

CHAPTER IV RESULTS AND DISCUSSION

4.1 Results

This research uses the method of Borg and Gall (1983), which goes through eight stages of research and development, including research and information collecting, planning, developing preliminary of product, preliminary field testing, revision main product, main field testing, final product revision, dissemination and implementation. An explanation of the eight stages above will be provided as follows:

4.1.1 Research and Information Collecting

At this stage, collected information by distributing questionnaires and giving them to the students of the Applied Foreign Language 2024 intake regarding whether there are those who have difficulties in learning grammar.

4.1.1.1. Research

Based on data from college students of Applied Foreign Language 2024 intake class C, some of them still struggle with grammar it can showed by their scores for the advanced grammar subject on the final exam. The total number of students is 42.

Table 4. 1 Final Exam Score of Students

Score	Total
A	11
AB	2
B	5
BC	4
C	5
D	12

E	3
Amount	42

Based on the data that has been obtained, we proceeded to distribute questionnaires to students in the 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 researcher wants to study all elements within the study area, then the study is a population study. The objects in the population are studied, and then the results are analyzed, the conclusions are concluded, 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. After discussion, the writer selected only 40 students as samples, because that is already adequate.

Table 4. 2 Questionnaire Result

No.	Questions	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	57.5%	25%	17.5%	0	100%

	learned at university is more complex than what I learned in high school.					
5	I benefited greatly from studying grammar at university	47.5%	50%	2.5%	0	100%
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 am starting to like English because I understand the grammar now	10%	67.5%	22.5%	0	100%
12	I think learning	20%	55%	25%	0	100%

	grammar is very interesting					
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%

4.1.1.2 Information Collecting

In this process, information was collected regarding the appearance of learning comics that have been published in one of the libraries in the Cikini area. One of the learning comics that the writer got was entitled "Learning Science: Weather". In the learning comic book that the author gets, a conversation is presented that contains the relevant material or learning. And there can be found a special page for the explanation of the material or the discussion discussed in the conversation on the previous page.



Figure 4. 1 Comic Book Inspiration

4.1.2 Planning

This section includes starting with determining the part of the grammar that is being discussed, making a plan for the product with the number of comic pages, the number of grids and also the number of characters included in the product, making a story theme, making a script and dialogue, and making sketches for comics.

1. Determining part of the grammar will be discussed

The writer determines which part of grammar is being discussed in the learning comic. Since grammar is very wide, the writer only chose to discuss the simple tense. The decision has been agreed upon with the supervisor. Another reason for choosing the simple tense is that readers can easily understand grammar, starting with the simple tense first. The simple tense is the basic tense that must be learned and understood first. Simple tenses can be forgotten or even not understood well, which affects the understanding of other parts of grammar that are more complex.

2. Making a plan for the product with the number of comic pages

The making of this grammar learning comic was first made in Indonesian and then translated into English in accordance with good and correct grammar. Considering the purpose of this comic is to help understand grammar, especially in the simple tense, checking the existing

dialogue is very necessary, and also always ensuring it is together with the supervisor.

This grammar learning comic is divided into six chapters. Each chapter has three story pages, which are as follows:

Page 1: Cover

Page 2: Black and White Cover

Page 3: Statement of Declaration

Page 4: Credits

Page 5: Table of Contents

Page 6: Prologue

Pages 7: Cover Introduction Characters

Pages 8-10: Characters

Pages 11: Cover Chapter 1

Page 12-14: Story Chapter 1

Pages 15: Cover Chapter 2

Page 16-18: Story Chapter 2

Pages 19: Cover Chapter 3

Page 20-22: Story Chapter 3

Pages 23: Cover Chapter 4

Page 24-26: Story Chapter 4

Page 27: Cover Chapter 5

Page 28-30: Story Chapter 5

Pages 31: Cover Chapter 6

Page 32-34: Story Chapter 6

Pages 35: Cover Explanation Tenses

Page 36-42: Breakdown Tenses

Page 43-48: Explanation Table

Page 50: Cover

3. The number of grids and the number of characters that are included in the product

This grammar learning comic has four panels in each story. The reason is to make it easier for readers to understand the simple tense in the dialogue. If choosing a lot of grids on one page, there is a concern that the dialogue is not clearly visible, so that the purpose of this comic is not achieved. Considering the paper size used in this comic book is A5. This size has also been discussed by the author with the illustrator, and the writer also found out the size of the comic from the results of the previous study by the senior and also the book that the author's friend has produced.

For the characters in the grammar comic, there are six characters, as follows:

1. Ms Fira

She is a lecturer who is friendly and not strict, but who also understands each of her students. Ms. Fira has brown eyes that go well with the grey hijab that is always her pick. She has a very formal style of clothing when she goes to campus, wearing a black blazer, and bottoms and her favourite white shoes.

2. Aira

She is a female student who is known for her ambitious and serious personality. However, she can still play around with her friends. Aira has blonde hair that matches her brown eyes perfectly. A light blue shirt and jeans are Aira's most

comfortable outfit choice because the colour matches her slender yellow skin. To support her campus activities, Aira likes to wear white shoes and a backpack to help her carry books and stationery.

3. Kirana

Opposite to Aira, who is very ambitious and serious, there is Kirana, who is smart but very full of jokes. Kirana is a female student who has black hair cut short above the shoulders. Kirana's eyes are exactly the same as her hair. Kirana is different from Aira, who likes to wear shirts to look comfortable and neat, she prefers collared polo shirts paired with her favourite jeans. She also likes to wear white shoes that can be paired with various colours.

4. Alia

She is a female student who has a cheerful personality. Alia has skills in public speaking. It can be seen from her very cheerful personality. Alia has long dark brown hair that matches her eyes. The mandatory accessory for Alia is her glasses, because she will not be able to see clearly if she loses her glasses. For clothes, Alia prefers to wear jeans and also a striped cardigan that she usually wears along with her favourite shoes.

5. Maya

Next is Maya, who is a student with an emotional and sensitive personality. Her personality can make people label her as spoiled. Maya has very different tastes from other characters. She has red curly hair that will certainly have a headband on it. Her eye colour is brown. In addition, Maya wears jeans and a pink blouse with necklace accessories around her neck. To support her activities on campus, Maya likes to wear flatshoes.

6. Darren

The last character is Darren, who is the only male character in this comic. Darren has a cool and handsome visual that is supported by a black comma hair hairstyle. His skin is tan, which when he wears a blue shirt and white pants, can increase his visual appearance.

The character selection and creation were made together with the partner. The writer and partner create based on daily life during college.

4. Making a story theme

The genre for this comic learning media is “Slice of Life.” As mentioned above, this grammar learning comic has six chapters which are in accordance with student life. The reason for choosing this theme is that it is adjusted to the target of this comic, which is Applied Foreign Language students. But it does make it possible for the general public as well, because the themes brought up are based on daily life. The reason why the themes are arranged as above is that, just as life begins with birth and ends with death, this comic also begins with the discussion of why the character chooses that 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.

The themes that the writer and partners choose are as follows:

1. Your Biggest Dream: Dream Major

This theme tells the story of two characters who were walking around the campus and accidentally saw a notebook lying on the

rocks. After that, they took the notebook and apparently could not find the identity of the owner of the notebook. Then Alia took the initiative to inform about the lost notebook at Undipmenfess on the X application. After that, Alia and Kirana walked to one of the garden chairs and talked about their dream majors before deciding to be in Applied Foreign Language. Both of them had dream majors, but had to be accepted because fate said otherwise. Then they decided to return to their own boarding houses. Alia, who was carrying a notebook, rushed to spread information regarding who the owner of the notebook on campus was, and soon there was one student who said that it was hers, and they exchanged messages via dm on X. After talking, and getting acquainted it turned out that they were students in the same department, but because the X account was anonymous they were both surprised and soon they decided to meet on campus on Wednesday.

2. What is Love: Crush

Aira, Darren and Maya were working on the assignment previously given by Ms. Fira, but Aira and Darren saw that Maya was busy with her cellphone. Aira also scolded Maya, and soon Darren also did the same thing. Feeling unacceptable, Maya finally told them that she had finished her part of the assignment earlier. Aira and Darren felt guilty and apologized and asked what was wrong with their friend. And it turned out that Maya was busy exchanging messages with one of her friends from school who was now on the approach. Hearing this, Aira and Darren also felt happy. They asked if the man was good, and Maya said, of course and also that they would soon meet.

3. Missing Home: Homesick

In this chapter, there will be two characters who are both homesick. Alia is desperate to see her cat, siblings and parents, as is Maya. Both missed being made food by their beloved mother and also

missed being woken up. To make sure that their sadness does not last too long, Maya finally invites Alia to go eat meatballs.

4. Hobby: K-Pop Lovers

Aira and Kirana are two girls who are both crazy about Korean Pop. Aira loves the group NCT, while Kirana adores SEVENTEEN. Both of them were very excited about the new song from NCT and also discussed SEVENTEEN's concert that they went to earlier. Because they have similar hobbies, they also often spend their free time together in a cafe to discuss their favourite groups by bringing along their K-Pop related merchandise.

5. Assignment: Presentation

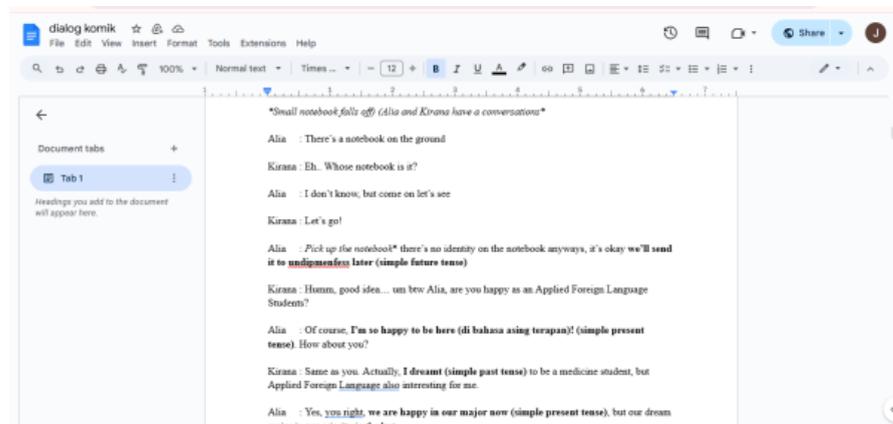
For this chapter, all the characters will be featured as it is set in a classroom discussing their presentation schedule for the following week. Each of them conveyed the progress they had made so that the presentation would run smoothly.

6. Last Year Student: Final Project

Similar to chapter five, chapter six will also feature all the characters because the content of the dialogue will require each character. The discussion will be related to the final project of each student.

5. Making a script and dialogue

In this section, the writer also works with a partner to create scripts and dialogue that are used in the grammar learning comic. The comic script is based on the daily life of students, so the dialogue is not far from the activities that students usually do. Scripts and dialogue are created using Indonesian first and then translated into English.



Tense	Word	Explanation	
Present	I'm so happy to be here	States Kirana's current feeling of happiness in the present moment.	Subject + am/is/are + Adjective
Present	We are happy in our major now	Indicates their current happiness in their major.	Subject + are + Adjective
Present	I always look for it when it's missing.	Uses past continuous to indicate that Alia was in the process of looking for her notebook in the past.	Subject + V1
Present	You found my notebook!!	States a fact that Kirana found Alia's notebook in the past.	Subject + V2
Past	I dreamt	Uses the past tense to express Kirana's dream from the past.	Subject + V2
Future	We'll send it to undipennex later	Uses "will" to indicate a plan to send the notebook in the future.	Subject + will + V1
Future	I will send it to translation.	I use "will" to express	Subject + will + V1

Figure 4. 2 Dialogue Comic

6. Making sketches for comics

In this section, the writer worked on the sketches for comics that have six chapters. It started with working on sketches for chapters one, two, three, four, five and six. The sketching was done by reading the dialogue that the writer had previously worked on with a partner.

For the first chapter, which is set in the campus area, more specifically in the park and the dorm.



Figure 4. 3 Sketch Chapter 1

Then, the second chapter is located in the classroom, where sketches were created depicting nuances in the classroom.



Figure 4. 4 Sketch Chapter 2

Next, the third chapter was set in a cafeteria, which can be seen from the image of the cafeteria filled with students, and then on the grid afterwards, only focusing on the two characters who are talking.

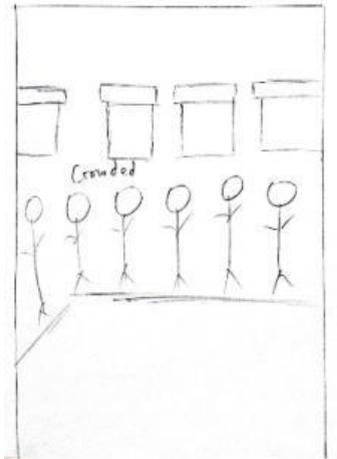


Figure 4. 5 Sketch Chapter 3

After that, the fourth chapter, was set in a cafe, because this is agreed with the original activity of the writer and partner who will visit a cafe to discuss their respective hobbies.

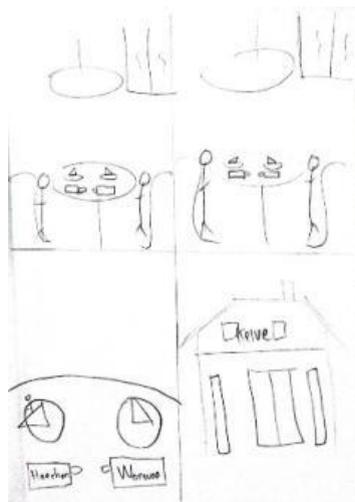


Figure 4. 6 Sketch Chapter 4

Additionally, the fifth chapter, which has a setting in a classroom again, because this theme tells about a classroom situation when preparing for a presentation activity.

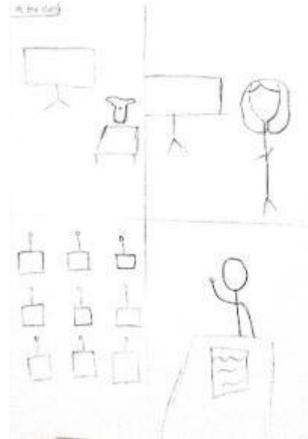


Figure 4. 7 Sketch Chapter 5

Lastly, the sixth chapter, which has the same setting as theme five, which is a classroom featuring a blackboard, and a desk.

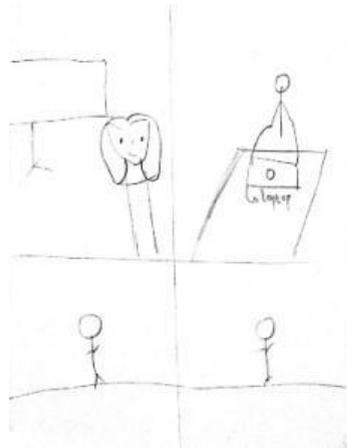


Figure 4. 8 Sketch Chapter 6

Furthemore, on each page of the story will be given a different color description for the three tenses. The use of colour is intended to make readers know the difference between each tense, and with the hope that it can raise curiosity by looking at the explanation section on the back page of the comic, which is specific to the section on tense explanation.

The colours that the writer and partner agree on are as follows:

1. Red is used for the description of the simple present tense sentences, because simple present tense sentences are identical to events that are happening that cannot be avoided, and red is a description of its colour.



Figure 4. 9 Colour for Simple Present Tense

(Source: <https://www.pantone.com>)

2. Blue is used for simple past tense sentences, because events that have already happened are associated with things that are related to sadness, although not all, so that blue is the colour of choice.



Figure 4. 10 Colour for Simple Past Tense

(Source: <https://www.pantone.com>)

3. The yellow used for the simple future tense sentence was chosen because the future usually symbolizes good things that are beautiful and bright, so the yellow colour was chosen because it is bright like hope for the future.



Figure 4. 11 Colour for Simple Future Tense

(Source: <https://www.pantone.com>)

4.1.3 Develop Preliminary Form of Product

At this stage, the writer looked for material as a reference for comic models and makes Tahilalat as a reference. Tahilalat uses a comic model with a 4-panel display. In addition to Tahilalat, there are references to comic forms from the comic book "Learning Science: Weather", which was previously explained to be a reference in deciding to make a grammar learning comic.

After the writer makes sketches and outlines for grammar learning comic products, the next step is to send the sketches and outlines to the illustrator. The illustrator has finished making the characters in the comic first. Here are the results of the six characters that were done:



Ms Fira



Aira



Kirana



Alia



Maya

Darren

Figure 4. 12 Characters Comic

The writer initially chose a chibi art style, but later changed to the art style shown above to match the real-life human shape. But because the comic story chosen is based on the daily activities of a student, the selection of characters, like in manga is an option. After completing the comic character, and in accordance with the character description of the author and the partner that has been sent before, the next step is to send the final draft of the comic outline, which has previously been checked together with the supervisor.

For the selection of colours on the cover and also the border, it has previously been discussed together with a partner. We chose the colour of the background on each cover border based on each chapter. Such as for chapter two, which is about what is love, so a pink background was chosen. The same goes for other chapters. Then, for the design on each border according to each page is the writer's responsibility.



Figure 4. 13 Sketch Border Comic

The reason this comic has a border is that the writer and the partner created different chapters. The border is also needed to enhance the reader's interest and curiosity while flipping to the next page. The border is designed according to the contents of each border. For the character introduction divider, ornaments are used that show items that are identical to each character. Then for the chapter border one, ornaments with dreams are used, chapter two uses heart-shaped ornaments, chapter three uses ornaments that illustrate houses, figurines, chapter four uses ornaments with Korean hobbies such as concert tickets, card holders and also lightsticks, for the chapter five uses elements of objects in the classroom while doing presentations, then the last for chapter six uses ornaments that are closely related to final students such as toga and coffee that accompany students while doing final assignments.

In the beginning, the making of the border cover and also the explanation table will be done directly by the writer and partner, but after the writer and partner tried to colour and redesign the sketch that we had made first, we found difficulties. Because the writer and partner do not have expertise in the field of drawing, the part of making the border cover was finally also sent to the illustrator, but still based on the sketches that the writer and partner had made before. So the illustrator only makes a neater version and also provides colour or

colouring. For ideas the initial design or sketch was originally made by the writer and partner.

The explanation table is on the back page after chapter six. This is intended so that readers can enjoy the story first, and can read the explanation of the tense in the previous story if they have finished reading the story. The explanation table is in the form of a table which have three columns. The first column is filled with the name of the tense. The second column is filled with simple tense sentences in the previous story, and the fourth column is filled with the formula of the simple tense.

The explanation table takes up six pages, where each theme has one page of explanation. This is intended so that readers understand the simple tense in each theme. If it is put together and not separated, it is feared that it will not achieve the purpose of making this comic, which is that students can easily understand simple tenses through learning comics.

The design for the explanation table was done by the writer and the partner. The background creation part was done by the writer, and then the table filling was done by the writer's partner. The explanation table is more focused on the explanation and is not filled with many supporting ornaments, so that readers can understand the explanation presented.

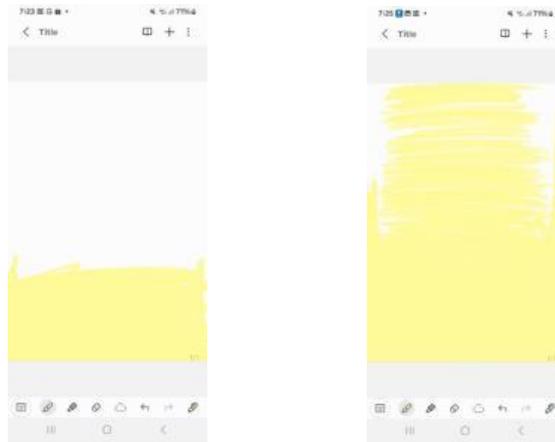


Figure 4. 14 Background Colouring Process

The background was made by the writer by choosing a softer colour, like the border and cover. The colours that the writer and partner choose always match. The reason for the choice of colour is to help the readers comprehend the table easily. Then, for the explanation table that is responsible for making, the writer's partner is responsible. The table uses the form of a table in general with black colour. The writer partner added abstract patterns to give a little decoration on the explanation table page.

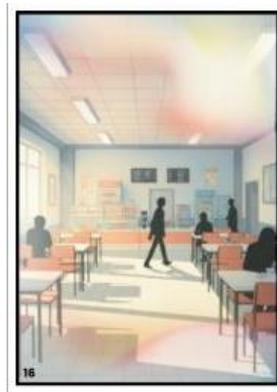


Chapter 1 : Your Biggest Dream

Form	Word	Explanation	Formula
Form	To an English to find an Applied Foreign language students.	It is an expression for a common language about being a student in the Applied Foreign language.	$W = \text{Form}$ $W = \text{Form}$ $W = \text{Form}$
Form	It is an English to find an Applied Foreign language students.	It is an expression for a common language about being a student in the Applied Foreign language.	$W = \text{Form}$ $W = \text{Form}$ $W = \text{Form}$
Form	It is an English to find an Applied Foreign language students.	It is an expression for a common language about being a student in the Applied Foreign language.	$W = \text{Form}$ $W = \text{Form}$ $W = \text{Form}$
Form	It is an English to find an Applied Foreign language students.	It is an expression for a common language about being a student in the Applied Foreign language.	$W = \text{Form}$ $W = \text{Form}$ $W = \text{Form}$
Form	It is an English to find an Applied Foreign language students.	It is an expression for a common language about being a student in the Applied Foreign language.	$W = \text{Form}$ $W = \text{Form}$ $W = \text{Form}$
Form	It is an English to find an Applied Foreign language students.	It is an expression for a common language about being a student in the Applied Foreign language.	$W = \text{Form}$ $W = \text{Form}$ $W = \text{Form}$
Form	It is an English to find an Applied Foreign language students.	It is an expression for a common language about being a student in the Applied Foreign language.	$W = \text{Form}$ $W = \text{Form}$ $W = \text{Form}$
Form	It is an English to find an Applied Foreign language students.	It is an expression for a common language about being a student in the Applied Foreign language.	$W = \text{Form}$ $W = \text{Form}$ $W = \text{Form}$
Form	It is an English to find an Applied Foreign language students.	It is an expression for a common language about being a student in the Applied Foreign language.	$W = \text{Form}$ $W = \text{Form}$ $W = \text{Form}$
Form	It is an English to find an Applied Foreign language students.	It is an expression for a common language about being a student in the Applied Foreign language.	$W = \text{Form}$ $W = \text{Form}$ $W = \text{Form}$

Figure 4. 15 Explanation Table Result

After submitting the comic outline, the illustrator has completed the first chapter, which can be seen as the result below:



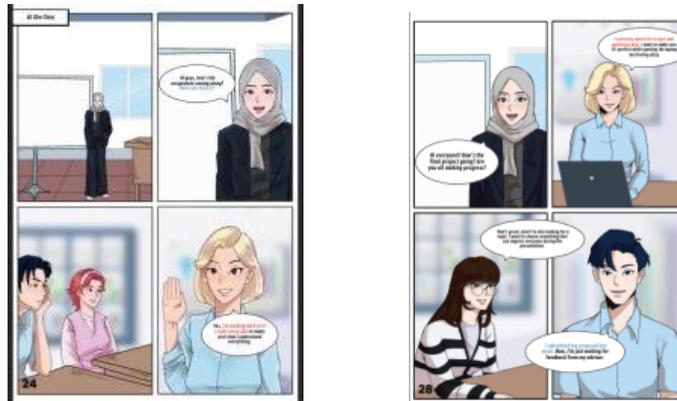


Figure 4. 16 Result of The Comic

4.1.4 Preliminary Field Testing

In this section, the expert, Rezki Fatimah, S.S., M.Hum, directly assessed and tested the product. The validation form was conducted on July, 8 2025. In this process, the supervisor gave a score of 3 in the language category because there were still spelling errors in the comic, both in terms of grammar and other aspects of writing.

VALIDATION FORM FOR FEEDBACK OF "COGRAM" AS A MEDIA LEARNING GRAMMAR

Validator Name : Rezki Fatimah S.S., M.Hum.
 ID Number : 199602102024062001
 Position : Lecturer
 Date of Registration : 08 July 2024

A. Introduction
 This validation form collects your feedback on the comic as a media learning grammar product. Thank you for participating as a validator and for filling out the validation form.

B. Filling Instruction:
 1. This assessment form consists of material, language, and content aspects. You are requested to give your opinion on each question in this assessment form by selecting a score of 4-1 on the rating scale with a check mark (✓).
 Example:

No	Indicator	Score				Average
		1	2	3	4	
1.	Accuracy of information	(✓)				
2.	The comic is easy to understand	(✓)				

Notes:
 1. Less
 2. Adequate
 3. Good
 4. Excellent

2. Please kindly provide comments and suggestions for this comic as a media learning grammar.

C. Review
 a. Comments

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 insight 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 tense, such as Simple Present Tense, Simple Past Tense, and Simple Future Tense				✓	
2.	The cover illustration on the comic				✓	

describes the content in the story					
3. Illustration and text writing are balanced				✓	
4. Characters are presented clearly				✓	
5. The panels and word balloons are well spaced				✓	
6. The colors used in the English comic are engaging				✓	

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

1. Make font bigger to be legible in the comic
2. Add color to the comic

Reviewed, 11 July 2023
Validator



Reza Fatah S.S., M.Hum.
NIP. 199602202040001

Figure 4. 17 Validation form by The Expert

4.1.5 Revising Main Product

The results of the field test on the previous product still require some updates as follows:

1. Cover: Make it details about the title, and there is a spelling error for the sentence “Grammar”, it should add “m” and Cogram: Grammar Comic



Figure 4. 18 Before and After Cover Revision

In this section, initially, only “COGRAM” was used, which may have confused readers. It would be better to provide details about what “COGRAM” is and after sent the revision to the illustrator, they has been added ”Grammar Comic” under the “COGRAM”.

2. Add Credits and for Credits

There are three changes that must be modified in the credits, including, scriptwriter should be script writer and design idea change to comic illustrator and for the last one is language editor change to editor.



Figure 4. 19 Before and After Credits Revision

For this section, initially, there was nothing at all, so that people would not know who the owner of the work was, who was responsible for working on the sections in the comic, so that it could be seen in the credits image added and located on page four of the comic.

3. Prologue

Make it detailed and add more explanation about the tenses, and explain what colour refers to. The prologue should be justified, the colour of the tenses should be added and underlined, and make it match the tense colour, so it can be seen by the readers.

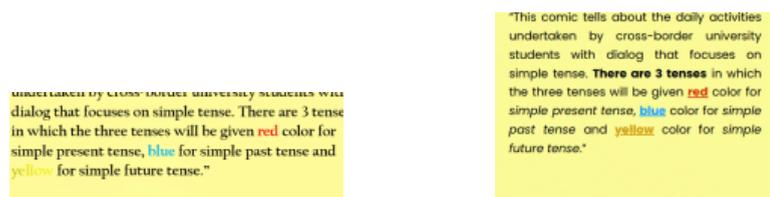


Figure 4. 20 Before and After Prologue Revision

At first, there was no prologue at all, but then one had to be added to help readers understand the content of the educational comic. After the first revision, it turned out that the prologue still needed to be improved, starting with justification, and then underlining was

necessary so that the yellow colour for the simple future tense explanation would be easy to see.

4. Background for chapter two: change into the classroom

There is a mistaken background for Chapter Two. It was supposed to be in the classroom, but after the preview of the comic was shown, it ended up in the cafeteria.

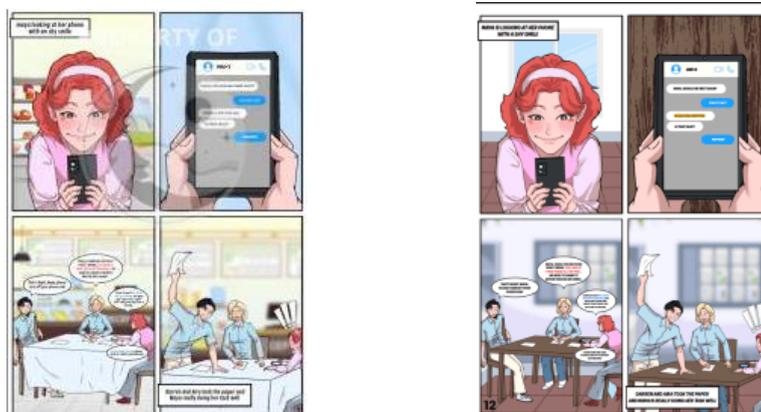


Figure 4. 21 Before and After Background Chapter 2 Revision

The background for Chapter 2: What is Love, before it was given to the illustrator, was a classroom, because the story and dialogue describe students working on an assignment given by their lecturer. However, after the illustrator finished the comic on July 5 and gave it to us, the background had changed to a cafeteria, which was very different from what was originally sent. Therefore, changes were necessary, and on the right side, the background change that should have been for Theme 2, the classroom can be seen.

5. Add a table of contents.

At the beginning, table of contents was not included in the comic, so the supervisor requested that it be added. Therefore, the table of contents in the comic is on page five.



Table Of Contents	
Table Of Contents.....	1
Prologue.....	2
Let's Get To Know The Characters.....	3
Your Biggest Dream.....	7
What Is Love.....	11
Missing Home.....	15
HOBBY.....	19
Assignment.....	23
Last Year Student.....	27
Terms Zone.....	31

Figure 4. 22 Before and After Table of Contents Revision

In this section, there is no table of contents, so the supervisor requested that one be added to make it easier for readers to find the pages of the comic. The table of contents starts on page 1 and continues on the following pages until the end of the explanation tenses. The colour chosen for the background of the table of contents is the same as that used for the credits and prologue.

4.1.6 Main Field Testing

In this section, the product submitted to the supervisor for approval of the product. Before the product gets approval, there is an evaluation of the content, language and presentation. The results of the evaluation later become an evaluation for the writer from the supervisor. And the results will be summarized using the Likert Scale as follows:

$$\text{Average} = \frac{\text{Total Score}}{\text{Total Respondents}}$$

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

1. Below is an evaluation conducted and given by the supervisor related to the grammar learning comic.

In order for the product to be used as a learning medium for students, it must first be submitted to the supervisor to assess its effectiveness and determine whether there are any flaws that need to be revised before it can be used as a learning medium.

Table 4. 3 Feedback from Supervisor

No	Indicator	Score				Average
		1	2	3	4	
Contents						
1	The content of comic is easy for readers to understand				√	4
2	The comic presented 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						
No	Indicator	Score				Average
		1	2	3	4	
1	There is no typo in the comic				√	3
2	English comic uses communicative language				√	4

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 a Simple Present Tense, Simple Past Tense, and Simple Future Tense				√	4
2	The cover illustration on the comic describes the content in the story				√	4
3	Illustration and text writing are balanced				√	4
4	Characters are presented clearly				√	4
5	The panels and word balloons are well-spaced				√	4
6	The colors used in English comic are engaging				√	4

From the results of the evaluation given by the supervisor, there are three groups of evaluation, namely contents, language, and presentations. The results of the assessment showed 4 in the content section, which means that this comic is easy for readers to understand. The comic presents a systematic sequence of content, the information in the English comic is appropriate for media learning grammar, the comic makes readers interested in learning grammar, and the story of the comic can enlighten the readers. In the language section, this comic gets a score of 3 and 4, which means that there are spelling errors in the comic, and the English comic uses communicative language. For the presentations section, this comic scored 4. This comic has cover, character introduction, and the story of university students that include tenses, such as simple present tense, simple past tense, and simple future tense, cover illustration on the comic describes the content in the story, illustration and text writing are balanced, characters are

presented clearly, the panels and word balloons are well-spaced, the colors used in english comic are engaging. In this evaluation, the supervisor gave a good rating for the comic, because there were still spelling errors. It can be concluded that the score for comics from this supervisor is categorized as 3 and 4, which means that this comic can be used as a learning medium.

2. Feedback From Applied Foreign Language Students

In addition to requesting feedback from the supervisor, this comic was also given to Applied Foreign Language students from the 21st, 22nd, and 23rd classes for evaluation and feedback, so that when it is used as a learning medium by the 2024 intake, there will be no further errors. Since this grammar learning comic is aimed at Applied Foreign Language students, the writer also asked Applied Foreign Language students to give their evaluation and feedback on our learning comic.

Table 4. 4 Feedback from Applied Foreign Language Students

No	Questions	Score				Average
		1	2	3	4	
Contents						
1	The content of comic is easy for readers to understand			17	13	3.4
2	The comic presented a systematic sequence of content	1	18	11		3.3
3	The information in the English comic is appropriate for media learning grammar			15	15	3.5
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						

No	Questions	Score				Average
		1	2	3	4	
1	There is no typo in the comic	1	22	7		3.2
2	English comic uses communicative language	2	13	15		3.4

Presentation

No	Questions	Score				Average
		1	2	3	4	
1	Comic contains cover, character introduction, and the story of university students that include tenses, such a Simple Present Tense, Simple Past Tense, and Simple Future Tense		14	16		3.5
2	The cover illustration on the comic describes the content in the story		13	17		3.5
3	Illustration and text writing are balanced	1	2	14	13	3.3
4	Characters are presented clearly		13	17		3.5
5	The panels and word balloons are well-spaced	4	13	13		3.3
6	The colors used in English comic are engaging	1	13	16		3.5

Evaluation of this comic was also given to 30 Applied Foreign Language students who are the target of this learning comic. Based on the feedback given, this comic gets a score of 3.3 and 3.5. Where the content of comic is easy for readers to understand has an average 3.4, the comic presented a systematic sequence of content has an average 3.3, the information in the english comic is

appropriate for media learning grammar has an average 3.5, the comic makes reader interested in learning grammar has an average 3.5, the story of comic can insights enhance readers has an average 3.4, then for typo in the comic has an average of 3.2 which means that in the comic there are still spelling errors that can be found, then the English comic uses communicate language has an average of 3.4. In the presentations section has an average of 3.5 where the comic contains a cover, character introduction, and the story of university students that include tenses, such as simple present tense, simple past tense, and simple future tense, cover illustration on the comic describes very well in the story has an average 3.5, for the illustration and text writing are balanced has an average 3.3, and characters are presented clearly has an average 3.5, for the panels and word balloons are well-spaced has an average 3.3, and for the colors of the comic, it's enough engaging has an average 3.5. From the evaluation results given by students, this comic can be used as a medium in learning grammar, but improvements are still needed, such, as spelling errors that can be found in some sentences.

4.1.7 Final Product Revision

In this step, the product is ready to be printed and then used as a medium in learning grammar for students.



Figure 4. 23 Final Comic Look

4.1.8 Dissemination and Implementation

The last stage of making this grammar learning comic “Cogram: Grammar Comic” is to register the product to intellectual property rights and printed the comic and then give it to the study program. Certificates are produced online through the official website of the DJKI intellectual property rights section.



Figure 4. 24 Certificate Intellectual Property Rights

4.2 Discussion

Creating grammar comics as a learning medium is very challenging. This is because the comics discuss grammar, which has rules that cannot be changed, so even the smallest mistake will be very noticeable in contrast. There were many challenges in creating this grammar learning comic design, one of which was the writer's limited ability to illustrate the story that was previously written in dialogue form. This also made the writer initially worried that the comic illustrator would not be able to work on the comic because the design of the sketches was not easily understood. As a researcher, the process of creation is greatly facilitated by the method developed by Borg and Gall (1983), which consists of 10 stages to achieve a product that can be used as a learning medium in accordance with

existing standards. This method also helps writers in developing and improving a product.

The eight stages include research and information gathering, planning, developing a preliminary form of the product, preliminary field testing, revising the main product, main field testing, final product revision, dissemination, and implementation. In the first stage, data were collected by distributing questionnaires to Applied Foreign Language students in the 2024 intake, and from the data collected, 30 students were selected as samples. After this, information gathering took place, where the necessary information required for creating the comic was collected. Next came the planning stage, where numerous factors had to be considered, including the grammar to be discussed, the comic pages, panels, and characters to be used in the comic, the theme for the comic story, the creation of the script and dialogue for the comic, and finally, the creation of the comic outline.

Next is the preliminary form of the product. At this stage, all the planning that has been done previously is carried out. This stage is very difficult because there are many things that must be done in a very short time. Then, after all the planning processes are complete, there is preliminary field testing, which requires an expert, namely Rezki Fatimah, lecturer in Applied Foreign Language, as a tester for product validation. From the validation results, numerous typos were still found within the comic.

After conducting validation tests with experts, the next step is to revise the main product. At this stage, there are many aspects of the comic that have been submitted to the experts that need to be revised, such as the cover, credits, table of contents, and prologue. After the revisions were made, the next step was to conduct field testing with Applied Foreign Language students. The distribution method is through a Google Form questionnaire, and similar to the experts, the students also noted that the comic still contains typos. All revision results are then made and detailed in the final product revision. At this stage, the comic has been

revised and will be registered for intellectual property rights during the dissemination and implementation phase, followed by printing.

Previous researchers have created grammar comics, but they only focused on two simple tenses, such as Rakhmawati (2018), with the research titled “The Effectiveness of English Comic in Teaching Grammar (present and past tense)”. Researcher created comics that were used to measure grammar comprehension among junior high school students. Then, secondly, Septiani and Rusmana (2021), in their research “*Pelatihan Peningkatan Literasi dalam Penggunaan Media Pembelajaran Komik di SDS Angkasa 4 Jakarta Timur*”, Researcher used digital comics to improve student learning outcomes. There is a difference in material with the author, and the last one, Saputro (2015), in his research “*Aplikasi Komik Sebagai Media Pembelajaran*”, researcher used comics as a science learning media on ecosystem material intended for seventh-grade students.

Based on previous research, learning comics is highly recommended as an additional learning material. In addition to being highly colourful and in line with the lifestyle of readers (students), these comics can also provide a new experience of learning from comic stories. However, it cannot be denied that there are still many flaws, namely, not all the material in grammar can be explained, considering that grammar is very wide. It hopes that this comic book can improve the abilities of students in various subjects according to their age and educational level.

Based on the feedback of the comic book from the supervisor and Applied Foreign Language students to see if it is appropriate and can be used as a medium for learning in the future. It can be concluded that, 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. The comic can be the medium for learning grammar however, it cannot be denied that there are still parts of the comic that need improvement. There are a lot of parts that have spelling errors. Spelling errors are frequently found in simple conversations that are likely to be noticed by readers.