



Development of Wordless Comic Media For Learning Speaking Class V Primary School Students

Yulita¹, Sonia Castro Cuba Sayco², Antônio Justiniano Moraes Neto³

¹Universitas Jambi, Jambi, Indonesia

²Universidad Tecnológica del Perú, Peru

³Instituto Federal de Educação, Brazil

Corresponding author email: yulitaz12@gmail.com

Info Article

Received: 10 Jan 2024

Revised: 10 Feb 2024

Accepted: 14 Mar 2024

OnlineVersion: 20 Apr 2024

Abstract

This research aims to develop wordless comic media as a speaking learning tool for fifth grade elementary school students. The development method used is Research and Development (R&D) with stages including preliminary study, planning, development, testing, evaluation and revision. Evaluation is carried out through observation, interviews, and speaking ability tests before and after using comic media. Revisions are carried out based on evaluation results to improve and improve the quality of comic media. The research results show that the use of wordless comic media can increase students' interest in learning to speak. Students demonstrate increased ability to convey ideas, understand context, and communicate effectively. This comic media also helps students who have difficulty understanding written texts. In conclusion, the development of wordless comic media can be an effective alternative in teaching speaking in fifth grade elementary school. Support from the teacher is needed in implementing this media so that it can provide maximum benefits for the student learning process.

Keywords: Development; Media; Non texted comic; Speaking Learning

This is open access article under the [CC-BY](https://creativecommons.org/licenses/by/4.0/) licence



INTRODUCTION

Schools are places for the learning process, in line with this the school has carried out its learning activities using various strategies to achieve the expected competencies (Black et al, 2017). In the learning process, the teacher becomes the main actor in creating an educational interactive situation, namely interaction between teacher and student, student and student and learning resources in supporting the achievement of learning goals (Wulandari 2020). Goals can be achieved well if students have a deep awareness of achieving high achievement, which can be achieved through an optimal interaction process between educators and students.

Indonesian as a field of study aims to equip students to develop language in addition to aspects of reasoning and memorization so that the knowledge and information students receive is limited to language and literature products (Rusliani, 2020). In fact, in the teaching and learning process, student involvement is total, meaning it involves thinking, seeing, hearing and psychomotor (Dewi et al, 2017). So, in the teaching and learning process, a teacher must invite students to listen, use appropriate methods, provide opportunities to write and ask questions or responses, so that creative dialogue occurs which shows an interactive learning process (Oktaviani, 2020). Indonesian language learning is

directed at improving students' ability to communicate in Indonesian. Language skills include four aspects, namely speaking skills, listening skills, reading skills and writing skills. Of the four aspects of language, speaking skills are considered something that is difficult for students. Speaking skills are one of the language skills that students must master (Lestari, 2020). Speaking is the skill of conveying messages through spoken language. Speaking skills are mechanistic skills. The more practice, the more mastered and skilled a person is at speaking (Hsu et al, 2014). No one is immediately skilled at speaking without going through a process of practice. In learning and practicing speaking, a person needs to be trained in pronunciation, voice control, self-control, control of body movements, choice of words, sentences, and arranging or organizing ideas.

In the process of learning Indonesian in class V elementary school, for speaking material in the last few years, the researcher as a class V teacher, saw that the expected speaking competency was not achieved. The speaking competency standard in fifth grade elementary school semester I is to express thoughts, opinions, feelings, facts verbally by responding to a problem, telling the results of observations/interviews (Rezki, 2020). This competency is difficult to achieve because students lack confidence when speaking in front of the class. Choosing vocabulary often becomes an obstacle and even makes it difficult for students to learn speaking material. Therefore, appropriate strategies are needed to improve students' speaking competence, one of which is by using learning media that can help achieve the goals of speaking learning.

The term medium is an intermediary that delivers information between the source and the recipient. Media is a component of learning resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn (Azahara, 2020). So it can be concluded that learning media is meant as any tool or material other than textbooks that can be used to convey information in a learning situation. Obtaining learning outcomes through the sense of sight is around 75%, the sense of hearing is around 13%, other senses are around 12%. With the meaning of the word that the use of learning media is able to increase students' attention to learning content, provide concrete learning experiences, encourage students to be independent, and make a deep impression on students' memory.

In this case, what a teacher researcher will pay attention to is choosing media. The media used must be adapted to the development of students. It is hoped that the media used in the learning process will help students to develop. During the learning process, the researcher as a teacher uses strategies by assigning students to the front of the class to tell experiences, stories, dramas and answer questions from the teacher (Kohnke, 2019). Not all students can speak well and more students do not want to come to the front of the class, as a result students are not able to achieve the expected speaking competency (Darsalina et al, 2016). This learning process is felt by researchers to be less effective and efficient and less creative and innovative. Due to lack of use of existing media, the result is that students' imagination and speaking skills are less than optimal (Akkaya, 2013). For this reason, researchers as fifth grade elementary school teachers will develop learning media to increase the achievement of speaking competence in fifth grade elementary school.

In selecting and using learning media, the following things need to be taken into account: (1) media should be selected that can support the achievement of learning objectives, (2) media should be selected that is most effective (appropriate) for achieving learning objectives, (3) media should be selected according to with knowledge skills and attract students' attention. This research is in line with research conducted by Wardhani (2021) which said that using comic art can improve speaking, reading and writing skills. Comics can attract children's interest because in comics there are interesting pictures that can develop creative writing skills, reading skills and oration.

In this research, researchers will develop a learning media in the form of wordless comics which is expected to attract students' attention and be able to help the process of improving students' speaking skills. Comics can be defined as illustrated stories (in magazines, newspapers or book form) which are generally easy to digest and funny (Maghfirah & Herowati, 2017). Comics can be used as media in learning if they are prepared according to the needs of the learning to be carried out. Comics can mean images and other symbols that are juxtaposed in a certain order, to convey information and/or

achieve an aesthetic response from the reader (Komariah, 2020). Comics are actually more than just light and entertaining illustrated stories. Comics are not just reading for children, but are a form of visual communication media that has the power to convey information in a popular and easy to understand manner. This is because comics combine the power of images and writing, which are arranged in an image storyline making information easier to absorb. Text makes it more understandable, and flow makes it easier to follow and remember. The stories presented in wordless comics through pictures can help children to think and create imagination about the stories in the wordless comics and later children will think about how to use words and stories that match the pictures in the comics.

The development of wordless comic media emphasizes the importance of using images and visual context in the teaching and learning process. This can help students understand and remember learning material better, as well as build non-verbal communication skills which are also important in language. Based on the description above, this research aims to develop wordless comic media as a speaking learning tool for fifth grade elementary school students.

RESEARCH METHODS

Research Design

Methods for developing wordless comic media include: wordless comic media development model, wordless comic media development procedures, wordless comic media trials. The trial items discuss media trial design, media trial subjects, data types and data analysis techniques. The model for developing wordless comic learning media for speaking learning for fifth grade elementary school students follows the procedural model of Sadiman (2007). The steps for developing learning according to Sadiman (2007) are as follows: a) analyzing student needs and characteristics; b) establish operational and distinctive instructional objectives; c) compiling detailed material items that support the achievement of objectives; d) develop success measurement tools; e) writing media scripts; f) holding tests g) revision.

Research Target/Subject

The test subjects for the products resulting from this development research are: the individual test stage, the individual test subjects are Indonesian language teachers of class V elementary school, the expert review stage. The subjects at this review stage are one Indonesian language material expert, and one learning media expert. Stage field trial The test subjects at the field trial stage were class V students at SD N 49, totaling 24 students.

Research Procedure

Procedures for developing wordless comic media, including:

- a) Analyze students' needs and character. In the learning process, what is meant by need is the gap between the students' desired abilities, skills and attitudes and the students' current abilities, skills and attitudes (Sadiman, 2007). In the problems faced in connection with the research that will be carried out, the desired condition of students' speaking skills in learning Indonesian is that students are able to express opinions or responses to an observed event, while the current condition is that students are not yet able to express opinions or responses to an observed event. maximally. In the sense that there is a need to carry out learning so that students' ability to express opinions or respond to an event is maximized. From this gap, a learning media is needed that is able to overcome this problem.
- b) Formulate learning objectives. Goals are something very important for our lives. Goals can provide direction for actions taken. This goal can also be used as a reference when measuring whether the action taken is right or wrong, successful or failed. To be able to formulate learning objectives well, there are several provisions for consideration, namely: 1) learning objectives must be student-oriented, not teacher-oriented; 2) the goal must be stated with an operational verb, meaning that the verb shows actions that can be observed or whose results can be measured.

- c) Formulate the material points. The development of learning materials depends on the type of relevant learning material and the learning resources available around the designer. Three patterns for designing or delivering learning: 1) The teacher designs individual learning materials, all learning stages are included in the material, except pre-test and post-test, 2) the teacher selects and changes existing materials to suit learning strategies, 3) the teacher does not use materials, but conveys all learning according to the learning strategies he has prepared.
- d) Developing Success Measurement Tools. In learning activities, it is necessary to examine whether the instructional objectives can be achieved or not at the end of the learning activity. For this reason, a tool is needed to measure the level of student success. Tools for measuring student success are developed before the media program script is written or before learning activities are carried out. In this research, the tool for measuring student success is in the form of assignments. What is measured or evaluated is the student's ability or skills in speaking in writing using the available word balloons using good and correct Indonesian.
- e) Media Script Writing. In order for instructional material to be delivered through the media, the material needs to be expressed in the form of writing or images, which is called a media program script.

Instruments, and Data Collection Techniques

Data collection instruments for research on the development of wordless comic media for teaching speaking to fifth grade elementary school students can include several types. The first is a questionnaire or questionnaire that can be used to collect data regarding students' perceptions of using wordless comic media, their level of interest in learning to use this media, as well as evaluations of their speaking abilities before and after using the comic media.

Apart from questionnaires, observation is also an important instrument in data collection. By directly observing students' interactions with wordless comic media during speaking lessons, researchers can obtain data regarding students' responses, their involvement in learning activities, and the progress they make in speaking skills. Apart from that, interviews can also be used as an instrument to gain understanding, which is more in-depth regarding students' perceptions and experiences in using wordless comic media. By interviewing students individually or in small groups, researchers can gather information about the advantages, disadvantages and suggestions for developing the comic media.

All data collection instruments are integrated with the aim of gaining a comprehensive understanding of the effectiveness of wordless comic media in teaching speaking to fifth grade elementary school students, as well as providing a strong basis for evaluation and further development.

Data analysis technique

There are several data analysis techniques that can be used in research on the development of comic media for teaching speaking to fifth grade elementary school students. First, descriptive analysis can be used to describe the general characteristics of the data obtained, such as student profiles, level of content understanding, and response to wordless comic media. Second, qualitative analysis can be carried out through the content analysis method to explore the content of the comic, the extent to which the communication message is conveyed, and students' responses to the visual stories displayed. Furthermore, comparative analysis is also useful for comparing students' speaking abilities before and after using wordless comic media, as well as comparing its effectiveness with other learning methods. This analysis technique can provide in-depth insight regarding the effectiveness and potential for developing wordless comic media as an innovative and effective speaking learning tool at the elementary school level.

RESULTS AND DISCUSSION

Based on a study of comic media in product development, this was carried out using input data from expert validation, namely content/material experts. Based on the responses of material content experts, it shows that: The content/material is quite coherent and appropriate for use in the learning process and Indonesian language learning competency standards (Iamsaard & Kerdpol, 2015). Wordless

comics have been created systematically with sequential presentation stages, picture illustrations that match the material.

Development was carried out to produce media specifically designed for learning speaking for fifth grade elementary school students. The development of wordless comic media adopted the Sadiman design model. As has been stated, the model emphasizes the steps in developing learning materials. Then, reflection and evaluation of each learning activity is carried out on the learning media developed as a basis for seeing the achievement of learning objectives. Wordless comics are a good medium for increasing children's interest in speaking (Salma, 2020). Wordless comics are a series of separate but related images that form a story sequence without accompanying writing or words as an explanation of the images. Wordless comics are a type of graphic media in two-dimensional form, where the appearance presented is in the form of pictures (Dicks, 2015). The images in wordless comics are in cartoon form. Cartoon images contained in wordless comics have the power to attract attention and influence the attitudes and behavior of readers (Pramesti et al, 2020). The real characteristic of wordless comics is that they can shorten long and complicated explanations through the graphic elements displayed so that they become simple and easy to understand.

Comics are a form of visual communication media that has the power to convey information popularly and easily understood (Priatin et al, 2021). This is possible because comics combine the power of images and writing, which are strung together in an image storyline making information easier to absorb. Text makes it more understandable, and flow makes it easier to follow and remember (Mohammadi & Safdari, 2015). Nowadays, comics have functioned as an entertainment medium that can be compared to various other types of entertainment such as films, TV and cinema. Comics are also a visual communication medium and are more than just light and entertaining illustrated stories (Wariaka & Walalayo, 2020). As a visual communication medium, comics can be applied as an educational tool and are able to convey information effectively and efficiently (Mulyati, 2018). As is known, learning styles consist of visual style, auditory style and creative style. Visual learning style is a learning style that relies more on the visual senses to absorb information.

Comics are a visual medium that is quite communicative. This media provides clear information, not just words. Comics as reading material have become a part of the lives of our society, especially children and teenagers (Ega et al, 2014). Of course, as reading material, comics can have a dual function. With comics, we are invited to get to know the environment as well as increasing our sense of fantasy, imagination and creative spirit. Nowadays, comics are in great demand among our society, because of their success in conveying stories and ideas to readers in an interesting and easy to understand manner through successive visual expressions (Sun et al, 2017). Comics as a learning medium are a tool that functions to convey learning messages. In this context, learning refers to a communication process between students and learning resources. Learning communication will run optimally if the learning message is delivered clearly, coherently and interestingly (Foulsham et al, 2016). The use of illustrated comic media in this learning apparently makes it easier for students to overcome difficulties in understanding the subject of the human nervous system, which has many terms and is complicated and therefore difficult to understand. Complicated nervous system material with illustrated comics can be made more vivid and enjoyable

Fun learning causes the growth of positive responses from students which directly has an impact on increasing interest in learning, activity in participating in learning activities, which ultimately has an impact on improving learning outcomes (Pradana, 2018). A positive attitude towards learning Indonesian is a prerequisite for students' success in learning Indonesian and increasing student interest (Merc, 2013). towards Indonesian language materials. In other words, if mastery of Indonesian language concepts and principles is initially very low accompanied by a negative attitude towards Indonesian language learning, it is difficult to hope that students will succeed well in learning Indonesian.

This research is in line with research conducted by Aswan (2021), who said that speaking skills are very complex skills because they involve other aspects such as listening, vocabulary knowledge, and so on. Research regarding the development of wordless comic media for teaching speaking to fifth grade

elementary school students has high urgency in the context of modern education. This media makes a significant contribution in improving students' speaking skills, especially in terms of expressing ideas and understanding visual context. The implication of the research is that there are innovative and effective alternatives in learning methods, enabling teachers to create a more interesting and interactive learning environment (Megawati & Anugerahwati, 2012). Apart from that, the use of wordless comic media also helps students who have difficulty understanding written texts, thereby expanding the accessibility of education for various types of learners. Thus, this research makes a positive contribution in improving the quality of speaking learning at the elementary school level and provides encouragement to continue developing creative and inclusive learning methods.

This research has significant implications in the context of developing speaking learning for fifth grade elementary school students. The use of wordless comic media not only provides an interesting alternative in the learning process, but also encourages educators to consider visual and creative approaches that can improve students' speaking skills effectively. In addition, the results of this research can be an inspiration for the development of other technology-based and innovative learning media, which can help broaden perspectives in the language learning process and encourage the adoption of more interesting and efficient learning methods in the educational environment.

Limitations in this study may include limitations in the generalization of the results, considering the focus on fifth grade students in certain elementary schools who may have unique characteristics. Apart from that, the use of wordless comic media also has limitations in reaching students with different learning styles or in more formal learning contexts. Methods for evaluating speaking ability can also be challenging, especially if there is no standard measurement tool or if the measurement does not cover important aspects such as intonation, expression, and more complex speaking skills. Therefore, there is a need for a deeper understanding of these limitations to interpret research results more accurately.

CONCLUSION

Based on the results of the development above, it can be concluded that the development of wordless comic media for teaching speaking for fifth grade elementary school students is suitable for use in accordance with student characteristics so that it is very beneficial for students by emphasizing media-based educational learning processes. The suggestion is that wordless comic media is an alternative media that can help students in giving speaking lessons to children. Using wordless comics can be a good contribution to language learning, because children will be encouraged to read them, help increase their vocabulary, and can develop their sense of imagination in speaking. Clarify the presentation of the message so that it is not too verbalistic. Overcoming limitations of space, time and sensory power such as image clarity, image sequencing and systematicity so that development goals can be achieved.

ACKNOWLEDGMENTS

The author would like to express his deepest thanks to all parties who took part in this research. Thank you to the teachers and students of fifth grade elementary school who have been research subjects and provided valuable time and collaboration. We would also like to thank all the experts and specialists who provided invaluable guidance and input in the development of this wordless comic medium. All contributions and support have enriched and strengthened the results of this research.

REFERENCES

- Akkaya, A. (2013). A different activity in grammar learning in Turkish course: Educational comic strips. *International Journal of Academic Research*, 5(5), 118-123
- Aswan, A. (2021). Pembelajaran berbicara berbantuan komik strip untuk pembelajar BIPA Korea Selatan. *LITE: Jurnal Bahasa, Sastra, dan Budaya*, 17(1), 19-33.
- Azahara, D. (2020). Analisis Kemampuan Pemahaman Konsep Siswa Kelas Iv Sekolah Dasar Dalam Pemecahan Soal-Soal Geometri. *Journal of Basic Education Research*, 1(1), 29-35. <https://doi.org/10.37251/jber.v1i1.26>

- Black, M. M., Walker, S. P., et all. (2017). Early childhood development coming of age: science through the life course. *The Lancet*, 389(10064), 77– 90. [https://doi.org/10.1016/S0140-6736\(16\)31389-7](https://doi.org/10.1016/S0140-6736(16)31389-7)
- Darsalina, L., Syamaun, A., & Sari, D. F. (2016). The application of comic strips in teaching vocabulary. *Research in English and Education Journal*, 1(2), 137—145.
- Dewi, R. S., Kultsum, U., & Armadi, A. (2017). Using Communicative Games in Improving Students ' Speaking Skills. 10(1), 63–71. <https://doi.org/10.5539/elt.v10n1p63>
- Dicks, A. (2015). Stories from Below : Subject-generated Comics. 137–154. <https://doi.org/10.1080/08949468.2015.973332>
- Ega, Zacky, A., & Waluyanto, H. D. (2014). Perancangan komik strip untuk meningkatkan semangat kewirausahaan. *Jurnal DKV Adiwarna*, 1(4), 1—12.
- Foulsham, T., Wybrow, D., & Cohn, N. (2016). Reading without words: Eye movements in the comprehension of comic strips. *Applied Cognitive Psychology*, 30(4), 566—579
- Hsu, G.-L., Lin, Y.-C., Huang, Y.-M., Shadiev, R., Hsu, J.-L., & Hwang, W.-Y. (2014). Effects of storytelling to facilitate EFL speaking using Web-based multimedia system. *Computer Assisted Language Learning*, 29(2), 215–241. <https://doi.org/10.1080/09588221.2014.927367>
- Iamsaard, P., & Kerdpol, S. (2015). A Study of Effect of Dramatic Activities on Improving English Communicative Speaking Skill of Grade 11th Students. *English Language Teaching*, 8(11), 69. <https://doi.org/10.5539/elt.v8n11p69>
- Kohnke, L. (2019). Using comic strips to stimulate student creativity in language learning. *TESOL Journal*, 10 (2), 1-5.
- Komariah, K. (2020). Pengembangan Media Pembelajaran Dakon Bilangan Pada Pembelajaran Matematika: Konsep FPB Dan KPK Siswa kelas IV Sekolah Dasar. *Journal of Basic Education Research*, 1(2), 62-65. <https://doi.org/10.37251/jber.v1i2.85>
- Lestari, L. (2020). Pengembangan Media Visual Berbasis Kartun Pembelajaran Matematika untuk Kelas II Sekolah Dasar. *Journal of Basic Education Research*, 1(2), 41-44. <https://doi.org/10.37251/jber.v1i2.81>
- Maghfirah, F., & Herowati, H. (2017). Pengembangan media komik strip sains “pemanasan Global” untuk meningkatkan motivasi membaca siswa kelas VII SMPN 2 Sumenep. *LENSA (Lentera Sains): Jurnal Pendidikan IPA*, 7(2), 76—84
- Megawati, F., & Anugerahwati, M. (2012). Comic Strips: A study on the teaching of writing narrative texts to Indonesian EFL students. *Teflin Journal*, 23(2), 183—205.
- Merc, A.(2013). The effect of comic strips on EFL reading comprehension. *International Journal on New Trends in Education and Their Implications*, 4(1), 54—64.
- Mohammadi, M., & Safdari, N. (2015). Pedagogical values of mobileassisted task-based activities to enhance speaking skill. 2015, 416–420. <https://doi.org/10.14705/rpnet.2015.000368>
- Mulyati, L. (2018). Penggunaan media komik strip dalam meningkatkan keterampilan menulis teks anekdot di SMK Negeri 1 Sumedang. *Riksa Bahasa: Jurnal Bahasa, Sastra, dan Pembelajarannya*, 2(2), 187—194
- Oktaviani, N. R. (2020). Dampak Implementasi Full Day School Dalam Pelaksanaan Pembelajaran Di Sekolah Dasar. *Journal of Basic Education Research*, 1(1), 07-15. <https://doi.org/10.37251/jber.v1i1.30>
- Pradana, A. B. A. (2018). Comic strips for teaching descriptive reading. *Britania Journal of English Teaching*, 1(1).
- Pramesti, U. D., Sunendar, D., & Damayanti, V. S. (2020). Komik strip sebagai media pendidikan literasi kesehatan dalam pembelajaran bahasa indonesia pada masa pademi COVID-19. *Bahterasia: Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia*, 1(2), 45—54.
- Priatin, L. Y., Irianti, L., & Nurfauziah, Z. (2021). Translating comic strips as a strategy to enrich students' vocabulary mastery. *International Journal of Innovation and Education Research*, 1(1), 1—8

- Rezki, W. (2020). Analisis Penerapan Full Day School dalam Membentuk Karakter Religius Siswa Sekolah Dasar. *Journal of Basic Education Research*, 1(1), 21-28. <https://doi.org/10.37251/jber.v1i1.31>
- Rusliani, R. (2020). Penerapan Model Pembelajaran Inside-Outside Circle (Ioc) untuk Meningkatkan Kemampuan Pemecahan Masalah Siswa. *Journal of Basic Education Research*, 1(1), 16-20. <https://doi.org/10.37251/jber.v1i1.19>
- Sadiman, Ari, dkk.2007. *Media Pendidikan*. Jakarta:PT.Raja Grafindo Persada
- Salma, R. (2020). Pengelolaan Kelas Pada Pembelajaran Tematik Terpadu Kelas V Sekolah Dasar. *Journal of Basic Education Research*, 1(2), 54-57. <https://doi.org/10.37251/jber.v1i2.83>
- Sun, Z., Lin, C. H., You, J., Shen, H. jiao, Qi, S., & Luo, L. (2017). Improving the Englishspeaking skills of young learners through mobile social networking. *Computer Assisted Language Learning*, 30(3–4), 304–324. <https://doi.org/10.1080/09588221.2017.1308384>
- Wariaka, N., & Walalayo, Y. (2020). Pengembangan Video Animasi Berbasis Kontekstual Pada Pelajaran IPA Kelas V di Sekolah Dasar. *Journal of Basic Education Research*, 1(3), 87-92. <https://doi.org/10.37251/jber.v1i3.108>
- Wardhani, P. A., Yarmi, G., & Muktadir, A. (2021). Comic story untuk meningkatkan kemampuan bercerita bagi siswa sekolah dasar. *Diglosia Jurnal Pendidikan, Kebahasaan, dan kesusastraan Indonesia*, 5(1)
- Wulandari, S. (2020). Pengaruh Penggunaan Metode Drill Terhadap Kemampuan Menggali Informasi dari Dongeng Peserta Didik Kelas II Sekolah Dasar. *Journal of Basic Education Research*, 1(1), 01-06. <https://doi.org/10.37251/jber.v1i1.6>