



Developing Comic of Reading Material to Enhance English Vocabulary for Young Learner at SDIT Darul Istiqamah Palangka Raya

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Article Info	Abstract
Received: 2026-06-17 Revised: 2026-08-16 Accepted: 2026-08-18 Keywords: <i>Comic-based speaking material; English vocabulary; young learners; ADDIE model; Research and Development (R&D).</i> DOI: 10.24256/ideas.v14i1.11291 Corresponding Author: Umi Mujiarni umimujiarni29@gmail.com English Education, University of Palangka Raya, Central Kalimantan	<i>This research aimed to develop comic-based speaking materials to improve English vocabulary mastery among young learners at SDIT Darul Istiqamah Palangka Raya. This study employed Research and Development (R&D) using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation. The participants were third-grade students and one English teacher. Needs analysis was conducted through observation, interviews, and curriculum review, which showed that students experienced difficulties in learning vocabulary due to limited learning materials. Therefore, a slice-of-life comic featuring familiar daily situations was developed. The product was validated by content, media, and language experts before classroom implementation. Data were collected through observations, interviews, questionnaires, vocabulary tests, documentation, and expert validation. The results indicated that the comic met the required standards of content, language, and media quality. Its implementation also increased students' interest, participation, and vocabulary learning outcomes. Therefore, the developed comic-based speaking material is valid, practical, and effective for supporting English vocabulary learning among young learners.</i>

1. Introduction

Mastering English vocabulary remains a challenge for elementary school students because vocabulary knowledge supports their ability to understand and use English in everyday communication. SDIT Darul Istiqamah Palangka Raya was selected as the research site because English is taught as a compulsory subject for students. Classroom learning still relies on worksheets and short reading passages that provide vocabulary lists and brief exercises with limited contextual support. School regulations also prohibit students from bringing mobile phones to school, which limits the use of digital learning

media during classroom activities. These learning circumstances indicate the need for materials that can support vocabulary development through formats that are suitable for classroom and home learning.

The initial analysis was carried out through classroom observation and discussions with teachers to identify students' learning needs and difficulties. The results showed that many third-grade students still had difficulty recognizing and understanding common English words used in daily situations. Students could memorize several vocabulary items but often struggled to connect words with their meanings, pictures, and communicative situations. When reading short texts, many students also depended on teacher explanations to understand unfamiliar words. (Van Vu & Peters, 2021, pp. 3-6) explained that limited meaningful language exposure and low engagement can slow vocabulary growth among young learners, which shows the need for learning materials that provide contextual vocabulary through activities that are attractive and easy for children to understand.

The needs analysis also showed that students require vocabulary materials connected to familiar daily experiences. The selected topics include greetings and responses, hobbies, telling time, asking for something, and asking someone to do something because these topics are related to the third-grade curriculum and students' daily interactions. Existing materials generally introduce the topics through isolated words and disconnected sentences, making it difficult for students to understand how vocabulary is used in communication. Teachers also reported that students showed greater interest when learning activities included stories and visual illustrations. These findings guided the selection of content and characteristics for the learning product developed through the ADDIE model.

Vocabulary supports listening, speaking, reading, and writing because students need adequate knowledge of words to understand messages and express ideas clearly. English also plays an important role in everyday communication and educational development (Sepriyadi, 2024, pp. 12-14). Vocabulary learning can become less engaging when students only memorize words without seeing how they function in meaningful situations. Young learners generally respond better to visual and concrete learning experiences that connect new words with familiar events. Learning materials that combine stories, pictures, and simple language can help students encounter vocabulary through situations that are easier to understand and remember.

Slice-of-life comics offer a suitable form of learning material because they present vocabulary through everyday experiences that are familiar to children. The stories can include situations such as greeting friends, discussing hobbies, asking the time, and making polite requests. Vocabulary is introduced through interactions between characters rather than through separate words that students need to memorize. Illustrations, dialogue, and short narratives help students connect words with actions and situations that provide clear meaning. Mayer (2024, pp. 5-8) explained that learning materials combining visual and verbal information can support comprehension and memory retention, while Juliana et al. (2024, pp. 22-25) found that vocabulary learning becomes more effective when words are supported by pictures and contextual stories.

Previous studies have also reported positive results from the use of comics in English learning. Damayanti et al. (2024, pp. 55-58) developed digital comic media and reported improvements in vocabulary learning and classroom participation. Tahir and Tahir (2024, pp. 40-44) also found through a meta-analysis that comic-based learning media can contribute positively to vocabulary acquisition and learning outcomes. These studies provide support for the use of comics as learning media, yet many focus on the effectiveness of comic products after implementation rather than on the systematic development of materials based on students' needs and school characteristics. Limited attention is also

given to comic-based speaking materials that can accommodate schools where mobile phone use is restricted during classroom learning. This gap supports the need to develop learning materials that respond to both students' learning needs and the learning environment at school.

The developed comic is provided in printed and digital formats to accommodate learning activities at school and at home. The printed version can be used during classroom instruction without requiring students to access electronic devices. The digital version allows students to review the same learning materials independently outside school. This format also maintains the same vocabulary content and learning objectives across different learning environments. The combination of the two formats provides flexibility while responding to the school regulation that limits students' access to mobile phones during classroom activities.

The development process applies the Research and Development method with the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation. The analysis stage identifies students' needs, learning difficulties, school regulations, and relevant curriculum content before the product is designed. The design and development stages organize storylines, dialogues, illustrations, and vocabulary into learning materials that match the characteristics of young learners. Expert validation is used to assess the content, language, presentation, and visual aspects before classroom implementation. Mayer (2024, pp. 9-13) emphasized that students can understand information more effectively when words and images are presented in a balanced way, while Çelik (2024, pp. 3-14) explained that students learn more successfully when they feel motivated and comfortable during learning activities.

Based on the needs analysis, student characteristics, school regulations, and previous research, slice-of-life comic-based speaking materials are relevant for supporting English vocabulary learning among young learners at SDIT Darul Istiqamah Palangka Raya. The product is designed to present vocabulary through familiar situations, short dialogues, and visual illustrations that correspond with the learning characteristics of elementary school students. The use of printed and digital formats also responds to different learning situations without changing the learning content and objectives. The ADDIE model provides a structured process for developing, validating, implementing, and evaluating the product based on identified learning needs. The development aims to produce comic-based speaking materials that are valid, practical, and suitable for supporting students' English vocabulary mastery.

2. Method

This study used a Research and Development (R&D) method that combined qualitative and quantitative data to develop comic-based instructional speaking materials for English vocabulary learning. The development followed the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation. Qualitative data were collected through observation, interviews, documentation, and expert validation, while quantitative data were obtained from questionnaires and vocabulary assessments. The product was developed as supplementary material for third-grade students at SDIT Darul Istiqamah Palangka Raya. The development process aimed to produce learning material that was clear, engaging, and suitable for young learners (Muñoz & Letouze, 2022, p. 6; Liniyasi et al., 2021, p. 84).

The Analysis stage identified students' learning needs, characteristics, curriculum requirements, and existing learning resources through classroom observation, teacher interviews, and curriculum review. Students experienced difficulties in learning English vocabulary and showed limited interest when lessons mainly used worksheets and short

texts. The Design stage included learning objectives, vocabulary indicators, storylines, dialogues, visual layouts, and assessment instruments. The comic covered greetings and responses, hobbies, verbs, telling time, and polite expressions through familiar daily-life situations. Visual and verbal elements were combined to support vocabulary understanding and retention (Mayer, 2024, pp. 8–10; Udayani et al., 2021, p. 475; Liniasari et al., 2021, p. 84).

The Development stage produced the comic prototype and involved validation by a content and media expert and a language expert. The validation examined visual quality, content suitability, language accuracy, curriculum alignment, and instructional effectiveness. Feedback from the validators was used to revise dialogue clarity, visual consistency, vocabulary presentation, and learning activities (Ramly et al., 2022, p. 99). The Implementation stage used the revised comic with third-grade students during English lessons alongside regular worksheets. Observation, interviews, questionnaires, and vocabulary assessments were used to examine students' responses, engagement, and vocabulary development (Khulel & Wibowo, 2021, p. 121).

The Evaluation stage examined the quality, practicality, and effectiveness of the comic by analyzing information from observations, interviews, questionnaires, vocabulary assessments, and expert validation. The results were used to identify parts that required improvement before the product was finalized (Tahir & Tahir, 2024, p. 57). The comic also applied the Cognitive Theory of Multimedia Learning by combining words and illustrations to help students connect vocabulary with meaning. This combination supported vocabulary learning through complementary verbal and visual information (Mayer, 2024, pp. 8-10; Cavanagh & Kiersch, 2023, p. 1039).

Research Setting and Participants

The study was conducted at SDIT Darul Istiqamah Palangka Raya, Central Kalimantan. The school was selected because students experienced difficulties with basic English vocabulary and mainly used worksheets and short texts during English lessons. Students were not allowed to bring mobile phones to school, so printed comics were used during classroom activities while the digital version supported learning at home. The participants consisted of 20 third-grade students aged eight to ten years and one English teacher. The students included 11 males and 9 females, while the teacher acted as a collaborator who provided information and feedback regarding classroom implementation and material suitability.

Table 1 Research Subjects

No	Subject Group	Number of Participants	Role in Research
1	Third grade students	20	Main participants consisting of 11 male students and 9 female students aged 8-10 years
2	English teacher	1	Collaborator who provides feedback and supports implementation

Purposive sampling was used because the participants matched the learning characteristics required for developing and evaluating the product. Most students were beginner-level English learners with limited vocabulary knowledge and required visual and contextual support. The teacher contributed information about students' characteristics, classroom situations, curriculum requirements, and material suitability. These participants provided relevant information about the practicality and effectiveness of the comic-based instructional speaking materials (Muñoz & Letouze, 2022, p. 6).

Data Collection Techniques and Procedures

Data collection followed the ADDIE stages and used observation, interviews, questionnaires, documentation, vocabulary assessments, and expert validation. The comic was developed as instructional speaking material based on the Grade Three English curriculum. It presented greetings and responses, hobbies, telling time, and polite expressions through full-color slice-of-life stories. The product was available in printed and digital formats, with the printed version used at school and the digital version provided for home learning.

The vocabulary assessment consisted of 20 items covering four learning topics. A pre-test was administered before the comic was implemented, while a post-test was given afterward. The assessment used multiple-choice and matching questions that were appropriate for young learners. The results were compared to identify changes in students' vocabulary mastery.

Table 2 Vocabulary Assessment Blueprint

No	Topic	Indicator	Item Type	Number of Items
1	Greetings and Responses	Identifying and using common greetings and responses	Multiple Choice	5
2	Hobbies	Identifying vocabulary related to hobbies and interests	Multiple Choice	5
3	Telling Time	Understanding and expressing time correctly	Matching	5
4	Polite Expressions	Identifying and using polite requests and responses	Multiple Choice	5
Total				20

Observation recorded students' behaviors, participation, and interactions during classroom activities. Interviews were conducted with students and the teacher to obtain information about their experiences and opinions. Questionnaires measured students' interest, clarity, and perceived usefulness of the material. Documentation included lesson plans, student worksheets, assessment results, and photographs of classroom activities. Expert validation examined the visual quality, content suitability, language accuracy, and instructional quality of the comic.

Table 3 Data Collection Techniques

No	Technique	Participants	Data Collected	Purpose
1	Observation	Students in classroom	Behavior and reactions	To see practical use of materials
2	Interview	Students and teacher	Opinions and experiences	To get detailed feedback from users
3	Questionnaire	Students	Interest clarity usefulness ratings	To collect measurable responses
4	Documentation	School and students	Lesson plans student works photos	To support analysis with existing records
5	Expert validation	Media and teaching experts	Quality and suitability ratings	To confirm product validity before trials

Research Instruments

The instruments consisted of interview guides, observation sheets, vocabulary tests, validation sheets, and a lesson plan. Interview guides collected responses from students and the teacher, while observation sheets recorded student engagement, interaction, teacher strategies, and classroom activities. The vocabulary test measured changes in students' vocabulary before and after using the comic. Validation sheets assessed the content, language, visual design, and instructional quality of the product.

Oki Aritriyono served as the content and media validator and evaluated visual design, comic structure, layout, illustrations, and educational media effectiveness. Rehmat Sharif Kousar served as the language validator and assessed grammar, vocabulary, dialogue naturalness, communicative competence, and suitability for EFL learners. Both validators used a five-point Likert scale. Their feedback was used to revise the comic before classroom implementation.

Data Analysis

Qualitative data from interviews and observations were analyzed through thematic analysis by transcribing responses, identifying recurring ideas, and grouping related information into categories. Quantitative data from vocabulary assessments were analyzed through descriptive comparison of pre-test and post-test scores. Questionnaire results were analyzed to describe students' responses to the developed material. Data from different sources were compared to support the credibility of the results. The analysis followed five stages as presented in Table 4.

Table 4. Data Analysis Stages

Stage	Activity	Data Source	Output
1	Transcribing interviews	Teacher and student interviews	Textual transcripts
2	Coding and theme identification	Interview and observation data	Thematic categories
3	Pattern recognition	Classroom observation sheets	Behavioral patterns
4	Test score comparison	Pretest and posttest results	Improvement rate
5	Integration and interpretation	Combined data	Research findings

Data Validity and Reliability

Data validity was supported through expert judgment and the use of multiple data sources. Oki Aritriyono evaluated the media and content aspects, while Rehmat Sharif Kousar assessed language accuracy and suitability for young learners. Their assessments covered visual design, content, vocabulary, grammar, dialogue, and instructional suitability. The validators' suggestions were used to improve the comic before classroom implementation.

Instrument reliability was supported through expert review and pilot checking of the observation sheets, interview guides, and questionnaires. The instruments were reviewed to ensure that the instructions and questions were clear and understandable for young learners. Revisions were made when unclear wording was identified. Consistency was also examined by comparing student responses under similar learning situations.

Table 5. Validator Profiles and Assessment Areas

Validator	Expertise	Location / Origin	Focus Areas
English Language Validator (EYL Specialist)	English for Young Learners, Linguistics	Canada (Pakistani origin)	Vocabulary accuracy, grammar, language clarity, suitability for ages 10-12
Comic Design Validator	Graphic Design & Educational Media	Bandung, Indonesia	Layout, illustrations, visual clarity, engagement

3. Result

The results describe the development of comic-based speaking materials for third-grade students. The development followed the ADDIE model to ensure that the material matched students' learning needs and objectives. The Analysis stage identified students' difficulties and preferred learning resources. The Design stage used these results to determine the content, visuals, dialogues, and activities. Mayer (2021) stated that suitable visual and verbal learning materials can support students' understanding.

Result of Analysis

The Analysis stage identified students' characteristics, vocabulary difficulties, learning needs, and classroom requirements. Classroom observation and a teacher needs analysis questionnaire were used to collect the required information. Peterson (2003) explained that analysis helps identify learner needs before instructional materials are developed. The results showed that students had difficulty remembering vocabulary and lacked confidence when speaking English. These findings guided the selection of vocabulary, learning topics, visual elements, and activities.

The analysis was supported by the Cognitive Theory of Multimedia Learning and Dual Coding Theory. Mayer (2021) explained that combining verbal and visual information can help students process learning materials more effectively. Clark and Paivio (2021) stated that verbal and visual information can strengthen memory and vocabulary retention. Comics apply these principles through illustrations, dialogues, and written vocabulary. This format helps students connect words with images and meaningful situations.

The teacher questionnaire contained 13 items covering learning conditions, media challenges, teacher needs, and suggestions. The teacher reported that students had moderate interest in English and often used their mother tongue because of limited vocabulary and low speaking confidence. Current materials mainly included textbooks, worksheets, pictures, and songs. Additional media were used sometimes because preparation required considerable time. The teacher preferred simple, visual, colourful, and interactive media such as comics, illustrations, flashcards, and dialogue activities.

Table 6. Summary of Teacher Needs Analysis

No.	Aspect	Indicator	Teacher's Response
1	Current Learning Condition	Students' interest in learning English	Moderate
2	Current Learning Condition	Frequency of students using their mother tongue during English lessons	Often
3	Current Learning Condition	Reasons students prefer using their mother tongue	Lack of confidence in speaking English; Limited vocabulary understanding
4	Current Learning Condition	Frequency of using additional learning media	Sometimes
5	Current Learning Condition	Learning media currently used	Textbook; Worksheet; Picture; Song
6	Challenges in Using Learning Media	Effectiveness of current learning media	Quite effective
7	Challenges in Using Learning Media	Main challenge in using learning media	Time-consuming to prepare
8	Challenges in Using Learning Media	Current media help students understand vocabulary contextually	Agree
9	Teachers' Needs and Expectations	Preferred learning media	Visual media (illustrations, comics, flashcards); Interactive games
10	Teachers' Needs and Expectations	Characteristics of effective learning media	Simple and easy to understand
11	Teachers' Needs and Expectations	Opinion about comic-based English learning media	Agree
12	Teachers' Needs and Expectations	Preferred learning media features	Simple illustrated stories; Interactive activities (word guessing and dialogues)

No.	Aspect	Indicator	Teacher's Response
13	Suggestions	Suggestions for developing learning media	Learning media should be enjoyable, simple, interactive, use colorful illustrations, simple vocabulary, clear instructions, and increase students' confidence in learning English.

Classroom observation supported the teacher's responses. Students had difficulty remembering unfamiliar vocabulary and lost attention when lessons relied mainly on text-based materials. Their participation increased when pictures, contextual examples, and short dialogues were used. Students also understood vocabulary more easily when words appeared in illustrated stories. Mayer (2021) and Clark and Paivio (2021) support the use of combined verbal and visual information to improve understanding and memory.

Table 7. Student Questionnaire 1

No	Item Questionnaires
1	I know the meaning of "Good morning".
2	I can answer if a friend says "How are you?".
3	I can say "Hello" and "Goodbye" correctly
4	I'm still confused about how to use greetings in English.
5	I have difficulty remembering English words.
6	I am embarrassed to speak English in front of friends
7	I often forget the meaning of words in English.
8	I like learning English with pictures.
9	I like learning with stories or comics.
10	I understand more easily if there are pictures and conversations.
11	I can use English greetings in everyday conversation.
12	I have difficulty understanding the meaning of greeting sentences in English.
13	I'm afraid of making mistakes when pronouncing English.
14	I prefer to learn English by looking at pictures and hearing sounds.
15	I feel that studying with comics makes it easier for me to remember English words.

The first questionnaire showed that students understood basic expressions such as "Good morning," "Hello," and "Goodbye." Some students still struggled to remember unfamiliar words and speak English confidently. Most students preferred pictures, stories,

conversations, and comics. They considered visual materials easier to understand and more enjoyable. These responses supported the development of comic-based learning materials.

Table 8. Student Questionnaire 2

No	Item Questionnaires
1	I know the meaning of the question "What is your hobby?"
2	I can name my own hobbies in English.
3	I can distinguish between a single hobby (My hobby is...) and multiple hobbies (My hobbies are...).
4	I can spell words for "hobbies" correctly in English.
5	I can respond correctly when friends ask me about my interests.
6	I know how to use verbs ending in "-ing" to describe hobbies (such as dancing and singing).
7	I find it difficult to memorize the names of hobbies I've never heard of.
8	I often confuse regular verbs with nouns for hobbies.
9	I feel embarrassed when I have to talk about my hobbies in front of the class.
10	I have difficulty constructing complete sentences to explain my hobbies.
11	The pictures of types of hobbies in the material help me understand more quickly.
12	Practicing questions and answers about hobbies with friends is very helpful.
13	This material about hobbies is very interesting because it relates to everyday life.
14	I feel like my vocabulary has increased after studying this hobby material.
15	I can distinguish between a single hobby (My hobby is...) and multiple hobbies (My hobbies are...).

The second questionnaire showed that most students understood basic hobby vocabulary and expressions such as "My hobby is..." and "My hobbies are...." Some students still experienced difficulty with unfamiliar vocabulary and sentence construction. Pictures and question-answer activities helped students understand the topic. Students also considered the material relevant to daily life. The results supported the use of comics to present hobby vocabulary through familiar situations.

Table 9. Student Questionnaire 3

No	Item Questionnaires
1	I can use the phrase "How are you?" to ask someone how they are.
2	I know how to respond correctly when someone asks "How are you?"
3	I understand the difference between "Good morning," "Good afternoon," and "Good evening."
4	I can use the phrase "Nice to meet you" when I first meet someone.
5	I can differentiate between greetings and leaving taking.
6	I know that "How's life?" can be used instead of "How are you?"
7	I can pronounce "I'm fine, thank you" correctly.
8	I find it difficult to memorize different ways to greet others.
9	I feel nervous when I have to ask a teacher in English.
10	I often get confused about choosing the right expression for the time of day (morning/afternoon/evening).
11	I find it difficult to respond quickly when friends greet me.
12	The example conversations in the materials provided are easy for me to follow.
13	Practicing these expressions with my desk-mate helps me understand them better.
14	Learning through short conversations makes English more enjoyable.
15	I feel more confident speaking English after studying this material.

The third questionnaire showed that students generally understood expressions such as "Good morning," "How are you?" and "Nice to meet you." Some students still had difficulty remembering expressions and choosing suitable greetings. Illustrated dialogues helped students follow the material more easily. Pair practice also encouraged participation and speaking confidence. The responses supported the use of comics for teaching vocabulary through simple conversations.

Table 10. Student Questionnaire 4

No	Item Questionnaires
1	The pictures in comics help me understand English conversations.
2	I can easily follow the storyline between characters (like Edo and Rudi).
3	I memorize greetings more easily because I see the characters' facial expressions in the comics.

No	Item Questionnaires
4	I can tell when a character is happy or sad from the pictures in the comics.
5	I feel like I understand the material more quickly when it's explained through illustrated stories.
6	Learning with comics keeps me from getting bored in class.
7	I feel more relaxed (less tense) when studying using comics.
8	I feel like I want to keep speaking until the comic is finished.
9	The colors and character designs in the comics make me more interested in learning.
10	I feel more enthusiastic when the teacher distributes worksheets in comic form.
11	Sometimes I focus so much on the pictures that I forget to read the text.
12	I have difficulty understanding text if the writing is too small in the speech bubbles.
13	I prefer learning with comics to just reading textbooks full of text.
14	I wish other English topics (like hobbies or numbers) could also be turned into comics.
15	Using comics makes me more confident in trying to practice conversations with friends.

The fourth questionnaire showed positive responses toward comic-based learning materials. Students stated that illustrations, colors, and storylines helped them understand conversations and vocabulary. Comics also increased interest and participation during English lessons. Some students focused more on pictures than text and had difficulty reading small speech bubbles. These responses became input for improving font size, layout, and the balance between images and text.

The Analysis stage showed that students needed learning materials that were simple, visual, contextual, and interactive. Students had difficulty remembering vocabulary and speaking English confidently. Classroom learning still relied mainly on textbooks and worksheets, while additional visual media were limited. Students showed greater interest when learning used pictures, stories, and short dialogues. The instructional comic was therefore designed as supplementary material to support the existing English textbook and LKS.

Design Stage Result

The Design stage used the analysis results to prepare the structure and content of the instructional comic. The material combined text and illustrations to present vocabulary through simple stories. The design considered students' age, language ability, learning needs, and speaking objectives. Vocabulary was presented through familiar situations to help students understand its use. The comic also included activities that allowed students to practice vocabulary orally.

1. 1. Learning Media Design

The comic was designed as a visual learning material to support English vocabulary and speaking practice. It combined illustrations, written vocabulary, and short dialogues in simple narratives. The vocabulary was presented through daily situations rather than isolated lists. Repeated words appeared in different scenes to support students' memory. The design also encouraged students to practice the vocabulary in short conversations.

2. Learning Material

The content focused on vocabulary related to greetings, hobbies, telling time, and polite expressions. These topics were selected because they are related to students' daily activities. Each topic was presented through simple stories and dialogues. Short activities were included to reinforce vocabulary after each topic. The material followed a gradual sequence from simpler vocabulary to more complex expressions.

3. Storyboard

The storyboard organized the sequence of stories, dialogues, illustrations, and vocabulary. The greetings theme presented expressions such as "Hello," "Good morning," and "How are you?" through school interactions. The hobbies theme introduced activities such as playing games, drawing, and speaking through conversations. The telling time theme used daily activities such as going to school and playing. The polite expressions theme introduced "Thank you," "Please," and "Sorry" through familiar social interactions.

Each story used consistent characters and simple dialogue. New vocabulary was introduced while previously learned words were reviewed. This structure helped students see how vocabulary is used in everyday communication. The storyboard also connected the learning objectives with visual and speaking activities. The resulting design provided a clear basis for developing the comic in the next ADDIE stage.

Development Stage Result

The development stage transformed the planned comic-based learning media into a usable learning product. The process included product creation, expert validation, and revision based on the feedback received. The developed comic was designed to support elementary school students in learning English vocabulary through visual stories and familiar situations. Each part followed the learning objectives and topics identified during the previous stage. The final product was prepared for classroom use after completing the required revisions.

1. Product Development Result

The developed product is a visual-based instructional comic designed to improve elementary school students' English vocabulary proficiency. The material consists of several themes including greetings, hobbies, telling time, and polite expressions. Each theme presents a simple story based on daily communication situations that help students understand vocabulary through familiar events. The comic uses sequential panels, short dialogue, speech bubbles, and consistent illustrations to connect vocabulary with its meaning. Each section also provides activities such as matching words with pictures and completing simple conversations to reinforce students' understanding.



Figure 1. Sketch “Happy Birthday”

2. Product Improvement

Product improvement was conducted to increase the readability, visual clarity, and content suitability of the comic before classroom implementation. The dialogue was shortened to make each conversation easier for students to understand. Font size and type were adjusted to improve readability, while several illustrations were revised to better match the story. The storyline was also reorganized to create a clearer sequence and introduce vocabulary gradually. These revisions produced a more organized comic that could support students in learning English vocabulary through simple and understandable materials.



Figure 2. Result “Happy Birthday”



Figure 3. Final Result “Happy Birthday”

3. Expert Validation Result

Expert validation was conducted after the comic development and revision process to assess its quality and suitability for classroom use. Two validators reviewed the product using validation sheets that covered media quality, language accuracy, and educational suitability. Oki Aritriyono served as the content and media expert, while Rehmat Sharif Kousar served as the language expert. Their assessments provided specific feedback for improving the visual elements, story presentation, vocabulary, and dialogue. The revisions were completed based on the suggestions before the material was used with students.

a. Content and Media Expert Validation

Oki Aritriyono evaluated the comic based on visual design, comic structure and story presentation, and educational media effectiveness. The assessment showed that the illustrations were attractive, the visual style was consistent, the colors supported readability, and the layout was appropriate for young learners. The storyline was also considered coherent because the scene transitions were logical and the illustrations supported the meaning of each event. The validator recommended making the headers more consistent and adjusting the font style and size for better readability. After these revisions were completed, the comic was categorized as Highly Appropriate.

b. Language Expert Validation

Rehmat Sharif Kousar evaluated the comic based on language accuracy, language authenticity, and suitability for EFL learners. The assessment showed that the comic generally used appropriate grammar, vocabulary, spelling, punctuation, and sentence structures. The dialogues also represented everyday communication through natural expressions and consistent language use. Several revisions were recommended to improve vocabulary choices, grammar, spelling, and the naturalness of some expressions. Examples included changing ball to shuttlecock, correcting good bye to goodbye, and replacing to far with too far, after which the material was categorized as Highly Appropriate.

4. Lesson Plan (RPP) Development

Lesson plans were prepared to support the classroom use of the comic-based learning material. The RPP followed the learning objectives, curriculum requirements, and topics presented in the comic. Each plan contained opening activities, core activities using the

comic, closing activities, learning media, and evaluation procedures. The lessons were organized into four meetings covering greetings, hobbies, telling time, and polite expressions. Each meeting encouraged student participation, vocabulary practice, and communication through activities connected with the comic material.

Improvement Stage Result

The implementation stage introduced the developed comic-based learning material into classroom activities after the product had been revised and validated. The learning process consisted of preparation and treatment stages involving third-grade students. The preparation stage included classroom observation, a vocabulary pre-test, and a teacher needs analysis questionnaire. The treatment stage was conducted in four meetings covering greetings, hobbies, telling time, and expressions for asking. Each meeting followed the prepared RPP and included opening, core, and closing activities.

1. Implementation of Learning

During the treatment, students read the comics individually or in groups and identified new vocabulary from each story. Students also practiced short dialogues, answered questions, and joined classroom discussions. The teacher guided students to understand vocabulary through illustrations and familiar situations presented in the comic. Students were encouraged to use the target vocabulary through simple communication activities. These activities helped students practice vocabulary while connecting new words with everyday situations.

2. Learning Implementation Results

The implementation showed increased student interest and participation during English lessons. Students became more focused when reading the comics and more active in answering questions and practicing dialogues. The illustrations helped students understand word meanings without relying fully on translation. Familiar story situations also helped students connect vocabulary with everyday communication. Although some students still had difficulties with pronunciation and word use, they showed greater confidence in using English vocabulary during classroom activities.

Evaluation Stage Result

The evaluation stage examined the effectiveness of comic-based speaking materials in improving students' English vocabulary mastery. The analysis used pre-test and post-test scores as well as questionnaire responses from 20 students. The results were used to identify changes in vocabulary achievement and students' responses after using the material.

1. Descriptive Statistics

The descriptive results showed that the pre-test mean score was 24.75 with scores ranging from 17 to 31. The post-test mean increased to 26.95 with scores ranging from 22 to 32. The mean difference was 2.20 points. The standard deviation decreased from 3.34 to 2.76, indicating that the post-test scores were more evenly distributed.

Table 11. Descriptive Statistics Result

Tes	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	17	31	24,75	3,54
Post-test	20	16	32	26,95	2,76

2. Normality Test

The normality test determined whether the pre-test and post-test data met the requirement for parametric analysis. The Kolmogorov-Smirnov and Shapiro-Wilk tests

were used for this purpose. The significance values for the pre-test were 0.200 and 0.728, while the post-test values were 0.200 and 0.267. All values were above 0.05, indicating that both datasets were normally distributed.

Table 12. Normality Test Result

Data	Kolomogrov-Smirnov Sig.	Statistik Shapiro-Wilk Sig.	Description
Pre-test	0,200	0,728	Normal
Post-test	0,200	0,267	Normal

3. Paired Sample T-Test Result

The paired sample t-test examined the difference between students' pre-test and post-test scores. The test produced a mean difference of -2.20, t-value of -4.945, df of 19, and Sig. value of 0.000. Since the significance value was below 0.05, the difference between the two scores was statistically significant. The higher post-test mean indicates an improvement in students' vocabulary performance after using the comic-based speaking materials.

Table 13. Paired Sample T-Test Result

Data	Mean Difference	t hitung	df	Sig. (2-tailed)
Pre-test – Post-test	-2,20	-4,945	19	0,000

4. Students' Response Questionnaire

The questionnaire showed that students generally responded positively to the comic-based speaking materials. Students considered the comic attractive because it combined illustrations, characters, and short dialogues. They also reported that pictures and contextual stories helped them understand and remember vocabulary. Students showed greater interest and participation during learning activities using the comic. These responses support the statistical results by indicating that the material was useful and enjoyable for students.

4. Discussion

Effectiveness of Comic-Based Speaking Material

The first research question examined whether comic-based speaking materials could improve students' English vocabulary mastery. The mean score increased from 24.75 in the pre-test to 26.95 in the post-test. The paired sample t-test produced a Sig. value of 0.000 which was below 0.05. This result indicates a statistically significant difference between the two scores. The comic-based speaking materials therefore supported students' vocabulary improvement.

The result supports the Cognitive Theory of Multimedia Learning because the comic combines verbal and visual information (Mayer, 2024, pp. 3–6). Dual Coding Theory also explains that combining words and images can support comprehension and memory (Kurniawan et al., 2022, p. 286). Students encountered vocabulary through pictures, dialogues, and familiar situations. Contextual vocabulary learning can also help students understand and retain words more effectively (Khulel & Wibowo, 2021, pp. 118–121; Wei, 2021, pp. 1510–1513). Juliana et al. (2024, pp. 112–115) and Damayanti et al. (2024, pp. 67–71) reported similar benefits from visual and comic-based learning materials.

Comics also suit young learners who generally respond well to simple and visually attractive materials (Pinter, 2024, pp. 9–13; Reynolds, 2024, p. 312). The use of familiar situations and short dialogues helped maintain students' attention during learning. Çelik (2024, pp. 5–15) also explained that an enjoyable learning atmosphere can support language acquisition. The moderate increase in scores indicates that comics supported vocabulary learning but were not the only factor affecting student achievement. Prior knowledge, motivation, participation, and classroom instruction may also influence vocabulary development.

Overall, the statistical results and supporting theories indicate that comic-based speaking materials can support English vocabulary learning. The material combines visual illustrations, contextual dialogues, and simple language that help students understand vocabulary. The comic functions as supplementary material that complements existing worksheets and English textbooks. It does not replace the main learning resources used at school. The developed material can support vocabulary learning for young learners at SDIT Darul Istiqamah Palangka Raya.

Students' Responses toward Comic-Based Material

The second research question examined students' responses toward comic-based speaking materials. The questionnaire results showed generally positive responses toward the material. Students found the comic interesting because it used pictures, characters, and contextual dialogues. They also felt that visual elements helped them understand and remember new vocabulary. The responses indicate that students accepted the comic well as a supplementary learning material.

The positive responses support the Cognitive Theory of Multimedia Learning because students received verbal and visual information together (Mayer, 2024, pp. 3–6). The result also agrees with Dual Coding Theory, which explains that visual and verbal information can strengthen understanding and memory (Kurniawan et al., 2022, p. 287). Pinter (2024, pp. 9–13) stated that attractive and relevant materials can increase young learners' attention. Juliana et al. (2024, pp. 112–115) and Damayanti et al. (2024, pp. 67–71) also reported positive effects of comic-based learning on student engagement and interest.

Contextual presentation also contributed to students' positive responses. Vocabulary appeared through familiar situations rather than isolated word lists. Khulel and Wibowo (2021, pp. 118–121) and Wei (2021, pp. 1510–1513) explained that contextual vocabulary can make word meanings easier to understand and remember. The combination of illustrations, dialogues, and simple language made the material easier to follow. Overall, students responded positively to the comic-based speaking materials and considered them useful for supporting English vocabulary learning.

5. Conclusion

The use of comic-based speaking materials can support students' English vocabulary development and create a more engaging learning experience. The students' mean score increased from 24.75 in the pre-test to 26.95 in the post-test, while the paired sample t-test produced a significance value of 0.000 ($p < 0.05$), indicating a significant difference in vocabulary scores before and after the use of the material. Questionnaire results also showed positive responses because students considered the comic content interesting, engaging, and helpful for understanding new vocabulary through pictures, dialogue, and familiar situations.

Teachers are encouraged to use comic-based speaking materials as an alternative resource and guide students during activities so that vocabulary can be practiced through simple conversations. Students are encouraged to participate actively and practice new

words in daily communication, while future researchers can develop similar materials for different language skills, educational levels, larger groups of participants, and longer implementation periods.

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