

Development of Comic Book to Improve Reading Skills in Arabic Learning

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ABSTRACT

Keywords:

Development, Teaching Material, Comic, Arabic Learning

The need to address the limited Arabic reading materials used by students at Madrasah Aliyah al-Bairuny is what prompted this research on comic book production. Creating and evaluating comic books as a means to improve reading skills was the main objective of this project. This study was a developmental research using the five-stage ADDIE model (analysis, design, development, implementation, and evaluation). The study used observations, questionnaires, and tests to collect data. Educators with expertise in materials and media evaluated the feasibility of the product, and 25 tenth-grade students provided feedback. Experts deemed the comic highly valid for Arabic learning with an 87.5% rating, while students responded very positively, giving it a score of 82.16%. This comic has also been proven to improve Arabic reading skills based on the results of n-gain score test with an average value of 77.26% or in effective category. Based on the various assessment results that have been mentioned, it can be concluded that the comic is suitable and effective teaching material to be used as a 10th grade Arabic learning book.

Kata Kunci:

Pengembangan, Buku Ajar, Komik, Pembelajaran Bahasa Arab

Kebutuhan untuk mengatasi terbatasnya bahan bacaan bahasa Arab yang digunakan oleh siswa di Madrasah Aliyah al-Bairuny adalah hal yang mendorong penelitian tentang produksi buku komik ini. Menciptakan dan mengevaluasi buku komik sebagai sarana untuk meningkatkan kemampuan membaca adalah tujuan utama dari proyek ini. Penelitian ini merupakan penelitian pengembangan dengan menggunakan model ADDIE lima tahap (analisis, desain, pengembangan, implementasi, dan evaluasi). Penelitian ini menggunakan observasi, kuesioner, dan tes untuk mengumpulkan data. Para pendidik yang memiliki keahlian dalam materi dan media mengevaluasi kelayakan produk, dan 25 siswa kelas sepuluh memberikan umpan balik. Buku komik ini dinilai sangat valid oleh para ahli dengan nilai 87,5%, mendapat respon sangat positif dari siswa dengan nilai 82,16%, dan terbukti efektif meningkatkan keterampilan membaca bahasa Arab berdasarkan uji n-gain score sebesar 77,26%. Dari hasil penilaian tersebut, dapat disimpulkan bahwa buku komik yang dikembangkan oleh peneliti merupakan buku ajar yang layak, menarik dan efektif untuk digunakan sebagai buku bahasa Arab kelas 10.

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1. Introduction

The relationship between a teacher and their pupils is fundamental to the learning process. Helping kids learn in a way that is both effective and acceptable is one way to look at the learning process. To assist students develop excellent character and the necessary information and abilities, teachers play an essential role in the educational process (Ahdar Djamaluddin & Wardana, 2019). Learning is transformed into a structured process that has the power to foster students' creative capacities; nonetheless, it is the responsibility of the educator to direct the execution of learning in a way that maximizes the attainment of learning goals (Pamessangi, 2020).

There is a connection between the availability of learning and the presence of teaching resources, which serve as a foundation for students' successful learning journey. All information in written, visual, or auditory form that students require to supplement their learning activities and attain competency is referred to as teaching materials (Mutaqi & Nurcahyaningtias, 2021). A teacher can present teaching materials in various forms that are appropriate to the conditions of students, the accuracy of the learning objectives, and the characteristics of the learning material (Sholihah et al., 2022). If teaching materials are compiled systematically, then those teaching materials can facilitate student understanding, and become a resource for students who want to learn independently (Magdalena et al., 2020).

Among the various fields of learning, language learning is an important field that should not be overlooked or regarded as less important compared to other subjects. Learning is a process where the teacher helps their students develop knowledge, skills, and attitudes in using language effectively and efficiently. Language learning is inherently tied to the fundamental language competencies of listening, speaking, reading, and writing (Jundi, 2023). Therefore, a language teacher should know what language skills they want to achieve during the learning process, and then determine the teaching materials that are appropriate for those language skills.

Acquiring fluency in reading is an important first step in learning a new language. Reading is defined as the linguistic capacity to identify and comprehend written language and to derive meaning from what one reads (Sanwil et al., 2021). In reading activities, readers require good reading skills in order to understand the meaning that the writer intends to convey through their writing. The benefits of this reading activity are that the reader can expand their knowledge on things they were previously unaware of (Ruslan & Wibayanti, 2019). If someone does not have an interest in reading, then it is likely that their knowledge will not increase significantly, and the lack of reading interest will certainly affect their reading ability.

One problem with teaching Arabic reading skills at Madrasah Aliyah Al-Bairuny is that most pupils just don't care to read Arabic. Students' disinterest in reading Arabic literature is due, in part, to the limited choice of reading resources available to them. Students at Madrasah Aliyah al-Bairuny may develop aversions to reading exclusively from the Arabic textbook due to the textbook's central role in their Arabic education.

A wide variety of reading books are available for use as educational resources. One type of reading material that can be a source of knowledge as well as attract the reading interest of students is comics. Comics as a unique and popular form of visual communication media, have the ability to convey information in a clear and easily understandable manner for the reader. This is because their format integrates text and images within a structured narrative flow (Meirisa, 2022). In addition to being used as a media for entertainment and information, comics are also often developed as an educational media or teaching material (Hasan et al., 2021). Utilizing comics as teaching materials can help students learn the subject matter more easily, as the format of information delivery that prioritizes visual elements has proven to be more effective in facilitating the processes of comprehension and information processing compared to lengthy text (Izzah & Ma'sum, 2021).

The researcher's goal is to create a comic book that will help students learn Arabic, especially in terms of reading comprehension. This research is based on the understanding that comic media, which combines visual elements in the form of illustrations and verbal narratives, has the potential to become an effective teaching material in supporting language learning process, especially in the context of reading. This Arabic comic book is designed with the aim of making learning materials, which are often considered difficult and boring, become more interesting, interactive, and easy for students to understand (Kafi & Husna, 2022). Furthermore, with the presence of comics, students can enjoy the reading process while learning and practicing their reading skills.

What sets this study apart from its predecessors, the research carried out by Izzah & Ma'sum (2021) and Hijriyah (2022) is the form of the developed object. Both of them developed digital comic objects, while this research developed a printed book comic. Another difference is the material contained in the comics. The comic developed in Umi Hijriyah's (2022) research contained material for grade 5, while this research contained material for grade 10.

2. Method

Often abbreviated as "R&D," this study employs the research and development approach. Creating a new product or improving an old one and then putting it through its paces in terms of efficacy testing is what development research is all about (Sugiyono, 2017). Further definitions of development research include systematic investigations into instructional program design, learning result analysis, and process evaluation until the program satisfies certain standards of consistency and efficacy (Setyosari, 2016).

This study used the ADDIE model as its development research framework. In the early 1990s, Reiser and Molenda created the ADDIE model (Sutarti & Irawan, 2017). The ADDIE model is widely applied in development research because of its systematic process and clear framework for developing effective, creative, and efficient products (Wahyuni, 2017). An acronym representing its primary components Analysis, Design, Development, Implementation, and Evaluation gives rise to the moniker ADDIE (Molenda, 2003).

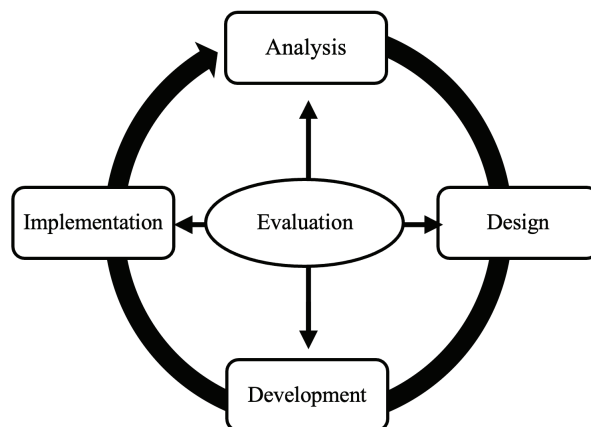


Figure 1. Stages of the ADDIE Development Model

The researcher begins by identifying and analyzing the difficulties, which may manifest as relevant materials, existing instructional materials, or the learning environment of the students. This is known as the analysis step. Step two, design, involves coming up with learning objectives, deciding on teaching materials, and then continuing with the construction of a structured framework that has been adjusted to meet the needs of the students. In the third and final stage, known as development, the instructional materials are fine-tuned to meet the requirements of individual pupils as they learn. The following phase is implementation, and it entails putting the created result of instructional materials into practice in the classroom. The assessment stage, the last one, involves making changes to the product based on evaluation results that indicate it has not achieved the development objectives.

Expert trials and student volunteers made up the topic of this research project. Professors of Arabic language and literature held expert trials to determine the medium and material validity of comics. At the same time, 25 pupils from Madrasah Aliyah al-Bairuny Sambong Dukuh Jombang's tenth grade were the focus of the trial involving humorous use.

The data for this study was gathered by having subject matter and media specialists fill out validation sheets, giving students pre- and post-tests, and collecting their feedback through surveys. A number of data analysis techniques are then used to these datasets. The following formula is used to compute the data from the validation evaluation and the student answer questionnaires:

$$\text{Feasibility score} = \frac{\text{Total of the obtained scores}}{\text{Total of the maximum scores}} \times 100\%$$

The results data from test implementation is needed to determine if there was an increase in the students' Arabic reading ability. In this case, the N-gain score test is used to analyze students' pre-test and post-test data. Normality gain score or N-gain score is an analysis technique used to determine the category of reading ability improvement before using the comic book in learning and after using it. (Sesmiyanti et al., 2019) Here is the formula for the N-gain score test:

$$N \text{ Gain} = \frac{\text{Posttest score} - \text{Pretest score}}{\text{Ideal score} - \text{Pretest score}} \times 100\%$$

3. Results and Discussion

Professionals in the fields of media and materials have deemed the comics developed according to the ADDIE model to be both legitimate and practical for use as instructional materials. The comic has also been evaluated in the context of Arabic language instruction. The outcomes of each phase are detailed below:

3.1. Analysis Stage Results

Analyzing data collected from 10th graders at Madrasah Aliyah al-Bairuny Sambong Dukuh Jombang was the initial step in this study project. The researcher was able to deduce from these findings that the instructor made use of textbooks throughout the lesson. Because students weren't interested in reading Arabic literature, these instructional resources failed to greatly enhance pupils' reading abilities.

Also, students at Madrasah Aliyah al-Bairuny are expected to be actively involved in their own learning because they are following the 2013 curriculum (K13). Assuming they are interested in reading, students can work on their Arabic reading abilities through group projects. Creating engaging lesson plans is one way to pique students' interest in Arabic reading. Thus, the researcher might utilize the findings of this analysis to inform the creation of Arabic comic books with the aim of enhancing students' reading abilities.

3.2. Design Stage Results

This design stage will describe the results of the process of designing the Arabic comic book. The results of this design process are summarized in two stages: the design of the teaching material display and the design of the learning materials. The design of the teaching material display includes the design of the cover, the Arab-Indonesian transliteration guide, learning instructions, indicators, and learning objectives.

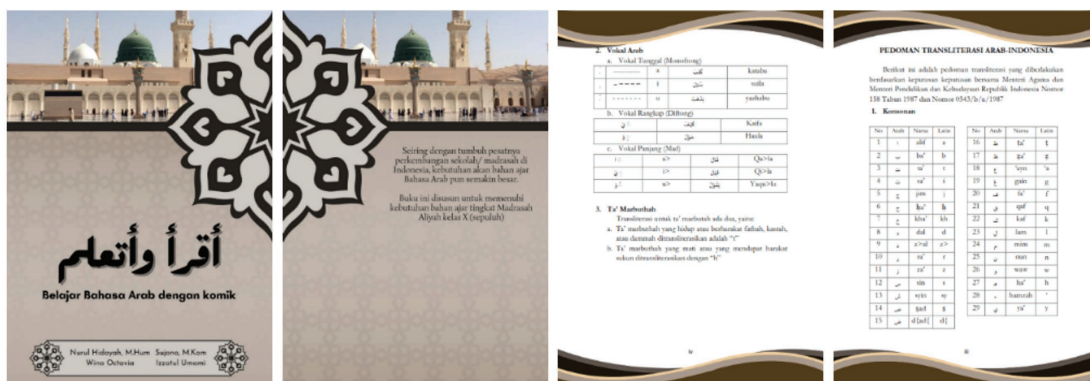


Figure 2. Results of the Teaching Material Display Design

Meanwhile, the design of the learning materials consists of the following reading material (*Qira'ah*), vocabulary (*Mufradat*), grammar (*Qawa'id*), and practice questions.



Figure 3. Result of the Learning Materials Design

3.3. Development Stage Results

The next stage that researcher took after designing teaching material display and comic book materials was to compile the design into a book format. In the structure of the comic book, not only is the comic presented as the main content, but it is also complemented with vocabulary, grammar, and practice exercises. After the compilation stage was completed, the researcher needed to conduct a review before moving on to the validation stage.

Professional validators, taking into account both theoretical and practical factors, validated the comic books. Members of the media and other specialists in the field served as the expert validators. Using criteria including appropriateness, balance, presentation, and focus, the media expert validators graded the comic book. At the same time, the introduction, body, and conclusion were the parts that the subject-matter expert validators looked at.

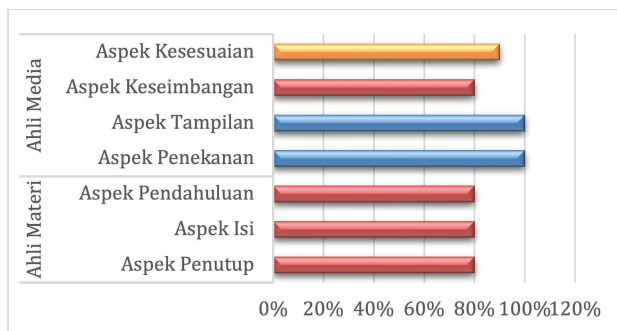


Figure 4. Validation Assessment Results from Media Experts and Subject Matter Experts

3.4. Implementation Stage Results

In the tenth grade, at Madrasah Aliyah al-Bairuny Sambong Dukuh Jombang, the comic book was put into action. Using the comic as a class activity was the first step for the researcher. The next step was for the researcher to distribute a student response questionnaire, which she had already created, and solicit the students' thoughts. Here are the outcomes of the implementation phase:

3.4.1. Student Test Results

The outcomes of the students' tests were derived from their pre- and post-test scores. The participants took a pre- and post-test before and after the usage of comic books to learn Arabic, respectively.

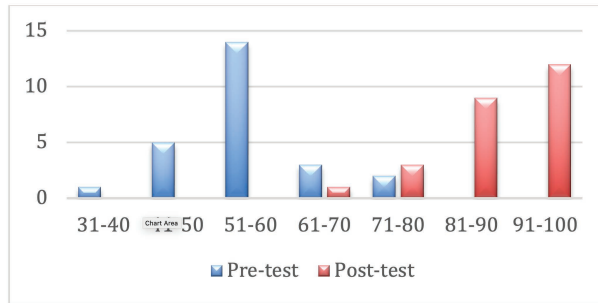


Figure 5. Students Test Result

Using the IBM SPSS Statistics 22 tool, researchers ran a normality test to see if the data from students' pre- and post-tests followed a normal distribution. The results are as follows:

Table 1. Results of Normality Test for Student Test Data

| | Tests of Normality | | |
|-----------|--------------------|----|------|
| | Statistic | df | Sig. |
| Pre-test | .952 | 25 | .281 |
| Post-test | .934 | 25 | .108 |

Since there are less than fifty samples in this study, the significant values were derived via the Shapiro-Wilk normalcy test. The significance levels before and after the test were 0.281 and 0.108, respectively, according to the Shapiro-Wilk normality test. There is a normal distribution in the student data from both the pre- and post-tests, as both significance values are greater than 0.05.

After conducting the data normality test, researcher conducted an N-gain test to determine feasibility level of comic book as an effort to improve Arabic reading skills. The researcher performed statistical calculations using IBM SPSS Statistics 22 application and obtained this following N-gain results:

Table 2. N-Gain Results from Student Pre-test and Post-test Data

| | Descriptive Statistics | | | | |
|--------------------|------------------------|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Ngain_Score | 25 | .52 | 1.00 | .7726 | .13118 |
| Ngain_Persent | 25 | 51.52 | 100.00 | 77.2557 | 13.11784 |
| Valid N (listwise) | 25 | | | | |

3.4.2. Student Response Results

The student response results were obtained from student response questionnaire that distributed after learning and test implementation. The purpose of filling out this questionnaire is to find out students' opinions on the implementation of learning using Arabic comic book. The results of student response questionnaire are as follows:

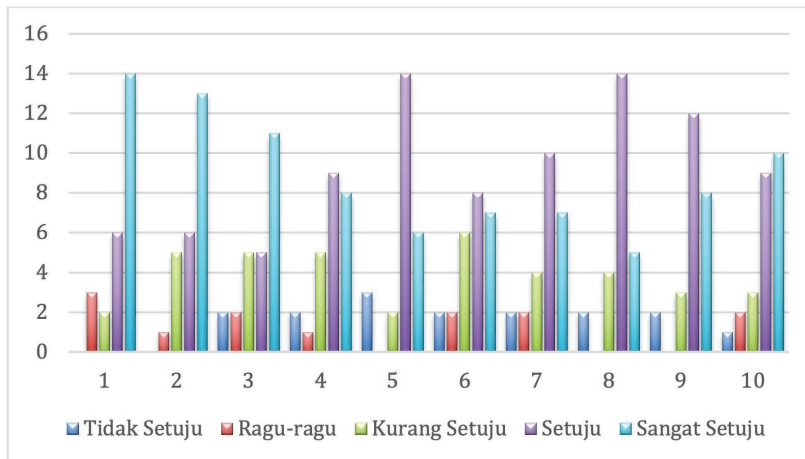


Figure 6. Student Response Result

3.5. Evaluation Stage Results

Research into development concludes with an evaluation phase. Based on expert validation and field testing data, the researcher conducted a formative review to gauge the overall product quality. The researcher solicited expert opinions and recommendations through this formative evaluation, which informed further iterations of the product. In order to guarantee that the product (in this example, the comic book) can deliver the promised advantages to consumers, it is essential to do this review. At this point, it's also possible to tell whether the product is ready to be shared and used by the general public.

4. Conclusion

Findings from the research on creating comic books to help Arabic readers indicate that the material validation data yielded a feasibility value of 80%, placing it in the quite valid category, and the media validation data yielded a feasibility value of 95%, placing it in the very valid category. Comic books are considered to be extremely valid when the two validation results are added together, yielding an average value of 87.5%. A practicality value of 82.16% was derived from the data collected from the student response questionnaire, falling into the area of extremely favorable responses. A mean n-gain value of 77.26% was derived from student test results, placing it in the effective group. Students' ability to read Arabic can be enhanced by using the comic book as a learning tool.

This research shows that the development of comic is effective in improving students' Arabic reading skills. Comic books can be an alternative teaching material that is attractive and enjoyable for students, so that it can optimize the learning process. As a follow-up, the school is recommended to consider the use of comic books as one of the Arabic learning resources in the classroom. Teachers can also integrate comic books with appropriate learning methods, such as cooperative learning methods, so that students can be actively involved and enthusiastic in reading activities. Furthermore, further research needs to be conducted to develop variations of comic books that can attract interest and improve other Arabic language skills, such as writing, speaking, and listening.

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