	189	171	167	1.594	2.088	76,34
Skor maksimal	N	232	232	232	232	232	232	232	232	232	1594	2.088	76,34
Percentage		73,28	79,74	74,57	77,16	78,02	77,16	81,47	73,71	71,98			
Rata-rata	76,34												

F. Appendix 6 : Pretest-Posttest Results of Class X Electro C (N-Gain)

No	Name Student	Pre test	Post Test	Post-Test - Pre test	S-Ideal - Pretest	N-Gain Score	% N Gain Score
1	Abram Raditya Lase	68,75	62,50	-6,25	31,25	- 0,20	- 20,00
2	Ibnu Ramadhan	25,00	87,50	62,50	75,00	0,83	83,33
3	Erika Dhita Fitria	62,50	87,50	25,00	37,50	0,67	66,67
4	Mauludyah Permata Sari	62,50	87,50	25,00	37,50	0,67	66,67
5	Dwita Novitasari	62,50	87,50	25,00	37,50	0,67	66,67
6	Muhammad Ardjan Zildjian Noval	25,00	62,50	37,50	75,00	0,50	50,00
7	Muhammad Restu Al Rizky	37,50	87,50	50,00	62,50	0,80	80,00
8	Tifan Dwi Akbar	62,50	87,50	25,00	37,50	0,67	66,67
9	Rizki Aulia Perdana	62,50	87,50	25,00	37,50	0,67	66,67
10	Annisa Budi Saraswati	37,50	81,25	43,75	62,50	0,70	70,00
11	Eka Lestari	68,75	81,25	12,50	31,25	0,40	40,00
12	Refly Anandika S	62,50	81,25	18,75	37,50	0,50	50,00
13	Raffa Arya Wiguna	62,50	87,50	25,00	37,50	0,67	66,67
14	Muhamad Ridzan Pratama	43,75	81,25	37,50	56,25	0,67	66,67
15	Muhammad Akbar Nasution	25,00	81,25	56,25	75,00	0,75	75,00
16	Apdan Julia Saptari	62,50	81,25	18,75	37,50	0,50	50,00
17	Muhammad Farel Alhafidz	62,50	81,25	18,75	37,50	0,50	50,00
18	Muhammad Maulana Alfiansyah	62,50	87,50	25,00	37,50	0,67	66,67

19	Muhamad Nabil Khoerudin	62,50	87,50	25,00	37,50	0,67	66,67
20	Kevin Dykstra	62,50	87,50	25,00	37,50	0,67	66,67
21	Muhamad Fadli	62,50	87,50	25,00	37,50	0,67	66,67
22	M yusuf Akbar	62,50	87,50	25,00	37,50	0,67	66,67
23	M al imam	62,50	87,50	25,00	37,50	0,67	66,67
24	Rijki Ramdani	62,50	87,50	25,00	37,50	0,67	66,67
25	Muhammad kholil al b	62,50	87,50	25,00	37,50	0,67	66,67
26	Diky Rachmat Ramadhan	62,50	87,50	25,00	37,50	0,67	66,67
27	Brian Rasikh Hadianto	62,50	87,50	25,00	37,50	0,67	66,67
28	Irfan Romadhon Rifai	62,50	87,50	25,00	37,50	0,67	66,67
29	Wahyu Langgeng Sudrajat	62,50	87,50	25,00	37,50	0,67	66,67
30	Muhammad Zaenal Abidin Bukhori	62,50	87,50	25,00	37,50	0,67	66,67
31	Khemal Akbar Juliana	62,50	87,50	25,00	37,50	0,67	66,67
32	Bayu Darmawan	62,50	87,50	25,00	37,50	0,67	66,67
33	Muhammad Fachri Al Hafsyi	62,50	87,50	25,00	37,50	0,67	66,67
34	Nico Oktaviana Putra	62,50	87,50	25,00	37,50	0,67	66,67
35	Muhamad Ferdiansyah Hermawan	62,50	87,50	25,00	37,50	0,67	66,67
36	Abdee Bimantara	62,50	87,50	25,00	37,50	0,67	66,67
	Averange	57,81	84,90	27,08	42,19	**0,63**	**62,82**
					Description	**Effective Enough**	

G. Appendix 7 : Pretest-Posttest Results of Class X Electro C (Average)

No	Name Student	Pre test	Post Test
1	Abram Raditya Lase	68,75	62,50
2	Ibnu Ramadhan	25,00	87,50
3	Erika Dhita Fitria	62,50	87,50
4	Mauludyah Permata Sari	62,50	87,50
5	Dwita Novitasari	62,50	87,50
6	Muhammad Ardjan Zildjian Noval	25,00	62,50
7	Muhammad Restu Al Rizky	37,50	87,50
8	Tifan Dwi Akbar	62,50	87,50
9	Rizki Aulia Perdana	62,50	87,50
10	Annisa Budi Saraswati	37,50	81,25
11	Eka Lestari	68,75	81,25
12	Refly Anandika S	62,50	81,25
13	Raffa Arya Wiguna	62,50	87,50
14	Muhamad Ridzan Pratama	43,75	81,25

15	Muhammad Akbar Nasution	25,00	81,25
16	Apdan Julia Saptari	62,50	81,25
17	Muhammad Farel Alhafidz	62,50	81,25
18	Muhammad Maulana Alfiansyah	62,50	87,50
19	Muhamad Nabil Khoerudin	62,50	87,50
20	Kevin Dykstra	62,50	87,50
21	Muhamad Fadli	62,50	87,50
22	M yusuf Akbar	62,50	87,50
23	M al imam	62,50	87,50
24	Rijki Ramdani	62,50	87,50
25	Muhammad kholil al b	62,50	87,50
26	Diky Rachmat Ramadhan	62,50	87,50
27	Brian Rasikh Hadianto	62,50	87,50
28	Irfan Romadhon Rifai	62,50	87,50
29	Wahyu Langgeng Sudrajat	62,50	87,50
30	Muhammad Zaenal Abidin Bukhori	62,50	87,50
31	Khemal Akbar Juliana	62,50	87,50
32	Bayu Darmawan	62,50	87,50

33	Muhammad Fachri Al Hafsyi	62,50	87,50
34	Nico Oktaviana Putra	62,50	87,50
35	Muhamad Ferdiansyah Hermawan	62,50	87,50
36	Abdee Bimantara	62,50	87,50
	Total	2.081,25	3.056,25
	Lowest Score	25	62,5
	Highest Score	62,5	87,5
	Average	57,81	84,90

H. Appendix 8 : Pretest Score Results

No	Name	Class	Content	Vocabulary	Grammar	Mechanics	Total	Pre test
1	Abram Raditya Lase	X LC	3	3	3	2	11	68,75
2	Ibnu Ramadhan	X LC	1	1	1	1	4	25
3	Erika Dhita Fitria	X LC	3	2	3	2	10	62,5
4	Mauludyah Permata Sari	X LC	3	2	3	2	10	62,5
5	Dwita Novitasari	X LC	3	2	3	2	10	62,5
6	Muhammad Ardjan Zildjian Noval	X LC	1	1	1	1	4	25
7	Muhammad Restu Al Rizky	X LC	2	1	2	1	6	37,5
8	Tifan Dwi Akbar	X LC	3	2	3	2	10	62,5
9	Rizki Aulia Perdana	X LC	3	2	3	2	10	62,5
10	Annisa Budi Saraswati	X LC	2	1	2	1	6	37,5
11	Eka Lestari	X LC	3	3	3	3	12	75
12	Refly Anandika S	X LC	3	2	3	2	10	62,5
13	Raffa Arya Wiguna	X LC	3	2	3	2	10	62,5
14	Muhamad Ridzan Pratama	X LC	2	2	2	1	7	43,75
15	Muhammad Akbar Nasution	X LC	1	1	1	1	4	25
16	Apdan Julia Saptari	X LC	3	2	3	2	10	62,5
17	Muhammad Farel Alhafidz	X LC	3	2	3	2	10	62,5
18	Muhammad Maulana Alfiansyah	X LC	3	2	3	2	10	62,5
19	Muhamad Nabil Khoerudin	X LC	3	2	3	2	10	62,5
20	Kevin Dykstra	X LC	3	2	3	2	10	62,5
21	Muhamad Fadli	X LC	3	2	3	2	10	62,5

22	M yusuf Akbar	X LC	3	2	3	2	10	62,5
23	M al imam	X LC	3	2	3	2	10	62,5
24	Rijki Ramdani	X LC	3	2	3	2	10	62,5
25	Muhammad kholil al b	X LC	3	2	3	2	10	62,5
26	Diky Rachmat Ramadhan	X LC	3	2	3	2	10	62,5
27	Brian Rasikh Hadianto	X LC	3	2	3	2	10	62,5
28	Irfan Romadhon Rifai	X LC	3	2	3	2	10	62,5
29	Wahyu Langgeng Sudrajat	X LC	3	2	3	2	10	62,5
30	Muhammad Zaenal Abidin Bukhori	X LC	3	2	3	2	10	62,5
31	Khemal Akbar Juliana	X LC	3	2	3	2	10	62,5
32	Bayu Darmawan	X LC	3	2	3	2	10	62,5
33	Muhammad Fachri Al Hafsyi	X LC	3	2	3	2	10	62,5
34	Nico Oktaviana Putra	X LC	3	2	3	2	10	62,5
35	Muhamad Ferdiansyah Hermawan	X LC	3	2	3	2	10	62,5
36	Abdee Bimantara	X LC	3	2	3	2	10	62,5

I. Appendix 9 : Posttest Score Results

No	Name	Class	Content	Vocabulary	Grammar	Mechanics	Total	Post test
1	Abram Raditya Lase	X LC	2	3	2	3	10	62,5
2	Ibnu Ramadhan	X LC	3	4	3	4	14	87,5
3	Erika Dhita Fitria	X LC	3	4	3	4	14	87,5
4	Mauludyah Permata Sari	X LC	3	4	3	4	14	87,5
5	Dwita Novitasari	X LC	3	4	3	4	14	87,5
6	Muhammad Ardjan Zildjian Noval	X LC	2	3	3	2	10	62,5
7	Muhammad Restu Al Rizky	X LC	3	4	3	4	14	87,5
8	Tifan Dwi Akbar	X LC	3	4	3	4	14	87,5
9	Rizki Aulia Perdana	X LC	3	4	3	4	14	87,5
10	Annisa Budi Saraswati	X LC	3	4	3	3	13	81,25
11	Eka Lestari	X LC	3	4	3	3	13	81,25
12	Refly Anandika S	X LC	3	4	3	3	13	81,25
13	Raffa Arya Wiguna	X LC	3	4	3	4	14	87,5
14	Muhamad Ridzan Pratama	X LC	3	4	3	3	13	81,25
15	Muhammad Akbar Nasution	X LC	3	4	3	3	13	81,25
16	Apdan Julia Saptari	X LC	3	4	3	3	13	81,25
17	Muhammad Farel Alhafidz	X LC	3	4	3	3	13	81,25
18	Muhammad Maulana Alfiansyah	X LC	3	4	3	4	14	87,5
19	Muhamad Nabil Khoerudin	X LC	3	4	3	4	14	87,5
20	Kevin Dykstra	X LC	3	4	3	4	14	87,5

21	Muhamad Fadli	X LC	3	4	3	4	14	87,5
22	M yusuf Akbar	X LC	3	4	3	4	14	87,5
23	M al imam	X LC	3	4	3	4	14	87,5
24	Rijki Ramdani	X LC	3	4	3	4	14	87,5
25	Muhammad kholil al b	X LC	3	4	3	4	14	87,5
26	Diky Rachmat Ramadhan	X LC	3	4	3	4	14	87,5
27	Brian Rasikh Hadianto	X LC	3	4	3	4	14	87,5
28	Irfan Romadhon Rifai	X LC	3	4	3	4	14	87,5
29	Wahyu Langgeng Sudrajat	X LC	3	4	3	4	14	87,5
30	Muhammad Zaenal Abidin Bukhori	X LC	3	4	3	4	14	87,5
31	Khemal Akbar Juliana	X LC	3	4	3	4	14	87,5
32	Bayu Darmawan	X LC	3	4	3	4	14	87,5
33	Muhammad Fachri Al Hafsyi	X LC	3	4	3	4	14	87,5
34	Nico Oktaviana Putra	X LC	3	4	3	4	14	87,5
35	Muhamad Ferdiansyah Hermawan	X LC	3	4	3	4	14	87,5
36	Abdee Bimantara	X LC	3	4	3	4	14	87,5

Appendix : Surat Keputusan Bimbingan

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 3058/SK/D/FKIP/X/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang	:	1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
		2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
		3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
		4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat	:	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
		2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
		3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
		4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
		5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.

Memperhatikan	:	Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan	:	
Pertama	:	Mengangkat Saudara

Dr. Istiqlaliah Nurul Hidayati, M.Pd	:	Pembimbing Utama
Lungguh Halira Vonti, M.Pd	:	Pembimbing Pendamping

Nama	:	SHILMA NAFSIAH
NPM	:	031120023
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Judul Skripsi	:	DEVELOPING DIGITAL COMIC STRIPS AS TEACHING MEDIA IN WRITING CLASS

Kedua	:	Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
Ketiga	:	Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
pada tanggal 10 Oktober 2023

Dr. Entis Suhardi, M.Si.
NIK. 0951 081 205

Tembusan :
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

J. Appendix : Surat Izin Penelitian

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 7861/WADEK I/FKIP/II/2024
Perihal : Izin Penelitian

19 Februari 2024

Yth. Kepala SMKN 2 KOTA BOGOR
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : SHILMA NAFSIAH
NPM : 031120023
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Tujuh

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 20 Februari s.d 20 Maret 2024 mengenai: DEVELOPING DIGITAL COMIC STRIPS AS TEACHING MEDIA IN WRITING CLASS

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

Dr. Sandi Budiana, M.Pd.
NIK. 11006025469