COMICS AS MEDIA FOR TEACHING WRITING AT 7TH GRADE OF SMP NEGERI 5 MREBET, PURBALINGGA

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiyah and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements of *Sarjana Pendidikan* (S. Pd.) Degree

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STATEMENT OF ORIGINALITY

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APPROVAL SHEET

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MOTTO

"Even the heaviest steps are part of a journey meant to be conquered. Stand stronger than ever."

-Anggun Fifi Mu'alifah-

DEDICATION

This thesis is dedicated to my family, especially to my beloved mother , almh. Mrs Siti Ngaisah who deeply wished to see her child become a graduate. Also to my husband, Mr. Abdul Warid for his endless support, and to my unborn child

PREFACE

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There is no more appropriate term to convey the researcher's heartfelt gratitude for all assistance and support than thank you and prayers to all parties who contributed to the completion of the thesis preparations. Hopefully, this thesis will benefit both the writer and the readers. Aamiin.

Purwokerto, May 14, 2025

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COMICS AS MEDIA FOR TEACHING WRITING AT 7TH GRADE OF SMP N 5 MREBET, PURBALINGGA

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ABSTRACT

This study aims to explore the implementation of comics as a medium in teaching writing to 7th-grade students at SMP N 5 Mrebet, Purbalingga, and to identify the challenges encountered in its implementation. This research employs a qualitative approach using observation, interviews, and documentation methods. The subjects of this study include an English teacher and 7th-grade students who participated in the learning process using comics. The teacher applies three stages of learning: exploration, elaboration, and confirmation. The exploration activities : (1) using diverse methods, media, and learning resources, and (2) facilitating interaction among students, teacher, and environment.The elaboration activities: (1) encouraging critical thinking and problem-solving, and (2) supporting cooperative and collaborative learning. The confirmation activities: (1) giving feedback through various forms, and (2) confirming results using multiple sources. However, some stages were not implemented optimally due to time constraints and limited resources. The main challenges in using comics are students' difficulty in creating clear narratives, balancing visuals and text, and teachers' limited visual literacy. In conclusion, comics can support the writing process and help teachers understand students' difficulties in writing.

Keywords: *comics, instructional media, writing instruction*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui penerapan komik sebagai media dalam pembelajaran menulis pada siswa kelas 7 di SMP N 5 Mrebet, Purbalingga, serta untuk mengidentifikasi tantangan yang dihadapi dalam penerapannya. Penelitian ini menggunakan pendekatan kualitatif dengan metode observasi, wawancara, dan dokumentasi. Subjek dalam penelitian ini meliputi seorang guru bahasa Inggris dan siswa kelas 7 yang terlibat dalam proses pembelajaran menggunakan komik. Guru menerapkan tiga tahapan pembelajaran: eksplorasi, elaborasi, dan konfirmasi. Kegiatan eksplorasi meliputi: (1) penggunaan berbagai metode, media, dan sumber belajar, serta (2) memfasilitasi interaksi antara siswa, guru, dan lingkungan. Kegiatan elaborasi meliputi: (1) mendorong berpikir kritis dan pemecahan masalah, serta (2) mendukung pembelajaran kooperatif dan kolaboratif. Kegiatan konfirmasi meliputi: (1) memberikan umpan balik dalam berbagai bentuk, dan (2) mengonfirmasi hasil dengan menggunakan berbagai sumber. Namun, beberapa tahapan tidak terlaksana secara optimal karena keterbatasan waktu dan sumber daya. Tantangan utama dalam penggunaan komik adalah kesulitan siswa dalam membuat narasi yang jelas, menyeimbangkan visual dan teks, serta keterbatasan literasi visual guru. Kesimpulannya, komik dapat mendukung proses menulis dan membantu guru memahami kesulitan siswa dalam menulis.

Kata kunci: komik, media pembelajaran, pembelajaran menulis.

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CHAPTER I
INTRODUCTION

This chapter discusses background of the problem, conceptual definition, research questions, objectives, significances of the research, and previous research.

A. Background of The Study

Teaching English in Indonesia is crucial for equipping students with English proficiency for global communication and career opportunities (Renandya & Widodo, 2016). The curriculum emphasizes four skills: reading, writing, listening, and speaking. Reading skills involve engaging with various texts to enrich vocabulary and comprehension (Harmer, 2007). Listening skills are developed through the use of audiovisual materials and conversations, helping students understand spoken English in different contexts (Brown & Lee, 2001). Speaking skills are honed through activities like role-playing and presentations, which encourage fluency and confidence (Nunan, 1999). Writing skills focus on grammar, word choice, and composition, helping students express ideas clearly (Richards et al., 2022).

In teaching English writing, the ideal conditions involve several factors that support successful teaching and learning. According to Ma'rufah et al., (2021), who cite Astuti (2009), an ideal writing class should consist of no more than 30 students, allowing teachers to provide more optimal instruction during the writing process. Additionally, the classroom environment should be clean, comfortable, and spacious, equipped with supportive facilities. These conditions help create a conducive learning atmosphere where students feel motivated and supported in developing their writing skills. Challenges such as varying proficiency levels and resource availability remain, highlighting the need for creative teaching methods and supportive educational policies (Lie, 2007).

Media in English language learning refers to tools or technologies used to convey information, develop language skills, and facilitate learning. This includes multimedia, digital media, and social media, which increase student engagement and provide varied content to support language understanding

(Mayer, 2009). One example of educational media is comics. Comics, which combine visual and textual elements, serve as an engaging tool to aid in teaching and learning by making the learning experience more enjoyable and easier to understand (Eisner, 1985).

In the context of writing skills, the use of media such as comics can be particularly beneficial. Writing skills are a crucial aspect of learning. According to Harmer (2007), writing skills are the ability to write well, following proper language rules. However, writing often presents challenges for both teachers and students because it requires the ability to produce clear and organized ideas, master correct grammar, and have an adequate vocabulary to accurately convey thoughts (Hyland, 2003). These difficulties are experienced not only by students but also by teachers who guide them in developing writing skills.

To address these challenges, teachers can utilize various applications such as Canva, Pixton, and Picsart, which help make students writing activities more creative and engaging (Cabrera-Solano et al., 2021). Additionally, manual writing activities such as creating stories, essays, or comics can also foster students creativity in expressing their ideas differently.

Using comics as a medium for teaching writing offers several benefits, whether using digital comics or hand drawn comic strips. They can upgraded student motivation and engagement in learning. The combination of images and text, along with the simplified language in comics, can help those who struggle with understanding English material. Additionally, comics can be used to develop students writing skills through comic strips. However, there are some drawbacks to consider some comics may contain sensitive content that is not suitable for all students, and the reliance on both visual and textual elements can lead to misinterpretation of the material (Muyassaroh et al., 2019). Despite these challenges, comics can be a valuable educational tool if selected carefully.

According to teachers at SMP Negeri 5 Mrebet Purbalingga, grade 7 students are generally less interested in writing, which leads to difficulties in writing essays or other forms of written work. Students tend to focus more on grades rather than developing their writing skills. To address this, the teachers have

introduced comic media in their teaching methods to support students' writing skills. The teachers noted that comics, with their combination of text and images, make learning more enjoyable and support better writing development.

Based on preliminary studies related to "Comics as Media for Teaching Writing at 7th Grade of SMP N 5 Mrebet, Purbalingga," the main issue is the implementation of using comics to support students' writing abilities. Amrizal (2022) explored how the use of comics as an instructional method can influence the writing learning process of students. Additionally, Muyassaroh et al. (2019) examined teachers perspectives on using digital comics in teaching, revealing various views and practices in its application and how it affects students' writing processes. These studies suggest that comics can be utilized in the writing learning process and help address challenges in the educational process at school.

They have researched the use of comics as a learning medium, especially writing skills, but on average, previous researchers have only studied the use of digital comics. So far, there has been no research regarding the use of comics which are not only made using digital applications but also manually.

Based on the explanation above, the aim of the research entitled "Comics As Media For Teaching Writing at 7th Grade of SMP N 5 Mrebet, Purbalingga" is so that students are able to create dialogues containing introductory expressions using images created by manual drawing or by using applications. Researchers hope that this research can provide insights into how comics facilitate students in creating dialogues with introductory expressions and offer teachers a deeper understanding of the practical aspects and experiences of using comics in the classroom.

B. Conceptual Definition

Below the researcher explains the conceptual definition so that readers have the same understanding between researchers and readers, including to avoid ambiguity. There is one term, namely:

1. Comics

   Based on the Oxford Dictionary in *Recent Researches in Chemistry, Biology, Environment and Culture* (2011) comics means a form of art that

displays a series of static images in sequence, the art displayed is usually in the form of a story. In comics there are a series of images and sentences that function as a medium for conveying the story and make readers feel as if they are directly involved in the story (McCloud, 1993). In this way, comics can be used as a medium to make it easier for students to understand the material presented by the teacher.

2. Instructional Media

According to Heinich (2002), instructional media encompass various tools and resources that support the learning process. Clark & Mayer (2016) explain that instructional media include digital tools and multimedia presentations that aid in the success of learning. Therefore, instructional media in English language learning are tools, resources, or technologies used to enhance the learning process by facilitating deeper understanding of language and developing creativity and critical thinking skills in students.

3. Teaching Writing

Teaching writing is the process of teaching writing skills to students using various techniques to help them develop their writing skills. In this case, the teacher explains the lesson while the students pay attention to the teacher (Chang & Millett, 2014). Therefore, teachers must have appropriate teaching techniques to deliver the material (Indrilla & Ciptaningrum, 2018). So teachers must determine the strategies that will be used in learning in order to help the success of teaching writing.

C. Research Questions

1. How does the teacher implement comics as media for teaching writing at 7th grade of SMP N 5 Mrebet, Purbalingga?
2. What are the problems in implementing comics as media for teaching writing at 7th grade of SMP N 5 Mrebet, Purbalingga?

D. Research Objectives and Significance

1. Research objectives
   a. To explore the implementation of comics as media for teaching writing at 7th grade of SMP N 5 Mrebet, Purbalingga.

b. To identify the problems encountered in implementing comics as media for teaching writing at 7th grade of SMP N 5 Mrebet, Purbalingga.

2. Significance of the research

a. Theoretical Significance

1) This study aims to contribute to educational theory by exploring the use of comics as a media for teaching writing, enriching the literature on visual media in education.

2) The study is expected to uncover challenges in implementing comics as media for teaching writing, expanding our understanding of using creative media in education.

b. Practical Significance

1) For teachers

Teachers are expected to gain practical insights into the implementation process of using comics for teaching writing, which can help them understand and reflect on their methods and interactions with students.

2) For school

Schools are expected to gain insights into the challenges encountered in implementing comics as a teaching medium and reflect on ways to address these challenges, such as by adapting teaching practices or providing support.

3) For researchers

The findings of this study are expected to provide a foundation for understanding the implementation of visual media in education, encouraging further exploration of how creative media can be integrated into teaching practices and affect the educational process.

E. Previous Research

Research discussing Comics as Media for Teaching Writing at 7th Grade of SMP N 5 Mrebet, Purbalingga was written based on relevant

preliminary studies. To find out more about the research Comics as Media for Teaching Writing at 7th Grade of SMP N 5 Mrebet, researchers conducted a literature review that is appropriate to this research.

First, research results from the Journal of Education and Teaching Vol.3 No.1 June 2022 written by Amrizal, namely about " The Effect of Comic Strips as Instructional Method in Enhancing Students' Writing Skills ". With 70 respondents from STAIN Mandailing Natal students, this research used experimental and control classes as well as statistical analysis using the T-Test to measure the impact of comic strips on writing skills. The results show that comic strips can improve students writing skills in all areas. The main difference between this study and Amrizal's research lies in the research methods employed, Amrizal used a quantitative approach with university students as respondents, while this study adopts a qualitative approach to analyze the implementation process of using comics in teaching writing with teachers and 7th grade students at SMP Negeri 5 Mrebet, Purbalingga. Both studies focus on the use of comics for teaching writing.

Second, studies from universities in Malaysia and several universities in Iran researched by Melor MD. Yunus, Hadi Salehi Asnarita Tarmizi, Syarifah Farahana Syed Idrus, Sri Shalini A/P Balaraman with the title " Recent researches in chemistry, biology, environment and culture: Using Digital Comics in Teaching ESL Writing " in 2011. This research tested the perceptions of 30 teachers in Malaysia and Iran on the use of digital comics in teaching writing to low achieving students through a qualitative survey questionnaire. The results show that the majority of teachers consider digital comics useful for encouraging students to write in English. Melor MD. Yunus's study utilized a qualitative method to explore teachers' perceptions of digital comics as a teaching medium, while this study focuses on analyzing the practical implementation of comics in daily teaching contexts at schools in Indonesia.

Third, research conducted by Muflikhatun Nisa Muyassaroh, Abdul Asib, & Sri Marmanto, with the title " The Teacher's Beliefs and Practices on the Use of Digital Comics in Teaching Writing: A Qualitative Case Study" in

the International Journal of Language Teaching and Education 3, No. 1 (25 July 2019). This research explores vocational school teachers' beliefs and practices in using digital comics to teach writing. The results show that while digital comics are valued as a teaching tool, but there are time management challenges. This study is similar to Muflikhatun's research, which also explores the use of comics in education, but it has a different focus. Muflikhatun's study looks specifically at how digital comics are used, while this study examines how both digital and manual comics are implemented in teaching writing. It aims to provide a clearer understanding of how comics can be used in the classroom.

Fourth, The research conducted by Fika Megawati and Mirjam Anugerahwati, titled "Comic Strips: A Study On The Teaching Of Writing Narrative Texts To Indonesian Efl Students" in TEFLIN Journal, Volume 23, Number 2, July 2012, discusses the use of comics as a medium for teaching narrative writing skills to twelfth-grade students at MAN Bangil. The results show that using comics has a positive effect on student engagement and motivation in the writing process, making students more active and cooperative in learning to write. This research is similar to the study by Fika and Mirjam, which also uses comics as a medium in writing instruction, but with a different focus. Fika and Mirjam's study specifically measures the improvement of students' narrative writing skills, whereas this research analyzes how digital comics or comic strips are implemented in teaching writing.

CHAPTER II
LITERATURE REVIEW

In this literature review, several theories about teaching writing, instructional media, and comics. These theories are derived from references in journals, books, and theses that have been gathered. The purpose of these theories is to strengthen the research conducted on the implementation of comics as instructional media for teaching writing at 7th grade of SMP N 5 Mrebet, Purbalingga.

A. Teaching Writing

In teaching writing, topics covered will include the definition, principles, challenges, methods, and types of texts involved.

1. Definition of Teaching Writing

Teaching writing can be defined as a systematic process where educators provide guidance, feedback, and instruction to help students develop their writing abilities. This involves not only teaching the mechanics of writing, such as grammar and punctuation, but also the skills necessary for planning, drafting, revising, and editing written work. The ultimate goal is to enable students to communicate their ideas effectively and appropriately in various contexts (Graham & Perin, 2007).

2. Principles of Teaching Writing

a. Understanding the Writing Process

Teaching writing should include an understanding of the writing process, including planning, drafting, revising, and editing. This process helps students realize that writing is a gradually developing activity. According to Hyland (2003), the writing process involves multiple stages that can be tailored to the individual needs of students, allowing them to develop their writing skills gradually and deeply.

b. Fostering Audience Awareness

It is important for writers to be aware of their target audience. This helps students in choosing the appropriate style and tone for

their writing. As explained by White & Arndt (1991), understanding the audience is a key element in developing effective writing, as it helps writers tailor the message they want to convey.

c. Encouraging Collaborative Writing

Collaboration in writing can support students' abilities through mutual feedback and idea sharing. According to Storch (2005), collaborative writing allows students to learn from each other and gain new perspectives, which can influence the quality of their writing.

d. Providing Feedback

Constructive feedback is crucial in helping students develop their writing skills. Feedback should be specific and focused on aspects that can be addressed (Hyland, 2003). Emphasizes the importance of feedback concentrated on specific errors and providing clear suggestions for students to act upon.

e. Integrating Reading and Writing

Reading and writing are mutually supportive skills. Introducing good texts can provide students with models of how to write well. Hirvela (2004) shows that the integration of reading and writing can help students understand good writing structure and style, as well as enhance their ability to develop ideas.

f. Emphasizing Purpose and Genre

Writing should be taught in the context of specific purposes and genres. Students need to understand different types of texts and writing purposes. Hyland (2003) argues that writing instruction must include an understanding of various genres and writing purposes, so students can write according to the context they face.

3. Challenges in Teaching Writing

Despite the importance of writing instruction, several challenges exist (Moses & Mohamad, 2019). These include:

a. Diverse Student Needs: Students come with varying levels of writing proficiency, language backgrounds, and learning styles. Addressing these diverse needs requires differentiated instruction and personalized support.
b. Assessment: Assessing writing can be subjective and time-consuming. Developing clear rubrics and using technology-assisted assessment tools can help streamline this process.
c. Teacher Preparedness: Many teachers feel inadequately prepared to teach writing. Ongoing professional development and access to resources can help teachers strengthen their writing instruction skills.

Aslam (2003) mentioned several other challenges or problems in teaching writing.

a. Different Levels of Student Ability: Students in the same class usually have varying levels of writing ability. Some may be quite advanced, while others struggle. Teachers need to find ways to ensure that all students can follow the lessons, regardless of their skill level.
b. Lack of Motivation: Many students find writing boring or difficult, so they may lack motivation to engage in it. Teachers need to create writing tasks that are interesting and relevant to the students' lives to encourage them to write more.
c. Difficulty with Grammar: Writing in English requires a good understanding of grammar rules. Students often struggle with these rules, so teachers must provide focused practice to help them improve.
d. Using Media and Technology: Teaching writing can be more effective if various tools or technologies, such as computers or writing apps, are used. However, not all students or teachers have access to or are familiar with these technologies, which can be a challenge.

e. Developing Ideas: Students often find it hard to start writing because they don't know what to write about. Teachers can assist by using techniques like brainstorming or creating an outline before writing.

f. Assessment and Feedback: Grading and providing feedback on students' writing is not easy. Teachers must give constructive comments that help students understand what they need to improve.

4. Methods of teaching writing

Peter Elbow outlines several key methods (Elbow, 1968), include :

a. Freewriting: Encouraging students to write without concern for grammar or structure to develop fluency and reduce writing anxiety.

b. Peer Review: Using feedback from classmates to improve drafts.

c. Revision: Emphasizing the importance of revising drafts to refine ideas and improve clarity.

d. Writing Process: Focusing on the process of writing, including brainstorming, drafting, and revising, rather than just the final product.

5. Types of Texts in Teaching Writing

Hyland (2003) summarized several types of texts for teaching writing, which include:

a. Descriptive Texts

1) Process and Procedure: Describing how something is done or how something works.

2) Physical Description: Describing the physical characteristics of people, places, or things.

b. Narrative Texts

Narrative texts are essential in teaching writing as they help students develop their creativity, organization, and expressive abilities. Teaching writing through narratives

involves guiding students to construct stories with a clear structure, including a beginning, middle, and end. This process allows students to engage in storytelling, which can enhance their understanding of narrative elements such as characters, setting, plot, conflict, and resolution.

c. Expository Texts
   1) Definitions: Explaining the meaning of terms or concepts.
   2) Exemplification: Providing examples to illustrate a point.
   3) Classification: Organizing items into categories.
   4) Comparison and Contrast: Discussing similarities and differences.
   5) Cause and Effect: Exploring reasons and results.

d. Argumentative Texts
   1) Generalization, Qualification, and Certainty: Making broad statements and specifying the degree of certainty.
   2) Interpretation of Data: Analyzing and making sense of data.
   3) Discussion: Weighing different points of view.
   4) Drawing Conclusions: Summarizing findings and stating final thoughts.

e. Report Texts
   1) Studies and Research Reports: Presenting findings from research.
   2) Surveys and Questionnaires: Reporting on data collected from surveys or questionnaires.

B. Instuctional Media

In instructional media, topics covered will include the definition and type of instructional media.

1. Definition of Instructional Media

Instructional media encompass all tools and resources used to support teaching and learning processes. These can include both traditional and modern technologies that facilitate the delivery of educational content and contribute to students learning experiences. Heinich conclude that instructional media are integral components of the educational environment, designed to assist in the transmission of knowledge and skills (Heinich, 2002).

Instructional media or learning media, are tools that help the teaching and learning process run well and practically. Learning media functions to convey messages from the source to the recipient in a planned manner, thereby creating a conducive and efficient learning process (Aisyah & Haryudin, 2020).

Instructional media is very important in the teaching and learning process because it can help motivate and grow students' interest, provide a pleasant learning experience, and help teachers convey material more clearly.

2. Types of Instructional Media

There are 3 types of instructional media, namely audio, visual and audio visual (Aisyah & Haryudin, 2020).

a. Audio

1) Description: Audio refers to educational materials delivered through recorded sound. This includes various formats like podcasts, lectures, narrations, or listening exercises. Audio is useful for auditory learning and understanding information without the need for visual content.

2) Types of Audio

a) Podcasts: Audio recordings discussing specific topics in a discussion, interview, or storytelling format. Examples include podcasts about recent technology developments or literature discussions.

b) Lectures: Recorded lessons or talks providing detailed explanations about particular topics. Examples are lecture recordings on physics theory, art history, or specific subject areas.

c) Narrations: Recorded readings of texts or explanations of material, often used in audiobooks or educational content. For example, audiobook narrations of textbooks or narrations explaining different parts of a topic.

d) Listening Exercises: Recordings designed to practice listening skills, such as conversations in a foreign language or exercises to understand intonation and pronunciation.

3) Functions

a) Listening Skills Development: Audio helps students learn through listening, which is crucial for language skills or verbal understanding.

b) Flexibility: Audio allows students to learn while engaging in other activities, such as traveling or exercising, without needing visual attention. This makes learning more flexible.

c) Delivering Information: Audio is effective for material that requires focus on pronunciation and intonation, such as language learning or listening to lectures.

b. Visual

1) Description

Visuals are forms of educational material that use images to illustrate or explain information. This includes various types of images such as photographs, illustrations, diagrams, and maps that help visualize and clarify the content being taught.

2) Type of visual

There are several type of visual

a) Photographs: Real-life images of objects or situations, such as photos of wildlife in a biology lesson or photos of landmarks in a history lesson. Photographs help students see the real world more clearly.

b) Illustrations: Artistically created images that depict concepts or stories. Examples include illustrations in children's storybooks showing characters or scenes, or drawings that illustrate scientific processes.

c) Diagrams: Images that show the relationships or structures between different elements. For instance, flowcharts that depict steps in a process or Venn diagrams that show relationships between categories.

d) Maps: Images that represent geographical areas or spatial information. Examples include world maps showing countries and continents or topographic maps illustrating physical features of a region.

e) Comics: Comics are a unique form of instructional media that combine visual and textual elements to convey information. They are particulary useful in engaging students and making learning enjoyable. Comics can illustrate complex ideas through storytelling and visual representation, which aids comprehension and retention.

3) Functions

a) Facilitating Understanding: Visuals help simplify complex concepts that are hard to explain with text alone. For example, a cell structure diagram helps clarify details about cell components.

b) Enhancing Recall: Visuals like photos and diagrams are easier to remember than lengthy text, helping students retain information more effectively. For instance, a map highlighting key locations makes it easier to remember geographical information.

c) Clarifying Details: Visuals can clarify details that might be missed in verbal explanations, such as the intricate structure of a chemical compound.

c. Audio-Visual

1) Description: Audiovisual media combine moving images and sound to convey information or educational content. This includes various video formats like documentaries, tutorials, simulations, or interactive videos that offer dynamic learning experiences through both visual and auditory elements.

2) Types of Audiovisuals

a) Documentaries: Videos that provide in-depth and comprehensive information about a specific topic, often featuring narration, interviews, and relevant footage. For example, a documentary on the history of ancient civilizations or the effects of climate change.

b) Tutorials: Videos that demonstrate how to perform a task step-by-step. Examples include videos teaching math techniques, crafting, or laboratory procedures.

c) Simulations: Videos that show simulations of experiments or processes to illustrate how something works. For instance, simulations of scientific experiments that are difficult to perform in real life or videos demonstrating extreme weather phenomena.

d) Interactive Learning: Videos that allow students to interact with the content through elements like quizzes, exercises, or polls. For example, language learning

videos with exercises at the end or training videos with questions throughout.

3) Functions

a) Attracting Attention: Audiovisual content engages students with a combination of moving images and sound, making learning more interesting compared to static text or images.

b) Providing Real Examples: Videos allow students to see practical examples of the concepts being studied, such as simulations of experiments or demonstrations of techniques. This helps students understand how theory is applied in practice.

c) Enhancing Memory: The combination of visual and auditory information in videos makes content easier to remember. For example, educational videos that use graphics and narration help students process and retain information better.

C. Comics

Here we will discuss the definition, types of comics, benefits of using comics, challenges and problems of using comics, how to apply comics for learning and learning stages using comics.

1. Definition of Comics

Comics are a tool that can be used as a learning medium, especially learning English writing skills. Based on the Oxford Dictionary in *Recent Researches in Chemistry, Biology, Environment and Culture* (2011) comics means a form of art that displays a series of static images in sequence, the art displayed is usually in the form of a story. Hayman, Greg and Pratt in *Recent Researches in Chemistry, Biology, Environment and Culture* (2011) define comics as a series of separate and juxtaposed images that form a narrative, either alone or when combined with text.

Comics are an art expressed in the form of images to entertain readers with interesting stories (Eisner, 1985). In comics there is visual information which certainly does not make readers bored (Batrisyia et al., 2020). Therefore, many teachers use comics as a learning medium, both in terms of art and various skills such as writing, reading, etc (Bitz, 2004). Comics make students more enthusiastic about learning and more ready to accept the material because the comic form is not monotonous with just writing. From an educational perspective, comics are used to convey material to students in a clear, coherent and enjoyable way (Wijaya et al., 2021).

2. Types of Comics in Education

The development of digital technology has led to the emergence of various new forms of digital comics, which offer a different and more interactive reading experience compared to traditional comics (Yang, 2008). However, there are still those who prefer to create or use traditional comics. Traditional comics refer to those that are printed, written, and drawn in a physical format (Goodbrey, 2017). Below are the types of comics that are often used for educational purposes (Cary, 2004).

a. Wordless Comics: These comics rely solely on images to tell a story, making them particularly useful for students who are still developing their language skills. Wordless comics allow students to focus on visual literacy and narrative understanding without the barrier of complex language.
b. Comic Strips: Short, sequential comics that often appear in newspapers or online. Comic strips usually present a quick, humorous story or a snapshot of a situation. They can be used in the classroom to teach language concepts like dialogue, sequencing, and punchlines in a concise format.
c. Graphic Novels: These are longer, more complex stories told in comic format. Graphic novels can cover a wide range of genres and topics, making them versatile for teaching different subjects. They are particularly effective for engaging reluctant readers and can be

used to explore themes, character development, and narrative structure.

d. Educational Comics: These are specifically designed with learning in mind. They might cover historical events, scientific concepts, or moral lessons. Educational comics often combine factual information with storytelling, making it easier for students to grasp and retain the material.

e. Biographical or Historical Comics: These comics focus on real-life events or people, offering a narrative way to learn about history or important figures. They can be used to supplement traditional history lessons or to provide a more personal connection to historical content.

f. Interactive Comics: Some comics are designed to be interactive, allowing students to make choices that affect the outcome of the story. These can be used to teach problem-solving skills, decision-making, and to engage students in a more active learning process.

There are several applications that can be used to create comics as learning (Muyassaroh et al., 2019).

a. Pixton

Pixton is a platform that allows users to create digital comics interactively with various customization features, such as characters, backgrounds, and dialogue. In this article, Muyassaroh explains that Pixton is used by teachers to help students develop narratives and dialogues in English. With a user-friendly interface, students can more easily express their creative ideas in comic form.

b. Storyboard

Storyboards are used to train students in organizing story lines, building characters, and composing coherent dialogue. Using storyboards helps students design stories before writing them completely, thereby improving their writing and critical thinking skills.

c. ToonDoo

ToonDoo helps students create comics with simple drag-and-drop, making it suitable for beginners. By using ToonDoo, students can practice composing short stories that highlight creativity and innovation. The platform also allows students to share their work online, encouraging collaboration and feedback from classmates.

3. How to Apply Comics for Teaching Writing

There are several ways to apply comics as a writing learning medium (Syma & Weiner, 2013).

a. Leverage Visual Literacy

Comics and graphic novels can enhance visual literacy, which is crucial for modern communication. By interpreting images and understanding the interplay between text and visuals, students develop a deeper comprehension of narrative structure and storytelling. Teachers can use comics to teach students how to "read" images, identify symbolism, and analyze how visuals convey meaning alongside text. This skill is directly transferable to writing, as students learn to think about how to effectively communicate their ideas both visually and textually.

b. Encourage Narrative Development

Comics provide a unique way to explore narrative development through a combination of images and text. Teachers can use comics to help students understand key elements of storytelling, such as plot, character development, pacing, and dialogue. By examining how these elements work in comics, students can gain insights into constructing their narratives, which they can then apply to their writing assignments. For instance, students might create their own comic strips to draft story outlines before writing full prose versions.

c. Support Diverse Learning Styles

Comics appeal to a wide range of learning styles and can engage students who might struggle with traditional text-based materials. Visual learners, in particular, benefit from the graphic nature of comics, which can make complex ideas more accessible. Teachers can use comics to support differentiated instruction, allowing students to explore topics through a medium that resonates with them and encourages participation from students who might otherwise be reluctant writers.

d. Foster Creativity and Expression

Comics encourage creative expression by allowing students to experiment with combining visual and textual elements. This medium provides a platform for students to express their ideas creatively, encouraging them to explore new ways of storytelling and writing. Teachers can assign projects that require students to create their own comics, encouraging them to think critically about how to effectively convey their stories through both images and words.

e. Analyze Genre and Style

Comics come in various genres and styles, offering rich opportunities for analysis and discussion. Teachers can use comics to help students understand different writing genres and styles, such as fiction, non-fiction, fantasy, and memoir. By analyzing how different comics approach storytelling, students can learn to identify genre conventions and experiment with these styles in their writing. This analysis helps students understand how tone, style, and genre influence a narrative's effectiveness.

f. Enhance Critical Thinking and Discussion

Using comics in the classroom can stimulate critical thinking and discussion about themes, social issues, and cultural contexts. Teachers can select comics that address

relevant topics and facilitate classroom discussions, encouraging students to analyze the content critically. This process develops students' analytical skills and enhances their ability to construct arguments and write persuasively about various subjects.

g. Bridge Traditional and Digital Literacies

Comics and graphic novels can serve as a bridge between traditional literacy skills and digital literacy, especially as digital comics become more prevalent. Teachers can use digital comics to introduce students to multimedia storytelling, exploring how digital elements like animation and interactive features can enhance a narrative. This approach helps students develop digital literacy skills alongside traditional writing abilities, preparing them for the diverse demands of modern communication.

h. Build Confidence in Writing

For students who find writing daunting, comics can provide a less intimidating entry point into storytelling. The visual nature of comics can make writing more approachable, helping students build confidence as they see their ideas come to life through images and text. Teachers can use comics to gradually build students writing skills, moving from creating simple comic strips to more complex written narratives.

4. Benefit of Using Comic in Education

There are several benefits to using comics as a writing learning medium (Syma & Weiner, 2013).

a. Engagement: Comics capture students interest and motivate them to participate in learning activities. Their colorful illustrations and engaging narratives make learning fun and memorable.

b. Visual Support: The visual elements in comics provide

contextual clues that help students understand and retain information. This is particularly beneficial for visual learners and students with reading difficulties.

c. Creativity and Expression: Creating and interpreting comics encourage creativity and allow students to express their ideas in a unique format. This can enhance their writing and storytelling skills.

d. Multimodal Literacy: Comics help develop multimodal literacy by requiring students to interpret and create meaning through both text and images. This skill is increasingly important in our digital age.

5. Challenges and Problems of Using Comics for Teaching Writing

Besides its benefits, comics also present challenges and problems for teaching writing.

a. There are several challenges or problems faced by teachers in learning using comics (Nor Aziz & Abdul Aziz, 2023).

1) Lack of Visual Literacy: Many teachers do not have sufficient understanding of how to teach visual elements in graphic novels, which can lead to difficulties in delivering the material effectively.

2) Lack of Instructional Strategies, Awareness and Resources: Teachers often do not receive specialized training on how to integrate graphic novels in learning. In addition, the availability of appropriate comics for learning is limited.

3) Time Limitations in the Curriculum: The pressure to complete the syllabus within the stipulated time makes teachers reluctant to allocate time to introduce comics in learning.

b. There are several challenges or problems faced by students in learning using comics (Dooley & Heller, 2005).

a) Difficulty in Conveying Clear Narratives: Students often focus on creating visually appealing drawings, but struggle to convey

clear messages through comics, leading to confusing storylines.

b) Need for Detailed Planning: Creating comics is not as easy as it seems. The process requires detailed planning, which can make it difficult for students to express their ideas visually.

c) Balancing Art and Story: Finding the right balance between making a story easy to understand and keeping it engaging is challenging. If the story is too simple, it may become boring, but if it's too complex, it can become confusing.

6. Elements of Comics as a Learning Medium

Comics consist of several important elements that form the foundation of their creation. According to Gumelar (2011), there are several components in comics:

a. Space

Space is the area within the comic where all the images and text are located. For example, when you open a comic, the page you see is the space. Example: If the comic is A4 size (like regular paper), then the space is the entire page. On that page, there are images of characters, backgrounds, and speech balloons containing dialogue. All these elements are placed within the space of the comic page.

b. Image

Image refers to all the visuals present in the comic, such as illustrations, characters, and backgrounds. For instance, if there is a picture of a superhero, that is part of the image element. Images are important because they help us see what is happening in the story.

c. Text

Text is the writing that appears in the comic. This can include dialogue between characters (what they say) or descriptions of what is happening. Typically, dialogue is written in speech balloons (like bubbles) that indicate who is speaking. The text should be easy to read so that readers can follow the story without difficulty.

d. Colour

Colour is the element that brings life to the comic. Colour can

make images more appealing and help convey emotions. For example, bright colours can indicate a happy mood, while dark colours can suggest a sad or mysterious atmosphere. Various types of colours are used, such as primary colours (red, green, blue) and mixed colours.

e. Voice, Sound, and Audio:

Voice refers to what the characters say in the comic. For example, if a character says "Hello!", that is the voice. Sound refers to other noises that are not spoken, such as the sound of thunder or footsteps. Audio usually refers to sounds produced by electronic devices, such as music playing in the background.

7. Techniques for Creating Comics

Here are three common methods for making comics (Gumelar, 2011) :

a. Traditional Technique

This method involves using regular tools and materials, such as pencils, pens, waterproof ink, small markers, erasers, paint, colored pencils, drawing paper, HVS paper, cutters, and hairdryers for drying.

Steps to create a comic using traditional technique:

1) Prepare paper in the size you need.
2) Write a script for your story. If you don’t have one, you can just jot down your ideas.
3) Write the text first, following your script.
4) Create rough sketches of your drawings based on the script. These sketches can be refined into cleaner images. You can also make a finished sketch ready for inking to save time.
5) Ink the rough sketches using ink or permanent pens as needed.
6) Finally, color the images traditionally. You can use markers, and for easier coloring, open the back cap to let more color flow out.

b. Digital Technique

This method uses digital tools to create comics. The tools include computers or tablets and software like Adobe Photoshop, Adobe Design, Corel Draw, and others as needed. Making comics digitally usually requires more skills because the process is more complex.

Steps for creating a comic using digital technique: Start by drawing digitally on a computer or tablet that has the necessary software installed.

c. Hybrid Technique

This method combines traditional and digital techniques. There are no strict rules about how much of each method to use, the key is to blend both approaches. The tools for the traditional part are the same as those used in the traditional technique, but you also incorporate digital tools like computers, scanners, and software for coloring.

Steps for creating a comic using hybrid technique:

a) Prepare a black-and-white image that you created earlier.
b) Scan the black-and-white image to get a digital copy.
c) Color the image using digital coloring techniques with software like Corel Draw, Adobe Photoshop, The Gimp, or similar programs.
d) After coloring, add text to clarify the scenes in the comic. You can use Adobe Photoshop or similar software for this.

8. Learning Stages Using Comics

In learning, there are several steps that can be taken to improve the teaching process, especially when using comic media. One approach that can be applied is Exploration, Elaboration, and Confirmation (EEC). This approach includes three main stages that help students understand the material more deeply. These stages include exploration, which allows students to recognize new concepts, elaboration, which helps them develop and apply understanding, and confirmation, which aims to validate and refine their understanding through feedback and

reflection (Bybee, 1997). By following these stages, students not only passively receive information, but are also active in understanding and applying the concepts learned.

a. Exploration

Exploration is the initial stage that aims to build students' initial understanding of the material to be learned. In this stage, students are given the opportunity to explore information, discover new concepts, and connect with prior knowledge. According to Piaget (1950), exploration allows students to form new schemes in their minds based on direct experience and interaction with the environment.

In learning that uses comics as media, the exploration stage can be done by introducing comics related to learning materials. Students are given time to read the comic and identify the main elements such as character, setting, and storyline. After that, a discussion is held to discuss students first impressions of the comics and relate them to the material to be learned (Sudibyo, n.d.).

In Permendiknas RI No. 41 of 2007, there are several things that need to be done by teachers in exploration activities, namely:

1) Involve learners in seeking broad and deep information about the topic/theme of the material to be learned by applying the principles of *alam takambang jadi guru* and learning from various sources.
2) Using a variety of learning approaches, learning media, and other learning resources.
3) Facilitate interaction between learners as well as between learners and teachers, the environment, and other learning resources.
4) Actively involving learners in every learning activity.
5) Facilitate learners to conduct experiments in the laboratory, studio, or field.

b. Elaboration

Elaboration is a stage of deepening the material that aims to further develop students' understanding after the exploration stage. At this stage, students are encouraged to explore concepts in more depth and apply them in various contexts. According to Reigeluth (1992), elaboration in learning helps students organize and develop previously acquired concepts to be more structured.

In comic-based learning, elaboration can be done by analyzing dialogue and story structure in comics. Students are asked to summarize the content of the comic and relate it to the material being taught. Teachers can assign students to develop comic stories by adding additional conversations or plots that are relevant to the learning material.

In Permendiknas RI No. 41 of 2007, there are several things that need to be done by teachers in elaboration activities, namely:

1) Getting learners used to reading and writing through certain meaningful tasks.
2) Facilitating learners through assignments, discussions, etc. to bring up new ideas both in terms of and others to come up with new ideas both orally and orally or in writing.
3) Provide opportunities to think, analyze, analyze, solve problems, and act without fear.
4) Facilitating learners in cooperative and collaborative learning and collaborative learning.
5) Facilitating learners to compete in a healthy manner to improve learning achievement.
6) Facilitating learners to make exploration reports that are exploration reports carried out both orally and in writing, individually or in groups.
7) Facilitating students to present the results of individual and group work individual and group work.

8) Facilitating learners to make exhibitions, tournaments, festivals, and products.
9) Facilitating students to do activities that activities that foster pride and self-confidence in learners learners.

c. Confirmation

Confirmation is the final stage in the learning process that aims to validate students understanding of the material that has been learned. According to Vygotsky (1978), social interaction with teachers and peers in the confirmation stage can help students correct misconceptions and clarify concepts that are still confusing.

In comic-based learning, the confirmation stage can be done by asking students to present the results of the analysis or tasks they have done based on the comic. The teacher then gives feedback on students' understanding by explaining the parts that are still not understood. In addition, students are given the opportunity to revise or improve the comics they make based on the input given by the teacher and peers.

In Permendiknas RI No. 41 of 2007, there are several things that need to be done by teachers in confirmation activities, namely:

1) Provide positive feedback and reinforcement in the form of oral, written, gestures, and gifts to the success of students.
2) Provide confirmation of the results of exploration and elaboration of students through various sources.
3) Facilitating learners to reflect on learning experience that has been done.
4) Facilitating students to gain meaningful experience in achieving basic competencies.
5) Serve as a resource person and facilitator in answering questions from students who face difficulties, using standard and correct language.
6) Help solve problems.

7) Provide references so that students can check the results of exploration.
8) Provide information to explore further.
9) Providing motivation to learners who are less or have not participated actively.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research uses qualitative research. According to Miles & Huberman (2014) , the definition of qualitative research itself is research that aims to understand the phenomenon of the research subject. This phenomenon is in the form of levels of behavior, perception, motivation, action and so on by describing it in the form of special words and language. Then according to Bogdan, qualitative methodology is a type of research that is used as steps to produce descriptive data in the form of written and spoken words from respondents (Bogdan & Biklen, 1998).

Qualitative analysis is an analysis method that makes verbal or written descriptions of behavior that can be observed. The instrument part in qualitative analysis is the researcher himself. Researchers must prepare questions, analyze, photograph and constructing the social conditions studied to be more specific and meaningful. The importance of data that is in accordance with facts has its own positive value (Creswell, 2014) .

In conclusion, this research uses a field research approach and is useful as a broad approach in qualitative research. This analysis is a field analysis approach, because field research can also be considered as a qualitative analysis format approach or rules for unifying qualitative facts (Marshall & Rossman, 2014). According to Sari Wahyu, in Ifana's quote, researchers must go directly to the field to get more specific information about existing phenomena.

So, qualitative research can be said to be a system that aims to discover existing theories in the field. The author chose to use qualitative research because this research is research about an existing phenomenon, namely the implementation of comics as media for teaching writing in learning English at 7th grade of SMP N 5 Mrebet, Purbalingga.

B. Time and Location of the Research

This research was conducted at SMP N 5 Mrebet Purbalingga, located at Jl. Raya Binangun No.18 Binangun, Dusun 1, Mrebet District, Purbalingga

Regency, Central Java 53352, on January 13, 15, 20 and 22 2025, with interviews conducted on January and 22 of the same year in the lobby of SMP N 5 Mrebet Purbalingga, lasting 30 minutes with one of the English teachers at the school.

The researcher chose SMP N 5 Mrebet Purbalingga because no previous research has examined the same topic at this school. Additionally, the school employs a different approach to teaching English writing by using comic media as a teaching aid, unlike traditional methods such as lectures or writing exercises. This innovative approach presents an interesting subject for further analysis. The study aims to understand how comic media is implemented in teaching writing at SMP N 5 Mrebet Purbalingga.

C. Subject and object of research

1. Research subject

In this research, the researcher used a direct interview method with an English teacher who teaches grade 7 at SMP N 5 Mrebet, Purbalingga, with the initials name PR, who has used comics as a medium for learning to write for approximately 5 years. The teacher graduated from a Bachelor of Literature program and she has taught English at the school for approximately 14 years and is a senior teacher who has experienced various curriculum changes. In addition to the teacher, the researcher also interviewed three seventh-grade students after conducting observations.

The choice of the teacher as a research subject is based on his extensive experience in using comic media to teach writing skills, which is relevant to the research topic. The selection of students was based on the teacher's statement that this class is one of the most active. The students were chosen because they participated in learning with comic media and could provide insights into their experiences with this method. The study focuses on seventh grade because it is the beginning stage of developing writing skills at the junior high school level.

2. Object of research

The objects of this research are the implementation and problems related to the use of comics as a medium for teaching writing skills in 7th grade classes

at SMP N 5 Mrebet, Purbalingga. The study focuses on how teachers implement comics in the teaching process, including the methods used, student learning activities, and their writing outcomes. It also investigates the challenges and problems faced by teachers in integrating comics into the teaching writing. Data was obtained through direct observation, interviews with teachers and student, and analysis of student writing to understand both the implementation and the obstacles encountered in using comics as a teaching tool.

D. Data collection techniques

In this study, the data collection methods used were as follows:

1. Observation

The aim of the observation is to understand the implementation of comics as a medium for teaching writing skills, focusing on the methods applied by teachers, student engagement, and the challenges encountered in the classroom. The observations will help identify the difficulties in using comics during writing lessons.

This research will employ a semi-structured observation type. Semi-structured observation is an observation conducted with the help of a field note as a guide, making it structured. However, the researcher does not solely rely on the field note, to obtain additional data and deeper information, the researcher conducts interviews or discussions with the research subjects, which is why it is called semi-structured observation. The observation was conducted four times with students from classes 7.

The first observation was carried out on January 13, 2025. This observation focused on how the teacher applied comics as a medium to determine students' writing abilities and observed how the teacher gave the task of making comics to evaluate students' understanding of the material presented, namely Greeting and leave taking. The second observation was carried out on January 15, 2025 with a focus on reviewing comics created by students both traditionally and digitally using applications. The third observation was on January 20, 2025 to determine the use of comics in the

introduction material. The fourth observation was carried out on January 22, 2025 to find out the results of the students' assignment to make an introduction comic.

The instrument used for these observations will be Field Notes, allowing for a flexible yet systematic recording of detailed data on the teacher's use of comics, student interactions, and any issues that arise during the lessons. According to Mandolang (2007), field notes are an essential part of ethnographic research, typically consisting of descriptions, thoughts, and the researcher’s interpretations of the conducted study.

2. Interview

Interviews are a method that enables the exploration of personal experiences and perspectives, contributing to a comprehensive analysis of the research topic. The aim of the interview is to gain a deeper understanding of the implementation of comics as a medium for teaching writing skills, as well as to identify any challenges or problems faced by teachers and students in the process.

This study employs a semi-structured interview method, defined as a conversation aimed at obtaining specific information (Willig & Stainton-Rogers, 2011). The semi-structured nature of the interview allows for flexibility, following a pre-prepared framework of questions while also permitting in-depth exploration based on the responses provided by the interview (Kvale, 2007).

The interview will involve one English teacher and three students from SMP N 5 Mrebet, Purbalingga. The inclusion of students serves as a triangulation method, allowing for a comparison of the teacher's perspective with those of the students. Topics discussed will include the implementation of comics as a medium for teaching writing in the 7th grade, as well as any challenges or problems encountered during this process.

The instrument used for the interviews will be a list of interview questions, designed to cover all the important topics. This list allows flexibility, enabling the interviewer to explore additional insights that may

arise during the conversation.

3. Documentation

Documentation is a data collection technique that involves analyzing and gathering various forms of documents, including written, electronic, and visual materials (Bowen, 2009). In this study, documentation is used to collect data related to the use of comics as a medium for teaching writing at SMP N 5 Mrebet, Purbalingga. The documentation involves gathering relevant materials such as lesson plans, student assignments, and examples of comics used in the teaching process.

This documentation helps the researcher understand the context of how comics are applied in writing instruction and provides concrete evidence of how comics are integrated into classroom activities. The collected documentation includes:

a. Lesson Plans: Documents that outline how comics are used in writing lesson planning.
b. Student Assignments: Samples of assignments or student work involving the use of comics, offering insights into implementation and student responses.
c. Examples of Comics: Comics used in instruction, including both manual and digital versions, to see how comics are prepared and selected for educational purposes.

Through this documentation, the researcher can assess how comics are utilized in writing instruction and gain a better understanding about the problems or challenges faced during the learning process.

E. Data analysis techniques

As stated by Miles & Huberman (2014), data analysis in qualitative research includes three main stages: data preparation, data reduction, and conclusion drawing or verification.

1. Data Preparation

This stage involves organizing and preparing the collected data from observations, interviews, and documentation for analysis. For observations,

this means transcribing field notes and organizing them by class and session. For interviews, it involves transcribing interviews and organizing them by participant. Documentation, such as lesson plans and student assignments, is gathered and categorized.

2. Data reduction

   At this stage, the data is filtered to focus on relevant information related to the use of comics in teaching writing. The researcher will gather all data obtained from direct observations, documentation, and interviews with the English teacher and seventh grade students at SMP N 5 Mrebet, Purbalingga, regarding key issues related to the implementation of comics as a teaching medium and the challenges faced.

3. Drawing Conclusions/Verification

   This final stage involves interpreting the reduced data to draw conclusions about how comics are used in teaching writing at SMP N 5 Mrebet, Purbalingga. It includes verifying findings by comparing data across different sources (observations, interviews, and documentation) to ensure consistency and accuracy. The analysis aims to provide a comprehensive understanding of how comics are utilized and the challenges encountered in the instructional process.

F. Triangulation

Triangulation in data collection means combining various techniques and data sources to ensure more accurate research results (Thurmond, 2001). With this approach, data from multiple sources is examined using different methods and at different times. In other words, triangulation involves the use of data source triangulation, data collection techniques, and varying times of data collection to achieve more reliable results.

1. Source Triangulation

   Using the same data but from different sources, such as information from teachers and students about the activities carried out.

2. Method Triangulation

Data is collected using methods such as observations, documentation, and interviews that have already been carried out.

G. Data Presentation

Once the data has been fully collected, the next step is to organize it into a structured format to provide clear information, including the results of interviews, observations, and documentation.

CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, data and discussion of research are presented on " Comics as Media for Teaching Writing at 7th Grade of SMP N 5 Mrebet, Purbalingga". Data and discussion were obtained from observations, interviews and documentation, followed by a discussion of this research involving an English teacher and students of SMP N 5 Mrebet, Purbalingga.

A. The Use of Comics as Media for Teaching Writing

Using comics in learning makes students more interested in learning, especially writing. Comics can also make it easier for teachers to understand the problems they face in writing (Batrisyia et al., 2020). The use of comics as a medium for learning to write in grade 7 SMP Negeri 5 Mrebet, Purbalingga is carried out through several stages in the core activities, starting from exploration, elaboration and confirmation, as the stages of learning proposed (Bybee, 1997).

Each stage is designed to help students more easily understand the material and develop their writing skills. It turns out that teachers at grade 7 of SMP Negeri 5 Mrebet, Purbalingga implemented three stages of following Exploration, Elaboration, and Confirmation (EEC) rules by implementing several activities in accordance with the Permendiknas RI No. 41 of 2007. The following is a table obtained based on data from observations and interviews.

Stages	Meeting 1 (13/1/2025)	Meeting 2 (15/1/2025)	Meeting 3 (20/1/2025)	Meeting 4 (22/1/2025)
A. Exploration				
1. The teacher involves learners in seeking broad and deep information about the topic/theme of the material to be learned by applying the principles of *alam takambang jadi guru* and learning from various sources.	×	×	✓	✓

2. The teacher uses a variety of learning approaches, learning media, and other learning resources.	✓	✓	✓	✓
3. The teacher facilitates interaction between learners as well as between learners and teachers, the environment, and other learning resources.	✓	✓	✓	✓
4. The teacher actively involves learners in every learning activity.	✓	✓	✓	✓
5. The teacher facilitates learners to conduct experiments in the laboratory, studio, or field.	×	×	×	×
B. Elaboration				
1. The teacher gets learners used to reading and writing through certain meaningful tasks.	✓	✓	✓	✓
2. The teacher facilitates learners through assignments, discussions, and other activities to generate new ideas, both orally and in writing.	×	✓	✓	✓
3. The teacher provides opportunities for learners to think, analyze, solve problems, and act without fear.	✓	✓	✓	✓
4. The teacher facilitates learners in cooperative and collaborative learning.	✓	✓	✓	✓
5. The teacher facilitates learners to compete in a healthy manner to improve learning achievement.	×	×	×	×
6. The teacher facilitates learners in making exploration reports, both orally and in writing, individually or in groups.	✓	✓	✓	✓

7. The teacher facilitates learners in presenting the results of individual and group work.	✓	✓	✓	✓
8. The teacher facilitates learners in organizing exhibitions, tournaments, festivals, and product showcases.	×	×	×	×
9. The teacher facilitates learners in engaging in activities that foster pride and self-confidence.	×	✓	✓	✓
C. Confirmation				
1. The teacher provides positive feedback and reinforcement in the form of oral, written, gestures, and gifts for students' success.	✓	✓	✓	✓
2. The teacher provides confirmation of the results of students' exploration and elaboration through various sources.	✓	✓	✓	✓
3. The teacher facilitates learners to reflect on their learning experiences.	✓	✓	✓	✓
4. The teacher facilitates students in gaining meaningful experiences to achieve basic competencies.	×	✓	✓	✓
5. The teacher serves as a resource person and facilitator in answering students' questions, using standard and correct language.	✓	✓	✓	✓
6. The teacher helps students solve problems.	×	✓	✓	✓
7. The teacher provides references so that students can check the results of their exploration.	×	×	×	×

8. The teacher provides information for further exploration.	×	×	×	×
9. The teacher provides motivation to learners who are less active or have not participated actively.	✓	✓	✓	✓

Table 4. 1 The Use of Comics as Media for Teaching Writing

The classroom observation was conducted in four meetings in 7th grade. The first meeting took place on January 13, 2025, followed by the second meeting on January 15, 2025. The third meeting was held on January 20, 2025, and the final observation was conducted on January 22, 2025. Each meeting focused on different instructional activities. The first and second meetings focused on greeting & leave taking material, while the third and fourth meetings focused on introduction material. The activity are presented according to the stages of Exploration, Elaboration, and Confirmation.

1. **Exploration**

   Through this exploration stage, students are expected to innovate through the stimulus provided by the teacher. Not only focusing on student innovation, but also how students explore this knowledge. In this case, information is obtained from two parties, namely students and teachers. Because student involvement is needed to deepen information on students own initiative. The following are the steps taken by the teacher in carrying out core activities, at the exploration stage.

   a. Involves learners in seeking broad and deep information about the topic/theme

      Based on the observation results, the exploration activities,namely the involvement of students in seeking information broadly and deeply were not yet evident during the first meeting and the second meeting. When asked why the teacher did not implement these activities, she explained that the learning activities in the initial two meetings focused more on introducing comic media and providing a basic understanding of

greeting and leave-taking expressions through example comics provided by the teacher.

In the third and fourth meetings, the first step of exploration activities began to emerge with students engaging in group analysis of educational comics, identifying text elements, and connecting the content of the comics to the learning topic. This indicates that the exploration activities were more optimally carried out in the last two meetings.

Based on the lesson plan (RPP) documents, activities supporting exploration were included in the form of comic observation and group discussion. However, there was no explicit mention of utilizing various external learning resources or a contextual approach based on the surrounding environment, such as the principle of *alam takambang jadi guru* (nature as a teacher).

Figure 4. 1
(Students analyzing educational comics on introduction in small groups)

> *"I ask students to observe educational comics about introductions before starting class discussions. In this way, it is easier for them to understand the content of conversations in English and can discuss actively. (Translated into English)."*

This exploration activity is supported by documentation, interviews, and Figure 4.1 which shows students analyzing educational comics in groups. This includes collaborative learning which emphasizes

cooperation between students in small groups to achieve common goals. Through active interaction and discussion, students can help each other understand the material, which ultimately improves their understanding and skills. This is in line with the opinion of Amiruddin (2019) who stated that collaborative learning makes it easier for students to learn and work together, contribute ideas to each other, and be responsible for achieving learning outcomes in groups and individually.

b. Uses a variety of learning approaches, learning media, and other learning resources

Based on the observation results, the teacher consistently used a variety of learning media and resources during the four meetings. The primary media utilized was educational comics, which served as the central tool for delivering material on greeting & leave-taking, and introduction expressions. In the first and second meetings, the comics were used as reading material and discussion prompts, helping students understand expressions in context.

In addition to comics, the teacher also distributed worksheets that contained tasks related to the content of the comics. These worksheets guided students to identify language patterns, complete dialogues, and apply what they learned in practice. In the third and fourth meetings, the use of learning media expanded as students began creating their own comics, integrating their written dialogues into visual narratives. This activity utilized both printed drawing materials and digital tools.

Figure 4. 2
(Teacher distributed a sample comic in the form of worksheets)

"Yes, there are two worksheets that I give to students, the first is a list of expressions for students to understand what greeting and leave taking sentences are, the second is understanding greeting and leave taking through comics. I do this to start students' knowledge of the material through the comic, before later I ask students to make comics as an assignment."(Translated into English)."

This stage is illustrated in figure 4.2, which shows the teacher providing instructions while ditribute a sample comic in the form of worksheet to introduce the topic. So, the use of varied media indicates that the teacher did not rely on a single resource, but instead combined multiple sources to enhance student engagement and accommodate different learning styles. This is in line with Mayer (2009) theory which emphasizes that learning media such as multimedia and digital media can increase student engagement and provide a variety of content to support language understanding. The lesson plan (RPP) also supports this observation by listing comic-based activities and student-centered materials.

c. Facilitates interaction among learners teachers, the environment, and other learning resources

Interaction among learners, and between learners and the teacher, was consistently observed in all four meetings. From the first meeting, students were encouraged to work in small groups to discuss the comics

provided by the teacher. This group-based activity allowed students to share their ideas, compare their interpretations of the comic content, and collaborate in identifying useful expressions for communication in English.

In the second meeting, interaction intensified as students began analyzing expressions in more depth and comparing their findings with other groups. The teacher facilitated this by walking around the classroom, providing guidance, prompting students with questions, and clarifying doubts when necessary. This pattern of interaction was maintained and further developed in the third and fourth meetings, where students not only discussed comic content but also worked together to create their own comic scripts. This is in accordance with the theory Putri et al.,(2023) emphasized that comics help promote positive social interaction in the classroom, making it easier for students to engage and communicate during learning activities.

Figure 4. 3
(Teacher facilitated this by walking around the classroom)

> *"When students are working on assignments, I usually go around to find out where students' progress has been and usually there are still those who are confused so I help explain again."*

The teacher also ensured that students interacted with the learning resources, especially the comics and worksheets. These resources became central tools that guided collaborative discussion and critical thinking. Although there was no recorded interaction with the physical

environment outside the classroom, the classroom setting itself provided an interactive space for learning. This stage is supported by figure 4.3**,** which show the teacher walking around to facilitate student who are still confused. And depicts students actively engaged in discussion and group work during the lesson.

d. The teacher actively involves students in every learning activity.

Based on observation data, the teacher actively involved students in each phase of the learning activities throughout the four meetings. In the first meeting, students were asked to observe example comics and identify greeting and leave-taking expressions, which were then discussed in small groups. This activity required students to think critically and engage with the material from the beginning.

In the following meetings, the teacher continued to encourage active participation by assigning tasks such as identifying language structures, composing dialogues, and designing comic panels. These tasks promoted student engagement not only in writing but also in decision-making and creative expression. The teacher frequently prompted students to ask questions, express their ideas, and collaborate with peers, ensuring that all students were involved regardless of their individual learning pace.

Figure 4. 4
(Student reading and discussion)

> *"I want students to feel comfortable speaking in front of the class. Therefore, I give them the opportunity to read their own texts before providing input. I also try to guide students who are still hesitant so that they are more confident when speaking. (Translated into English)."*

This stage is illustrated in Figure 4.4 which shows students reading and discussing the text they have written based on comic material. And supported by interviews. Overall, the learning process consistently encourages active student participation, both individually and in groups. This is in accordance with Widayanti (2023) who explains that the use of comics in learning can increase student engagement through interesting visualizations and encourage creativity and easier understanding of concepts.

e. Facilitates students to conduct experiments in the laboratory, studio, or field

Based on classroom observation, no experimental activities in laboratories, studios, or the field were conducted during the four meetings. The learning process was focused on classroom-based activities using comic media as the central tool. Although students were actively engaged in creative tasks such as composing and designing comic dialogues, these did not involve physical experimentation outside the classroom setting.

The absence of experimental learning was also consistent with the RPP documents used during the lessons, which did not include any references to fieldwork or laboratory activities. Therefore, this exploration component was not implemented during the observed meetings. Even though it is important, this is supported by the theory of Cabrera-Solano et al. (2021) which shows that the use of applications such as Pixton in writing learning encourages student involvement in the creative process, which can be interpreted as a form of digital experimental practice.

2. Elaboration

According to Reigeluth (1992) elaboration is the process of organizing and developing concepts that have been explored previously to make them more in-depth and structured. At this stage, students are given further understanding through discussions, exercises, or tasks that connect new information with existing knowledge. There are several activities carried out at this stage based on observations and interviews that have been conducted by researchers and teachers.

a. The teacher gets learners used to reading and writing through certain meaningful tasks.

Based on observation results, the teacher introduced reading and writing tasks starting from the first meeting and consistently implemented them in all sessions. Initially, students read comic strips on greetings and leave-taking, then identified and noted key expressions individually or in groups. Though simple, this task served as early meaningful reading practice. In the second meeting, students began writing short dialogues based on similar comic examples. By the third and fourth meetings, the writing activities became more structured students composed full English dialogues and transformed them into comic panels. These tasks were contextually relevant and encouraged creative, practical language use.

Figure 4. 5
(Students completing and discussing comic dialogues in small groups)

"When students fill in dialogue in comics, they learn to understand the context in which expressions are used more naturally. By discussing before giving answers, they can also help each other and correct mistakes. (Translated into English)."

This stage is supported by Figure 4.5 which shows students actively compiling and discussing their comic dialogues as part of the elaboration process. Teachers use comics not only as learning materials but also as a means to practice reading and writing skills meaningfully. This is supported by Swain (1995) which also emphasizes the importance of language output, namely that writing and speaking helps students internalize language structures and vocabulary. This fits perfectly with the activity of writing comic dialogues and panels.

b. Facilitates learners through assignments, discussions, and other activities

Based on the observation results, the elaboration activities related to this stage were implemented in the second, third, and fourth meetings. In those meetings, the teacher gave students assignments to identify expressions from comics, facilitated group discussions to develop dialogue content, and guided them in expressing their ideas both orally and in writing.

However, this activity was not observed in the first meeting. During that session, the teacher focused more on introducing the concept of comic-based learning and providing initial exposure to greeting and leave-taking expressions without yet encouraging students to generate new ideas independently.

Figure 4. 6
(Students disscusion their comics in groups)

"Through this activity, students not only write but also understand how to use language in everyday communication. When they explain the comics they create, they become more aware of the choice of words and expressions used. (Translated into English)."

This stage is visually represented in Figure 4.6, which shows students engaged in collaborative discussions while developing their comic content. This is supported by Storch (2005) adding that collaboration in writing can support students' abilities through sharing ideas and feedback, which directly encourages the emergence of new ideas. When viewed from the Learning Plan (RPP), the teacher has designed activities that include discussion and dialogue creation, especially in subsequent meetings. The initial meeting was planned as an introductory stage, along with the absence of activities related to this point of description.

c. Provides opportunities for learners to think, analyze, solve problems, and act without fear.

Based on the observation results, elaboration activities were implemented in all four meetings. Students engaged in tasks like identifying key expressions, choosing appropriate language, and correcting dialogue errors. Despite varying complexity, the teacher

consistently encouraged reflection, revision, and independent decision-making, fostering students' confidence and critical thinking in language use.

Figure 4. 7
(Students discussing and revising their introduction texts)

> *"When students work in groups, they learn to think more critically about their own writing. By explaining their revisions, they can better understand how to construct better, more natural sentences in English. (Translated into English)."*

This stage is illustrated in figure 4.7, which shows students revising their written dialogues based on feedback. From the lesson plan (RPP), the teacher included problem solving steps and activities across all stages of the lesson, which aligns with the consistent implementation observed during all four meetings. At this stage supported by Reigeluth (1992)who defines elaboration as a stage that helps students develop concepts they have learned through discussions, exercises, and activities that connect new information with previous knowledge. This process creates opportunities for students to think deeply and make their own decisions.

d. The teacher facilitates learners in cooperative and collaborative learning.

Based on the observation results, cooperative and collaborative learning activities were implemented during all four meetings. Students worked in groups to observe comics, discuss expressions, compose dialogues, and design their own comic strips collaboratively.

These activities encouraged teamwork, peer support, and shared responsibility. The teacher played an active role in facilitating the collaboration by guiding the group discussions, ensuring equal participation, and helping students navigate their roles which shows students engaged in collaborative writing during the group work session.

According to the lesson plan (RPP), group work and collaborative tasks were integral parts of the learning strategy across all sessions, showing consistency between the planning and the actual teaching practices. Storch (2005) Collaborative writing allows learners to co-construct knowledge, share linguistic resources, and support each other's learning.

e. Facilitates learners to compete in a healthy manner to improve learning achievement.

Based on the observation results, this activity was not conducted in any of the four meetings. There were no structured activities designed by the teacher to facilitate healthy competition among students to improve their learning achievement. The classroom activities mainly focused on group collaboration and individual tasks without any form of competitive element.

This is consistent with the lesson plan (RPP), which did not include any reference to competitions, games, or challenges designed to foster competitive learning. All learning strategies observed emphasized cooperation rather than competition. The importance of facilitating healthy competition in the classroom is supported by Slavin (2003), who argues that well-structured competition can increase student motivation and lead to higher academic achievement.

f. Facilitates learners in presenting the results of individual and group work

Based on the observation results, this activity was implemented in all four meetings. Students consistently shared their work in groups or before the class presenting findings in early sessions and comic drafts in later ones. The teacher facilitated communication, gave feedback, and

encouraged peer responses, helping students reflect and improve their performance.

Figure 4. 8
(Students presenting their comics)

"I want students to not only write, but also understand the meaning behind their texts. When they explain the content of the comic and the reasons for choosing certain expressions, they learn to think critically and become more confident in English. (Translated into English)."

This stage is supported by figure 4.8, which shows students presenting their comic projects to the class. Based on the lesson plan (RPP), the teacher had arranged for both individual and group work presentation activities to occur throughout the instructional process. This supports the observation that the stage was carried out consistently. According to Vygotsky (1978), learning is most effective in a social context where students interact and receive support from more knowledgeable others. The use of comics, combined with teacher encouragement, created a supportive environment that enhanced students' engagement and language learning.

g. Facilitates learners in organizing exhibitions, tournaments, festivals, and product showcases.

Based on the observation results, this activity was not conducted in any of the four meetings. The teacher did not organize or instruct students

to participate in exhibitions, tournaments, festivals, or any product showcase events related to their learning outcomes.

This finding aligns with the lesson plan (RPP), which did not mention any planned activities involving formal exhibitions or public displays of student work. The focus of the learning process was on classroom-based group collaboration and comic production only.

According to Wiggins & McTighe (2005) emphasizes the importance of performance-based assessments, where students present or display their learning outcomes in real contexts such as exhibitions or performances.

h. Facilitates learners in engaging in activities that foster pride and self-confidence

Based on the observation results, this activity was implemented in the second, third, and fourth meetings. In these sessions, the teacher provided opportunities for students to share their work, receive positive feedback, and build confidence through participation in discussions and presentations. Students showed enthusiasm when showcasing their comics and were encouraged to express their ideas in front of their peers.

However, this activity was not observed in the first meeting. At that stage, the focus was still on introducing the concept of using comics in learning, and student involvement was limited to observing and identifying language expressions without yet engaging in confidence-building activities.

According to the lesson plan (RPP), confidence and motivation were emphasized in the later meetings through interactive and reflective tasks, aligning with the implementation during the last three sessions. In theory Vygotsky (1978) social interactions such as discussions and presentations foster students' cognitive and social development, including their self-confidence when guided in a supportive context.

3. Confirmation

Confirmation is the final stage in learning, where the teacher provides feedback to ensure students' understanding of the material that has been learned. According to Sudarsana (2018) Confirmation is defined as the process of verifying and strengthening students' understanding of the material that has been learned. Confirmation is defined as a process of verifying and strengthening understanding through feedback, clarification, and correction of errors made by students. There are several activities carried out at this stage based on observations and interviews that have been conducted by researchers and teachers.

a. Provides positive feedback and reinforcement

Based on the observation data, the teacher consistently provided positive feedback and reinforcement in all four meetings. In the first and second meetings, this was mainly oral, with phrases like *"Good job!"* and *"Excellent pronunciation!"* during role-play and comic reading. In the third and fourth meetings, the teacher gave more specific feedback on students' comic dialogue drafts, guiding them to improve their writing. Gestural reinforcement nodding, smiling, thumbs up was also frequent, creating a supportive classroom atmosphere.

Figure 4. 9
(Teacher providing feedback to students)

"When students presented their work, I saw that some were quite confident, but there were also some who were still hesitant. I tried to

give appreciation for their efforts so that they felt appreciated and had more courage to speak in front of the class. (Translated into English)."

Figure 4.9 support this stage. Although no material rewards (gifts) were provided, the teacher's consistent use of oral and gestural praise functioned as effective reinforcement. This is supported by the field notes and interview data, which highlight the teacher's efforts to motivate learners through constructive comments. Skinner (1957) stated that positive reinforcement such as praise or positive gestures (smiles, nods) will increase the likelihood that the behavior will be repeated. In the classroom context, this helps increase student participation and their self-confidence.

b. Provides confirmation of the results of students' exploration and elaboration through various sources.

Based on the observation results, this activity was implemented in all four meetings. The teacher consistently confirmed students' work by reviewing exploration and elaboration results, clarifying misconceptions, and reinforcing correct language use through comic products and example materials. Verbal explanations, comparisons with model comics, and group feedback sessions helped ensure students clearly understood the material and how to improve.

Figure 4. 10
(Teacher providing guidance on sentence construction in introduction texts)

"Some students are still hesitant in composing their introductory sentences, especially in using correct grammar. I help them by

giving simpler examples so that it is easier for them to understand the structure. (Translated into English)."

This stage is represented in figure 4.10, which shows the teacher pointing at student work while explaining the correct structure and usage during a class discussion. According to the lesson plan (RPP), confirmation activities were embedded throughout the learning process and were aligned with the observed teaching practices in all sessions. This is in accordance with the theory of Vygotsky (1978) the teacher acts as a mediator who helps students move from what they can do with assistance to what they can do on their own, including by providing clarification, affirmation, and additional references.

c. Facilitates learners to reflect on their learning experiences.

Based on the observation results, this activity was implemented in all four meetings. The teacher guided students to reflect on their learning experiences by asking reflective questions such as, *"What did you learn today?", "What expressions do you remember?",* and *"What would you improve in your dialogue?"* These prompts were typically delivered at the end of each meeting as part of a structured closing activity.

Students responded to these prompts through oral sharing during class discussions and informal conversations within their groups. This reflective process helped students assess their own learning progress and consider ways to improve their work in subsequent activities.

Figure 4. 11
(Feedback and closing disscussion)

"So that students feel appreciated in all their efforts. Therefore, I give appreciation for their creativity in making comics, but also highlight aspects that can be improved, such as pronunciation and intonation. (Translated into English)."

This stage is represented in figure 4.11, showing the teacher and students engaged in a closing discussion about their learning. Based on the lesson plan (RPP), reflective activities were included in the closing section of each meeting, aligning with the consistent implementation observed across all four meetings. Dewey (1933) stated that reflection is an active process and aims to connect past experiences to future actions. It is important in education because it encourages students to think critically about what they have learned and how they will develop their understanding.

d. Facilitates students in gaining meaningful experiences

Based on the observation results, this activity was not implemented in the first meeting. The teacher focused on introducing comic media and explaining basic expressions of greeting and leave-taking. At this stage, students had not yet engaged in meaningful learning activities aligned with core competencies.

In contrast, the second, third, and fourth meetings included tasks like composing dialogues, constructing comic panels, and presenting work to the class. These activities provided students with practical and creative

ways to apply their knowledge, supporting basic competencies in English writing.

According to the lesson plan (RPP), meaningful learning experiences were designed for the middle and final sessions through interactive and contextual strategies. This aligns with the observation findings, which show that such activities were not yet present in the initial session. The theory that supports this activity is that Dewey (1933) believed that direct experience in real learning situations provides a strong foundation for reflection, understanding, and application.

e. Serves as a resource person and facilitator

Based on the observation results, this activity was implemented in all four meetings. The teacher consistently served as a resource person by answering students' questions during group discussions, worksheet activities, and comic creation sessions. When students encountered difficulties with vocabulary, sentence structure, or appropriate expressions, the teacher provided immediate clarification using standard and correct English.

In addition to oral explanations, the teacher also guided students through examples drawn from the comic materials and helped refine their sentences when needed. This built students' understanding and provided a reliable language model throughout the learning process.

This stage is supported by figure 4.10, which shows the teacher addressing students' questions while providing clarification during a group discussion. The theory behind this activity is Vygotsky (1978) that the teacher acts as a mediator who provides scaffolding to help students complete tasks that they cannot yet complete independently. This includes answering students' questions, providing examples, and modeling correct language use.

According to the lesson plan (RPP), the teacher's role in supporting language development through proper modeling and active facilitation was

emphasized in all lesson stages, which aligns with classroom implementation.

f. Helps students solve problems.

Based on the observation results, teacher assistance in solving students' problems was not yet observed during the first meeting. The teacher focused on introducing comic media and basic greeting and leave-taking expressions, while students remained mostly passive and did not encounter challenges requiring specific support.

Starting from the second meeting, the teacher actively assisted students with writing difficulties, such as vocabulary choices, arranging dialogues in comic panels, and constructing correct sentences. The teacher moved around the classroom, observed students' work, and responded to their questions. This support became more visible in the third and fourth meetings during group work on comic-based texts.

Although the lesson plan (RPP) did not explicitly state problem-solving steps, activities like group work and teacher monitoring implicitly encouraged student inquiry and resolution, especially when developing dialogues from comic visuals. Vygotsky (1978) stated that students learn most effectively when they solve problems with the help of a teacher or a more expert peer. This assistance is called scaffolding, and is a form of support when students are not yet able to complete tasks independently.

g. Provides references so that students can check the results of their exploration.

Based on the observation results, this activity was not carried out in any of the four meetings. In both the sessions on greeting and leave-taking expressions and those on introduction texts, the teacher did not provide specific references like textbooks, grammar handouts, or external sources for students to independently verify or reflect on their learning.

Although comics were used as the main learning medium, they functioned more as prompts or models rather than verifiable reference materials. Consequently, students relied heavily on teacher input during

discussions and feedback, instead of consulting standard resources to check their work.

When asked why such reference based activities were not provided, the teacher explained:

> *"I usually focus more on direct explanation and group discussion. I don't give additional books or reference sheets because time is limited and the material is still basic.(Translated into English)*

Based on the lesson plan (RPP), there was no inclusion of activities that involve students using additional references to cross check their understanding. The learning flow emphasized teacher guidance, comic observation, and class discussions without structured opportunities for independent verification. Brown (2001) mentioning that one of the important principles in language learning is learning autonomy, namely that students must learn to access and use various reference sources such as dictionaries, grammar books, and authentic texts to support their learning.

h. Provides information for further exploration.

Based on the observation results, the teacher did not provide information for further exploration in any of the four meetings. In the first and second meetings, the focus remained on basic greeting and leave-taking expressions through comic examples. In the third and fourth meetings, although students were more actively involved in analyzing and writing based on introduction-themed comics, the teacher did not extend the learning beyond the classroom setting. No additional suggestions, such as reviewing similar materials outside of class or exploring English expressions through online sources, were offered.

When asked why this activity was not carried out, the teacher explained that the material being taught was still at a basic level, and students were not yet expected to pursue further exploration independently. The teacher preferred to maintain focus on in-class tasks and discussions to ensure foundational understanding.

Based on the lesson plan (RPP), there is no indication of activities that support further exploration. The RPP focuses on comic observation, class discussion, and student task completion, but it does not include follow-up tasks or directions that encourage students to access external resources or pursue the topic beyond what was covered in class. Little (2007) emphasizes that teachers play an important role in facilitating independent learning, including by providing direction to students to explore the material further after class learning.

i. Provides motivation to learners who are less active or have not participated actively.

Based on the observation results, the teacher consistently motivated less active or hesitant students during all four meetings. In the first and second meetings, encouragement was given by gently calling on quieter students, using a positive tone, and giving simple prompts to involve them in reading aloud or answering questions about comic dialogues.

In the third and fourth meetings, the teacher actively moved around the classroom during group work, individually encouraging passive students through verbal support such as calling their names with a smile or saying, *"You can do it, just try."* Though simple, this approach gradually increased students' confidence and participation. Deci & Ryan (2012) they stated that teacher support for student autonomy and competence helps increase internal motivation, especially for students who initially lack self-confidence.

Although there was no direct interview data, consistent observation showed the teacher actively encouraged students who needed support. The lesson plan (RPP) did not explicitly mention motivational strategies, but the group discussion format and teacher monitoring allowed such interactions to occur naturally.

B. Problems In Teaching English Using Comics

Teachers at SMP Negeri 5 Mrebet Purbalingga choose comics as a medium for teaching writing in grade 7 because comics are a combination of pictures and

writing so that they become a fun and interesting medium for learning for students. The use of comics is expected to help students understand the learning material and increase their creativity in writing. However, in its implementation, there are several problems or challenges that arise, both from the side of teachers and students.

1. Problems faced by teachers

   In learning to use comics, of course, there are several challenges or problems faced by teachers, including:

   a. Lack of Visual Literacy

      Some teachers find it difficult to explain how visual elements in comics contribute to storytelling, making it hard to guide students effectively.

      "I use two techniques in the making, but sometimes students are still confused… the pictures are good but the story is not connected."

      This aligns with Nor Aziz & Abdul Aziz (2023), who emphasized the lack of visual literacy skills among teachers when using comics.

   b. Lack of Instructional Strategies, Awareness and Resources

      Teachers often lack training and suitable materials to integrate comics into lessons effectively. Students have varied strengths some draw well but struggle in writing, and vice versa.

      "Some students create visually appealing images but fail to convey the narrative clearly."

      Nor Aziz & Abdul Aziz (2023) also highlight the need for resources and training in implementing comic-based instruction.

   c. Time Limitations in Learning

      Creating comics requires more time than typical writing tasks. Limited lesson duration restricts both guidance and assessment.

      "I am only given two meetings… I feel that I am still not fully guiding students."

Time limitations are one of the major challenges in comic based learning (Nor Aziz & Abdul Aziz, 2023).

2. Problems faced by students

The problems or challenges faced by students are also certainly diverse. Because students experience learning new things through comic media. Based on the data obtained, there are several problems faced by students, namely:

a. Difficulty in Constructing a Clear Narrative

Difficulty constructing a clear narrative many students struggle to develop coherent storylines, focusing more on drawing than writing.

"I like to draw but I can't make a story… I am confused."

This matches Dooley & Heller (2005)point that students often find it hard to build clear narratives in comics.

b. Requires Detailed Planning

Comic creation demands structured planning—plotting, dialog, paneling, and illustrations.

"The difficult part… is deciding what the story should be."

Dooley & Heller (2005) argue that making comics requires systematic planning.

c. Balancing Image and Story

Students often face challenges in aligning visuals with the storyline.

"I was confused about how to illustrate the pictures so that the pictures and the story could be connected."

Dooley & Heller (2005) emphasize the need to balance art and narrative to produce effective comics.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusions, limitation of the study, and suggestions. It will summarize the findings based on the results of observations and interviews result.

A. Conclusion

In its application, the teacher guides students through the stages in the core activities, starting from exploration, elaboration, and confirmation, as proposed by Bybee (1997). In the exploration stage of learning activities using comics, there are five steps in accordance with the Permendiknas RI No. 41 of 2007. However, at the first and second meetings the teacher skipped: (1) Involve learners in seeking broad and deep information about the topic/theme of the material to be learned by applying the principles of *alam takambang jadi guru* and learning from various sources. (2) Facilitate learners to conduct experiments in the laboratory, studio, or field. In third and fourth meeting teacher skipped one activity namely facilitate learners to conduct experiments in the laboratory, studio, or field.

In the elaboration stage of learning activities using comics, there are nine steps in accordance with the Permendiknas RI No. 41 of 2007. However, at the first meetings the teacher skipped: (1) Facilitating learners through assignments, discussions, etc. to bring up new ideas both in terms of and others to come up with new ideas both orally and orally or in writing. (2) Facilitating learners to compete in a healthy manner to improve learning achievement. (3) Facilitating learners to make exhibitions, tournaments, festivals, and products. (4) Facilitating students to do activities that activities that foster pride and self-confidence in learners learners. In the second, third and fourth meeting teacher skipped: (1) Facilitating learners to compete in a healthy manner to improve learning achievement. (2) Facilitating learners to make exhibitions, tournaments, festivals, and products.

In the confirmation stage of learning activities using comics, there are nine

steps in accordance with the Permendiknas RI No. 41 of 2007. However, at the first meetings the teacher skipped: (1) Facilitating students to gain meaningful experience in achieving basic competencies. (2) Help solve problems. (3) Provide references so that students can check the results of exploration. (4) Provide information to explore further. While in the second, third, and fourth meeting the teacher skipped: (1) Provide references so that students can check the results of exploration. (2) Provide information to explore further.

The use of comics as media for teaching writing at SMP Negeri 5 Mrebet, Purbalingga, faces various challenges from both teachers and students. Teachers struggle with teaching visual literacy due to a lack of understanding of comic elements, as well as limited training and resources to effectively integrate comics into the curriculum. Additionally, time constraints make it difficult for teachers to provide adequate guidance throughout the comic-making process. On the other hand, students face challenges in constructing clear narratives, systematically planning their stories, and balancing the visual and textual aspects of their comics. These difficulties highlight the need for more effective teaching strategies and sufficient resources to optimize the use of comics in writing instruction.

B. Limitation of the Study

This study focuses on analyzing the implementation of comics as a medium for teaching writing and the challenges that arise in the process. However, it does not measure the impact of comics quantitatively on students' writing skills improvement. Furthermore, the study was conducted within a limited scope, involving only one school with a small number of participants, making the findings more contextual and not yet generalizable to a broader educational setting.

Nevertheless, this study provides further insights into the implementation of comics in writing instruction and the challenges encountered. The findings can serve as a foundation for future research to explore aspects that have not been discussed in greater depth, offering a broader understanding of the use of comics in assessing students writing skills.

C. Suggestion

Based on the findings and conclusion, there are several suggestions that can be given to find out the implementation of using comics as a medium for learning writing in grade 7.

1. For Teachers

   For teachers, it is recommended to provide more structured directions in the learning process using comics, so that students better understand the stages that must be done in compiling stories and illustrations. In addition, teachers can adjust the learning method to the students diverse abilities in drawing and writing, so that all students can participate optimally.

2. For Schools

   For schools, it is important to support learning innovation by providing facilities and training for teachers in utilizing comics as teaching media. Schools can also consider providing digital skills development programs for teachers and students, so that the use of comic-making applications can be more effective in supporting learning.

3. For Future Researchers

   This research can be a reference to develop further studies on the use of comics in learning to write. Future research can consider quantitative methods to measure the effectiveness of comics in improving students' writing skills. In addition, the scope of the study can be expanded by involving more schools or different educational levels so that the results obtained are more complete and can be generalized to a wider learning context.

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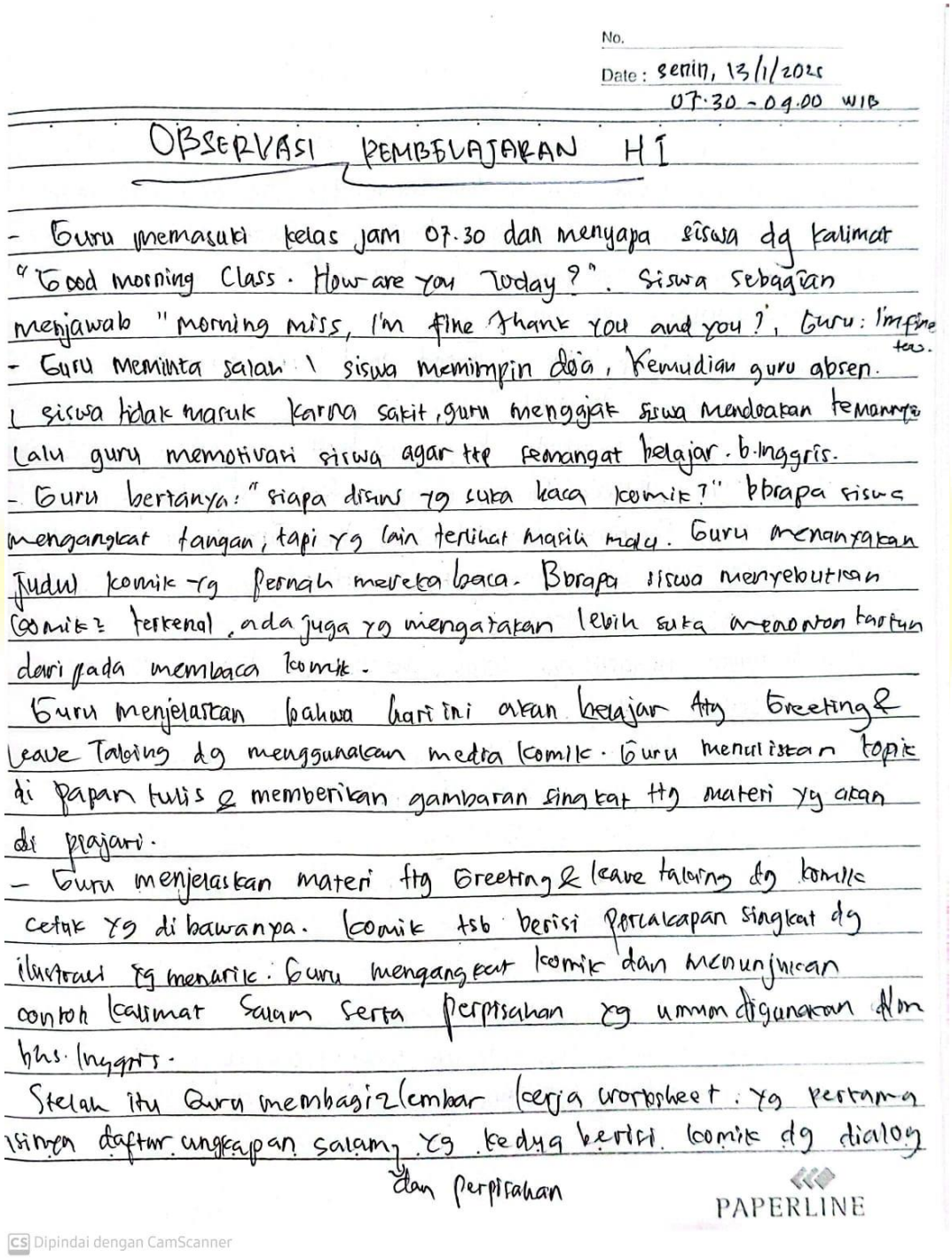
APPENDICES

APPENDICES

Appendix 1

Results of the observations (Handwritten)



No.

Date : senin, 13/1/2025
07.30 - 09.00 WIB

OBSERVASI PEMBELAJARAN HI

- Guru memasuki kelas jam 07.30 dan menyapa siswa dg kalimat "Good morning Class. How are you Today?". Siswa sebagian menjawab "morning miss, I'm fine thank you and you?', Guru: I'm fine too.
- Guru meminta salah 1 siswa memimpin doa, Kemudian guru absen. 1 siswa tidak masuk karena sakit, guru menggajak siswa mendoakan temannya lalu guru memotivasi siswa agar tetp semangat belajar. b.Inggris.
- Guru bertanya: "siapa disini yg suka baca komik?" bbrapa siswa mengangkat tangan, tapi yg lain terlihat masih malu. Guru menanyakan judul komik yg pernah mereka baca. Bbrapa siswa menyebutkan Comic terkenal, ada juga yg mengatakan lebih suka menonton kartun dari pada membaca komik.

Guru menjelaskan bahwa hari ini akan belajar tntg Greeting & Leave Taking dg menggunakan media komik. Guru menuliskan topik di papan tulis & memberikan gambaran singkat ttg materi yg akan di pajari.

- Guru menjelaskan materi ttg Greeting & leave taking dg komik cetak yg di bawanya. komik tsb berisi percakapan singkat dg ilustrasi yg menarik. Guru mengangkat komik dan menunjukkan contoh kalimat Salam serta perpisahan yg umum digunakan dlm bhs. Inggris.

Stelah itu Guru membagi lembar kerja worksheet. yg pertama isinya daftar ungkapan salam yg kedua berisi komik dg dialog dan perpisahan

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Date :

Singkat. Guru meminta siswa membaca dan memahami komik tsb. Kemudian mengkategorikan dialog dlm komik tsb termasuk ungkapan greeting / leave taking. Lalu guru bertanya "ungkapan apa yg dipakai di gambar komik pertama dan kedua?" siswa yg sudah paham menjawabnya.

Guru memberi umpan balik "Good job! Mereka dari kalian sudah bisa memahami dg baik".

Lalu siswa dibagi menjadi kelompok kecil yg beranggota 2 sampai 3 orang. Mereka diminta mengisi dialog dlm komik sesuai materi Greeting & leave taking. Beberapa siswa terlihat berdiskusi dg baik dan semangat, sementara yg lain masih mencoba memahami isi komik.

- Guru berjalan mengelilingi kelas, mengamati diskusi siswa dan memberikan arahan.

Salah 1 siswa mengangkat tangan dan bertanya ttg perbedaan "Goodbye" dan "see you later".

Guru menjelaskan bahwa "Goodbye" lebih umum digunakan untuk perpisahan yg tidak pasti kapan bertemu lagi, Sementara "see you later" digunakan ketika ada kemungkinan untuk bertemu lagi dlm waktu dekat.

"Bagus sekali pertanyaannya".

~~Setelah~~ Guru meminta siswa untuk mempraktekan dialog yg telah mereka lengkapi dlm komik. Setiap kelompok memilih 2 anggota utk bermain peran. di depan kelas.

PAPERLINE

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Beberapa siswa tampak percaya diri sementara yg lain masih malu-malu. Hanya 1 kelompok yg berani maju mempresentasikan. Guru memberi dorongan agar mereka berani berbicara di depan temannya.

" Coba bicaranya lebih lantang dan percaya diri, tunjukan bahwa sudah paham materi dg baik"

Setelah itu guru memberi umpan balik mengenai penggunaan bahasa, intonasi, & ekspresi siswa saat bicara. Guru juga mencatat beberapa kesalahan umum dan menjelaskannya kembali kpd siswa.

" Sudah cukup Bagus, tapi masih ada bbrpa yg perlu diperbaiki. Misalnya, saat menggunakan "see you later" perhatikan bhw konteksnya sesuai dg situasi perpisahan yg lebih "formal,"

Refleksi guru bertanya, "apa yg telah kita pelajari hari ini?" Beberapa siswa dg antusias menjawab bhwa mereka telah belajar ttg Greeting & leave taking dlm bhs Inggris dan penggunaannya sharis.

Guru meminta siswa berpikir bagaimana mereka bisa menerapkan materi dlm kehidupan sharis." kapan kalian akan menggunakan ungkapan ini?". Siswa menjawab dg berbagai jwbn. spti ketika bertemu teman baru, saat berbicara dg guru dlm bhs Inggris.

Sbelum menutup kelas, guru memberikan tugas kepada siswa untuk membuat komik pendek dg kelompoknya.

yaitu tentang percakapan Greeting & leave taking. Siswa diperbolehkan menggambar secara manual / menggunakan aplikasi digital.

Kemudian guru menutup pembelajaran dg memberikan apresiasi kpd seluruh siswa atas partisipasi mereka.

" Great job today, everyone! See you next class!"

Siswa : " See you later, miss!"

Guru mengizinkan kelas dan siswa mulai beres2 buku dan bersiap ttg tugas yg di berikan.

No.

Date : Rabu, 15/1/25
12.15 - 13.45

✻ Observasi Pembelajaran Meeting 2

Bel masuk setelah istirahat.
Beberapa siswa membincangkan ttg tugas dari bu purwani. Dan saling menunjukkan komik hasil kerja kelompok mereka.
Guru masuk kelas. "Good morning class! Are you ready to present your work today?". Hanya 1, 2 anak yg menjawab "Yes Miss!"
Guru mengingatkan ttg tugasnya, dan memberitahu bhw nanti mereka disuruh presentasi komik yg tlh mereka buat.
→ Guru memulai pembelajaran menyuruh salah 1 memimpin do'a. Stlh itu Guru mengabsen siswa. Dan mengapresiasi kelompok yg sudah siap untuk maju dg tugasnya.
" Saya sangat senang melihat beberapa dari kalian begitu bersemangat! Saya yakin presentasi kalian akan menarik!.
→ Setelah itu guru memberi instruksi bhwa stiap kelompok akan maju satu per satu.
kelompok pertama maju ke depan dg percaya diri. Salah 1 anggota kelompok memegang kertas komik dan mulai menjelaskan isi cerita. "komik kami menceritakan ttg 2 sahabat yg bertemu disekolah dan menggunakan ungkapan salam 'Good morning'" dan "How are you? - . Guru mendengarkan dg seksama. Stlh kelompok 1 selesai guru memberi apresiasi
" Good job! kalian sudah menggunakan ekspresi dg baik. Namun coba perhatikan lg intonasi saat berbicara. biar lebih natural!"
Kelompok demi kelompok maju presentasi hasil kerja mereka.

PAPERLINE
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Beberapa kelompok mempresentasikan dg percaya diri dan lancar saat menjelaskan, namun ada juga yg masih trlihat gugup.
Guru memberi dorongan kpd siswa yg tampak ragu "Ayo kalian pasti bisa jgn takut salah, ini kesmptn utk blajar brsama". Bbrapa siswa menambahkan humor jadi suasana kelas tampak hidup.
Salah satu siswa bertanya "Misss kalau ketemu tmn tpi lupa namanya, harus bilang apa?, Guru senyum dn mngwb "bisa bilang. 'Hey! Nice to see you again!" atau cukup "Hi! How have you been?' tanpa harus menyebut nama kalau lupa yg pntg ttp sopan dan ramah!"
Setelah smua kelompok slesai, guru memberi umpan balik kpd seluruh siswa "Saya sgt senang dg kreativitas kalian! Bnyk dri klian sudah memahami konsep Greeting and leave taking dg baik. Mskipun ada bbrpa hal yg harus kalian perbaiki, spsti pelafalan dan intonasi. coba lebih pcaya diri saat bicara dg bhs inggris."
Untuk menutup pmbljrn guru brtanya pd siswa "Apa yg kita plajari dari presentasi hari ini?"
Ada siswa yg menjawab bhwa mreka memahami ttg penggunaan salam dan sapaan dlm shari?,
Ada juga yg mengatakan bhw mereka bljr bagaimana cara berbicara lebih percaya diri di depan org lain
Guru memberi apresiasi kpd seluruh klas atas

kerja keras mereka "sy bangga dg usaha klian! smoga penglmn ini membantu klian lbih pcaya diri dlm brbicara bhs inggris." Guru menutup pljrn dg do'a & salam prpisahan "see you next class!"
siswa menjwb "see you later miss!". Guru meninggalkan klas.

No.

Date : Senin, 20/11/25
07.30

OBSERVASI H3

Guru memasuki ruang kelas, siswa yg sudah duduk rapi menyapa "Good morning miss!" dg senyum dan semangat guru menjawab "Good morning everyone! How are you today?" bbrpa siswa menjwb "Im fine thank you" namun ada bbrpa siswa yg diam masih malu².

Guru meminta salah1 siswa memimpin doa.
stlh itu absen, satu-satu sambil mengebut nama mrka, sesekali guru mengajukan prtnyaan ringan "How was your weekend?" "Bgm liburannnu kmarn?" siswa yg ditanya tmpk pada senang dan ada yg malu².
Sebelum memulai materi guru mengjk siswa permainan "Whispering Game" ⇒ Guru membisikkan sbuah kalimat dlm bhs Ing. kpd 1 siswa di barisan depan, dan siswa tsb menerusikan pesan ke belakang hingga siswa trakir menyebutkan kmbli klimat tsb dg lantang.
⇒ Guru membagikan komik edukatif kpd siswa dan meminta mereka mengamati isi komik tsb. "Look at these comic. What do you see?" Info apa yg dpt lelian temukan didlmnya?. Bbrapa siswa mjawab. "names, hobbies, & places"
"That's correct! Good job!" kt. guru.
⇒ Guru bertanya "Apa yg harus kita perhatikan saat

PAPERLINE

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No.

Date :

menulis / mengucapkan introduction?

Siswa mulai berdiskusi dg tmn sbangku. Ada siswa yg menjawab bernama Rini, " kita harus menyebutkan nama, umur, dan asal kita. "

" Thats great point of Rini ". " But there's more, let's find out together "

→ Guru membagi siswa dlm klmpk kecil berdasrkn tingkat pemahaman mereka.

Stiap klmpk di beri LKPD yg berisi pertanyaan² seputar teks Intro. Siswa disuruh mencari jwbn dg membaca komik dan mencari referensi tambahan dari buku / internet.

→ Guru keliling & mengamati stiap kelompok. Dan membantu salah satu kelompok yg tampk kebingungan. " Miss bolehkah jika sy menggunakan kalimat ' I am liking football ? " tanya siswa " That close, tpi kurang tepat. Sebaiknya kamu harus mengatakan ' I like football " karna ' like ' adalh stative verb.

↑ Guru menjawab sambil menuliskan cth di papan. " Try again "

Stlh berdiskusi & mengumpulkan info, stiap klmpk diminta presentasi. Siswa bernama Budi maju dan mulai menyampaikan " Good morning, everyone. My name is Budi. I am twelve y.o. I live in Purbalinga. I like playing badminton. ".

Siswa lain mendengarkan, dan guru memberi umpan balik " Great introd, Budi! Namun jgn lupa utk memberi jeda sbntr diantara kalimat agar lebih natural. Let's try again together ".

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No.

Date :

Siswa lain pun ikut latian ulang dan menyesuaikan intonasi & jeda.
⇒ Guru & siswa sama² menyimpulkan elemn² pnting dlm teks.
" Jadi, apa yg harus sllu kita sertakan dlm intro kita?
Siswa jwb " nama, umur, hobi, tmpt tinggl"
" excellent, and what about grammar?.
Guru memandu siswa jwb, " kta bisa menggunakan I'am for our nameand age, an 'I like" for hobbies.

Penutup . . . .

• Hari ini, kita tlah bljr cara mmpknlkan diri dg benar. Bag. apa yg plg menantang bagi kalian?". Ada yg mnjwb : " Bnyk miss".
Thats ok. Terusan brlatih, nnti klian akan mnjdi lbih phan.
Mempelajari ssuatu emg btuh waktu, tpi klian sudah mlakukannya dg baik.
= Sblum mnunggalkan kls guru memberi tugas individu pd siswa.
" Utk pntmuan kta brikutnya, silakan tulis piknalan kalian sndiri & buat komik introduction! Jadikan sekreatif mungkin.
" Yes miss."
Guru meminta slh 1 memimpin doa dan " Al right. see you next time. have a great day". " See you miss"

PAPERLINE

CS Dipindai dengan CamScanner

No.

Date : 12.15

OBSERVASI H9 , Rabu, 22 Januari 2025

Guru memasuki Ruang kls.

"Good afternoon everyone." " Good afternoon miss".

"How are you today?" " I'm fine thank you and you."

" Im great, thank you. Now, lets start our lesson by praying together."

Salah 1 siswa memimpin doa.

stlh itu guru mengabsen siswa. kmudian mmberi sdikit motivasi singkat ttg pentingnya ketrmpln introduc. dlm kehid. sharir.

" kalian tau ngga kmampuan mmperkenalkan diri itu sgt pnting bak di ling. skolah maupun nnt saat udh kerja. Jadi, hari ini kita akan membahas tugas yg sdh Klian kerjakan dan bgaimna cara membuat introdu. mnjd. lbih baik."

=> Guru meminta bbrp siswa mmbacakan teks intro. yg tlh mrka buat sbg tugas individu pd prtmuan sblmnya.

-> Guru menunjuk siswa bnama Rian.

· Dia maju dg sdikit gugup dan malu. " Good afternoon. My name is Rian. I am thirteen years old. I live in PBE. I like playing football & reading books."

Lalu sekelas tepuk tangan.

" Good job Rian, " perkenalanmu sudah jelas. Coba lbih percaya diri, ok? Let's practice together ... lalu Guru memintra siswa lain untuk membaca dg lbih lantang dan percaya diri.

PAPERLINE

Dipindai dengan CamScanner

Guru memberikan pertanyaan kpd kelas " Apa sj aspek penting dlm teks introd. yg hrus di perhatikan?.
Siswa mulai memikirkan. kemudian ada yg menjwb " name, age, hobby, where we live.".
" Great answer. tapi jangan lupa juga struktur kalimat dan grammar ya." kata guru. Sambil menulis poin2 penting di papan tulis.
Siswa terlihat mulai merevisi teks introd. mereka berdasrkan masukan guru.
Bbrpa siswa tampak berdiskusi dg tmn sbangku.
Guru keliling dan memberi arahan.
- Siswa berpasangan melakukan peerreview teks introd. mereka. slg membaca dan memberi masukan.
Guru meminta bbrp siswa untuk membaca ulang tcks yg tlah di perbaiki. Salah 1 siswa bernama intan maju dan membacakan hasilnya. Guru memberi umpan balik.
" Good job intan, pronounciationmu jauh lbih baik skrg terus berlatih ya."
Stelah sesi revisi, siswa mulai mengumpulkan tugas individu mereka yg dlm bentuk komik. Bu guru memilih 1 komik dan meminta siswa yg membuatnya utk menjelaskan hasilnya.
Seorang siswa bernama dani maju " ini komik saya. menjelaskan ttg pengalaman diri saya dan hobi saya."
" Wow Dani this is very creative. Great job.
Smua siswa tepuk tangan.
→ Guru dan siswa menyimpulkan point penting " what have we learned today?
Siswa menjawab : Cara memperkenalkan diri dg baik.
" exactly! Dan jgn lupa, latihan itu penting ya." kata guru.
→ Guru memberi refleksi singkat
" Hari ini kita bljr cara introduc. dg benar. Bagian mna yg masih kalian bingungkan? Siswa : " tdk ada miss".
Kemudian guru memberitau keg. yg akn dilakukan pert. slnjtnya.
Kmudian guru meminta siswa kimpin doa.
" Ok. Thank yo for today." Allright see you next time Have a great day"
" Yes miss, see you miss".

Appendix 2

FIELD NOTE

FIELD NOTE

(Catatan Lapangan)

Date : 13/1/2025
Meeting : 1

No	Activity	Note
1.	**Exploration**	
	a. The teacher involves learners in seeking broad and deep information about the topic/theme of the material to be learned by applying the principles of *alam takambang jadi guru* and learning from various sources.	-
	b. The teacher uses a variety of learning approaches, learning media, and other learning resources.	The teacher uses printed comic media to explain the material, distributes worksheets to students consisting of a list of expressions and short comics.
	c. The teacher facilitates interaction between learners as well as between learners and teachers, the environment, and other learning resources.	The teacher asks students to discuss in small groups to identify greetings and farewells in comics, then discuss the answers together as a class.
	d. The teacher actively involves learners in every learning activity.	Students actively answer teacher questions and are involved in group discussions. The teacher goes around the classroom to observe and guide students who are experiencing difficulties.
	e. The teacher facilitates learners to conduct experiments in the laboratory, studio, or field.	-
2.	**Elaboration**	
	a. The teacher gets learners used to reading and	The teacher gives assignments to students to complete the dialogue in the comic that has been given with appropriate greetings and farewell expressions.

	writing through certain meaningful tasks.	
	b. The teacher facilitates learners through assignments, discussions, and other activities to generate new ideas, both orally and in writing.	-
	c. The teacher provides opportunities for learners to think, analyze, solve problems, and act without fear.	The teacher gives students the opportunity to discuss the results of their work before presenting it to the class. Some students were enthusiastic, while others were hesitant.
	d. The teacher facilitates learners in cooperative and collaborative learning.	The teacher divides students into small groups and asks them to discuss before doing their respective assignments.
	e. The teacher facilitates learners to compete in a healthy manner to improve learning achievement.	-
	f. The teacher facilitates learners in making exploration reports, both orally and in writing, individually or in groups.	The teacher goes around the class to observe and guide students who have difficulty doing assignments.
	g. The teacher facilitates learners in presenting the results of individual and group work.	Each group is asked to present the results of their discussion in front of the class. The teacher gave feedback, *"Your presentation was good, but pay attention to intonation and clarity when speaking, OK?. (Translated)."*
	h. The teacher facilitates learners in organizing exhibitions, tournaments, festivals, and product showcases.	-
	i. The teacher facilitates learners in engaging in activities that foster pride and self-confidence.	-
3.	**Confirmation**	
	a. The teacher provides positive feedback and reinforcement in the form	The teacher gave feedback to the students, *"It's pretty good, but there are still some things that need improvement. For example, when using 'See you*

	of oral, written, gestures, and gifts for students' success.	*later,' make sure that the context is appropriate for a more informal farewell situation. (Translated)."*
	b. The teacher provides confirmation of the results of students' exploration and elaboration through various sources.	The teacher notes some common mistakes students make and explains them back to the whole class to ensure better understanding.
	c. The teacher facilitates learners to reflect on their learning experiences.	The teacher asks the students, *"What have we learned today?. (Translated)."* Students answered that they had learned about greetings and farewells in English and how to use them in everyday conversations.
	d. The teacher facilitates students in gaining meaningful experiences to achieve basic competencies.	-
	e. The teacher serves as a resource person and facilitator in answering students' questions, using standard and correct language.	The teacher provides additional explanations if there are students who are still confused about the use of expressions in dialogue.
	f. The teacher helps students solve problems.	-
	g. The teacher provides references so that students can check the results of their exploration.	-
	h. The teacher provides information for further exploration.	-
	i. The teacher provides motivation to learners who are less active or have not participated actively.	The teacher provides motivation to students who are still shy about speaking in front of the class, *"Try speaking more loudly and confidently, you already understand the material well! (Translated)."*

FIELD NOTE

(Catatan Lapangan)

Date : 15/1/2025

Meeting : 2

No	Activity	Note
1.	**Exploration**	
	a. The teacher involves learners in seeking broad and deep information about the topic/theme of the material to be learned by applying the principles of *alam takambang jadi guru* and learning from various sources.	-
	b. The teacher uses a variety of learning approaches, learning media, and other learning resources.	Teachers use comic media as a tool in learning.
	c. The teacher facilitates interaction between learners as well as between learners and teachers, the environment, and other learning resources.	The teacher asks each group to come forward to present their comic results and provide feedback.
	d. The teacher actively involves learners in every learning activity.	Students actively prepare and present their assignments, as well as interact in question and answer sessions.
	e. The teacher facilitates learners to conduct experiments in the laboratory, studio, or field.	-
2.	**Elaboration**	
	a. The teacher gets learners used to reading and writing through certain meaningful tasks.	Students were given the task of making a comic with the theme Greeting and Leave-Taking which they had prepared previously.
	b. The teacher facilitates learners through assignments, discussions,	Students explain the content of their comic and how they choose appropriate expressions in dialogue.

	and other activities to generate new ideas, both orally and in writing.	
	c. The teacher provides opportunities for learners to think, analyze, solve problems, and act without fear.	Teachers guide students who are still unsure about delivering presentations and provide motivation to be more confident.
	d. The teacher facilitates learners in cooperative and collaborative learning.	Students work in groups to display their work and provide input to each other in discussion sessions.
	e. The teacher facilitates learners to compete in a healthy manner to improve learning achievement.	-
	f. The teacher facilitates learners in making exploration reports, both orally and in writing, individually or in groups.	The teacher asks students to explain the results of their work in oral form through group presentations.
	g. The teacher facilitates learners in presenting the results of individual and group work.	Each group is given the opportunity to present the results of their work in front of the class.
	h. The teacher facilitates learners in organizing exhibitions, tournaments, festivals, and product showcases.	-
	i. The teacher facilitates learners in engaging in activities that foster pride and self-confidence.	Teachers give praise and appreciation to students who appear confident in presentations. *"Good job! You have used your expressions well. However, try paying more attention to your intonation when you speak so that it sounds more natural. (Trabslated)."*
3.	**Confirmation**	
	a. The teacher provides positive feedback and reinforcement in the form of oral, written, gestures, and gifts for students' success.	The teacher provides positive feedback and emphasizes aspects that need improvement such as *"I am very happy with your creativity! Many of you already understand the concept of Greeting and Leave-Taking well. However, there are several things that need improvement, such as pronunciation and intonation. (Translated)."*

	b. The teacher provides confirmation of the results of students' exploration and elaboration through various sources.	The teacher confirms that students have understood the concept of Greeting and Leave-Taking well.
	c. The teacher facilitates learners to reflect on their learning experiences.	The teacher asks students about the lessons they got from the presentation. *"What did you learn from today's presentation?. (Translated)."*
	d. The teacher facilitates students in gaining meaningful experiences to achieve basic competencies.	The teacher gave appreciation to all students for their efforts. *"I'm proud of your efforts! I hope this experience helps you be more confident in speaking English. (Translated)."*
	e. The teacher serves as a resource person and facilitator in answering students' questions, using standard and correct language.	The teacher answers students' questions about how to greet someone when they forget their name by providing alternative examples.
	f. The teacher helps students solve problems.	Teachers guide students who still have difficulty understanding concepts and provide encouragement.
	g. The teacher provides references so that students can check the results of their exploration.	-
	h. The teacher provides information for further exploration.	-
	i. The teacher provides motivation to learners who are less active or have not participated actively.	The teacher provides encouragement to students who are still hesitant to speak in front of the class.

FIELD NOTE

(Catatan Lapangan)

Date : 20/1/2025

Meeting : 3

No	Activity	Note
1.	**Exploration**	
	a. The teacher involves learners in seeking broad and deep information about the topic/theme of the material to be learned by applying the principles of *alam takambang jadi guru* and learning from various sources.	The teacher asks students to observe an educational comic about the introduction before starting the class discussion.
	b. The teacher uses a variety of learning approaches, learning media, and other learning resources.	Teachers use comic media as a tool in introductory learning.
	c. The teacher facilitates interaction between learners as well as between learners and teachers, the environment, and other learning resources.	The teacher asks students to work in groups and discuss the information found in the comic.
	d. The teacher actively involves learners in every learning activity.	Students actively observe, discuss and present their findings in the introduction.
	e. The teacher facilitates learners to conduct experiments in the laboratory, studio, or field.	-
2.	**Elaboration**	
	a. The teacher gets learners used to reading and writing through certain meaningful tasks.	Students create an introduction text based on their analysis of the given comic.
	b. The teacher facilitates learners through assignments, discussions, and other activities to	Students explain the results of the discussion and improve the introduction text based on feedback from friends and teachers.

	generate new ideas, both orally and in writing.	
	c. The teacher provides opportunities for learners to think, analyze, solve problems, and act without fear.	Teachers guide students who are still unsure about delivering presentations and provide motivation to be more confident.
	d. The teacher facilitates learners in cooperative and collaborative learning.	Students work in groups to compose and refine their introduction before presentation.
	e. The teacher facilitates learners to compete in a healthy manner to improve learning achievement.	-
	f. The teacher facilitates learners in making exploration reports, both orally and in writing, individually or in groups.	The teacher asks students to present the results of their discussion in oral form.
	g. The teacher facilitates learners in presenting the results of individual and group work.	Each group is given the opportunity to present the results of their work in front of the class.
	h. The teacher facilitates learners in organizing exhibitions, tournaments, festivals, and product showcases.	-
	i. The teacher facilitates learners in engaging in activities that foster pride and self-confidence.	Teachers give appreciation to students who appear confident during presentations. *"Good job! You have spoken well, but try to pay attention to your intonation so it sounds more natural. (Translated)."*
3.	**Confirmation**	
	a. The teacher provides positive feedback and reinforcement in the form of oral, written, gestures, and gifts for students' success.	Teachers provide positive feedback to students by highlighting aspects that need improvement, such as pronunciation and clarity of intonation. *"I'm happy to see you guys trying hard! Some of you are already very good, but keep practicing okay! (Translated)."*
	b. The teacher provides confirmation of the results of students' exploration and	The teacher confirms that students have understood the introduction concept well.

	elaboration through various sources.	
	c. The teacher facilitates learners to reflect on their learning experiences.	The teacher asks students about the most challenging part of today's activities. *"What do you find difficult in introducing yourself?. (Translated)."*
	d. The teacher facilitates students in gaining meaningful experiences to achieve basic competencies.	The teacher gives appreciation to all students. *"I'm proud of your efforts! Keep practicing to become more confident in speaking English. (Translated)."*
	e. The teacher serves as a resource person and facilitator in answering students' questions, using standard and correct language.	The teacher explains how to compose correct sentences in the introduction by providing examples of improvements.
	f. The teacher helps students solve problems.	The teacher guides students who have difficulty understanding grammar in the introduction.
	g. The teacher provides references so that students can check the results of their exploration.	-
	h. The teacher provides information for further exploration.	-
	i. The teacher provides motivation to learners who are less active or have not participated actively.	The teacher provides encouragement to students who are still shy about speaking. *"Don't be afraid of making mistakes! The important thing is to dare to try. (Translated)."*

FIELD NOTE

(Catatan Lapangan)

Date : 22/1/2025

Meeting : 4

No	Activity	Note
1.	**Exploration**	
	a. The teacher involves learners in seeking broad and deep information about the topic/theme of the material to be learned by applying the principles of *alam takambang jadi guru* and learning from various sources.	The teacher asks students to reflect on the individual assignments they have made regarding the introduction before starting the class discussion.
	b. The teacher uses a variety of learning approaches, learning media, and other learning resources.	Teachers use comic media as a tool in introductory learning.
	c. The teacher facilitates interaction between learners as well as between learners and teachers, the environment, and other learning resources.	The teacher asks students to read their introduction text and provide feedback on the assignments they have made.
	d. The teacher actively involves learners in every learning activity.	Students actively read, revise, and discuss their introduction with their classmates and teachers.
	e. The teacher facilitates learners to conduct experiments in the laboratory, studio, or field.	-
2.	**Elaboration**	
	a. The teacher gets learners used to reading and writing through certain meaningful tasks.	Students revise the introduction text and put it into comic form.
	b. The teacher facilitates learners through assignments, discussions, and other activities to	Students explain the content of their comic and the reasons for choosing certain expressions in the introduction.

	generate new ideas, both orally and in writing.	
	c. The teacher provides opportunities for learners to think, analyze, solve problems, and act without fear.	Teachers guide students who still have difficulty delivering presentations and provide motivation to be more confident.
	d. The teacher facilitates learners in cooperative and collaborative learning.	Students work in groups to provide input to each other regarding the introduction they have created.
	e. The teacher facilitates learners to compete in a healthy manner to improve learning achievement.	-
	f. The teacher facilitates learners in making exploration reports, both orally and in writing, individually or in groups.	The teacher asks students to explain the results of their work in oral form through group presentations.
	g. The teacher facilitates learners in presenting the results of individual and group work.	Each group is given the opportunity to present the results of their work in front of the class
	h. The teacher facilitates learners in organizing exhibitions, tournaments, festivals, and product showcases.	-
	i. The teacher facilitates learners in engaging in activities that foster pride and self-confidence.	Teachers give praise and appreciation to students who appear confident in presentations. *"Good job! Your introduction text is good, but try to be more expressive when you speak. (Translated)."*
3.	**Confirmation**	
	a. The teacher provides positive feedback and reinforcement in the form of oral, written, gestures, and gifts for students' success.	Teachers provide positive feedback to students and highlight aspects that need improvement such as pronunciation and intonation. *"I love your creativity! Some are already very good, but make sure you speak with more confidence. (Translated)."*
	b. The teacher provides confirmation of the results of students' exploration and	The teacher confirms that students have understood the introduction concept well.

	elaboration through various sources.	
	c. The teacher facilitates learners to reflect on their learning experiences.	The teacher asks students about the lessons they got from the presentation. *"What did you learn from today's activities?. (Translated)."*
	d. The teacher facilitates students in gaining meaningful experiences to achieve basic competencies.	The teacher gave appreciation to all students for their efforts. *"I'm proud of your efforts! I hope this experience makes you more confident in speaking English. (Translated)."*
	e. The teacher serves as a resource person and facilitator in answering students' questions, using standard and correct language.	The teacher answers students' questions regarding the use of personal pronouns in the introduction text with simpler examples.
	f. The teacher helps students solve problems.	The teacher guides students who still have difficulty understanding the sentence structure in the introduction and provides encouragement.
	g. The teacher provides references so that students can check the results of their exploration.	-
	h. The teacher provides information for further exploration.	-
	i. The teacher provides motivation to learners who are less active or have not participated actively.	The teacher provides encouragement to students who are still hesitant to speak in front of the class. *"Don't be afraid of making mistakes, the important thing is that you try!. (Translated)."*

Appendix 3

LESSON PLAN

A. Material: Greeting and Leave Taking

MODUL AJAR BAHASA INGGRIS FASE D KELAS VII
Materi: Greeting and Leave Taking

No.	Komponen	Deskripsi / Keterangan
1.	**Informasi Umum Perangkat Ajar**	
	Nama Penyusun	Purwani Rahayuningsih, S.S.
	Nama Institusi	SMP Negeri 5 Mrebet
	Tahun Penyusunan Modul Ajar	2024
	Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
	Kelas	VII (Tujuh)
	Alokasi Waktu	2 Jam Pelajaran (JP) = 2 x 40 menit
2.	**Capaian dan Tujuan Pembelajaran**	
	Tujuan Pembelajaran (TP) Goal	Peserta didik mampu memahami dan menggunakan ungkapan "Greeting" dan "Leave Taking" dalam konteks kehidupan sehari-hari dengan tepat.
	Tujuan Pembelajaran (TP) Objective	1. Peserta didik dapat mengidentifikasi berbagai ungkapan sapaan dan perpisahan dalam Bahasa Inggris. 2. Peserta didik dapat menggunakan ungkapan sapaan dan perpisahan secara lisan dalam dialog sederhana. 3. Peserta didik mampu menciptakan dialog sederhana menggunakan ungkapan sapaan dan perpisahan.
	Elemen/Domain CP	Membaca – Memirsa Menyimak – Berbicara (Listening – Speaking) Menulis - Mempresentasikan
	Konsep Utama dan Essential Question(s)	Melakukan pembukaan dengan salam pembuka dan berdoa dilanjutkan dengan memeriksa kehadiran peserta didik. Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari dalam kehidupan sehari-hari dan menyampaikan tujuan pembelajaran. Pertanyaan pemantik : 1. How are you today? 2. How you greet someone in the morning? 3. What will you say if someone help you?
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	1. Mengetahui ungkapan memberikan salam, perpisahan , berterima kasih dan meminta maaf serta menggunakannya dalam kehidupan sehari-hari. 2. Memahami penggunaan dan mengungkapkan kalimat dalam bentuk sederhana
3.	**Profil Pelajar Pancasila**	

	Profil Pelajar Pancasila yang berkaitan	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. 2. Berkebinekaan Global 3. Bernalar Kritis
4.	**Sarana dan Prasarana**	
	Fasilitas	1. LCD Projector 2. Komputer/laptop 3. Jaringan internet 4. Papan tulis, spidol, dan penghapus
	Lingkungan Belajar	Kelas dan Lab Komputer
5.	**Target Peserta Didik**	
	Kategori Peserta Didik	Siswa reguler
6.	**Jumlah Peserta Didik**	36 siswa
7.	**Strategi, Model dan Teknik Pembelajaran**	• **Strategi Pembelajaran**: Pembelajaran Aktif (Active Learning) • **Model Pembelajaran**: Model Kooperatif Tipe Think-Pair-Share • **Teknik Pembelajaran**: Diskusi kelompok kecil, bermain peran (role-playing), dan presentasi hasil karya siswa.
8.	**Asesmen**	

Asesmen Awal
Soal:

1. Apa yang kamu katakan saat bertemu teman di pagi hari dalam Bahasa Inggris?
2. Bagaimana kamu mengucapkan selamat tinggal kepada seseorang di malam hari dalam Bahasa Inggris?
3. Apa arti dari kata "Goodbye"?

Rubrik Penilaian Asesmen Awal:

Kriteria	Kurang Paham	Cukup Paham	Paham
Identifikasi Ungkapan	Tidak dapat menjawab atau salah semua	Menjawab sebagian dengan benar	Menjawab semua dengan benar
Penggunaan Bahasa	Tidak dapat mengucapkan ungkapan dengan benar	Mengucapkan sebagian ungkapan dengan benar	Mengucapkan semua ungkapan dengan benar

Dipindai dengan CamScanner

9. Langkah – Langkah Pembelajaran

A. Pendahuluan (10 menit)

- Guru mengucapkan salam dan bertegur sapa dengan siswa.
- Guru mengajak siswa untuk berdo'a sebelum memulai pembelajaran.
- Guru memeriksa kehadiran dan kesiapan siswa.
- Guru mengingatkan kembali keyakinan kelas dan kesepakatan Mapel Bahasa Inggris
- Guru menyampaikan Tujuan Pembelajaran
- Guru menginformasikan materi yang akan dipelajari dan memberikan gambaran umum tentang manfaatnya.
- Mengaitkan materi dengan pengalaman siswa.

Formatif asesmen yang bisa dilakukan selama kegiatan berlangsung:

✓ Guru memperhatikan apakah siswa aktif berpartisipasi (menjawab pertanyaan dengan menyebutkan atau gerakan non verbal (geleng-geleng, dan anggukangguk, atau menjawab ya atau tidak)

B. Kegiatan Inti (60 menit)

1) Eksplorasi

- Guru membagikan lembar kerja berisi daftar ungkapan sapaan dan perpisahan serta komik singkat yang berisi ilustrasi percakapan sapaan dan perpisahan dalam Bahasa Inggris.
- Siswa dalam kelompok kecil membaca dan mendiskusikan daftar ungkapan tersebut, kemudian mendiskusikan konteks sapaan dan perpisahan yang digunakan dalam dialog komik.

2) Elaborasi

- Guru membagikan komik digital interaktif dengan dialog kosong untuk diisi siswa.
- Peserta Didik berlatih dalam kelompok kecil mengisi dialog kosong dalam komik tersebut dengan menggunakan ekspresi greeting dan leave-taking yang sesuai.

3) Konfirmasi

- Peserta didik mempraktikkan dialog yang telah dilengkapi di depan kelas
- Guru memberikan apresiasi dan catatan perbaikan secara positif.

C. Penutup

1) Guru merefleksikan pembelajaran bersama peserta didik dengan bertanya
   - Apa yang kamu pelajari hari ini?
   - Kapan kamu akan menggunakan ungkapan ini di kehidupan nyata?
2) Guru memberikan arahan terkait dengan asesmen akhir

Dipindai dengan CamScanner

10. Asesmen Akhir

Peserta didik membuat dialog dalam bentuk komik yang memuat:

- ✓ Ungkapan Greeting dan Leave Taking
- ✓ Konteks formal dan informal
- ✓ Setidaknya dua tokoh dengan balon percakapan
- ✓ Komik dapat berupa gambar tangan atau menggunakan aplikasi

Rubrik Penilaian Asesmen Akhir:

Kriteria	Berkembang	Layak	Cakap	Mahir
Identifikasi Ungkapan	Tidak dapat menyertakan ungkapan sapaan dan perpisahan dengan benar	Menggunakan sebagian ungkapan dengan benar	Menggunakan semua ungkapan dengan benar	Menggunakan ungkapan dengan sangat tepat dan relevan
Kreativitas	Tidak ada ilustrasi atau dialog kurang menarik	Ilustrasi sederhana tetapi kurang mendukung dialog	Ilustrasi dan dialog cukup mendukung	Ilustrasi dan dialog sangat mendukung dengan kreativitas tinggi
Struktur Dialog	Tidak Runtut	Cukup Runtut	Runtut	Sangat runtut
Penggunaan bahasa	Banyak kesalahan	Beberapa kesalahan	Sedikit kesalahan	Tidak ada kesalahan

11. Sumber Belajar

- ➢ Video pembelajaran dari You Tube
- ➢ Buku Teks bahasa Inggris Kurikulum Merdeka
- ➢ Aplikasi pembuat komik seperti Pixton atau Canva

12. ***Refleksi***

Di akhir pembelajaran guru bersama peserta didik melakukan refleksi pembelajaran

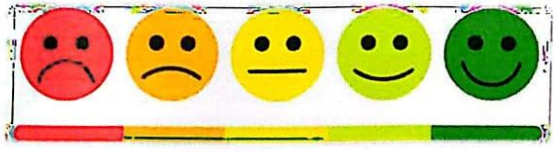
1) Refleksi guru

- ➢ Kendala apakah yang ditemukan guru dalam melaksanakan pembelajaran materi ini?
- ➢ Apakah solusi yang diambil oleh guru untuk mengatasi kendala yang ditemukan selama pembelajaran?
- ➢ Langkah apa yang dilakukan guru jika tujuan pembelajaran belum tercapai?
- ➢ Apakah perubahan yang akan dilakukan pada pertemuan berikutnya untuk mencapai tujuan pembelajaran?

2) Refleksi siswa

- ➢ Bagaimanakah perasaan kalian selama mengikuti pembelajaran hari ini?
- ➢ Kesulitan apakah yang kalian temukan saat pembelajaran?
- ➢ Langkah apa yang kalian lakukan untuk mengatasi kesulitan yang kalian temukan?

Circle the emoji to describe your feeling after learning the material?



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Glosorium

greeting	: memberi salam
thanking	: berterima kasih
apologizing	: meminta maaf
outdoor	: luar ruangan
run well	: berjalan lancer
role	: peran
construct	: menyusun
amazing	: mengagumkan
marvellous	: menakjubkan
weird	: aneh
outfit	: pakaian
apology	: permintaan maaf
simple	: sederhana
meaningful	: bermakna
appreciate	: menghargai
polite	: sopan
politeness	: kesopanan
deed	: Tindakan
intention	: maksud, niat
responsibility	: tanggung jawab
discuss	: membahas
forgot – forget	: lupa
shelf	: laci
arrange	: menata
take	: mengambil
noise	: suara bising
broke – break	: memecahkan
water jug	: teko air
broom	: sapu

Mengetahui,
Kepala Sekolah

KUSMANDAR, S.Pd
NIP. 19750404 200312 1 006

Mrebet, Juli 2024
Guru Mata Pelajaran

Purwani R., S.S.
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LAMPIRAN

LAMPIRAN 1
MATERI
Daftar ungkapan sapaan (greeting) dan perpisahan (Leave Taking)
Greetings (Sapaan)

1. **Formal Greetings**
   - Good morning.
   - Good afternoon.
   - Good evening.
   - How do you do?
   - It's nice to meet you.
2. **Informal Greetings**
   - Hi!
   - Hello!
   - Hey!
   - How are you?
   - What's up?
   - How's it going?
3. **Time-Based Greetings**
   - Good night (used before sleeping).
   - Morning! (informal).
4. **Polite Additions**
   - How are you doing today?
   - Nice to see you.

Leave-Takings (Perpisahan)

1. **Formal Leave-Takings**
   - Goodbye.
   - See you later.
   - Have a nice day.
   - Take care.
   - It was nice meeting you.
2. **Informal Leave-Takings**
   - Bye!
   - See ya!
   - Catch you later!
   - I've got to go.
   - Talk to you soon.
3. **Polite Additions**
   - Have a good evening.
   - See you tomorrow.
   - Hope to see you again.
4. **Situational Leave-Takings**
   - Good night (before sleeping or when leaving in the evening).
   - See you at school.

Link youtube
https://youtu.be/72VGurgj2fg?si=EMxDBmGNXbdsEmol

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LAMPIRAN 2

WORKSHEET

Student's number: _____
Name: _____
Class: _____ Date_____

Read the comic below, then do the questions provided based on the content of the conversation in the comic. Answers are written in the space provided.

1.

What greeting does Student use when entering the classroom?
Answer:
_____

2.

What greeting does Student use when leaving the classroom?
Answer:
_____

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LAMPIRAN 3

Discuss the gaps in the comic dialogue below!

Picture 1.1

Picture 1.2

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LAMPIRAN 4

WORKSHEET

Student's number: _____
Name: _____
Class: _____ Date_____

1 - Match the letters with the numbers:

A – What's your name? B – Who is he? C - What's the weather like? D - How are you? E - What day is it, today?	1 - I'm fine, thank you. 2 - It's Monday. 3 – My name is Peter. 4 – It's cloudy and rainy. 5 – He is John.	A _____ B _____ C _____ D _____ E _____

2 – Fill in the blanks:

a) She _____ my sister.
b) John and I _____ students.
c) How _____ they?
d) How old _____you?
e) I _____ not too good.

3 - Complete the dialogue with the following words:

hello well who I very you good she

Tom: _____!
Alfie: _____ morning! How are you?
Tom: _____ am fine, thanks. And_____?
Alfie: _____ _____! _____is this little girl?
Tom: _____ is my sister.

4 - Order the words to make right sentences:

1- Is/ who/? /she/ _____
2- Are/ John/very/and/I/well/./
_____
3- Is/a/ it/ table/blue/./
_____
4- Season/it/is/what/?/
_____
5- Are/thirty/old/years/we/./
_____

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B. Material: INTRODUCTION

MODUL AJAR BAHASA INGGRIS
INTEGRASI PSE DAN BERDIFERENSIASI
SMP NEGERI 5 MREBET
TAHUN AJARAN 2024/ 2025

A. Informasi Umum

1. Identitas Modul

Nama Penyusun	:	Purwani Rahayuningsih, S.S.
Kelas	:	VII
Fase	:	D
Alokasi Waktu	:	2 x 40 Menit
Target Peserta didik	:	Reguler
Jumlah Peserta didik	:	36
Elemen	:	Membaca dan Memirsa
Materi	:	Introduction

2. Kompetensi Awal

a. Peserta didik dapat membaca teks sederhana dalam bahasa Inggris.
b. Peserta didik mengenal beberapa kosakata dasar bahasa Inggris.
c. Peserta didik dapat mengucapkan kalimat sederhana dalam bahasa Inggris.

3. Profil Pelajar Pancasila

a. **Mandiri:** Peserta didik aktif mencari informasi dan menyelesaikan tugas secara mandiri.
b. **Kreatif:** Peserta didik mampu berpikir kritis dan inovatif dalam menganalisis teks.

4. Sarana dan Prasarana

a. Komik edukatif
b. LKPD
c. Alat tulis
d. Buku paket
e. HP
f. Jaringan internet

5. Model Pembelajaran

Pendekatan	:	Saintifik
Model	:	Discovery Learning
Metode	:	Diskusi, tanya jawab, penugasan, presentasi, gallery walk
Media	:	Komik edukatif, gambar, LKPD

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B. Komponen Inti

1. **Tujuan Pembelajaran Goal**
   Peserta didik dapat mengidentifikasi tujuan teks untuk memahami informasi tersirat dalam sebuah teks dalam berbagai jenis teks berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.

2. **Tujuan Pembelajaran Objective**
   Pertemuan 4
   a. Peserta didik dapat mengidentifikasi tujuan teks introduction.
   b. Peserta didik dapat memahami informasi tersurat dan tersirat dalam teks introduction.
   c. Peserta didik dapat menggunakan pronoun, to be, singular, dan plural dengan tepat dalam kalimat sederhana.

3. **Asesmen**
   a. Asesmen Formatif
      1) Observasi selama kegiatan
      2) Asesmen awal kognitif
      3) Penilaian diskusi kelompok
      4) LKPD
4. **Pemahaman Bermakna**
   Peserta didik belajar untuk memiliki kemampuan untuk mengidentifikasi tujuan teks introduction, memahami informasi tersurat dan tersirat dalam teks introduction dan dapat menggunakan pronoun, to be, singular, dan plural dengan tepat dalam kalimat sederhana.
5. **Pertanyaan Pemantik**
   a. Pernahkah kalian memperkenalkan diri dalam bahasa Inggris?
   b. Apa saja yang biasanya kalian tuliskan saat memperkenalkan diri?
   c. Apa perbedaan antara kata "I" dan "we"?

6. **Kegiatan Pembelajaran**
   a. Pertemuan 1

1. Tahap Pendahuluan (10 menit) **(Fokus Perilaku 1)** ***Guru melakukan refleksi dinamika kelas untuk menerapkan kesepakatan kelas.***	**Waktu**
a) Guru memberi salam dan meminta peserta didik untuk memimpin doa. (kesadaran diri dan pengelolaan diri)	3 menit
b) Guru mengecek kehadiran peserta didik sebagai sikap disiplin.	
c) Guru mengatur tempat duduk peserta didik dan mengkondisikan dan menyiapkan peserta didik secara psikis dan fisik agar proses pembelajaran berlangsung menyenangkan.	
d) Guru adaptif dalam memotivasi peserta didik terkait dinamika kelas yang dibuat agar tetap memiliki semangat untuk membangun suasana	4 menit

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pembelajaran yang positif dengan melakukan ice breaking "Whispering Game" (kerjasama, kesadaran diri, pengelolaan diri).	
e) Guru memberikan pertanyaan pemantik: a. Pernahkah kalian memperkenalkan diri dalam bahasa Inggris? b. Apa saja yang biasanya kalian tuliskan saat memperkenalkan diri? c. Apa perbedaan antara kata "I" dan "we"?	2 menit
f) Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.	1 menit
g) Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik selama pembelajaran dan asesmennya.	

2. Tahap Inti (60 menit) **Fokus Perilaku 2** ***Guru melakukan penguatan positif terhadap perilaku yang sesuai atau mendukung kesepakatan kelas.***	**Asesmen**	**Waktu**
Stimulation: o Guru membagikan komik edukatif tentang "Introduction" untuk dipelajari peserta didik. o Guru meminta peserta didik untuk mengamati dan menyebutkan informasi apa saja yang ditemukan dalam komik.	-	3 menit
Problem Statement: o *Guru* melakukan ***diferensiasi proses dengan membagi*** *peserta didik berkelompok yang terdiri dari 4-5 peserta didik berdasarkan kesiapan belajar mereka dengan perlakuan sbb:* • *Pesserta didik yang hasil asesmen awal kognitif <70 mendapatkan bimbingan dari guru* • *Peserta didik yang hasil asesmen awal kognitif 70-90 bekerja secara mandiri sesekali dibimbing oleh guru* o Guru memberikan LKPD yang berisi pertanyaan o Guru mengajukan pertanyaan: "Apa saja yang harus diperhatikan saat menulis atau mengucapkan teks introduction?" o Guru membimbing peserta didik untuk merumuskan pertanyaan-pertanyaan lebih spesifik.	Formatif	2 menit
Data Collection: o Peserta didik secara berkelompok mencari informasi tentang teks introduction dalam komik yang telah dibagikan serta menjawab soal pada LKPD dari berbagai sumber (buku, internet, dll). o Guru memberikan panduan dalam mencari informasi yang relevan.		25 menit
Data Processing: o Peserta didik mempresentasikan hasil diskusi kelompoknya di depan kelas. o Guru memberikan umpan balik dan klarifikasi.		
Verification:		25 menit

○ Guru memberikan contoh teks introduction yang baik dan buruk. ○ Peserta didik menganalisis contoh tersebut dan menyebutkan alasannya.		
Generalization: ○ Guru bersama peserta didik menyimpulkan ciri-ciri teks introduction yang baik dan benar. ○ Guru menjelaskan penggunaan pronoun, to be, singular, dan plural dalam teks introduction.		5 menit

3. Tahap Penutup (10 menit) **<u>Fokus Perilaku 3</u>** Guru memfasilitasi peserta didik menyadari konsekuensi dan memperbaiki perilaku melanggarnya. (Restitusi).	**Waktu**
a) Guru memberikan refleksi singkat tentang kegiatan pembelajaran.	2 menit
b) Peserta didik menyimpulkan hasil pembelajaran pada hari ini dengan menyebutkan poin-poin yang dibahas.	2 menit
c) Peserta didik melakukan refleksi pembelajaran dengan menjawab pertanyaan yang diberikan oleh guru.	4 menit
d) Guru memberikan tugas individu untuk menuliskan teks introduction tentang diri sendiri dan membuat dialog introduction dalam bentuk komik	
e) Peserta didik mendapatkan apresiasi dan motivasi atas proses pembelajaran yang telah dilakukan.	2 menit

b. Pertemuan 2

1. Tahap Pendahuluan (10 menit) **<u>(Fokus Perilaku 1)</u>** ***Guru melakukan refleksi dinamika kelas untuk menerapkan kesepakatan kelas.***	**Waktu**
a) Guru memberi salam dan meminta peserta didik untuk memimpin doa. (kesadaran diri dan pengelolaan diri)	7 menit
b) Guru mengecek kehadiran peserta didik sebagai sikap disiplin.	
c) Guru mengatur tempat duduk peserta didik dan mengkondisikan dan menyiapkan peserta didik secara psikis dan fisik agar proses pembelajaran berlangsung menyenangkan. Guru memberikan motivasi dengan cerita inspiratif tentang pentingnya memperkenalkan diri dengan baik dalam kehidupan sehari-hari.	
d) Guru memberikan pertanyaan pemantik: a. Bagaimana pengalaman kalian dalam menyelesaikan tugas introduction? b. Apa kesulitan yang kalian hadapi dalam membuat teks introduction? c. Seberapa sulit kalian menerapkan dialog introduction kedalam komik?	2 menit

e) Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.	1 menit	
f) Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik selama pembelajaran.		
2. Tahap Inti (60 menit) **<u>Fokus Perilaku 2</u>** ***Guru melakukan penguatan positif terhadap perilaku yang sesuai atau mendukung kesepakatan kelas.***	**Asesmen**	**Waktu**
Stimulation: o Guru meminta beberapa peserta didik untuk membacakan teks introduction yang telah mereka buat sebagai tugas individu. Peserta lain diminta untuk mencermati dan memberikan tanggapan.	-	3 menit
Problem Statement: o Guru mengajukan pertanyaan: "Apa saja aspek penting dalam teks introduction yang harus diperhatikan?" o Guru membimbing peserta didik untuk mengidentifikasi kendala yang mereka alami dalam menyusun teks introduction.	Formatif	2 menit
Data Collection: o Peserta didik melakukan revisi teks introduction berdasarkan masukan dari guru dan teman sejawat. Guru membimbing peserta didik dalam menyesuaikan penggunaan pronoun, to be, singular, dan plural dengan tepat.		25 menit
Data Processing: o Peserta didik secara berpasangan melakukan peer review terhadap teks introduction yang telah direvisi. Guru memberikan contoh teks introduction yang lebih baik sebagai acuan.		
Verification: o Guru meminta peserta didik untuk mengumpulkan tugas individu mereka dalam bentuk komik. Guru menunjukkan salah satu komik karya mereka dan meminta peserta didik tersebut menceritakan isinya kepada teman sekelas. Guru memberikan umpan balik dan mengapresiasi kreativitas peserta didik.		25 menit
Generalization: o Guru bersama peserta didik menyimpulkan ciri-ciri teks introduction yang baik dan benar.		5 menit
3. Tahap Penutup (10 menit) **<u>Fokus Perilaku 3</u>** Guru memfasilitasi peserta didik menyadari konsekuensi dan memperbaiki perilaku melanggarnya. (Restitusi).	**Waktu**	
a) Guru memberikan refleksi singkat tentang kegiatan pembelajaran.	3 menit	
b) Peserta didik menyimpulkan hasil pembelajaran pada hari ini dengan menyebutkan poin-poin yang dibahas.	3 menit	

c) Peserta didik melakukan refleksi pembelajaran dengan menjawab pertanyaan yang diberikan oleh guru. "Apa yang telah dipelajari dari pertemuan ini?" "Apa yang bisa diperbaiki dalam teks introduction saya?" "Bagaimana saya bisa membuat komik yang lebih menarik dan informatif?"	6 menit
d) Peserta didik mendapatkan apresiasi dan motivasi atas proses pembelajaran yang telah dilakukan.	

7. Refleksi

a. Refleksi Peserta didik

a) Apa yang paling kamu sukai dari pembelajaran hari ini?
b) Bagian mana yang menurutmu paling sulit?
c) Deskripsikan perasaan kalian dalam melaksanakan pembelajaran hari ini?
d) Apa yang baru kamu pelajari hari ini?
e) Bagaimana kamu akan menerapkan pengetahuan ini dalam kehidupan sehari-hari?

b. Refleksi Guru

a) Apakah tujuan pembelajaran tercapai?
b) Metode pembelajaran apa yang paling efektif?
c) Bagian mana yang perlu diperbaiki pada pertemuan berikutnya?
d) Materi apa yang perlu ditambahkan atau dikurangi?
e) Deskripsikan antusiasme peserta didik selama pembelajaran berlangsung

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C. Lampiran

1. **Materi**

MATERI AJAR INTRODUCTION

Dialog 1
A : Hello!
B : Hi! My name is Mandy. What's your name?
A : I'm Jake. Nice to meet you.
B : Nice to meet you, too.

Dialog 2
A : Sir, I'd like to introduce my friend, Melissa.
B : How do you do, Sir.
C : Hello, Melissa. How do you do.

Dialog 3
X : Good morning, Ma'am
Y : Good morning, Josh. How are you today?
X : I'm fine, thank you. How about you?
Y : Great, thanks.

Dialog 4
A : What's your name?
B : My name is Sandy
A : How do you spell it?
B : S – A – N – D - Y

Dialog 5

Lusi : Danu, Let me me introduce you to Sandra.
Danu, this is Sandra.
Sandra this is Danu.
Danu : How do you do, Sandra ?
Sandra : How do you do, Danu ?

Make answer and question one taking turn for each of the following situations. Use the expressions of greeting, leave taking!

- You meet your old friend, you have not met for a long time.
- You just meet a new friend at school
- On the way to school, you meet your classmate Andrew with his neighbor Joan. You want to take them up to school together.

Dipindai dengan CamScanner

a. to be (present)
to be (present) : is, am, are

FORM	SUBJECT	TO BE		COMPLEMENT
(+)	He , She , It	is		Adj/Noun/adverb of tome/place
	I	am		
	They, We, You	are		
(-)	He , She , It	is	not	
	I	am	not	
	They, We, You	are	not	
(?)	Is	He , She , It		
	Am	I		
	Are	They, We, You		

Examples:
She/a beautiful girl

(+) She is a beautiful girl.

(-) She is not a beautiful girl.

(?) Is she a beautiful girl?

I/a new student

(+) I am a new student.

(-) I am not a new student.

(?) Am I a new student?

Fill in the blanks with the correct form of be (am, are, is).

1. I ... a girl.
2. My father ... at work.
3. Trixi and Susi ... my cats.
4. The hamster ... in the cage.
5. I ... a painter.
6. My green pencil ... on the floor.
7. Emma and Betty ... good friends.
8. ... you from Scotland?
9. His sister ... seven years old.
10. We ... children.

2. Penilaian Formatif (Instrumen)

a. Penilaian Antar teman

DIMENSI, ELEMEN, SUB ELEMEN

No.	DIMENSI	ELEMEN	SUB ELEMEN	TARGET CAPAIAN FASE D	INSTRUMEN
1	Mandiri				Penilaian Antar teman

No.	DIMENSI	ELEMEN	SUB ELEMEN	TARGET CAPAIAN FASE D	INSTRUMEN
2	Kreatif		•		Penilaian Diri

DESKRIPSI KRITERIA PENILAIAN ANTAR TEMAN

No.	Kriteria	Tidak Memadai	Memadai
1	Aktif mendengarkan pendapat teman lainnya		
2	Mengemukakan ide/pendapat selama diskusi		
3	Menanggapi pendapat sesuai dengan materi pelajaran		
4	Membantu teman lain yang mengalami kesulitan mengerjakan tugas		

INSTRUMEN

Penilaian Antar teman Selama Kegiatan Diskusi Kelompok

NamaTeman :.....

Nama Penilai :.....

Kelas :.....

Petunjuk:

1. Bacalah setiap pernyataan berikut dan berilah tanda centang (□) pada kolom sesuai keadaan teman kalian selama proses diskusi.
2. Kumpulkan format penilaian diri kepada bapak/ibu guru kalian setelah diisi dengan lengkap.

Tabel Penilaian Antar teman

No.	Pernyataan	Ya	Tidak
1	Teman saya mendengarkan pendapat teman lainnya		
2	Teman saya aktif mengemukakan ide/pendapat selama diskusi		
3	Teman saya menanggapi pendapat sesuai dengan materi pelajaran		
4	Teman saya aktif membantu teman lain yang mengalami kesulitan mengerjakan tugas		

b. Penilaian Diri

LEMBAR REFLEKSI DIRI KEGIATAN KELOMPOK

Yang kulakukan	Selalu	Sering	Jarang	Belum
Mendengarkan ide atau pendapat orang lain				
Menyampaikan ide				
Merespon positif saat diminta untuk berkontribusi				
Fokus menyelesaikan tugas				

Panduan refleksi:
1. Apakah yang saya pelajari agar kegiatan kerja kelompok dapat berjalan dengan baik?
2. Apakah yang akan saya tingkatkan dalam kegiatan kerja kelompok selanjutnya?

Kesimpulan :
Peserta didik dianggap mencapai TP jika minimal 3 kriteria memadai/ dilakukan. Jika hanya 1 atau 2 kriteria memadai, maka masuk kategori tidak tercapai dan perlu intervensi agar pencapaian peserta didik bisa diperbaiki.

DAFTAR NILAI

No.	Nama Siswa	Jumlah Kriteria yang Memadai	Tercapai	Tidak tercapai
1				
2				
3				

c. Assesment Diagnostik Awal
- Hasil asesmen diagnostik kognitif awal

.....

LEMBAR KERJA 1

1. Bacalah komik edukatif yang diberikan!
2. Identifikasi informasi penting dalam komik tersebut!
3. Diskusikan dengan kelompokmu!
4. Buatlah contoh teks introduction berdasarkan analisis kalian!
5. Gunakan pronoun, to be, singular, dan plural dengan benar dalam teks yang kalian buat!

Tabel Analisis Komik

NO	Kalimat dalam komik	Identifikasi struktur bahasa
1.		
2.		
3.		

Rubrik Penilaian

Penilaian Formatif

Tujuan Pembelajaran	Indikator	Bentuk Soal

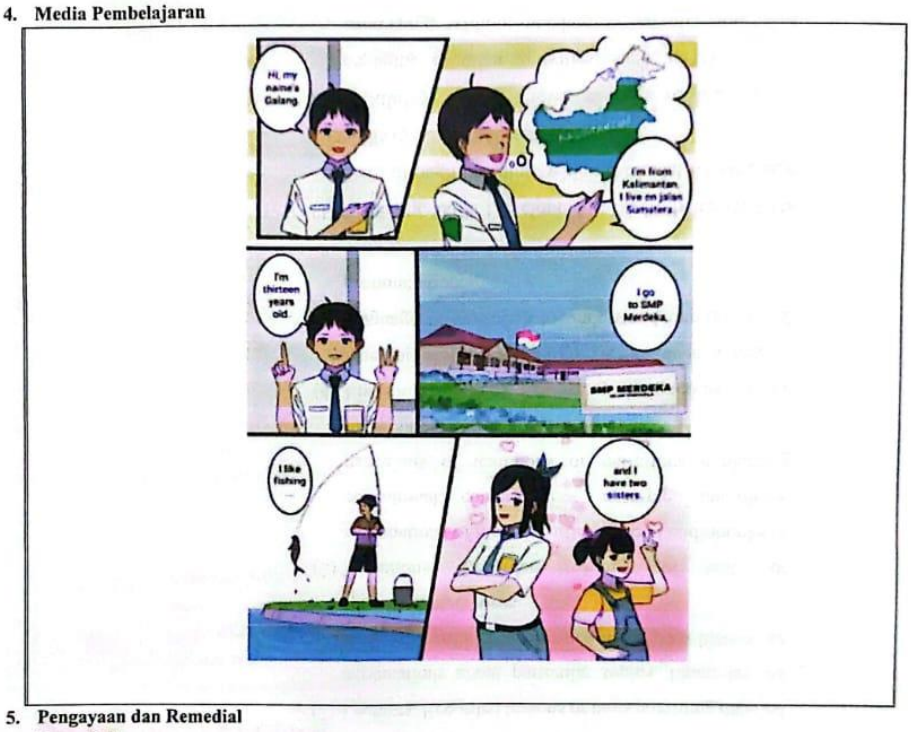
Indikator	Soal dan Jawaban	No soal	Skor
	Score =		

3. Kriteria Ketercapaian Tujuan Pembelajaran

No.	Interval Nilai	Ketercapaian
1		
2		
3		

Bukti (evidence) tujuan pembelajaran	Belum Muncul (1)	Muncul sebagian kecil (2)	Sudah muncul di sebagian besar (3)	Terlihat pada keseluruhan materi 4

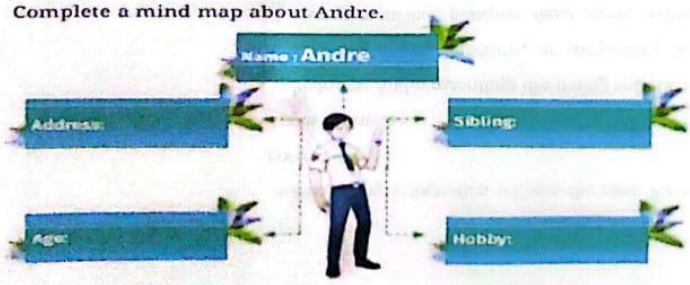
4. **Media Pembelajaran**



5. **Pengayaan dan Remedial**

Remedial

Complete a mind map about Andre.



Pengayaan

Make an introduction of the person on the picture! Suppose that he is a new director of a company!

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

6. **Bahan bacaan pendidik dan peserta didik**
   a. Bright An English Course for junior High School Student Grade VII.
   b. English in Mind Second Edition Student's Book Starter

GLOSARIUM

- Introduction : A formal presentation of one person to another, in which each is told the other's name.
- Refleksi : merupakan kegiatan yang dilakukan dalam proses belajar mengajar dalam bentuk penilaian tertulis dan lisan oleh guru untuk peserta didik dan oleh peserta didik untuk guru untuk mengekspresikan kesan konstruksif, pesan, harapan, dan kritik terhadap proses pembelajaran

:

DAFTAR PUSTAKA

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- Nur Zaida. 2022. *Bright An English Course for junior High School Student Grade VII*. Jakarta: Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan
- *liveworksheets.com*

Mengetahui,
Kepala SMP Negeri 5 Mrebet

Kusmandar, S.Pd.
NIP. 19750404 200312 1 006

Mrebet, Agustus 2024
Guru Mata Pelajaran

Purwani Rahayuningsih, S.S.
NIP. 19810525 201001 2 017

Appendix 4

Interview Guideline

INTERVIEW GUIDELINES

Research Focus	
Date	

For English Teacher:

1. Why do you use comic media in learning to write?
2. What are the benefits of using comics in learning according to you?
3. What steps do you take in teaching writing using comics?
4. How do you divide students in working on comic assignments?
5. What challenges do you face in teaching writing using comics?
6. What do you think about students' ability to use comics as a writing medium?
7. What difficulties do you experience in assessing students' comic results?
8. How do you give appreciation and feedback to students?
9. How do you ensure students understand the material being taught?

For Students:

1. How do you feel when you learn to write using comics?
2. What challenges do you face when creating comics?
3. What do you think about using comics in learning to write?

INTERVIEW GUIDELINES

Research Focus	Implementation of Comic as media for teaching writing at 7th Grade of SMP N 5 Purbalingga.
Date	Monday, 20/1/2025

For English Teacher:

1. Why do you use comic media in learning to write?
2. What are the benefits of using comics in learning according to you?
3. What steps do you take in teaching writing using comics?
4. How do you divide students in working on comic assignments?
5. What challenges do you face in teaching writing using comics?
6. What do you think about students' ability to use comics as a writing medium?
7. What difficulties do you experience in assessing students' comic results?
8. How do you give appreciation and feedback to students?
9. How do you ensure students understand the material being taught?

For Students:

1. How do you feel when you learn to write using comics?
2. What challenges do you face when creating comics?
3. What do you think about using comics in learning to write?

Dipindai dengan CamScanner

Appendix 5

Interview Result Transcribe

With Teacher

Q: *Mengapa Ibu menggunakan media komik dalam pembelajaran menulis?*

A: *" Saya memilih komik sebagai media pembelajaran menulis karena komik menggabungkan gambar dan teks, sehingga dapat membuat pembelajaran lebih menarik dan menyenangkan bagi siswa. Selain itu, komik membantu siswa memahami materi dengan lebih mudah dan meningkatkan kreativitas mereka dalam menulis."*

Q: *Apa manfaat penggunaan komik dalam pembelajaran menurut Ibu?*

A: *"Menurut saya, komik sangat membantu dalam proses pembelajaran, terutama dalam materi Greeting dan Leave Taking. Siswa juga terlihat lebih antusias saat belajar. Tahun sebelumnya, saya juga menggunakan komik untuk pembelajaran kelas 7 dan mereka sangat bersemangat. Mereka terlihat lebih aktif dalam mengerjakan tugas."*

Q: *Bagaimana tahapan yang Ibu lakukan dalam mengajarkan menulis menggunakan komik?*

A: *"Agar lebih mudah, saya membagi siswa ke dalam kelompok kecil yang terdiri dari dua atau tiga orang. Kemudian, mereka diminta memahami daftar ekspresi dan komik yang sudah saya bagikan. Setelah itu, mereka mendiskusikan konteks penggunaan ekspresi tersebut dalam dialog komik."*

Q: *Bagaimana cara Ibu menerapkan pembelajaran menulis menggunakan komik?*

A: *"Saya membagi siswa menjadi kelompok kecil, lalu mereka diberikan daftar ekspresi dan komik pendek yang harus mereka pahami. Setelah itu, mereka mendiskusikan konteks penggunaan ekspresi tersebut dalam dialog komik sebelum membuat komik sendiri."*

Q: *Apa tantangan yang Ibu hadapi dalam mengajarkan menulis menggunakan komik?*

A: *"Salah satu tantangan terbesar adalah siswa masih kesulitan menyeimbangkan antara cerita dan gambar. Ada yang gambarnya bagus tetapi ceritanya kurang nyambung, dan ada yang ceritanya sudah koheren tetapi gambarnya kurang rapi. Selain itu, keterbatasan waktu dalam pembelajaran juga menjadi kendala karena pembuatan komik membutuhkan proses yang lebih lama."*

Q: *Bagaimana pendapat Ibu tentang kemampuan siswa dalam menggunakan komik sebagai media menulis?*

A: *"Saya menggunakan dua teknik dalam pembuatannya, yaitu secara manual dengan gambar tangan atau menggunakan aplikasi. Namun, terkadang siswa masih bingung bagaimana menyeimbangkan cerita dengan gambar. Ada yang gambarnya bagus tetapi ceritanya tidak nyambung, ada juga yang ceritanya sudah koheren tetapi gambarnya kurang rapi. Namun, ada juga beberapa yang hasilnya cukup baik dan sesuai dengan materi."*

Q: *Apa kesulitan yang Ibu alami dalam menilai hasil komik siswa?*

A: *"Tantangan lainnya adalah saat tahap penilaian. Karena yang dinilai bukan hanya keterampilan menulis, tetapi juga struktur bahasa dan gambar. Untuk aspek gambar, kriteria penilaiannya cukup sulit."*

Q: *Bagaimana cara Ibu memberikan apresiasi dan umpan balik kepada siswa?*

A: *"Setelah pelajaran hampir selesai, saya biasanya memberikan apresiasi, umpan balik, dan catatan perbaikan secara positif agar siswa lebih bersemangat dalam belajar. Saya juga meminta setiap kelompok untuk mempresentasikan hasil komik mereka di depan kelas, lalu memberikan umpan balik terkait penggunaan bahasa dalam komik mereka agar mereka bisa memperbaiki dan memahami kesalahan yang ada."*

Q: *Bagaimana cara Ibu memastikan siswa memahami materi yang diajarkan?*

A: *"Selama refleksi, saya bertanya kepada siswa, 'Apa yang telah kita pelajari*

hari ini?' Selain itu, saya juga menanyakan, 'Kapan kalian akan menggunakan ekspresi ini dalam kehidupan nyata?' Hal ini bertujuan untuk mendorong siswa menghubungkan materi dengan pengalaman pribadi mereka."

With Students

Q: *Bagaimana perasaanmu saat belajar menulis menggunakan komik?*
A 1: *"Saya suka menggambar, tetapi saya tidak bisa membuat cerita, jadi kadang-kadang ketika ada tugas seperti ini, saya bingung mau membuat cerita apa."*
A 2: *"Saya merasa lebih senang dan lebih mudah memahami materi karena ada gambar yang menarik. Jadi, saya tidak merasa bosan seperti saat hanya menulis biasa."*
A 3: *"Menurut saya, belajar menggunakan komik lebih menyenangkan karena kita bisa berkreasi sendiri. Saya juga jadi lebih semangat saat mengerjakan tugas."*

Q: *Apa tantangan yang kamu hadapi saat membuat komik?*
A 1: *"Bagi saya, bagian yang sulit dalam menulis komik adalah menentukan ceritanya, dan terkadang saya masih bingung harus mulai dari mana."*
A 2: *"Menentukan dialog yang pas itu agak sulit. Kadang saya ingin menulis banyak, tapi kotak dialog di komik terbatas, jadi harus pintar memilih kata yang tepat."*
A 3: *"Tantangan yang saya hadapi saat mengerjakan komik adalah ketika saya sudah membuat cerita dalam bentuk narasi, tetapi saya bingung bagaimana menggambar ilustrasinya agar sesuai dengan cerita."*

Q: *Bagaimana pendapatmu tentang penggunaan komik dalam belajar menulis?*
A 1: *"Saya pikir komik itu cara belajar yang bagus, terutama untuk pelajaran menulis. Dengan komik, menulis jadi lebih menarik dan nggak membosankan."*
A 2: *"Menurut saya, menggunakan komik itu membantu, tapi juga butuh waktu lebih lama dibanding menulis biasa karena harus mikirin gambar juga."*
A 3: *"Saya suka belajar dengan komik karena kita bisa berimajinasi lebih luas. Tapi, memang perlu latihan supaya bisa bikin cerita yang bagus dan jelas."*

Appendix 6

Certificate Of Having Conducted Research

PEMERINTAH KABUPATEN PURBALINGGA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 5 MREBET
Jl. Raya Binangun Mrebet – Purbalingga
MREBET 53352, Telp 02817700808

Mrebet, 15 Januari 2025

Nomor : 800.1.11/ 024 /2025
Lamp : -
Hal : Surat Keterangan Telah Melakakukan Observasi Kelas

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Negeri 5 Mrebet Purbalingga menerangkan :

Nama : Anggun Fifi Mu'alifah
NIM : 214110404071
Semester : 7
Prodi/Fakultas : Tadris Bahasa Inggris
Universitas : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Bahwa mahasiswa tersebut telah melaksanakan observasi di SMP Negeri 5 Mrebet Purbalingga untuk keperluan skripsi dengan judul **"Comics as Media for Teaching Writing at 7th Grade of SMP N 5 MREBET, Purbalingga"** yang dilaksanakan sejak tanggal 13 Januari 2025 s.d *20 Januari 2025*

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan digunakan seperlunya.

Kepala Sekolah,

Kusmandar, S.Pd.
NIP. 19750404 200312 1 006

Appendix 7

Interview Documentation

Appendix 8

Student Work Results

Digital Techniques

Traditional Techniques

GOOD MORNING, HOW ARE YOU?
I'M FINE, HOW ARE?
I'M FINE, THANK YOU.
I'M FINE, THANK YOU.

Hi Elsa, _____! what are you doing?
Hi, good morning too! I'm reading a book for the exam later.

I'm going home first, we'll meet again later!
Ok, _____!

Appendix 9

Curriculum Vitae

DAFTAR RIWAYAT HIDUP

A. Identitas Diri

1. Nama : Anggun Fifi Mu'alifah
2. NIM : 214110404071
3. Tempat/Tanggal Lahir: Purbalingga, 30 Januari 2003
4. Alamat : Pengalusan, Rt 08/ Rw 01, Kec. Mrebet, Kab. Purbalingga
5. Nama Ayah : Achmad Sugiarto Zaitun
6. Nama Ibu : Siti Ngaisah

B. Riwayat Pendidikan

1. SD Negeri 3 Pengalusan
2. SMP Negeri 1 Mrebet
3. SMA Negeri 1 Bobotsari
4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto

C. Pengalaman Organisasi

1. OSIS SMP N 1 Mrebet
2. Pramuka SMA N 1 Bobotsari
3. PAC IPPNU Mrebet
4. PSHT

Purwokerto, 15 April 2025

Anggun Fifi Mu'alifah

NIM. 214110404071