

CHAPTER IV

RESULT AND DISCUSION

4.1 The Result of Creating an English Comic

This research was conducted through the development of English learning modules that integrate comics as an innovative supporting medium for learning. The Research and Development (R&D) method proposed by Borg & Gall (1984) was used to collect narrative and numerical data. In this method, the author uses eight steps, namely: Research and Information Collecting, Planning, Develop Preliminary form of product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Final Product Revision, Dissemination and Implementation. Two steps were not used in this study because after the main field testing conducted at the stakeholder's location, the author did not revise and test the product again. This was because the author did not conduct two revisions and retest the product in order to save time, and revisions were only carried out again after the thesis examination by the expert examiners. It is hoped that the resulting comics will not only be a creative learning medium but also effective in increasing students' interest in reading and curiosity about comics.

4.1.2 Planning

The planning of the comic is determined by several planning stages, namely selecting important material taken from the module book, selecting the object to be illustrated, creating a script, creating a draft, the final draft of the English script, creating a storyboard, and creating a cover for each chapter.

1. Determining Important Material from Module Book

Based on the analysis of the English learning module used by 7th grade students, the material that the author considers important is determined by its suitability to the established learning objectives. In the comic, each chapter is divided into five sections that correspond to the material in the module and additional material that matches the dialogue in the comic. In the chapter entitled 'A Stranger Encounter in the Room', the core material selected from the chapter includes vocabulary such as Self-Introduction. For the second chapter entitled 'New School and Friends', the material covers Friends at School, Class Schedule and Extracurricular Activities. Chapter 3 is titled 'Home Activities' and contains material about Secret Recipes, My Favourite Snacks, My House, and My House Chores. Chapter 4 contains additional

material from the author that is adapted to the story, titled 'Stories in Foreign Lands.' This material explains Travel, Extracurricular Activities, and Food. Chapter 5 is 'Thank You, Kiara,' which is an additional chapter so that the story can be related to English material about family. In addition, this last chapter contains a good moral message for readers.

The author considers this material important because it directly supports daily communication skills that are relevant to students' lives. Furthermore, the stories presented are in line with the readers' daily lives so that they feel more real and relevant. The author also added text boxes so that students can understand the meaning of the vocabulary and as a means for students to increase their knowledge of new words.

In addition, the author chose material that also took into account the results of the class questionnaire, in which students showed a higher interest in vocabulary that was close to their daily lives. The teachers interviewed, such as Mrs Pur, emphasised that the core material needs to be compiled in accordance with the module book and take into account the learning objectives of the material. Therefore, comics are used as a medium to clarify vocabulary and expressions in an interesting visual context, so that students can more easily understand and remember the material.

2. Selecting The Object

The selection of illustration objects in comics is done by considering their relevance to learning purposes and their suitability to the story delivered so that readers can easily imagine the story and the objects in question. The objects selected are primarily taken from the students' daily lives, such as daily life at school, extracurricular activities at school, activities at home, hobbies and activities outside school. This aims to make it easier for students to connect the English material they are learning with the real contexts they experience in their daily lives.

The selection of illustrative objects not only serves as a means of clarifying the content of the material but also as a strategy to increase student motivation to learn through attractive and meaningful visuals. For example, the objects at home in the illustrations focus more on the main character's bedroom, the kitchen highlighting cooking utensils, and the attic as the setting for the story, with lots of boxes and items. The depiction of food is made clearer so that students can easily understand the story being told.

The comic style of illustration is adapted to the age of the students and is made more colourful and cheerful. In addition, visual simplicity is also an important consideration. The objects displayed in the illustrations are designed to be clear, easily recognisable, and not confusing. By using contextual illustrations, students not only learn new vocabulary, but also understand its use in everyday communication situations.

3. Creating The Storyline

a. Determine the panels

In the first stage, which is determining the panels, the writer first decides on the number of pages the comic will have. After deciding on the number of pages, the writer designs each chapter and then adjusts the panels to the story and important expressions in the story. Important expressions in the story are separated into larger panels so that readers can be more emotionally drawn into the story. The selection of panels also takes into account the balance of the layout and comfort when reading the comic. In addition to being used to present the story visually, the panels in the comic also include text boxes for words that may be difficult to understand.

The storyline in the comic follows a sequence from the characters' rooms in their new house, school, parts of the house such as bedrooms, kitchen, and living room, followed by the airport, camping site, and back home. The character's room is described the most because it is where the character meets their friends and where most of the activities take place. This is followed by the school setting so that readers can be drawn into the atmosphere that is consistent with what happens in the story and the real life of students. The kitchen was chosen because the main character is a woman, and the author describes her as having a hobby of cooking. The author chose the house lot because it is a place where people rarely visit, and this setting also influences the storyline. The airport was chosen to fit the storyline and also to introduce a new place so that students can gain new knowledge.

b. Determine the character

Character selection makes it easier for writers to adjust characters to the panels and number of pages in a comic. The characters used in comics are children aged 12 years and above, with the age adjustment determined by the target audience of readers aged 12 years and above. The characters selected are of various races, such as Indonesian, British, Dutch, and Japanese, because the story is fictional and focuses on the lives of junior high school students, with Indonesian characters dominating. The

selection of British and Dutch characters is an adaptation of the main character's new home, which has an old Dutch building. In addition, to make the comic feel more like an English-language comic, the author created characters with British-Dutch mixed blood. Then, the selection of Japanese characters with Indonesian mixed blood was made because the author was inspired by his study programme, which focused not only on English but also Japanese. The author wanted to bring this representation into the comic.

The two main characters in the comic are Kiara and Charlotte. The name Kiara was chosen because it is unique, rarely used, and has a good meaning. The name Charlotte was chosen because it is synonymous with typical English names and was inspired by the name of the British royal princess, Princess Charlotte Elizabeth Diana. In addition to these names, there are also the names of friends and family members of the main characters. Kiara's friends are Zahra, Akira, and Arthur. Zahra is Kiara's friend at school and also her friend in the Scouts extracurricular activity. The name Zahra was chosen because it is widely used by Indonesians. The name Akira was chosen because it is synonymous with Japanese names in general and would sound more realistic for a Japanese person. The name Arthur was inspired by the heir to the British throne, Prince William Arthur Philip Louis. Besides being Kiara's friend, Arthur is also a member of Charlotte's family. In addition to these characters, there is also a teacher character in the comic.

The use of characters helps readers understand and feel the story through the characters in the story. The characters are dressed in junior high school uniforms, making it easier for readers to imagine the story and relate to the daily lives of junior high school students. Charlotte, as a ghost character, is not made to be scary so that the story's educational message can be conveyed effectively. Charlotte is depicted as a ghost who can only be seen by Kiara and is dressed in Dutch colonial-era clothing, with blue eyes and blonde hair. The character Zahra wears a headscarf to show the diversity of school children in Indonesia and also so that students who wear the hijab can relate to the character's role in the story. Akira is created to look like a typical Indonesian boy but with lighter skin. The character Arthur is depicted with features similar to Charlotte, with blonde hair and blue eyes, but Arthur is dressed more modernly. The teacher is depicted as a woman wearing a headscarf and a typical brown teacher's uniform. The teacher character is made female so that students can imagine that the teacher in the story is the same as their teacher in class. This comic

is designed for 7th grade junior high school students, but it is possible for students above that grade to read the story. The story focuses more on junior high school student activities and fiction, thus students of any junior high school level are able to read the comic.



Figure 4.1 Characters of The Comic

c. Creating a story concept in English

The story was written from Indonesian and translated into English. The draft story in Indonesian was given to the illustrator so the illustrator can understand the story more easily. The draft story in English has been translated from Indonesian, and the grammar was also considered so the story can be understood more easily. Besides that, the language level used in the story is adjusted to level A2. The story draft was read by the supervisor before it continued to the illustrator. Not all words were selected to be included in the text box, some words were selected because they were considered difficult to understand and confusing in meaning. For example, the word ‘Good Evening’ in chapter 1 was interpreted as ‘Selamat Malam’ because some people misinterpreted the word. In chapter 4, which discusses words used in travel and food, additional words are added to the text box. For example, in the food section, there are the words ‘Meat’ and ‘Bacon.’ Students can see the meaning of these words in Indonesian and can also distinguish between the types of animals the meat comes from.

The comic tells the story of Kiara moving to a new city and living in a house from the Dutch colonial era. In that house, Kiara meets a British-Dutch ghost, who introduces herself as Charlotte. This part focuses more on their introductory dialogue.

Charlotte is a restless spirit because there is still something she cannot convey to her family, which is the family heritage necklace. Kiara, who has just moved into the house, sees Charlotte but instead of feeling scared, she bravely talks to the figure and they become good friends. On her first day at school, Kiara is welcomed by her classmate, Akira. Akira not only accepts Kiara but also helps her at her new school. During recess, Zahra arrives to sell Molen to raise funds for her extracurricular activity, which is to hold a Jamboree in England. Because their team is short of people, Kiara, who has previous experience participating in Scouts at her previous school, offers to join the Jamboree. This section describes the activities of a student at school, discussing both academic and extracurricular activities.

In the part describing the activities in the kitchen, the author tells about a secret recipe that is easy and can be recreated by various groups of people. Knowing that Kiara was going to England, Charlotte asked for help to find her family's necklace in the attic of the house and give it to her family. Charlotte's family has the surname 'Genevive', which was chosen because it is one of the well-known surnames in England. The author also recounts several dialogues at the airport so that students can learn some unfamiliar words and expand their vocabulary. The camping trip abroad introduces several cultures in this section. This comic not only tells a fictional story or teaches English, but also conveys a message to its readers.

d. Breakdown of Pages

This comic tells the story of an invisible friend who asks for help in returning his family heirloom necklace so that the spirit of the person it belonged to can rest in peace. The story begins in the bedroom of the house where the main character has just moved in. Below is the story from the comic that has been designed:

1). Introduction of the characters

The introduction of characters was made to show how many characters play a role in the story. In this section, the characters are also introduced by name and their characteristics so that readers can identify the characters in the comic more easily.

2). Prologue

In comic design, the prologue serves as an important opening section to prepare readers for the storyline that will be presented. The story begins when a necklace is found in the attic of a house.

3). Chapter 1

Chapter 1 tells the story of Kiara, who has just moved to a new city. The house she lives in is a Dutch colonial era house. When she arrives at her room, she feels that someone is watching her. At that moment, Kiara meets Charlotte. Kiara and Charlotte get to know each other, asking each other their names, ages, and where they are from. This theme focuses more on greetings and personal introductions.

4). Chapter 2

Chapter 2 tells the story of Kiara's new school and her new friends. Kiara's teacher invites her to introduce herself to the class and meet her first friend, Akira. As Kiara's classmate, Akira helps her a lot by giving her the class schedule. The school does not only focus on learning activities, but in this part, the characters also meet their new friend Zahra. Zahra describes the Scouting extracurricular activities and the upcoming major event.

4). Chapter 3

Chapter 3 tells about activities at home related to Kiara's hobby. In the story, Charlotte tells Kiara that she will share a secret recipe with her. After sharing the secret recipe, Kiara explains that she will go to the United Kingdom for a Scout event. Knowing this, Charlotte asks Kiara to help her find her family's necklace and give it to her family.

5). Chapter 4

Chapter 4 tells the story of Kiara waiting at the airport and Zahra directing her to the departure gate. In this section, she also begins her journey to find Charlotte's family. After arriving at the campsite, she unexpectedly found a tent belonging to the British people next to hers. Not long after, Kiara accidentally met one of the members of the Genevive family. Upon realising this, Kiara immediately told him what had happened, and he listened to Arthur's story.

6). Chapter 5

Part 5 tells the story of Kiara meeting Arthur's family to return the Genevive family necklace. In this final part, Charlotte is finally able to rest in peace, although Kiara feels sad because she will never be able to see her friend again.

4. Creating Draft

The comic stories were first created in Indonesian and then translated into English. After translating the stories, it is important to review the grammar and word choice to ensure that the stories are easy to understand. Below is the design of the comic stories:

a. Title: The first title of this comic was ‘Until Geneviev Goes Peacefully,’ but because it was too long, it was changed to ‘Goodbye, Geneviev.’ This title is not only more practical, but it also attracts readers' attention more effectively.

b. Characters: Kiara, Charlotte, Akira, Zahra, Arthur, and Teacher

c. Target audience: The target audience for this comic is primarily 7th grade junior high school students, but it can also be read by upper grade junior high school students or readers with an A2 language level.

d. Synopsis: Kiara, a 13-year-old girl who has just moved to Bogor, never imagined that her new life would be filled with mystery. In her room, she meets Charlotte, the spirit of a little girl from the past who holds stories about war, family, and a precious necklace. Together with Charlotte, Kiara learns the meaning of friendship across time, the courage to face the truth, and the power of a small promise that can change everything.

e. Chapter: The comic is divided into five parts: Chapter One is titled ‘A Stranger Encounter in the Room,’ Chapter Two is titled ‘New School and Friends,’ Chapter Three is titled ‘Home Activities,’ Chapter Four is titled ‘Stories in Foreign Lands,’ and Chapter Five is titled ‘Thank you, Kiara.’ The story is divided into five chapters to make it more to the point and not boring.

The process of creating the comic story experienced two revisions. Here are some things that need to be improved:

- 1). Combine the ‘School Life’ section with ‘New School and Friends’
- 2). Add dialogue about finding the necklace in the attic
- 3). Change the comic title from ‘Until Geneviev Go Peacefully’ to ‘Goodbye, Geneviev’

5. Making Story Board

The storyboard is created after the final draft is completed. The writer and illustrator plan the placement of panels with the story, objects that need to be highlighted, comic page numbering, and provide the story to the illustrator as a guide.



Figure 4.2 Comic story board

The storyboard is a visual representation of the comic's design, divided into panels with a sequence of images. The storyboard makes the writer, editor and illustrator's job easier by giving them an overview of the comic. The storyboard has an essential role in depicting the placement of dialogue in the story. In addition, the storyboard also helps to establish the point of view of the comic being told.

The comic is created using the main character's point of view. The first chapter begins in the character's bedroom, where the wind is blowing strongly into the bedroom. In chapter 2, there are several panels that directly highlight the objects and food mentioned in the dialogue. Chapter 3 has larger panels so that readers can also feel the characters' expressions. Chapter 4 shows the character at the airport. In the last part, or part 5, several important scenes are shown in larger panels, and the ending of the story is made separately to show that the story has ended. Each part is accompanied by a text box that is made on a separate page or combined with the story panel.

6. Making The Cover of The Story

The title cover page shows the main characters in the story. Not only that, but the choice of colours and paper for the title cover can influence readers' interest and appeal. The paper chosen for the comic cover is 150 art paper with lamination. The author chose this paper because it is slightly thicker than regular HVS paper. Lamination is used to maintain the quality of the cover image and make it look shinier.

In addition to the title cover, each section cover is made unique and has a different colour. The selection of different colours can help readers remember each section. Each section cover is made without lamination but still uses 150 art paper to match the other pages that do not use lamination.

4.1.2.1 Initial Data Collection Results

Results of observations showed that students demonstrated a higher level of enthusiastic participation and that most students preferred lessons accompanied by colour illustrations and short dialogues, as they found them less intimidating than traditional texts. This study used a questionnaire to find out where students learn English most, and the responses showed that students learn English mostly at school. So, it is concluded that this comic can be used to help students learn English at school. The questionnaire was administered to 3 classes, namely classes 7A, 7B, and 7C. Ten students were selected from each class, resulting in a total of 30 respondents. The questionnaire consisted of 16 questions, and the data collection method used was percentage.

The results of questionnaires also included dialogues that would appear in the comic; the results showed that almost all students understood the dialogues presented. 87% of students responded that they learn English more at school, followed by students who learn English at tutoring centres and extracurricular activities see Appendix page 63 . Other responses varied, with students learning English online through songs, videos, games, and a small number who have been accustomed to using English since childhood.

An interview with an English teacher, Mrs Pur on Monday August 25, 2025. Revealed that she suggested that the use of comics should be balanced with text boxes so that students could better understand the story. The teacher recommended that the material be adapted to the book used in daily learning. The author asked whether these 7th grade Junior High School students were at A2 level. The teacher replied that the students' English abilities varied; some were very proficient in English, while others needed help, but only about three students in the class needed assistance. Most of the students are in the middle category, meaning they have mastered English at the A2 level. These students can read and understand the meaning of every passage in the text.

From these results, it can be concluded that the students can understand conversations in English at the A2 level. The students are also very enthusiastic about comics and comic visualisations, which can help them better understand English.

4.1.3 Developing Preliminary Form of Comic

The creation of comics takes several references to draft the comic story. The writer collaborates with the illustrator to create a draft storyboard, placement and comic story panels.

The story is inspired by English textbook 7th grade junior high school. In addition, the author was also interested in bringing this story to life because of the students' interest in hearing and telling stories about Dutch figures. The decision to create a comic was also inspired by the student module book, which features examples of dialogue using comic stories. The use of comics is considered effective for readers because the Webtoon application is widely used by Indonesians to read comics. Apriliani et al. 2022 stated that based on the data obtained, the total number of LINE Webtoon users is 35 million worldwide, with a total of 6 million readers from Indonesia. Another study also states that the results of the previous study indicated that students had difficulty understanding reading texts, but after applying webtoon media in learning to read, it could help students understand reading texts more easily. (Fauziah & Nasrullah 2023).



Figure 4.3 Reference for the comic

The writer took references from Ddoowwie Art Space on the Pinterest application for the comic's drawing style. In the comic, the references appear simple and the drawings are appropriate for teenagers aged 13 and above. In addition, the colour selection was inspired by the colours in the cartoon Sofia the First and Disney Princess, which are very safe for comic book illustrations.



Figure 4.4 Example colour for the comic

The purple colour in the cartoon also inspired the colour of Charlotte's clothes. Purple has a symbolism and meaning that fits the character, who comes from an elite family, as purple was a very rare and expensive dye in its time. Purple is also associated with the magical, mystical world or inner life. This colour stimulates the imagination and gives an impression of class but full of imagination. Blue was chosen because it is the colour of junior high school uniforms in Indonesia. In addition, blue is also associated with rational thinking, reflection and intellectuality. Blue is widely used in learning spaces or educational designs because it aids concentration. Arthur's character wears green clothing to symbolise nature and Scouting activities, which tend to take place outdoors. Green can symbolise friendship, hope, and new beginnings.

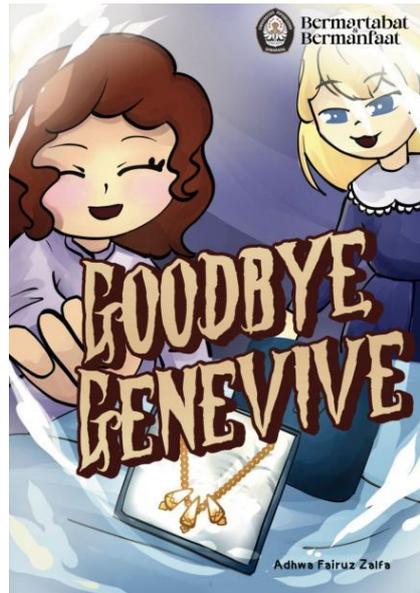


Figure 4.5 The first comic cover design

The cover design depicts the two main characters and the necklace featured in the comic. The dominant colour used in the cover is purple, with blue also appearing in shades. The cover includes the comic's title, the name of the comic's author, and the university as the copyright holder to indicate that the comic was created by students of Diponegoro University. The addition of the university logo also serves as a precaution against any fraudulent claims regarding the product. With the university logo, the comic is protected by the university.



Figure 4.6 The first design page 14

The design on page 14 shows an example of a conversation in the comic. Page 14 shows a conversation at school. The conversation mentions an Indonesian snack called 'Molen', and the panel shows warm Molen. There is also a conversation between Kiara, Akira, and Zahra. The characters are wearing junior high school uniforms in the school setting.



Figure 4.7 The first comic cover chapter 2

The design shows the comic cover for chapter 2. Chapter 2, titled 'New School and Friends', has a cover that follows the story's setting, which is at school. The cover shows a school building and the Indonesian flag to indicate that the students and the story are in Indonesia.

4.1.4 Preliminary Field Testing

Form of Validation Product
Development of an English Learning Module Using Comics to Enhance Junior High School Students' Understanding of English

Validator : Rezi Fatimah, S.S., M.Hum.
Date : 22 September 2025

Media Expert Validation

Please checklist one of the selected answers (v)

- Accuracy of Information about English material for A2 level?
 Strongly Disagree Disagree Agree Strongly Agree
- The content of comic is easy for readers to understand?
 Strongly Disagree Disagree Agree Strongly Agree
- The comic presented show a systematic sequence of content?
 Strongly Disagree Disagree Agree Strongly Agree
- The information in the comic is appropriate for learning English?
 Strongly Disagree Disagree Agree Strongly Agree
- The comic makes readers interested to learning English?
 Strongly Disagree Disagree Agree Strongly Agree
- The story of comic enhance students insight?
 Strongly Disagree Disagree Agree Strongly Agree

7. Is there more information that needs to be added to this book? If yes, please explain.
- Add chapter to every there
- Check again about the grammar

8. Criticism and suggestion.

9. Is there more information that needs to be added to this book? If yes, please explain.

10. Criticism and suggestion.

SURAT PERNYATAAN VALIDASI DOSEN PEMBIMBING TUGAS AKHIR

Saya yang bertanda tangan di bawah ini:

Nama : Rezi Fatimah, S.S., M.Hum.
NIP : 19960210202462001
Prodi : Bahasa Asing Terapan

Menyatakan bahwa proyek tugas akhir atas nama mahasiswa:

Nama : Adhwa Fairuz Zalfa
NIM : 400202521650101
Prodi : Bahasa Asing Terapan

Judul TA : Development of an English Learning Module Using Comics to Enhance Junior High School Students' Understanding of English

Setelah dilakukan penilaian terhadap proyek tersebut dapat dinyatakan:

<input type="checkbox"/>	Layak digunakan tanpa revisi
<input checked="" type="checkbox"/>	Layak digunakan dengan revisi sesuai aturan
<input type="checkbox"/>	Tidak layak

Demikian surat validasi ini dibuat agar dapat digunakan sebagaimana mestinya.

Semarang, 22 September 2025
Validator,
[Signature]
Rezi Fatimah, S.S., M.Hum.
19960210202462001

Catatan:
Pengisian kolom diberi tanda (v)

Figure 4.8 Validation design from the supervisor

The first part of this document is the media expert validation form. In this section, supervisors are asked to assess several indicators. These indicators include the accuracy of information in the comic book with A2 level English material, which is rated as agree, the ease with which the content of the comic can be understood by readers, which is rated as strongly agree, the systematic presentation of material,

which is rated as strongly agree, the suitability of the information in the comic for the purpose of learning English, which is rated as strongly agree, the level of appeal of the comic to students, which is rated as strongly agree, and the extent to which the content of the comic can broaden students' knowledge, which is rated as strongly agree. At the end of this section, the supervisor was also given space to write additional suggestions or criticism regarding the content and presentation of the media in this section. The supervisor provided input on what needed to be revised, such as adding the name of Chapter 1 and also urging the improvement of several sentences in the comic.

The second part is the material expert validation form. This part is also assessed by the supervisor, who focuses on the content and language aspects of the comic. The aspects validated include the extent to which the comic story can broaden students' knowledge, which is rated as strongly agree, the accuracy of the language, which is rated as agree, and the completeness of the comic elements such as the cover, table of contents, characters, and five chapters of the story, namely A Stranger Encounter in the Room, New School and Friends, Home Activities, Stories in Foreign Lands, and Thank You, Kiara. These aspects were rated as 'strongly agree'. In addition, visual aspects were also evaluated, such as the suitability of the cover illustration to the story content, which was rated as 'strongly agree'; the balance between text and images, which was rated as 'strongly agree'; the clarity of the characters, which was rated as 'strongly agree'; the layout of the panels and speech bubbles, which was rated as 'strongly agree'; and the attractive colour selection, which was rated as 'strongly agree'.

Furthermore, this document is accompanied by a Final Project Supervisor Validation Statement Letter which states the final results of the assessment process. In the letter, the comic has gone through a feasibility assessment process. The supervisor states that the comic is suitable for use with revisions in accordance with the rules. This validation letter is signed by the validator as a form of endorsement that the comic media has been academically assessed in accordance with applicable procedures.

4.1.5 Revising The Comic



Figure 4.9 Before and after cover revision

Based on the revisions made to the cover of each chapter, you can see that the words 'Chapter 2' have been added to the top left corner. The reason why it got revision, it for make easy the readers to identify which chapter they read also can make easy to search every chapter. These revisions were not only made to one part, but all five chapters of the comic underwent the same changes.



Figure 4.10 Before and after grammar revision

The revision on page 13 is in the bubble text on the panel showing the paper. The conversation ‘We have English on Tuesday and Thursday at 1 AM’ has been revised to ‘We have English on Tuesday and Thursday at 1 PM’.



Figure 4.11 Before and after text box

The text box on page 15, top left, has been changed to reflect the meaning of the word in Indonesian. The word ‘Selling’ has been changed to ‘Sell’.

4.1.6 Main Field Testing

The main field test is the main trial stage. In this phase, the comic is tested on a wider scale to assess its effectiveness comic , feasibility, and acceptance by actual users. The evaluation will be conducted by several parties, including the supervisor, English teacher at the junior high school, and from every 7th grade students in 9 classes. 7th grade students per class have 36 students which they contribute in main trial. The evaluation is carried out to obtain feedback forms on the comic's content, language, and delivery. The results of the evaluations will be analysed using the following formula:

Average = total score : total respondent

The data will be presented in tables to facilitate interpretation of the results. Data on comics will be categorised into the following sections.

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 English Teacher About The Comic

No	Question	Score			
		1	2	3	4
	Content				
1.	Accurancy of Information about English material for junior high school students?				4
2.	The content of comic is easy for readers to understand?				4
3.	The comic presented show a systematic sequence of content?				4
4.	The Information in the comic is appropriate for learning English?				4
5.	The comic makes readers interested to learning English?				4
6.	The story of comic enhance students insight?				4
	Language				
1.	There is no typo in the comic?				4
	Presentation				
1.	Comic contains cover, character, introduction, table of contents, and 5 chapter				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 colours used in the English comic are engaging?	4

Table 4.1 The Feedback of English Teacher

From the feedback from Mrs Pur, the English teacher of the 7th grade, regarding the English comic for the 7th grade students. From the three components of content, language, and presentation, the feedback score was 4, which indicates that the comic is appropriate and contains accurate information. The content of the comic is appropriate for the students' level, the visuals are attractive, and the language is appropriate for the students' language level.

2. The Feedback of Supervisor About The comic

No	Question	Score
		1 2 3 4
	Content	
1.	Accurancy of Information about English material for junior high school students?	3
2.	The content of comic is easy for readers to understand?	4
3.	The comic presented show a systematic sequence of content?	4
4.	The Information in the comic is appropriate for learning English?	4
5.	The comic makes readers interested to learning English?	4
6.	The story of comic enhance students insight?	4

Language		
1.	The story of comic enhance students insight?	4
2.	There is no typo in the comic?	3
Presentation		
1.	Comic contains cover, character, introduction, table of contents, and 5 chapter	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 colours used in the English comic are engaging?	4

Table 4.2 The Feedback of Supervisor

Based on feedback from the supervisor, Ms Rezki, regarding the comic book used as a learning medium for 7th grade students at SMP, the comic received scores of 3 and 4. The comic contains content suitable for SMP students, which is easy to understand and can attract students' interest in learning English. However, there are still typos and grammatical errors that need to be corrected. The comic is well-structured, with five chapters presented visually in the comic.

3.The Feedback of 7th Grade Students About Comic

No	Question	Score
		1 2 3 4
Content		
1.	Accurancy of Information about English material for junior high school students?	3
2.	The content of comic is easy for readers to understand?	3

3.	The comic presented show a systematic sequence of content?	3
4.	The Information in the comic is appropriate for learning English?	3
5.	The comic makes readers interested to learning English?	3
6.	The story of comic enhance students insight?	3
	Language	
1.	There is no typo in the comic?	3
	Presentation	
2.	Comic contains cover, character, introduction, table of contents, and 5 chapter	3
3.	The cover illustration on the comic describes the content in the story?	3
4.	Illustration and text writing are balanced?	3
5.	Characters are presented clearly?	3
6.	The panels and word balloons are well-spaced?	3
7.	The colours used in the English comic are engaging?	3

Table 4.3 The Feedback of the Students

Base on the feedback from 7th grade students regarding comics as a learning medium resulted in scores of 3, indicating that the comics are suitable for 7th grade students, easy to understand, and facilitate learning and vocabulary acquisition. The comics received praise for their visual appeal and colours, which attract students to read them. Appropriate text balloons make the comics easy to read, and the division into chapters makes it easy for students to revisit previous stories.

4.1.7 Final Revision

The final revision is the last stage before the comic is given to junior high schools. The revised product will then be printed and immediately distributed to junior high schools. After the product was printed, it was deemed suitable for distribution to 7th grade English teachers and 7th grade students. The distribution was considered appropriate because the product had only undergone minor revisions.



Figure 4.12 Final comic design

4.1.8 Dissemination

The final stage of this comic book is dissemination, where the revised product will be reprinted and distributed to junior high school through English teacher. Apart from that, the comic also has been register to the HKI. See appendix page 78 for the HKI certificate.



Figure 4.13 Comic book distribution

4.2 Discussion

The study focused on the responses obtained from junior high school students as the main users of the English learning comics that were developed. These students are an ideal group of respondents because they are at A2 language proficiency level, in line with the objective of using comics as a contextual and communicative learning medium. As direct users, they provide valuable feedback on the extent to which comics help them understand vocabulary, sentence structure, and the context of everyday conversation.

Reading English comic books can improve EFL junior high school students' vocabulary acquisition and enhance their reading comprehension (Chou et al., 2015). Comic strips are an effective medium for teaching writing to seventh-grade junior high school students. This can be seen from the findings of this research that students taught using comic strips are able to produce better writing skills than those taught using picture series (Ekorini, 2018). Through a carefully designed questionnaire, insights were gained into the interests, motivation, and learning experiences of students while using the comics. The results of the study show that the combination of visual storylines, recognisable characters, and meaningful dialogue plays an important

role in increasing students' attention and facilitating their understanding. The integration of illustrations and text also helps bridge the gap between theoretical learning and practical language application, enabling students to master English expressions more naturally.

Overall, the results of the study show that these English learning comics not only serve as effective supplementary teaching materials, but also as motivational tools that can increase students' engagement and confidence in using English. Thus, students not only act as research subjects, but also as active collaborators who provide valuable perspectives on the effectiveness of comics as innovative and interactive learning media.