

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

#### **4.1 Results**

According to Borg and Gall (1983), the R&D method is a method used to develop and validate products through a series of structured stages, starting from problem identification to the final usable product. This section provides the results of the implementation of Research and Development aimed at producing a medium for learning grammar through comics.

##### **4.1.1 Research and Information Collecting**

In the research and information gathering stage, the author collected information through literature studies related to grammar learning, students' difficulties in understanding grammar, and the potential use of visual media such as comics in the learning and teaching process. The information was gathered from journals, scientific articles, and several relevant previous studies.

Grammar is an important part of learning a foreign language, but some students often find it difficult. This is because many rules must be remembered and applied correctly, so interesting and non-monotonous learning methods are required (Putra & Santosa, 2021). Based on the findings of the literature review, visual media such as comics can be an effective alternative to help students understand grammar material in a more interesting way. Comics have the advantage of conveying messages through a combination of text and images, which can strengthen conceptual understanding and increase learning interest (Nugroho and Lestari, 2019).

Therefore, the author also studied the basic elements of educational comic scriptwriting, such as the use of context-appropriate dialogue, the selection of accurate vocabulary, and the development of a storyline that can illustrate learning situations (Widiyanto, 2020). This information gathering is an important step

before entering the planning and scriptwriting stage for the comic that will be developed as a grammar learning media.

Based on the information and theories that have been collected, the author concludes that the use of comics as a medium for learning grammar has the potential to improve students' understanding of the material being taught (Apriani and Rahmawati, 2022). Therefore, this stage serves as the first step in the process of developing effective comic scripts that are relevant to the needs of students.

Based on the grammar learning assessment data from students of Applied Foreign Language 2024 intake, not all of them achieved acceptable results, the author created a questionnaire for students of Applied Foreign Language 2024 intake to fill out to measure how difficult they found the grammar course.

Table 4. 1 Final Exam Score of Students

<b>Score</b>	<b>Total</b>
A	11
AB	2
B	5
BC	4
C	5
D	12
E	3
<b>Amount</b>	<b>42</b>

Based on the data that has been obtained, the author proceeded to distribute a questionnaire to students of the Applied Foreign Language 2024 intake majoring in English. The technique used was to take samples from the student population. According to Arikunto (2017), the population is the entire subject of the study. If the author wants to study all elements within the study era, then the study is a population study. The objects in the population are studied, the results are analyzed, and the conclusions are applied to the entire population. The population in this study consisted of 80 students majoring in Applied Foreign Languages at Diponegoro University, 2024 intake. Only 40 students were selected as an example.

Table 4. 2 Results of Applied Foreign Language students 2024 intake questionnaire

No.	Question	SS (Strongly Agree)	S (Agree)	TS (Disagree)	STS (Strongly Disagree)	Total
1	Grammar is a theory related to the English language.	67.5%	32.5%	0%	0%	100%
2	Grammar helps me to communicate well in English.	40%	55%	5%	0%	100%
3	In English class, I understood the material well.	20%	72.5%	7.5%	0%	100%
4	I think the grammar theory I learned at university is more complex than what I learned in high school.	57.5%	25%	17.5%	0%	100%
5	I benefited greatly from studying grammar at	47.5%	50%	2.5%	0%	100%

	university.					
6	I think I need to study grammar more intensively to improve my English.	80%	20%	0%	0%	100%
7	I think learning grammar at university is a waste of time.	7.5%	5%	37.5%	50%	100%
8	I think grammar is an easy subject.	2.5%	25%	60%	12.5%	100%
9	I like learning grammar.	5%	62.5%	32.5%	0%	100%
10	Learning grammar is very complicated.	27.5%	52.5%	20%	0%	100%
11	I think I'm starting to like English because I understand the grammar now.	10%	67.5%	22.5%	0%	100%
12	I think learning grammar is very interesting.	20%	55%	25%	0%	100%

13	Grammar is actually very easy.	5%	20%	45%	30%	100%
14	I had already studied grammar before, so I had no difficulty understanding the material at university.	12.5%	47.5%	37.5%	2.5%	100%
15	I can understand and follow lessons on grammar in English classes well.	20%	60%	20%	0%	100%

#### 4.1.2 Planning

At this stage, the author developed a comprehensive plan as a basis for developing comic-based grammar learning media. This plan covers various aspects, ranging from the selection of grammar material to be discussed, the preparation of dialogue scripts, character development, the formulation of themes, and story synopses.

The comic category chosen by the author is a slice of life, related to the author's life and the lives of college students. According to Zakawali (2023), the genre of slice of life is a type of artwork, such as literature, film, and anime, that presents everyday human life realistically and as it is.

## 1) Determination of grammar and dialogue material

The author chose several tenses that are frequently used and also relevant in everyday life, including:

- Simple Present Tense
- Simple Future Tense
- Simple Past Tense

The author chose the simple present tense, simple future tense, and simple past tense to make the content of the comic easy to understand. The simple present tense, simple future tense, and simple past tense are the most basic structures used by many people, and these three tenses are the basic tenses in learning grammar, so that readers can learn basic grammar first before learning the next tenses, and in spoken and written language too. In addition, understanding these three tenses can serve as an important foundation before learning more complex tenses.

The author also found the idea to create comics for grammar learning in collaboration with Jihan, the author's partner. The author was interested in creating learning materials through picture books or comics, while Jihan was interested in creating grammar learning materials. What made the author interested in creating comics was the author's love of reading books and comics since childhood. The author was also inspired by the work of their senior, which sparked an interest in discussing comics.

## 2) Determining comic topics in grammar learning

The selection of topics in the development of comic as a grammar medium is based on the needs and characteristics of the target group, teenagers and college students. The topics raised present real situations in everyday life, including studying on campus, chatting with friends, homesickness, hobbies, and romantic relationships.

According to Fauzi and Kurniawan (2021), learning materials that are more relatable to students are easier to understand because they can be

related to personal experiences. By presenting the context of teenage and student life, students not only use the language in a structured way, but also in relevant real-life situations.

The use of comics as a learning medium based on the lives of teenagers also follows the characteristics of the younger generation who prefer visual and narrative media. Comics can also convey educational messages through simple but educational storylines, which can stimulate interest in learning and understanding grammar (Fitriani and Azizah, 2020).

In addition, creating topics based on student' experiences can also increase their interest in understanding the material, because students are more engaged with topics that are relevant to their lives. According to Wibowo (2022), the use of topics related to student experiences can provide a stronger space for participation and also involve stronger emotions in the learning process.

### 3) Creating a comic storyline for learning grammar

#### a. Panel selection

In the first stage of panel creation, the author chose comics with four panels. The reason for choosing four panels was to make the comic's narrative structure simpler while still being able to tell a short but complete story effectively. The four-panel format also allows readers to follow the dialogue easily without making the page too full or confusing. Comics with a limited number of panels can also increase the reader's focus on the main message being conveyed.

#### b. Character selection

The selection of characters chosen by the author to fill the panels with animated images to enhance the narrative. There are six characters in this comic, including five female characters and one male character. Among these six characters, one female character is

a professor, while the remaining five are out-of-town students majoring in Applied Foreign Languages at Diponegoro University in Semarang. The author chose the Applied Foreign Languages major and Diponegoro University as the setting because the target audience is students and teenagers from out of town. This grammar learning comic is also adapted from the lives of out-of-town students and their daily routines.

The six characters in this comic are named Aira, Kirana, Alia, Maya, Fira, and Darren. These names are easy to remember and quite common in Indonesia. The names of the characters who are students are Aira, Kirana, Alia, Maya, and Darren. The name of the character who is a professor is Fira. The choice of character names also aligns with their respective personalities. The student characters live in different areas but are united on the same campus.

Table 4. 3 Character Introductions

Name	Picture	Appearance & Characteristics
Aira (Student)		<p>Ambitious and serious</p> <p>Appearance: Short hair (blonde), fair skin, brown eyes.</p> <p>Clothing: Light blue shirt &amp; jeans + white shoes.</p>

<p>Kirana (Student)</p>		<p>Goofy &amp; smart</p> <p>Appearance: Short hair (black), light brown skin, black eyes.</p> <p>Clothing: Black polo shirt &amp; jeans + white shoes.</p>
<p>Alia (Student)</p>		<p>Cheerful &amp; skilled in public speaking</p> <p>Appearance: Long hair (dark brown), wearing round glasses, fair skin, brown eyes.</p> <p>Clothing: Jeans, zebra-print cardigan, Converse shoes.</p>

<p>Maya (Student)</p>		<p>Sensitive, emotional</p> <p>Appearance: Curly red hair, wearing a necklace and headband, fair skin, and brown eyes.</p> <p>Clothing: Bell-bottom jeans, pink balloon blouse, shiny, shimmering flat shoes.</p>
<p>Darren (Student)</p>		<p>Tough, handsome, manly, and cool</p> <p>Appearance: Black hair</p> <p>Clothing: White pants, blue shirt, wearing a black bracelet, tan skin, Nike shoes.</p>

<p>Fira (Lecturer)</p>		<p>Playful dan friendly</p> <p>Appearance: Light gray hijab, brown eyes.</p> <p>Clothing: Black blazer, black pants, white shoes.</p>
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c. Creating a concept for a grammar learning story

The story in this comic focuses on five main characters who are overseas students at Diponegoro University, majoring in Applied Foreign Languages, and a lecturer. Life as an overseas student forms the main backdrop of the story, where various dynamics typical of campus life and the struggles of living independently are presented in a light and enjoyable manner.

This comic not only depicts academic struggles, but also touches on the emotional side that is often experienced by students living away from home. From missing home and mom's cooking, to being free from college assignments, to the nerve-wracking process of writing a thesis.

On the other side, this story also touches on topics that are relevant to the lives of young people today, such as their interest in K-pop, unexpected moments of falling in love, and the support of friends that gives them the strength to face challenging days.

All concepts are presented in a comic format, incorporating grammar lessons through natural and contextual dialogues between the characters. With a relatable storyline and attractive visuals, this media is expected to provide an enjoyable learning experience for readers, especially teenagers and students.

d. Detail page

This English comic tells the story of five college students from the Applied Foreign Language at Diponegoro University, who are currently experiencing the ups and downs of living far from home. This comic combines daily life narratives with contextual and easy-to-understand basic English grammar lessons. Each chapter is designed to cover grammar points such as the Simple Present Tense, the Simple Past Tense, and the Simple Future Tense, in real-life contexts. The story is told from a first-person perspective with casual dialogue. Below is a detailed breakdown of each page of the English comic strip developed in this study.

1. Introduction story

The introduction to the story is depicted by six characters posing together. These characters will open the story and invite readers to read this comic.

2. Character introduction

An introduction to each character has been presented at the beginning, with details of their names, personalities, and appearances to help readers get to know each character in the comic.

3. Prologue

The prologue of the comic story begins with a conversation between two people, Alia and Kirana, who are walking and accidentally see a book fall. There are color differences, where

yellow text indicates the future, blue text indicates the past, and red text indicates the present.

The author chose six themes because they are arranged beginning with birth and ending with death. This comic also starts with a discussion of why the character chooses the major and ends with becoming a senior student. It begins with a theme that tells the story of two characters who recall how they ended up in their current major, followed by a storyline of characters working on assignments in class, then goes on to describe how they deeply miss home while in a new city in the campus cafeteria, and finally introduces two people with the same hobby who spend their time discussing their similar interests and passions. After that, the story continues with typical classroom activities filled with various presentations, and finally ends with the preparation of graduating students for their final assignments, which means they will soon become graduates.

#### 4. Chapter 1

This theme presents the story of two students who accidentally found a notebook that had fallen while they were talking, which they then share stories about their unfulfilled dreamt. They decided to send the information to UNDIPMENFESS'S X

The tenses found by the author in the dialogue are as follows:

A) "There is a notebook on the ground"

- Tense: Simple Present Tense
- Formula: Subject + to be (is) + object + complement

B) "I don't know, but let's take a look!"

- Tense: Simple Present Tense
- Formula: Subject + do + not + complement

C) "Are you happy as an Applied Foreign Language student?"

- Tense: Simple Present Tense
- Formula: Are + subject + complement + ?

- D) "I'm happy to be an Applied Foreign Language student"
- Tense: Simple Present Tense
  - Formula: Subject + verb 1+ complement
- E) "I feel the same"
- Tense: Simple Present Tense
  - Formula: Subject + verb 1
- F) "We are happy with our major now"
- Tense: Simple Present Tense
  - Formula: Subject + to be (are) + nominal + complement
- G) "I once dreamed of studying medicine"
- Tense: Simple Past Tense
  - Formula: Subject + verb 2 + object
- H) "I will share this information on UNDIPMENFESS'S X later"
- Tense: Simple Future Tense
  - Formula: Subject + will + verb 1 + object + complement
- I) "I will apply to a translation company"
- Tense: Simple Future Tense
  - Formula: Subject + will + verb 1 + object
- J) "I will send this information now"
- Tense: Simple Future Tense
  - Formula: Subject + will + verb 1 + object
- K) "I will meet you on that day"
- Tense: Simple Future Tense
  - Formula: Subject + will + verb 1 + object + complement

## 5. Chapter 2

This theme involves interaction between friends who are working on an assignment. The interaction begins when one of the characters is seen playing on their cell phone frequently, and the other two characters think that their friend is not working on the assignment, so they remind their friend. However, it turns into a warm conversation as they share their special feelings for someone from their past.

The tenses found by the author in the dialogue are as follows:

A) “You’re on your phone all the time”

- Tense: Simple Present Tense
- Formula: Subject + to be (are) + complement

B) “We need to submit this task before Ms. Fira comes”

- Tense: Simple Present Tense
- Formula: Subject + verb 1 + object + complement

C) “Is he a good guy?”

- Tense: Simple Present Tense
- Formula: Is + subject + nominal +?

D) “He is cute and kind”

- Tense: Simple Present Tense
- Formula: Subject + to be (is) + nominal + complement

E) “You’re totally in love, Maya”

- Tense: Simple Present Tense
- Formula: Subject + to be (are) + adjective

F) “Now I see why you’re always on your phone”

- Tense: Simple Present Tense
- Formula: Subject + verb 1 + object + complement

G) “I just wanted to make sure”

- Tense: Simple Past Tense
- Formula: Subject + verb 2 + complement

H) “We were best friends in senior high school”

- Tense: Simple Past Tense
- Formula: Subject + to be (were) + object + complement

D) "I will visit you"

- Tense: Simple Future Tense
- Formula: Subject + will + verb 1 + object

## 6. Chapter 3

This theme is inspired by the experiences of students living away from home. Missing their families, homes, and daily routines, this theme also depicts two students supporting and comforting each other.

The tenses found by the author in the dialogue are as follows:

A) "I miss my parents, my cats, and also my siblings"

- Tense: Simple Present Tense
- Formula: Subject + verb 1 + object + complement

B) "I miss my mum even more now"

- Tense: Simple Present Tense
- Formula: Subject + verb 1 + object

C) "We already had it twice this week"

- Tense: Simple Past Tense
- Formula: Subject + verb 2 + object + complement

D) "We will finish our studies soon and graduate"

- Tense: Simple Future Tense
- Formula: Subject + will + verb 1 + object + complement

## 7. Chapter 4

This theme shows two characters who are both K-pop fans. Their lively conversation also illustrates how hobbies can bring people together.

The tenses found by the author in the dialogue are as follows:

- A) "I listen to their songs everyday"
- Tense: Simple Present Tense
  - Formula: Subject + verb 1 + object + complement
- B) "They are so handsome"
- Tense: Simple Present Tense
  - Formula: Subject + to be (are) + nominal
- C) "I'm so excited"
- Tense: Simple Present Tense
  - Formula: Subject + to be (am) + nominal
- D) "We can practice together and maybe become K-POP stars"
- Tense: Simple Present Tense
  - Formula: Subject + verb 1 + object + complement
- E) "That was such a blast! We had so much fun singing along to 'PRETTY U'"
- Tense: Simple Past Tense
  - Formula: Subject + to be (was) + object + complement
- F) "It was such an unforgettable experience"
- Tense: Simple Past Tense
  - Formula: Subject + to be (was) + object + complement
- G) "I will join you!"
- Tense: Simple Future Tense
  - Formula: Subject + will + verb 1 + object
- H) "I will make it fun so people enjoy watching"
- Tense: Simple Future Tense
  - Formula: Subject + will + verb 1 + object + complement
- I) "We will be the best duo ever"
- Tense: Simple Future Tense
  - Formula: Subject + will + verb 1 + object

## 8. Chapter 5

This theme is taken from the classroom setting, where all characters are involved in a discussion and reviewing a presentation to be given next week.

The tenses found by the author in the dialogue are as follows:

A) “I need to practice my presentation skills”

- Tense: Simple Present Tense
- Formula: Subject + verb 1

B) “I love your enthusiasm”

- Tense: Simple Present Tense
- Formula: Subject + verb 1

C) “I finished my project last week”

- Tense: Simple Past Tense
- Formula: Subject + verb 2 + object + complement

D) “We will make sure everyone is ready for the presentation!”

- Tense: Simple Future Tense
- Formula: Subject + will + verb 1 + object + complement

E) “We will have a presentation next week”

- Tense: Simple Future Tense
- Formula: Subject + will + verb 1 + object + complement

F) “I will try my best for this presentation”

- Tense: Simple Future Tense
- Formula: Subject + will + verb 1 + object

## 9. Chapter 6

This theme discusses the lives of final year students who are busy with their final projects. Five characters engage in dialogue about their thesis, challenges, and hopes.

The tenses found by the author in the dialogue are as follows:

- A) “I feel bit overwhelmed every time I open my laptop”
- Tense: Simple Present Tense
  - Formula: Subject + verb 1
- B) “I want to make sure”
- Tense: Simple Present Tense
  - Formula: Subject + verb 1
- C) “I’m ready”
- Tense: Simple Present Tense
  - Formula: Subject + am
- D) “I plan to practice my public speaking regularly before the presentation”
- Tense: Simple Present Tense
  - Formula: Subject + verb 1 + complement
- E) “I submitted my proposal last week”
- Tense: Simple Past Tense
  - Formula: Subject + verb 2 + object + complement
- F) “You will do great!”
- Tense: Simple Future Tense
  - Formula: Subject + will + verb 1 + complement
- G) “I will prepare for the defense next month”
- Tense: Simple Future Tense
  - Formula: Subject + will + verb 1 + object + complement
- H) “I will feel better if we work together!”
- Tense: Simple Future Tense
  - Formula: Subject + will + verb 1 + object

## 10. Epilogue

The journey of these five students has come to an end with the completion of their final assignments as a requirement for

graduation. Amidst the pressure, they continued to support one another.

#### 11. Explanation Tense

Last, there is the explanation of the Tense section. Readers find explanations of each dialogue that uses a tense. Not only explanations, but also formulas that readers can see when using that tense.

#### 4) Create a draft

Creating a comic story begins with Indonesians and then translated into English:

- a. The title of this comic is “COGRAM,” which stands for “Comic Grammar”.
- b. There are six characters. They are: Aira, Kirana, Alia, Maya, Darren, and Miss Fira
- c. Target audience: University students, especially Applied Foreign Language students at Diponegoro University. This comic was created so that students can read while learning.

#### d. Synopsis:

##### 1) Chapter 1: Your Biggest Dream (Dream Major)

This synopsis tells the story of Alia and Kirana, who accidentally find a notebook near the campus parking lot while chatting. Not knowing who it belongs to, they spread the information about the lost item through social media, UNDIPMENFESS’S X. After that, Alia and Kirana head to a park and chat about their dream majors before eventually ending up in Applied Foreign Languages. Alia and Kirana have their dream majors, but must keep them hidden. After that, they return to their dorm. Alia, who brought the notebook, starts sending messages, and soon after, one of the

students claims ownership of the notebook. However, they are surprised to find out they are in the same major. They then agree to meet in person on campus.

2) Chapter 2: What is Love (Crush)

This synopsis tells the story of when Aira and Darren were working on an assignment given by Miss Fira in class, they saw Maya busy playing on her cell phone. After being reprimanded, Maya said that she had already finished her part and was replying to a message from an old friend who was now close to her. Hearing this, Aira and Darren were happy, and they discussed further about the guy whom Maya was planning to meet soon.

3) Chapter 3: Missing Home (Homesick)

This theme highlights Alia and Maya's homesickness. Alia misses her family and her cats, while Maya really wants to eat her mother's cooking and misses being woken up. To cheer themselves up, they decide to go out for meatballs together.

4) Chapter 4: Hobby (K-pop)

Aira and Kirana are two best friends who are both K-pop fans. Aira likes NCT, while Kirana is a fan of SEVENTEEN. Both of them seem very enthusiastic when discussing NCT's new songs and their experiences attending SEVENTEEN's concert, which still leaves a lasting impression.

5) Chapter 5: Assignment (Presentation)

This theme is set in a classroom and involves all the characters. They discuss the upcoming presentation schedule and share their progress.

6) Chapter 6: Final project (Thesis)

Set against the backdrop of the end of the academic year, the five characters discuss their final projects. This theme highlights the pressure, challenges, and mutual encouragement they experience as they strive to complete their theses as senior students.

For page division that makes it easier for readers when reading is:

- a. Page 1: Cover
- b. Page 2: BNW cover version
- c. Page 3: Statement
- d. Page 4: Credits
- e. Page 5: Table of Contents
- f. Page 6: Prologue
- g. Page 7: Character introduction cover
- h. Page 8-10: Character introduction
- i. Page 11: Cover Chapter 1
- j. Page 12-14: Chapter 1 Your Biggest Dream
- k. Page 15: Cover Chapter 2
- l. Page 16-18: Chapter 2 What is Love
- m. Page 19: Cover Chapter 3
- n. Page 20-22: Chapter 3 Missing Home
- o. Page 23: Cover Chapter 4
- p. Page 24-26: Chapter 4 Hobby
- q. Page 27: Cover Chapter 5
- r. Page 28-30: Chapter 5 Assignment
- s. Page 31: Cover Chapter 6
- t. Page 32-34: Chapter 6 Last Year Student
- u. Page 35: Explanation Tenses Cover
- v. Page 36-41: Breakdown 3 Tenses
- w. Page 42-47: Table Explanation
- x. Page 48: Back Cover

### 4.1.3 Developing Preliminary Form of Product

The colors chosen by the comic book author includes:



Figure 4. 1 Blue color for cover (<https://pin.it/1cYD03iC0>)



Figure 4. 2 Blue color for cover (<https://pin.it/1YBAzyh3M>)

The author chooses several colors for the cover. There are two different shades of blue selected as the main cover. The author chose blue for the cover because, according to Meilani (2013), blue has many positive aspects, such as knowledge, coolness, peace, loyalty, and justice. This aligns with the purpose of this comic, which serves as an educational tool for grammar, aiming to provide a comfortable reading experience without overwhelming the reader, and capturing their attention.



Figure 4. 3 Pink color for the title (<https://pin.it/6ycfKQC72>)



Figure 4. 4 Gold color for the title (<https://pin.it/LpNKGTYl4>)



Figure 4. 5 Yellow color for the title (<https://pin.it/1stG3Tssy>)

According to Dessy (2023), color selection can create a pleasant atmosphere. The colors pink pastel, yellow, and gold symbolize love and

friendship and can also stimulate muscle activity. The author chose these colors because these colors are cheerful and attract the reader's attention.

#### 4.1.4 Preliminary Field Testing

The Expert, Rezki Fatimah, S.S., M.Hum. who tested the results of learning grammar through this comic on July 11, 2025. Four parts were assessed, namely content, language, presentation, and comments for the comic, with 13 questions. In the comments section, two things needed to be improved: to make sure there were no typos in the comic and to add credits in the comic.

**Content**

No	Indicator	Score				Average
		1	2	3	4	
1.	The content of comic is easy for readers to understand				✓	
2.	The comic presented a systematic sequence of content				✓	
3.	The information in the English comic is appropriate for media learning grammar				✓	
4.	The comic makes readers interested in learning grammar				✓	
5.	The story of comic can insights enhance readers				✓	

**b. Language**

No	Indicator	Score				Average
		1	2	3	4	
1.	There is no typo in the comic				✓	
2.	English comic uses communicative language				✓	

**c. Presentation**

No	Indicator	Score				Average
		1	2	3	4	
1.	Comic contains cover, character introduction, and the story of university students that include tenses, such as Simple Present Tense, Simple Past Tense, and Simple Future Tense				✓	
2.	The cover illustration on the comic				✓	

**Comments and Suggestions on the Comic as a media learning grammar.**

1. Make sure there is no typo in the comic
2. Add credits in the comic

Semarang, 11 July 2025  
Validator  
*Rezki Fatimah*  
Rezki Fatimah S.S., M.Hum.  
NIP. 19960210204062001

Figure 4. 6 Validation Form After Validation

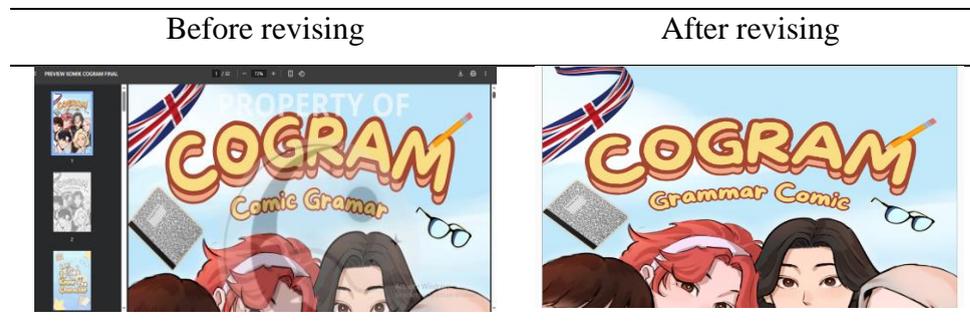
#### 4.1.5 Revising Main Product

Results after viewing previous products and updated products are as follows:

a) Cover

There was a typo in the word “Grammar.” The letter “m” should be added. On the cover, details are provided with an explanation of the title, “COGRAM: Grammar Comic.

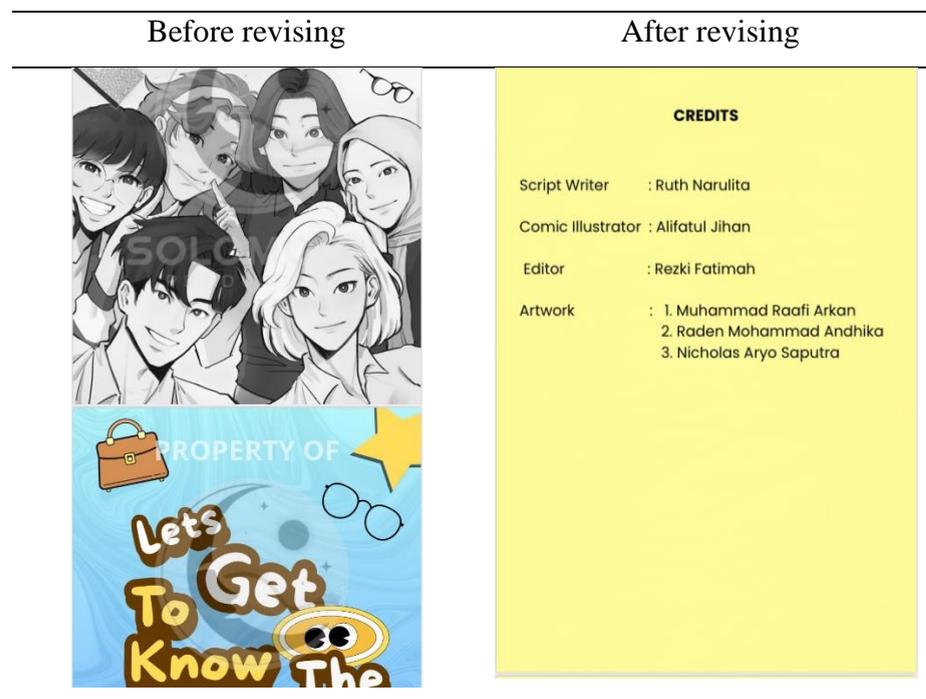
Table 4. 4 Before and After Cover Revision



b) Credits

Scriptwriter should be Script Writer, Design Idea change to: Comic Illustrator, Language Editor change to: Editor. There have been changes to the credits section to make it more transparent and more professional.

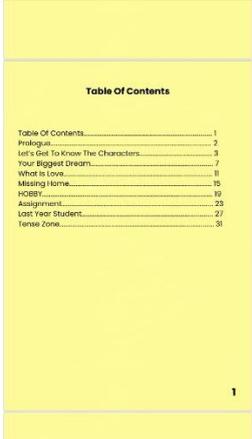
Table 4. 5 Before and After Credit revision



c) Add table of contents

Adding a table of contents makes it easier for readers to read the contents of the comic.

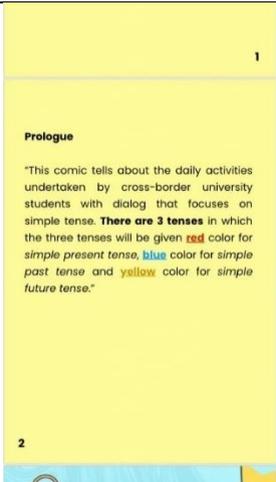
Table 4. 6 Before and After Table of contents revision

Before revising	After revising
	

d) Prologue

- The paragraph should be Justify
- The color of each sentence should be underlined since the background matches the Simple Future color, so the readers can see it. The Prologue section should be detailed and include explanations of tenses. In this case, explain that yellow text refers to future dialogue, blue text refers to past dialogue, and red text refers to present dialogue.

Table 4. 7 Before and After Prologue revision

Before revising	After revising
	

- e) The background of Chapter 2 was changed to a campus background, specifically inside a classroom.

The background before revision was a cafeteria, and after revision, the background of Chapter 2 was changed to a classroom because it did not match the dialogue and did not match the sketch outline sent to the illustrator.

Table 4. 8 Before and After Background chapter 2 revision

Before revising	After revising
	

#### 4.1.6 Main Field Testing

Stakeholders have approved the field test of this product. The Expert and Applied Foreign Language students will carry out evaluation activities. This evaluation will be conducted using a feedback form to assess the comic in terms of content, language, and presentation. The results of this evaluation will be analyzed by calculating the following scales:

$$\text{Average} = \frac{\text{total score}}{\text{total respondent}}$$

The data will be summarized in a table for ease of reference. Conclusions from the comic data can be classified using.

Table 4. 9 Percentage table of results

Average Score	Category
1-1.9	Poor
2.0-2.9	Adequate
3.0-3.9	Good
4.0	Excellent

The following are the results of each stakeholder's evaluation:

1. The Feedback of the Supervisor about Comic as a Media Learning Grammar

As for the results obtained from the feedback of the Expert, are as follows:

Table 4. 10 Feedback from Expert

No	Questions	Score				Average
		1	2	3	4	
Content						
1.	The content of comic is easy for readers to understand				√	4
2.	The comic presented show a systematic sequence of content				√	4
3.	The information in the English comic is appropriate for media learning grammar				√	4
4.	The comic makes readers interested in learning grammar				√	4

5.	The story of comic can insights enhance readers	√	4
Language			
6.	There is no typo in the comic	√	3
7.	English comic uses communicative language	√	4
Presentation			
8.	Comic contains cover, character introduction, and the story of university students that include tenses, such as Simple Present Tense, Simple Past Tense, and Simple Future Tense	√	4
9.	The cover illustration on the comic describes the content in the story	√	4
10.	Illustration and text writing are balanced	√	4
11.	Characters are presented clearly	√	4
12.	The panels and word balloons are well-spaced	√	4
13.	The colors used in the English comic are engaging	√	4

Based on the feedback form results from the Expert, Rezki Fatimah, S.S., M.Hum. Regarding comics as a medium for learning grammar, received a score of 4 from the feedback in the content section. It can be concluded that this comic is easy to read for readers, provides information that comics can be used as a medium for learning grammar, and makes readers interested and enhances their knowledge in learning grammar. In the language section, it was rated 3 and 4, indicating that the comic uses appropriate language with only a few typos. In the presentation section, it was rated 4, meaning that the comic effectively explains the front cover, introduces the characters clearly, and tells a story about campus life that also explores three tenses: Simple Present Tense, Simple Past Tense, and Simple Future Tense. In the illustration and writing sections, the balance is excellent, with appropriate color choices, panel layout, and dialogue bubbles.

## 2. The Feedback from Applied Foreign Language Students

The results obtained from the feedback of Applied Foreign Language students are as follows:

Table 4. 11 Feedback from Students

No	Questions	Score				Average
		1	2	3	4	
Content						
1.	The content of comic is easy for readers to understand			17	13	3.4
2.	The comic presented show a systematic sequence of content	1		19	10	3.3
3.	The information in the English comic is appropriate for media			15	15	3.5

	learning grammar					
4.	The comic makes readers interested in learning grammar	2	11	17	3.5	
5.	The story of comic can insights enhance readers	1	15	14	3.4	
Language						
6.	There is no typo in the comic	1	22	7	3.2	
7.	English comic uses communicative language	2	13	15	3.4	
Presentation						
8.	Comic contains cover, character introduction, and the story of university students that include tenses, such as Simple Present Tense, Simple Past Tense, and Simple Future Tense		14	16	3.5	
9.	The cover illustration on the comic describes the content in the story		13	17	3.5	
10.	Illustration and text writing are balanced	1	2	14	13	3.3
11.	Characters are presented clearly		13	17	3.5	
12.	The panels and word balloons are	4	13	13	3.3	

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well-spaced				
13. The colors used in the English comic are engaging	1	13	16	3.5

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Based on Feedback from 30 students majoring in Applied Foreign Language, there was an assessment of the content section, which scored around 3.3 – 3.5. This means that in terms of content, Applied Foreign Language Students were able to understand the content of the comic and also grasp the essence of the comic as a medium for learning grammar. The comic also made students interested in learning grammar and added to their knowledge. In the language section, the comic as a medium for learning grammar was rated 3.4, indicating appropriate language usage. The typos in the comic were rated 3.2. In the presentation section, students rated the cover design, character introductions, and the story about students’ lives, which discussed three tenses (Simple Present Tense, Simple Past Tense, and Simple Future Tense). In the cover, students rated 3.5, which means it aligns with the story in the comic. In the illustration section, dialogue writing, panel section, and speech bubble sentences were rated 3.3 by students, indicating they are very appropriate and can capture readers’ attention. In the character introduction, clarity and color selection were rated 3.5 by students, indicating very good in terms of color and character introduction.

#### **4.1.7 Final Product Revision**

The final revision of the product is the last step before the product is printed and submitted to the campus department.



Figure 4. 7 Final Comic Cover Design



Figure 4. 8 Class Background Change



Figure 4. 9 Explanation of Tense Colors



Figure 4. 10 Table of Contents Checking



Figure 4. 11 Final Credits

#### 4.1.8 Dissemination and Implementation

After completing the research and development section, the author finally came to the end of the dissemination and implementation section. In this section, the

author focuses on a comic book titled “COGRAM (GRAMMAR COMIC),” which has been registered with the Intellectual Property Rights (IPR) with registration number EC002025098334 on July 25, 2025. The author registered the comic product to prevent plagiarism, as it was created with effort and creativity. After the registration of the product’s Intellectual Property Rights, the comic is given to the Applied Foreign Languages program.



Figure 4. 12 Certificate of Intellectual Property Rights

## 4.2 Discussion

Creating comics as a medium for learning grammar by searching for materials or examples of comics. The author found examples from a library located in Cikini. Looking at every aspect of the book, and looking at the characters, panels, and placement of several tables. After that, creating a storyboard for the comic to be given to the illustrator, creating the storyline, and writing each comic character, such as their presentation and personality. The finalization of the comic is complete.

Using the Research & Development (R&D) method by Borg and Gall (1983), which consists of 10 stages, but only 8 stages were selected: Research and Information Collecting, Planning, Develop preliminary form of product,

Preliminary form of product, Revision main product, Main field testing, Final product revision, and Dissemination and implementation. The researcher chose eight stages because this research can be fulfilled with eight stages.

The similarity of our research and the previous studies is using comic as media learning. Saputro (2015) using comic as media learning science for junior high school students, Septiani and Rusmana (2021) using comic to increase literacy for elementary school, in otherwise Rakhmawati (2018), has conduct research for junior high school and using comic as media to measure the effectiveness of comic in teaching grammar (Simple Present and Past Tense). But the differences of our research with the previous studies is we using Simple Tense including Simple Present Tense, Simple Past Tense and Simple Future Tense, and Rakhmawati (2018) only include Simple Present Tense and Simple Past Tense.

A discussion containing feedback from the Expert and Applied Foreign Language students. Also, valid data from Applied Foreign Language Student 2024 intake regarding grammar learning. Based on feedback from the Expert, Ms Rezki Fatimah, S.S., M.Hum., and 30 students majoring in Applied Foreign Languages, the use of comics as a grammar learning medium received positive responses. In terms of content, the comic received a score of 4 from Ms. Rezki Fatimah, S.S., M.Hum., and 3.3–3.5 from students, indicating that the comic's content is easy to understand and engaging. In terms of language, the comic received a score of 3.4, although there were some typos with a score of 3.2. In terms of presentation, the comic received a score of 4 from Ms. Rezki Fatimah, S.S., M.Hum., and 3.5 from the students because the cover design, character introduction, and campus life story discussing the three tenses were well presented. For illustrations, dialogue, and panel layout, the comic received a score of 3.3, indicating that these elements were sufficiently engaging, while character introduction and color selection were also rated well with a score of 3.5. In the results of Applied Foreign Language student 2024 intake cohort questionnaire, it can be seen that learning grammar is very difficult, with 13 students agreeing. In the section on grammar being an easy subject, 16 students disagreed.

Based on feedback from supervisors and Applied Foreign Language students, this comic is very good and can help readers, especially Applied Foreign Language students, because the stories are relevant to student activities. The visualization of the comic is also good, starting with diverse characters and the plot development in each chapter. However, it cannot be denied that there are still parts of the comic that need improvement. Many parts have spelling errors. Spelling errors are frequently found in simple conversations that are likely to be noticed by readers.

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