THE USE OF COMIC MEDIA FOR TEACHING WRITING

by Dian Novita

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Abstract. This study aims to determine how teachers apply comic media in teaching English writing to the eighth grade students at SMP Negeri 2 Sidoarjo. The research method used is a qualitative case study with an English teacher as the subject of the study. Data were collected through observation and interviews, then analyzed using data reduction techniques, data presentation, and concluding. The results of the study indicate that the application of comic media in learning to write was carried out well by the learning plan that had been made through initial, core, and closing activities. Comic media has been shown to increase students' enthusiasm and activity in learning and facilitate students' understanding of the contents of the story. The challenges faced by teachers include obstacles in controlling the class, a lack of student attention, and less-than-optimal use of media. In overcoming these challenges, teachers made various adjustments at the next meeting. This study concludes that comic media is effective in improving students' writing skills but requires good classroom management strategies to maximize learning outcomes.

Keywords- writing; comic media

Abstract. Penelitian ini bertujuan untuk mengetahui bagaimana guru menerapkan media komik dalam pengajaran menulis bahasa Inggris pada siswa kelas VIII di SMP Negeri 2 Sidoarjo. Metode penelitian yang digunakan adalah studi kasus kualitatif dengan guru bahasa Inggris sebagai subjek penelitian. Data dikumpulkan melalui observasi dan wawancara, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan media komik dalam pembelajaran menulis terlaksana dengan baik sesuai dengan rencana pembelajaran yang telah dibuat melalui kegiatan awal, inti, dan penutup. Media komik terbukti dapat meningkatkan semangat dan keaktifan siswa dalam belajar serta memudahkan pemahaman siswa terhadap isi cerita. Tantangan yang dihadapi guru antara lain kendala dalam pengendalian kelas, kurangnya perhatian siswa, dan penggunaan media yang kurang optimal. Dalam mengatasi tantangan tersebut, guru melakukan berbagai penyesuaian pada pertemuan berikutnya. Penelitian ini menyimpulkan bahwa media komik efektif dalam meningkatkan keterampilan menulis siswa namun memerlukan strategi pengelolaan kelas yang baik untuk memaksimalkan hasil belajar.

Kata kunci-menulis; media komik

I. INTRODUCTION

Writing is a complex skill that requires the writer's thoughts and opinions as well as the knowledge of grammar, spelling, and punctuation. Arranging words and sentence patterns to create good sentences involves grammar and vocabulary, both of which are important elements in writing. According to Gabetta, when people write, they will encounter the essence of learning and understanding. This means that writing skill is a trait that allows a writer to express his or her ideas verbally in a meaningful way. This shows the importance of the content and language used by the author so that readers can easily understand it [1].

The process of writing effectively involves several steps. According to Liran et al. writing stages are divided into three, namely: pre-writing stage, writing stage, and editing stage [2]. Pre-writing stage is the first stage in writing activities, including the stage of determining the topic or idea to be written. The prewriting stage can be evaluated based on the title prepared by the students. The writing stage includes developing a topic or idea into a complete essay, including scene structuring, problem formulation, data processing (discussion), and compiling a bibliography. Then, the last stage is the editing stage. It includes improvements or modifications to the resulting writing, as evidenced by the use of language in students' scientific writing [3].

Junior high school students frequently encounter challenges in their English language study, including comprehension of written materials and language proficiency [4]. In fact, students who do not like English classes may have poor English skills due to various problems. Therefore, the problems faced by some students are increasingly complex. Learning must also provide opportunities for students to communicate both actively and passively. In the context of writing, what the teacher needs to do is to be careful in choosing the writing materials, techniques, and media. Writing media can provide students' centered learning concepts and be more effective in supporting learning activities in the classroom.

Writing media that is appropriate to the students' environment will greatly influence students' learning outcomes. If the media used suits the students' characteristics, surely it makes the students become more enthusiastic and motivated to learn. Media is one component of communication, especially as a message transmitter or communication-oriented communicator. One of them is comic media [5]. The use of learning media can arouse new desires and interests, stimulate learning activities, and even have a psychological impact on students' motivation. The learning media has great potential to encourage students to actively address the learning material delivered by the teacher. According to Amrizal [6], students are better at writing stories using comic, with comic, students can easily come up with ideas and develop them as they write. Besides, using comic, students can improve sentence structure, arrange text in the correct order, use the right words, and use capital letters and punctuation correctly.

The use of several comic media concepts needs to be taken into consideration while using comics, as these could provide teachers with an excuse to include comics in their lesson plans:(1) Comics are thought-provoking, energetic, and amusing; (2) they promote a variety of abilities, such as mental, social, cultural, and cognitive; (3) they can be applied to instruct kids at different academic levels (4) they are applicable to the instruction of numerous academic topics; (5) they may aid in the development of higher-order thinking skills (including sequencing, forecasting, inferring, synthesizing, analyzing, and evaluating.) (6) they boost pupils' interest in multimodal texts (7) they educate students about the different forms of multimodal creation and communication, (8) These are effective tools for teaching a language of interest (9) Their visually represented content is considerably simpler to understand and remember, and (10) They can be used to teach reading, writing, speaking, and listening abilities. In addition, according to Synder, comic media are considered good when they have simple presentation of material, the language used is good, the storyline presented is interesting, and the comic use an attractive appearance [7].

In the study, the researchers conducted initial observations at SMP Negeri 2 Sidoarjo. The school has accommodated students who have sports talent. For this, the school assigns students with sports talent to the same class. Sports talent classes are special classes for students who have interests and talents in sports. Sports talent classes are a place for early athlete development. Specifically, the school has provided one sports talent class for each academic year. Based on the observations, most students have difficulties in learning English writing. In this case, to overcome problems related to students' writing, the teacher attempts to create and apply comic media with the hope that the media can help students overcome students' writing obstacles. According to Brown's theory, one approach to measuring writing ability is to ask students to write essays based on pictures [8]. Comics fulfill this feature because comic are a series of illustrations that students can use to quickly gather concepts, so that students are motivated to learn.

The following teaching tool was proposed by Edmund's suggested for instructing pupils using comics media as a teaching technique [9]. Before reading, the teacher distributes copies of the comic to every students. After that, the student allows the class to peruse the comic for a few minutes without having to read the text in detail. The next instructor asks the class to guess the comic's subject and primary character. In addition, the teacher should remind students that comics use words and visuals, and how about how comics combine language and images to convey ideas. Students should base their predictions on visual pictures. After reading the comic, students are expected to think of some questions they would like answered in class. After reading the full narrative aloud, the teacher and students have a conversation based on the given information and questions. For the post reading, next instructor goes over the prior questions with the class and gives group responses. After the teacher distributes the worksheets, students work in groups to finish them. The teacher then reviews the assignments and discusses the students' responses.

There are several previous studies that are related to the present research. The first is the study performed by Rizki [7]. The study was qualitative research, which conducted at SMP Medan. The results of the study revealed that the use of comic media in language teaching improved students' vocabulary, understanding of grammar, and reading skills. Another previous study is Faizah's study [8]. The study was descriptive qualitative research, and the focus is the study was on the application of comic media in writing recount texts. The findings showed that writing English recount texts using English comic media was more effective and useful for the Junior High School students. Then, the third study is the study completed by Mustadi [10]. The study examined the implementation of comic media for teaching. The results of the study proved that the implementation of comic media was effective; however, it had limitation related to the integration with the technology. The comic media needed technological facilities such as laptops or computers.

The purposes of the study are to reveal the implementation of comic media for teaching English writing at SMPN 2 Sidoarjo and the obstacles faced by the teacher in using the media. For more specifically, the researchers formulate the research questions as follows:

1. How is the comic media applied for teaching English writing?
2. What are the challenges faced by the teacher in implementing the comic media for teaching English writing?

II. METHOD

The present study uses a qualitative case study research method. A case study is a great way to learn more about complex situations, and researchers can evaluate how various people responded in that situation. According to Wisusanto [11], a case study is a research method to obtain as much knowledge as possible about a process, program, event or activity. In this study, the research location was at SMP Negeri 2 Sidoarjo. The school is chosen because the researchers discovered the fact that the English teacher has implemented comic media for teaching English writing to facilitate sports talent students.

Subject

The research explores the experiences of the teacher in implementing comic media in her teaching. The participant in the present study is one of the English teachers from SMP Negeri 2 Sidoarjo.

Data collection

The researchers used observation and interview to collect the data [12]. The first instrument is observation. Knowing the facts that occur in accordance with the accepted ideas without manipulation is suitable in this situation. The researchers used an observation checklist adapted by Koth [13]. With a few changes that include an evaluation of how the application of the Dayang comic media has been implemented by one of the English teachers. In accordance with the stages of fact-checking, the observation list is adjusted to seventeen observation questions. The first is to reveal about each statement on the observation list, including how English teaching using the comic media is implementing in the classroom. The second step is to identify how the application of the comic media is in accordance with the theory. Non-participatory observation is used in this study, where observers are "outside looking in", that is, the researchers are present but not involved in the action, and they try to minimize contextual impacts through their presence. Here, the researchers can track learning development by examining student speech patterns, class performance evaluations, and documentation, which is often called triangulation [14].

The collected data will be transcribed into written form to facilitate classification. The research data analyzed using an analysis method that is divided into four stages, namely: writing down the results of observations and interviews that have been carried out, applying comic media based on existing theories, reducing data checking to validate the classification steps, making conclusions from the results of the analysis [11].

The second instrument is interviews with a focus on asking questions to obtain information or opinions from the students' perspective. Interviews aim to support and clarify data obtained from checklist observations. The interviews in this study are adapted from Li [15] ,and used semi-structured interviews . Semi-structured interviews are used to find out what challenges that the teacher faces in implementing comic media during learning. This is done to collect information from respondents with the method used allowing researchers to add new questions and explore the answers given by respondents [16]. This interview aims to find problems openly by asking the teacher to give her opinions on how the challenges are in implementing comic media in the classroom.

The three steps of the analysis process used to investigate the data in this study are data reduction, data presentation, and drawing conclusions or verification. Summary is one example of data reduction. The findings of the observation results are compiled to find out how the application of comic media is in the classroom. Data presentation is a designation of the results of observations after being reduced to find out how the application of comic media is in the classroom. The conclusion is a summary of all the things discussed after going through the two previous stages.

III. FINDINGS AND DISCUSSION

The purposes of the present study are to describe the implementation of comic media for teaching writing and to scrutinize the challenges faced by the teacher in implementing the comic media for teaching writing. The following are the findings and discussion of each research question.

1. The implementation of comic media for teaching writing

Actions are carried out in accordance with what has been planned in the lesson plan. During the implementation process, the teacher carries out learning activities using comic media. In general, the activities carried out are:

a.) Initial Activities

The teacher comes with a smile and asks the students.

Teacher   : Assalamualaikum, wr. wb.

Students : Waalaikumsalam wr.wb
Teacher : How are you all my students?
Students : I am fine ma'am, Thank you. How about you?
Teacher : I am fine, too. Thank you, Okay, all my students, before we start today's material, let's pray together.
Students : (start praying.)
Teacher : So, the goal of today's learning is that students can determine the sequence of the storyline in folktales; after that, they must understand the contents of the tale, and finally, they must reread the story in their own language.
Teacher : Let's sing: "clap and cheer." 1..2..3..
All students sang enthusiastic songs to provide motivation loudly.

b) Core Activities
Teacher : Today we will learn about narrative text. Please open the LKS, page 87. Before we start, can someone tell me, how a narrative text structured?
Students : Me, ma'am! (raising hand), orientation, complication, resolution, reorientation.
Teacher : Yes, that's right. Okay, all my students, please imitate after I say it.
Student : Yes ma'am. (All students imitate according to the English teacher's instructions in a loud voice.)
Teacher : (Walks to the board; the teacher writes and explains the structure of the narrative text in writing.)
Students : (Imitating the teacher's writing.)
Teacher : Okay, all my students, you have formed groups; it's time for you to see this material on the board, which the teacher explains in detail.
Students : Yes, ma'am (write the narrative text structure material on the board individually.)
Teacher : Okay, all my students. After understanding the explanation, you will create a written work using your sentences and then visualize it using comic media. Then, form groups and read a jumbled comic I'll distribute randomly, and then you have to collaborate Okay, all my students. For the first activity, you sit in groups and then read together the comic that I have made. Of course, the comic is in the form of Jumble. I distribute this comic randomly; there are several pictures, and then you have to share the task of reading the comic. The next task is to sequence the story because this is a narrative text. You have to sequence it starting from orientation, complication, resolution, and re-orientation. After that, I will invite you to write your work here, in the storyline student worksheet. After that, you fill in the storyline using the storyline based on the structure of the text in the narrative text. And last, write your work on the storyline student worksheet based on the narrative text's structure. Discuss and prepare for our next meeting, where we'll begin writing.
Students : (Yes, Ma'am)
Teacher : (the teacher observes the worksheets from group 1 to group 6.)
Students : (working well and actively between groups without any sense of burden and exchanging stories.)
Teacher : Okay all my students, a summary of the cheerful Timun Mas and its conclusion: This story teaches that in the struggle against oppression, we do not need to be afraid. Let us not be quick to give up hope. We have to keep defeating him. And, most importantly, we must believe in Allah SWT alone, not in jinn.

c) Final activities
Students : Is today's lesson finished, ma'am?
Teacher : Yes, of course.
Teacher : Okay, let's sing the song Goodbye, My Friends, and continue with a prayer.
Students : (Pray according to their beliefs.)
Teacher : I think today's meeting is enough. If you have any questions, please ask me.
Students : Ma'am, at the next meeting, please use comic media again because it's very fun and doesn't make you feel bored.
Teacher : Of course, okay, see you all, my students."
Students : See you, and Good bye ma'am.
Teacher : Good bye (while waving.)
Then the activity continues at the next meeting.

Based on the research that has been carried out, it is known that the implementation of comics is dependent on the learning plan. During the implementation process, the teacher carries out learning activities using a comic press. For more details, the activities as follows: initial activities, core activities, and final activities. The learning activities carried out in this study consist of three main activities: initial activities, core activities, and final activities. In the initial activities, the teacher invites students to pray first, take attendance, do ice-breaking related to the material to be taught, and convey the learning objectives to be achieved today. While in the core activity, the teacher conveyed the learning activities. In the meeting, the teacher delivered material on the definition of writing, the definition of comic, the definition of characters, characters, and the setting of the story, as well as steps in predicting the contents of the story, including predicting characters, characters, and setting. In predicting the contents of the story, the teacher gave students time to skim and interpret the title of the story presented by the teacher. In the next meeting, the teacher delivered the follow-up material from the meeting, namely regarding concluding the contents of the story. In the core activity at the meeting, after delivering information to students, the teacher provides training guidance by giving students worksheets to predict the contents of the story during the pre-writing and writing stages. Based on the results of the students' work, they are asked to convey their work in front of the class. But this is for the next meeting. At the next meeting, in the guiding phase, the teacher asks students to read the comic sheets that are distributed to each student which contain the contents of the Timun Mas folk tale. To deepen students' understanding of the material presented, the teacher provides feedback to students by holding a question-and-answer session around the material that has been studied. In the activities at the meeting, students formed groups and worked on classifying the Timun Mas storyline according to the text structure according to the column. In the final activity, the teacher provided further training, namely improving the predictions made by intensive writing. While in the meeting, the teacher provided an evaluation sheet to conclude the contents of the story based on the comic media that had been read. After the evaluation, the teacher and students concluded the learning that had been carried out and ended the learning. The observation of learning actions was carried out by one observer based on the teacher's activity observation sheet. The implementation of learning carried out by the teacher in the study was done by the learning implementation plan which had a very good level of implementation. The implementation of learning using comic media took place well in the lesson plan previously made by the teacher. The implementation of writing learning applied by the teacher used a direct learning model, and the learning implementation procedure with two meeting was also well implemented. The teacher has also implemented the writing procedure well. Abidin stated that the writing procedure in teaching is: pre-writing activities, writing activities, and post-writing activities[17]. The implementation procedures for writing learning have been carried out well, namely:

a. Pre-writing Activities
Pre-writing activities are carried out by the teacher. Before writing activities to provide stimulation to students so that they are interested in writing and direct attention to activating student schemata related to writing texts. The teacher provides an initial description of the story in the comic and, after that, gives LKS Pre-writing, whose questions are about predicting the contents of the story, namely, determining the text structure according to the narrative text about the contents of the writing that students want to know before intensively writing the entire writing and predicting the contents of the story in the comic. This pre-writing activity is carried out by the teacher at the meeting.

b. Writing Activities
Writing activities are also carried out at the meeting after students have finished making questions and predicting the story, where the teacher instructs and guides students to write intensively all the writing in the comic. This activity is carried out to answer questions that are already in the LKPD and prove the truth of the predictions made by students.

c. Post-Writing Activities
Post-writing activities were carried out at the next meeting. Before the post-writing activities, the teacher guided students to read intensively the entire comic reading about Timun Mas and after that, the teacher gave an evaluation sheet to measure students' learning outcomes about concluding the contents of the writing. Implementation of writing learning by using comic media and writing procedures applied by the teacher at a meeting has been carried out well. The implementation of learning at each meeting, shows that using comic media in writing learning can help make it easier for teachers to implement story learning. With this media, students are more active and enthusiastic about learning because comic media is a tool for conveying information in learning that plays a role in making it easier for students to read comprehension. In addition to conversations, comics also contain colorful pictures that can attract students' attention and interest in reading. So that they can understand the contents of the story in the conversation, they are also assisted by interesting pictures. Comic media has a variety of story contents; therefore, teachers must be able to adjust the comic to the material that will be delivered to students. As expressed by Nurgiyantoro, comics are illustrated stories with little

writing; the writing in comics only explains the pictures. Metalanguage, sometimes there are even pictures without writing because the pictures speak for themselves [18]. From his statement, it can be concluded that with the existence of comic media, students can more easily conclude the contents of the story because there are pictures that explain the contents of the story. This research is relevant to the study performed by Pitoy, who argues that comic media stories can be a communicative tool for language exposure. The exposure alone could help students understand the particular details of a written assignment. It implies that using comics can help students fully comprehend the plot of the comics and convey that plot in their writing. The use of comic media in education has been proven to be beneficial for developing students' writing skills [19]. Writing a draft supported According to Ulfa & Kareviati [20], comics help students find ideas, gather information, and complete their texts. Comic media not only increases student engagement through vivid visuals but also encourages those who are less interested to think creatively and write narrative text structures. In addition, the use of comic media can help students understand and use language expressions effectively. Overall, comic media is an effective medium for teaching writing skills.

From the results of learning to write using comic media at meeting, there was an increase. This is because the implementation of learning carried out by teachers runs optimally with its use. The comic media used is also able to make it easier for teachers to explain the material for students to conclude the contents of the story. As expressed by Sudjana and Rivai, a comic can be defined as a form of cartoon that expresses characters and plays a story in a sequence that is closely related to images and is designed to provide entertainment [21]. Final activities and follow-up must be carried out based on the planning that has been made by the teacher. Teachers need to plan and carry out final activities and follow up effectively, efficiently, flexibly, and systematically. Final activities in learning are not only interpreted as activities to close the lesson but also as activities to assess student learning outcomes and follow-up activities. Follow-up activities must be taken based on the process and results of student learning. Must be taken based on the process and results of student learning. In general, final activities and follow-up learning that must be carried out by teachers include: assessing the results of the teaching and learning process. Giving assignments or exercises that are done outside of class hours. Providing motivation and learning guidance [20]. Based on the results of student learning assessments, individual or group learning programs carry out enrichment or improvement programs that are carried out outside of class hours [22]. These activities are a series that cannot be separated. While the time available for these activities is relatively short, teachers need to organize and utilize time as efficiently as possible for these activities. So it can be concluded that comic media can make students enthusiastic and more active in ongoing learning and make it easier for students to understand the contents of the story. Students find it easier to conclude the contents of the story they have read because the comic Activities during the learning process carried out by the teacher went well. After all, they were involved in the activities that had been planned in the form of learning devices, namely in the Learning Implementation Plan (RPP).

2. The challenges faced by the teacher in implementing the comic media

This section presents the empirical results of the study, especially those that answer the formulation of the problem of challenges in the application of comic media. The following are the findings obtained from the interview:

The interview was conducted on March 19, 2024, at SMP Negeri 2 Sidoarjo. The interviewee was the teacher teaching class VIII at SMP Negeri 2 Sidoarjo and has been working at the school since 2015. The teacher said that the teacher "used learning media to carry out learning activities in class. The media used is comic media." In implementing learning media, the teacher described the obstacles experienced. The teacher is said to be "less able to control the class. The teacher must be able to condition the class well and prepare the learning media. According to the teacher, they used many media, one of which is comic media, which they want to use as a whole. Students in this sports class still enjoy learning while playing. Therefore, the teacher often uses fun media for learning, one of which is comic media." In addition, the relatively large number of students makes it increasingly difficult to maintain class stability. The teacher said The second obstacle is that "some students do not pay attention to the teacher's explanation. According to the teacher, it is still less than optimal for presenting learning media because comic media is a three-dimensional medium that is expensive to produce and takes a long time. Skills are needed to make it." And the third challenge is that the teacher must be creative in making media. Students will not understand if the three dimensions are not the same as the original object. Therefore, the material must be designed more systematically and psychologically from the perspective of learning principles to provide effective learning. One way is, according to the teacher, to involve learning media according to what the teacher uses, which is close to the student's environment and student characteristics.

In addition to the use of comic media, comics also have challenges in teaching writing. Therefore, it is important to know the difficulties of using comic media in teaching writing. The challenges faced by teachers in implementing comic media in sports talent classes at SMP Negeri 2 Sidoarjo, At the meeting of learning, there were still obstacles in the learning process. These obstacles include: Teachers are less able to control the class. Classroom management is intended to create a conducive learning environment for students so that learning objectives are achieved effectively and efficiently. When the class is disturbed, the teacher tries to restore it so that it does not become an obstacle to learning activities. According to E. Mulyasa, classroom management is a teacher's skill in creating a conducive learning climate and controlling it if there is a disruption in learning [23]. Classroom management is the most basic thing that must be done by a teacher to create an effective and efficient learning atmosphere so that learning objectives in the classroom can be achieved optimally. Suharsini Arikunto states in his book that the purpose of classroom management is so that students can learn in an orderly manner so that learning objectives are immediately achieved effectively and efficiently [24]. Another obstacle is that some students do not pay attention to the teacher's explanation but instead make a fuss themselves. This is because some students do not consider comics as a relevant strategy for learning, and there is minimal information about the use of comic strips in language learning. According to Fischer, there is resistance to the use of comics as a learning medium because comics are entertaining [25]. Thus, comics are not suitable for use in writing learning in the classroom. However, Fischer said that he insists the use of comics is not only for entertainment but also to improve students' critical thinking skills [25]. Comics can involve students in the learning process, which leads to their developing critical thinking skills. In this case, students will try to be involved in the learning process and understand the events that occur in each panel. And another obstacle is that the media used by the teacher when explaining is too small. Therefore, teachers should use large and three-dimensional comic media. Three dimension media has the following advantages: Students can see real objects in three-dimensional media. It arouses students' interest in thinking about and investigating it. Students can understand the nature of the shape and movement of an object well. Provides experience about the actual situation according to the recording or material. Encourages students to be more active in learning about learning through media. Provides more opportunities for students to interact with each other. Disadvantages: Making it is expensive and takes a lot of time. It requires skills to make it. Students will not understand if the three-dimensional shape is not the same as reality. It can be concluded that the use of comic media to teach writing comprehension will be beneficial for children. Students who are taught using comic media have better results in understanding narrative texts. Further researchers are advised to conduct further research on topics related to improving methods [26]. Previous research found that when applying comic media, students often lack ideas for writing, according to Eka Anastasia. According to Chaikovska, students may struggle to decide what to write [25]. Furthermore, when they have an idea, they have difficulty following the idea into a complete series that forms a good story. Thus, according to Mahir et al., teachers can carefully select topics that are appropriate to the student's proficiency level [27]. This can cause further complications for teachers if students have different levels of proficiency, interest, or readiness. If that happens, teachers must be flexible with topics to meet the different interests of students. According to Suwastini, teachers must also implement differentiated learning to facilitate students with different levels of proficiency and readiness so that the most competent students remain challenged while lower-achieving students are not left behind [28]. It can be concluded that there is a significant influence when using comic media as a teaching tool for writing comprehension of narrative texts. based on the findings and discussions in the previous chapter. The use of comic media is successful because students understand the text better by looking at illustrations before reading.

IV. CONCLUSION

Learning using comic media has been implemented well by the previously prepared learning plan. The teacher has successfully integrated comic media into writing learning, thus helping to improve students' ability to summarize the contents of the story being studied. The use of comic media in writing helps to increase student engagement and their interest in learning. This medium not only conveys information through text but also through colorful images that attract students' attention, making it easier for them to understand the contents of the story. The teacher carries out the learning process well, including pre-writing activities, intensive writing, and post-writing activities. This includes providing initial stimulation, guidance while writing, and final assessments to measure student learning outcomes. Although the implementation went well, there were several obstacles, such as controlling the class and understanding the teacher's instructions. The teacher faced several challenges while implementing comic media in teaching writing, including issues with class control, student engagement, voice projection, media visibility, and instructional clarity. By reflecting on these

challenges and adopting specific strategies, the teacher was able to improve the implementation process, making the learning experience more effective and enjoyable for the students. Thus, the discussion concludes that the use of comic media in writing learning is an effective approach and provides great benefits in increasing student engagement and understanding of the subject matter.

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Appendix 1
Observation sheet Adopted from Syahza [29]
This observation list is to complete the data in RQ 1

no	Aspects that are observed	yes	no
1.	Teacher use media that makes students's active in learning.		
1)	Teacher use appropriate learning media with basic competencies		
2)	The teacher arranges learning steps according to students' development		
3)	The teacher arranges learning steps according to the learning material		
4)	The teacher conveys the competencies (indicators). will be achieved by students's		
5)	The teacher carries out appropriate apperception learning materials		
6)	The teacher relates the learning material to other relevant knowledge		
7)	The teacher relates the material to the realities of life real		
8)	The teacher carries out learning in accordance with competencies to be achieved		
9)	Teacher carry out contextual and efficient learning		
10	Teacher organize teaching English writing and learning activities which is oriented towards students' activities		
11	Teacher use learning media effectively and efficiently		
12	Teacher prioritize students' involvement in use of learning media		
13	Teacher use correct spoken and written language and smooth		
14	Teacher monitor students' learning progress		
15	The teacher carries out the final evaluation in accordance with students' competence		
16	The teacher prepares a lesson summary with involve students's		
17	The teacher provides follow-up enrichment assignments		

Apependix 2
This reflection questionis to complete the data in RQ 2

Question source adapted from Ferdaus, D. Novita This observation list is to complete the data in RQ 2	Reflection questions for teacher: 1. Are there any obstacles in learning activities using comic media? 2. Do all students's actively participate in this activity? 3. What difficulties can students's identify in this activity? 4. Are students's who face challenges during this activity able to overcome them effectively? 5. What is the average level of students' involvement in learning using comic media? 6. Can all students's be considered proficient in achieving learning objectives? Question source adapted from Ferdaus, D. Novita [19]
interview	Researcher: Assalamualaikum wr.wb Teacher : Waalaikumsalam wr.wb Researcher: Let me introduce myself, my name is Dwi Hidayati, and I would like to ask for your permission to have some free time to conduct an interview, okay ma'am, I would like to ask the first question, Are there any challenges in learning activities using comic media? Teacher : Okay, thank you for your question. Well, the problem is like teachers in general, we have to prepare the material first which takes time, and many children don't understand, so when we are learning we have to repeat the instructions, sometimes some don't pay attention. Researcher : But teachers can approach students, right, ma'am? Teacher : Yes, it comes back to us how we teach and develop learning media so that students don't get bored. Researcher : Okay ma'am, Thank you for the knowledge that you have given, hopefully, it will be useful for all of us Thank you, ma'am. Teacher : You're welcome. And ma'am returned to teaching activities

Documentation

| Pembuatan media komik yang dibuat oleh guru |
 |

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Peneliti saat melakukan wawancara	

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