

Development of Comic Strip as Learning Media to Teach English Writing Skills in Vocational High School

 <https://doi.org/10.31004/jele.v11i2.2265>

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A B S T R A C T

This study developed a comic strip learning media using the Research and Development (R&D) type. The subjects of this study were one English teacher at SMK Islam 1 Bitar, validator, and class X TKJ students. The types of data used in this study were qualitative data from classroom observation and interviews with teacher and quantitative from questionnaires given to validators and students. The results of the instrument validation obtained 85,71%. The results of the material validation obtained a value of 95% and media validation obtained 97,5%. It can be concluded that the results of the comic strip media validation obtained the criteria of "very valid". The results of the product trial obtained a value of 86.55% from students on the criteria of "very feasible". It can be concluded that students are satisfied with the development of this comic strip learning media.

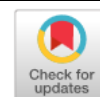
Keywords: *Learning Media, Writing Skill, Comic Strip*

Article History:

Received 08th March 2026

Accepted 30th March 2026

Published 31st March 2026



INTRODUCTION

English is a global language that is used almost all over the world, including in Indonesia. Indonesian government has determined that English is the first foreign language spoken in Indonesia since it is crucial for the advancement of science, technology, and culture as well as for fostering international cooperation (Nurohmat et al., n.d.). English language acquisition is carried out not only at formal education levels such as elementary and middle school but also at high school or vocational school and equivalent. There is a learning process in education that is assistance provided by educators so that students can acquire knowledge and knowledge, skills and character, as well as form attitudes and beliefs (Anjani et al., 2023). Education in Indonesia has long been aware of the importance of English as a second language that needs to be learned. Providing English language learning facilities in education will familiarize a person with knowing this foreign language from an early age so that when a person grows up and undergoes a higher level of education and enters the world of work, English will be easier to learn and use. So, it is a useful and even necessary language to know. Learning English is important and people all over the world decide to learn it as a second language.

A person must have four abilities to master English, the development of the main parts or elements of the language which are speaking, listening, reading, and writing (Nomass, 2013). These four abilities are very important to be able to master English well. One of the most important skills in mastering English is writing skill. Writing skills in English is a complex skill because it needs to organize ideas and translate written work into readable text (Widiarini & Agustin, 2021). The lack of learning media can affect student's responses to understanding English lessons in class. If the media used is not interesting, the result is that some students do not pay attention to learning (Sholikah et al., 2025). Therefore, teachers are required to have many learning methods and use creative learning media to liven up the class so that students do not feel bored and it is easier to understand the English material being taught.

Based on the observations conducted in class X TKJ SMK Islam 1 Blitar, researchers found that the learning method is very monotonous, making students less interested in learning English delivered by the teacher. Teacher have the freedom to select a variety of teaching tools to tailor learning to students' learning needs and interests (Dewi & Zuniati, 2021). The lack of interest and creativity of this learning method also makes students easily feel bored and less able to understand English lessons. The less interesting learning media used by teacher makes students less enthusiastic in following the lesson. Learning media is used to assist teachers and students in teaching and learning activities (Alias et al., 2022). Frequent use of the internet also makes students often get material without considering and understanding the contents of the lesson. Moreover, based on interviews conducted by researchers with English teacher at SMK Islam 1 Blitar, there are several problems faced by students in learning English. Grade X TKJ students have less interest in the learning process because students are less confident in learning and feel that English is a difficult subject. In writing skills, students have difficulty in constructing sentences in English and their vocabulary mastery is low. Also, students' ability to write English correctly is not good, especially when creating a written work using English.

Based on the problems above, researchers believe that developing media in the form of comic strip can help teacher in creating interactive and enjoyable learning. Learning media is everything something that can be used to transmit a message from the sender to the message recipient (Santuri et al., 2022). According to Shadely (1990) defines comic media as follows: Comics are in the form of a series of pictures while each in a box which is a whole is a series of stories (Riwanto & Wulandari, 2018). Comic strip can be used where teacher and students can be fully involved in learning. Comic strip media is a learning media that is used by playing and learning which is believed to make students more interested in following learning in class. In addition, this learning media is arranged into a story that contains pictures so that students are more interested in knowing its contents. This can indirectly attract students' interest in learning. The vocabulary in comic strip will also increase students' insight so that little by little students will know the series of sentences in English. Comic Strip learning materials is believed to be an ideal choice to overcome the challenges of learning English today (Alias et al., 2022). This comic strip was developed to improve students' writing skills and understanding of narrative text material according to students' abilities and needs.

The development of this learning media evidenced in previous research entitled "The Implementation Of Comic Strips To Improve Students' Ability In Writing Narrative Text At The Eleventh Grade Of SMA Muhammadiyah Purworejo In The Academic Year Of 2013/2014" by (Kartikasari, 2014), which shows the results of the data sources used in the study, namely observations, and interviews about English, especially to train the writing skills of grade XI students of SMA Muhammadiyah Purworejo got a score of 77.4 where before the application of comic strips to students, student scores were only 67 which means the application of comic strips in improving student's ability to succeed. It was also mentioned that from interviews, researcher found that comic strips are feasible to be applied in teaching writing. As for other studies conducted by (Humola & Talib, 2016), entitled "Enhancing The Students Writing Ability By Using Comic Strips" where the object in the study is class X of SMA Negeri Tapa 1 in the 2014/2015 academic year. The results of the study were obtained through observation and written tests conducted on teachers and students. The results of the study showed that the use of comic strips can improve students' writing skills. It can be seen in the value that at first the level of student's ability in writing English was 80% then after using comic strip media, the success rate of students increased to 88%. It is stated that students are motivated to write English narrative texts using comic strips both group and individual works. It can be concluded that comic strip media can be an option to be developed and applied in English language learning especially to train students' English writing skills. This media uses interactive methods of playing and learning so that students will be more enthusiastic about participating in English learning in class.

METHOD

This research uses Research and Development (RnD) where research and development carried out to produce a particular product, testing the effectiveness of the product. The model used in this study is the ADDIE model. ADDIE stands for Analyze, Design, Develop, Implement and Evaluate. The concept of the ADDIE model applies to building basic performance in learning, namely the concept of developing learning product designs (Hidayat & Nizar, 2021). The subjects of this research were 10th grade TKJ students with 34 students, validators and one English teacher at SMK Islam 1 Blitar. There are two types of data obtained in this research include qualitative and quantitative data. Qualitative data was obtained from observation and interview with teacher while quantitative data obtained from questionnaires to instrument validator, media validator, material validator, and students for result assessment. The analysis of qualitative data using the procedure by Miles and Huberman with the steps of data reduction, data display, and conclusion drawing (Dr. H. Zuchri Abdussamad, S.I.K., 2021). The quantitative data calculated to find the average value using the Likert scale. According to Sugiyono, Likert scale is a measurement method used to measure attitudes, opinions of a person or group (Tresnaningsih et al., 2019). The Likert scale in this research uses the following intervals:

Table 1. Likert Scale

Score	Information
1	Sangat Tidak Setuju
2	Tidak Setuju
3	Setuju
4	Sangat Setuju

Qualitative data is calculated using the formula below:

$$\text{Percentage} = \frac{\text{obtained score}}{\text{maximum score}} \times 100\%$$

After obtaining the percentage of product validation, validity is determined using the following criteria (Noprinda & Soleh, 2019).

Table 2. Product Validation Criteria

Percentage	Information
0%-25%	Very less valid
25%-50%	Less Valid
50%-75%	Valid
75%-100%	Very Valid

After getting the percentage of the questionnaire given to students, student satisfaction was measured using the criteria below (Noprinda & Soleh, 2019).

Table 3. Student Satisfaction Criteria

Percentage	Information
0%-25%	Very less feasible
25%-50%	Less feasible
50%-75%	Feasible
75%-100%	Very Feasible

FINDINGS AND DISCUSSIONS

Findings

Need Analysis Result

Based on the observations that researchers conducted in class X TKJ SMK Islam 1 Blitar, it can be seen that English is a foreign language for them. Researchers found that the learning method presented by the teacher was less creative and monotonous making English learning less interesting for students so that students easily felt bored and made students understand English lessons less. The lack of interesting learning media used by teacher makes students less motivated and less interested in lessons. Too frequent use of the internet also makes students often get material without considering and understanding the contents of the lesson. On the other hand, based on interview conducted with English teacher at SMK Islam 1 Blitar, the problem faced by students is the lack of interest in learning English. This is because

students seem to lack confidence in learning and feel that English is a difficult subject. Students have difficulty in constructing sentences in English and have low vocabulary mastery. In addition, students have poor ability to write correctly in English, especially when students are asked to create a written work using English.

Instrument Validation Result

All questionnaires will be tested for validity by instrument experts. The table below is the result of the questionnaire given to instrument experts:

Table 4. Result of Instrument Validation

Indicators	Maximum Score	Score
Judul lembar validasi sesuai dengan isi dan kenyataan.	4	3
Tiap-tiap butir pernyataan dalam lembar validasi jelas dan mudah dipahami	4	3
Petunjuk yang diberikan sesuai dan mudah dipahami.	4	3
Butir pernyataan disajikan berkaitan dengan tujuan penelitian.	4	4
Butir pernyataan mengungkapkan informasi yang benar	4	4
Penulisan bahasa dalam lembar validasi sesuai EYD.	4	3
Bahasa yang digunakan dalam lembar validasi mudah dipahami.	4	4
Total Score	28	24
Percentage	85,71%	
Criteria	Very Valid	

Result of Comic Strip Development

The development of comic strip consists of several parts such as cover, procedures of using, and content. Comic strip are made using colored image components where each image has a storyline. Comic strip focus on getting students to observe and explain the story content in each picture and create simple written work about the pictures and stories provided according to work procedures. Comic strip are used for understanding narrative text material and mastering writing skills. Consisting of 10 sheets, this comic strip is made according to CP, ATP, and student needs to provide information and attract students' interest in learning. Comic strip are created as learning media that can be used by teacher and students for interactive learning. Below are images of the results of the comic strip development:

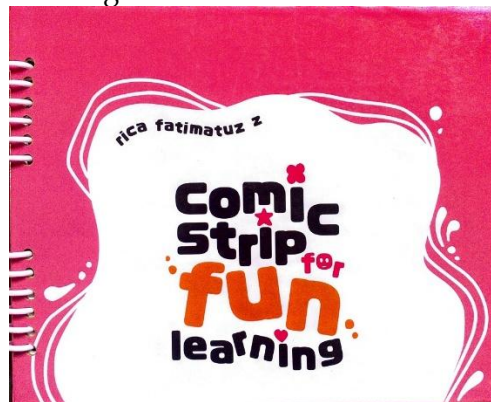


Figure 1. Cover

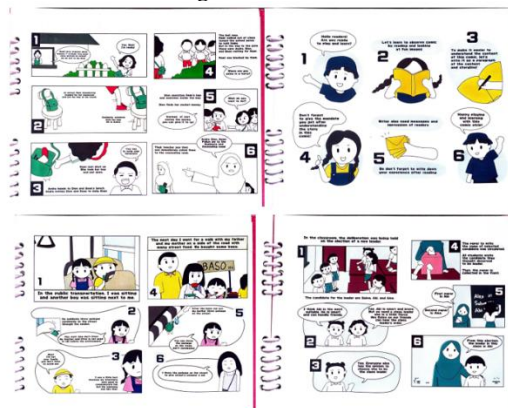


Figure 2. Content

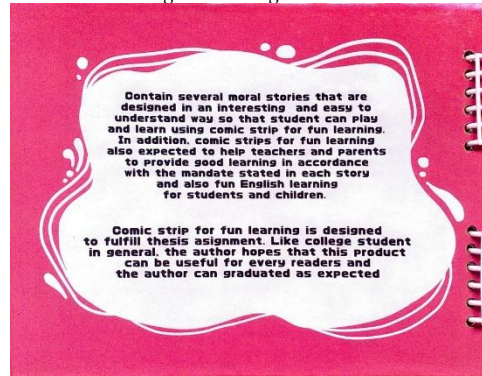


Figure 3. Procedures of Using

Validation Result

There are two product validations used in this research, including media validation and material validation. The table below is the result of the questionnaire given to material expert and media expert.

Table 5. Result of Material Validation

Indicators	Maximum Score	Score
Kesesuaian materi dalam media pembelajaran dengan tujuan pembelajaran.	4	3
Kesesuaian materi dalam media pembelajaran dengan kebutuhan pembelajaran.	4	4
Kesesuaian materi dalam media pembelajaran dengan CP, TP, ATP.	4	3
Materi dalam media pembelajaran jelas dan mudah dipahami.	4	4
Media pembelajaran dapat meningkatkan motivasi siswa.	4	4
Media pembelajaran mudah digunakan.	4	4
Media pembelajaran dapat digunakan untuk menambah pengetahuan.	4	4
Media pembelajaran dapat digunakan sebagai belajar interaktif.	4	4
Media pembelajaran dapat meningkatkan kualitas pembelajaran	4	4
Desain media pembelajaran menarik.	4	4
Total Score	40	38
Percentage	95%	
Criteria	Very Valid	

Table 6. Result of Media Validation

Indicators	Maximum Score	Score
Media pembelajaran sesuai dengan judul dan kenyataan.	4	4
Desain gambar sesuai dan jelas.	4	4
Desain tulisan sesuai dan mudah dipahami.	4	4
Desain ukuran media pembelajaran tepat.	4	4
Desain judul dan isi menarik.	4	4
Desain media pembelajaran sederhana (rapi, teratur, kontekstual).	4	4
Bahan pembuatan media pembelajaran cocok dan memiliki resiko kerusakan yang rendah.	4	3
Penggunaan media pembelajaran melibatkan beberapa indera (aktif).	4	4
Media pembelajaran dirancang dengan mempertimbangkan fungsionalitas yang diharapkan.	4	4
Media pembelajaran mudah digunakan.	4	4
Total Score	40	39
Percentage	97,5%	
Criteria	Very Valid	

Students Satisfaction Result

The satisfaction questionnaire was given to students. The assessment was to determine the level of student satisfaction with the comic strip product developed. The table below is the result of student responses:

Table 6. Result Questionnaire for Students

Indicators	Total of Students Response			
	STS	TS	S	SS
Siswa senang belajar Bahasa Inggris menggunakan media pembelajaran <i>comic strip</i> .	0	0	14	20
Desain media <i>comic strip</i> menarik.	0	6	17	11
Siswa menyukai media <i>comic strip</i> .	0	0	19	15
Isi media <i>comic strip</i> bisa dengan mudah dipahami	0	0	16	18
Gambar dan tulisan media <i>comic strip</i> mudah dibaca dan dipahami.	0	1	17	16
Siswa merasa lebih mudah belajar Bahasa Inggris menggunakan media <i>comic strip</i>	0	2	14	18
Media <i>comic strip</i> dapat memberikan motivasi belajar pada siswa.	0	2	9	23
Total of Responses	0	11	106	121
Total Score	0	22	318	484
Overall Score	824			
Maximum Score	952			
Percentage	86,55%			
Criteria	Very Feasible			

Discussion

The results of the needs analysis in the form of observation and interview show that the learning methods used by teacher are very monotonous, making students less interested, easily bored, and less able to understand English lessons. Teachers have the freedom to choose various learning tools to adjust learning to students' learning needs and interests (Dewi & Zuniati, 2021). Learning media that are less interesting make students less enthusiastic about following lessons. Learning media are used to help teachers and students in teaching and learning activities (Alias et al., 2022). Students lack confidence in learning, have difficulty constructing sentences in English, and have low vocabulary mastery. From this problem, researchers developed learning media in the form of comic strip that can help teacher and students in a more interesting learning process.

In its development, comic strip media was designed according to CP, ATP, also student needs and adjusted to class conditions and problems. Learning media will become a more effective and efficient support aid in accomplishing the learning objectives when they are used properly during the learning process (Santika et al., 2023). The comic strip that is made consists of several parts, namely cover, procedures of using, and content. The comic strip consists of 10 sheets of material and is made using colored images, each of which has a storyline. The comic strip focuses on encouraging students to observe and explain the contents of the story in each image and to create simple written works about the images and stories provided according to the work procedures. Comic strip are used to understand narrative text material and master writing skills. Comic strip are made as learning media that can be used by teacher and students for interactive learning.

After the comic strip was designed, the comic strip media was validated by several experts including instrument expert, media expert, and material expert. From the validation of the instrument expert, it got a score of 85.71% with the criteria of "very valid". The results of the validation by the material expert got a score of 95% which is included in the criteria of "very valid". In the media assessment, the comic strip media got a score of 97.5% on the criteria of "very valid". After getting validation values from experts, researchers then carried out the implementation stage to class X TKJ students of SMK Islam 1 Blitar. This stage was carried out by teacher teaching narrative text material using comic strip media that had been developed. At the end of the session, researchers distributed a satisfaction questionnaire to students to assess how satisfied students were with the media that had been created. From the results of

this questionnaire, a score of 86.55% was obtained on the "very feasible" criteria. The results of the study showed that the use of comic strips can improve students' writing skills (Humola & Talib, 2016).

CONCLUSION

The needs analysis shows that the learning methods used by English teacher in SMK Islam 1 Blitar are very monotonous, making students less interested, easily bored, and less able to understand English lessons. The learning media used by teacher are less interesting, making students less enthusiastic in following the lessons. Students are considered to be less confident in learning, have difficulty constructing sentences in English, and have low vocabulary mastery. Therefore, researchers develop learning media in the form of comic strip that are in accordance with the problems and needs of students and can help teacher and students in the learning process. After being implemented in class X TKJ SMK Islam 1 Blitar, the comic strip media created received a score of 86.55% on the "very feasible" criteria which can be concluded that students are very satisfied with learning using comic strip developed by researchers.

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