



The Use of Comic Strip Media in Teaching Students to Write Response Texts in Grade VII at SMP Negeri 1 Wanggarasi

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ABSTRACT

The aim of this research is to describe: 1) the design of a teaching module that utilizes comic strip media in learning to write response texts; 2) implementation of the use of comic strip media in learning to write response texts; 3) factors that hinder the use of comic strip media in learning to write response texts. This research was carried out at SMP Negeri 1 Wanggarasi on class VII students in 2024. Data collection techniques included observation, field notes, documentation and tests. Observations and field notes are used to observe the learning process, documentation is used to collect supporting data in the form of teaching modules and student work results, while tests are used to determine students' abilities in writing response texts. Data analysis was carried out using the Miles and Huberman interactive model which includes data reduction, data presentation, and drawing conclusions. The research results show that the use of comic strip media is supported by the design of teaching modules which are prepared systematically and in line with the Merdeka Curriculum phase D. Learning implementation is carried out in three meetings through preliminary, core and closing activities by actively involving students in reading comic strips, discussing and writing response texts individually with the help of student worksheets. The inhibiting factors found include limited learning time, differences in students' writing abilities, uneven learning readiness, and low self-confidence for some students. The solutions implemented include managing learning time effectively, providing gradual guidance, selecting contextual comic strips, as well as providing motivation and reinforcement to students.

Keywords: comic strip media, teaching students, writing, response texts

Pemanfaatan Media Komik Strip pada Pembelajaran Menulis Teks Tanggapan Peserta Didik Di Kelas VII SMP Negeri 1 Wanggarasi

ABSTRAK

Tujuan penelitian ini untuk mendeskripsikan: 1) rancangan modul ajar yang memanfaatkan media komik strip pada pembelajaran menulis teks tanggapan; 2) implemetasi pemanfaatan media komik strip pada pembelajaran menulis teks tanggapan; 3) faktor-faktor yang menghambat pemanfaatan media komik strip pada pembelajaran menulis teks tanggapan. Penelitian ini dilaksanakan di SMP Negeri 1 Wanggarasi pada peserta didik kelas VII yang dilaksanakan pada tahun 2024. Teknik pengumpulan data meliputi observasi, catatan lapangan, dokumentasi, dan tes. Observasi dan catatan lapangan digunakan untuk mengamati proses pembelajaran, dokumentasi digunakan untuk mengumpulkan data pendukung berupa modul ajar dan hasil pekerjaan peserta didik, sednagkan tes digunakan untuk mengetahui kemampuan peserta didik dalam menulis teks tanggapan. Analisis data dilakukan dengan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pemanfaatan media komik strip didukung oleh rancangan modul ajar yang disusun secara sistematis dan selaras dengan Kurikulum Merdeka fase D. Implementasi pembelajaran dilaksanakan dalam tiga pertemuan melalui kegiatan pendahuluan, inti, dan penutup dengan melibatkan peserta didik secara aktif dalam membaca komik strip, berdiskusi, serta menulis teks tanggapan secara individu dengan bantuan lembar kerja peserta didik. Faktor penghambat yang ditemukan antara lain keterbatasan waktu pembelajaran, perbedaan kemampuan menulis peserta didik, kesiapan belajar yang belum merata, serta rendahnya kepercayaan diri sebagian peserta didik. Solusi yang dilakukan meliputi pengelolaan waktu pembelajaran secara efektif, pemberian bimbingan bertahap, pemilihan komik strip yang kontekstual, serta pemberian motivasi dan penguatan kepada peserta didik.

Kata kunci: media komik strip, pembelajaran, menulis, teks tanggapan

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INTRODUCTION

Attitude toward learning is the ability to evaluate something. This assessment can result in attitudes of acceptance, rejection, or even neglect. In this context, many students demonstrate rejection or neglect of available learning opportunities related to this issue. Learning motivation is the mental force that drives the learning process (Dimiyanti & Mudjiono, 2006:239). In other words, learning motivation can weaken if there is no stimulating stimulus in the learning process. When learning motivation is low or lost, the impact will be seen in a decline in student learning outcomes. Lack of learning motivation is also an issue identified by researchers. Learning concentration is the ability to focus and concentrate on the learning material. According to Roijakker (in Dimiyanti & Mudjiono, 2006:239), students' attention during the learning process usually decreases after 30 minutes, so it is recommended to provide short breaks of several minutes to restore their focus. In this study, it was found that students often lost focus on the material because learning continued for more than 30 minutes without any breaks for students.

This usually occurs because teachers, as the main component, struggle to create effective learning. Consequently, the learning process, which should be enjoyable for students, instead quickly becomes bored due to a lack of interest and an inactive learning environment due to the teacher's lack of student involvement. For example, students pay attention and listen to the teacher explain the learning material, after which assignments are given. The teacher's role in this regard must be to provide motivation to foster student enthusiasm, and to change attitudes and behaviors across knowledge, skills, and psychomotor domains to create an active learning environment.

The problem raised in this research is: How is the design of a teaching module that utilizes comic strips in teaching writing response texts for grade VII students of SMP Negeri 1 Wanggarasi in the 2024/2025 academic year? How is the implementation of the use of comic strips in teaching writing response texts for grade VII students

of SMP Negeri 1 Wanggarasi in the 2024/2025 academic year? What are the factors that hinder the use of comic strip media in learning to write response texts for class VII students of SMP Negeri 1 Wanggarasi in the 2024/2025 academic year? What are the solutions to overcome the inhibiting factors in the use of comic strip media in learning to write response texts for class VII students of SMP Negeri 1 Wanggarasi in the 2024/2025 academic year? The purpose of this study is to describe the design of a teaching module that utilizes comic strip media in learning to write response texts for class VII students of SMP Negeri 1 Wanggarasi in the 2024/2025 academic year, to describe the implementation of the use of comic strip media in learning to write response texts for class VII students of SMP Negeri 1 Wanggarasi in the 2024/2025 academic year, to describe the factors that hinder the use of comic strip media in learning to write response texts for class VII students of SMP Negeri 1 Wanggarasi in the 2024/2025 academic year, to describe solutions to overcome inhibiting factors in the use of comic strip media in learning to write response texts for class VII students of SMP Negeri 1 Wanggarasi in the 2024/2025 academic year. This research was conducted at SMP Negeri 1 Wanggarasi for class VII students. This research was conducted in 2024. This research is beneficial for increasing students' enthusiasm for learning and concentration, as well as improving their skills and knowledge to achieve the learning objective of writing response texts using comic strips as a learning medium. It can serve as a reference for Indonesian language teachers in designing and utilizing comic strips as an alternative learning medium for writing response texts. It also benefits schools in improving the quality of Indonesian language learning in schools by introducing comic strips as an innovative and effective learning tool.

The introductory structure contains five aspects, including a theoretical study. The first aspect is the background. It contains facts from several paragraphs inductively, using the inverted pyramid technique, about the dependent variable



related to the independent variable. This means the description begins with relatively detailed information and moves toward a more general description of the dependent variable. More importantly, each factual description is based on specific references. Learning media serves as a medium in conveying material, making it easier to understand and engaging for students. Appropriate media can help students understand learning concepts, increase learning motivation, and encourage active involvement in the learning process. Hamka (in Nurfadhillah, et al. 2001:13) defines learning media as a tool, either in the form of physical or non-physical objects, which are intentionally used as an intermediary between teachers and students to increase the effectiveness and efficiency of understanding learning materials. According to Hamalik (2011:15), learning media can arouse new desires and interests, increase learning motivation, and even bring psychological influence to students. Hamalik's statement shows that media not only functions as a visual aid, but also has a role in building a conducive learning atmosphere. Media can increase the emotional atmosphere of students such as enthusiasm, curiosity, and interest in the material so that the learning process runs more effectively. According to Horby as quoted by Zalmansyah (2013:265), comic strips are a series of images or illustrations that aim to entertain with a humorous or humorous character. Usually, these comic strips are printed in magazines or newspapers consisting of several panels arranged sequentially, where each panel contains an image or illustration as well as narrative text or dialogue that supports the story.

A related or similar study to this study was conducted by Ningsih & Firmansyah (2020) entitled "Utilization of Virtual Reality in Learning to Write Response Texts". This study aims to describe the use of virtual reality media in learning to write descriptive response texts for junior high school students. The method used is descriptive qualitative with data collection techniques in the form of questionnaires and documentation. The results of the study indicate that the use of that media can increase student involvement, motivation, and ease

in writing response texts, with a percentage of usefulness reaching 81.11%. This study proves that technology-based visual media can help students understand the context of events, thereby facilitating the process of writing response texts. Research conducted by Damayanti (2025). The study entitled "Utilization of the Peace Cart Film in Writing Response Texts for Students of Al-Hidayah Lestari Junior High School, South Jakarta". This study aims to determine the use of short film media as a learning medium for writing response texts and to determine student learning outcomes after participating in the learning. The method used in this study was descriptive qualitative, with data collection techniques including observation, tests, and interviews. Assessment of students' response writing skills was based on the appropriateness of the text structure, the appropriateness of the content to the theme, and the accuracy of the response writing. The results showed that the use of short films was successful, with an average student learning outcome score of 72.81, categorized as good, and facilitated students' response writing.

METHOD

The procedure in this study employed a descriptive qualitative approach. Pendekatan kualitatif merupakan yang lazim digunakan dalam duni penelitian termasuk pendidikan tentang pembelajaran (Fraenkell et al., 2012:279; Abubakar, 2021:19; Razak, 2017:176).

This descriptive qualitative approach was used to describe in depth and systematically the use of comic strips in teaching response writing for seventh-grade students at SMP Negeri 1 Wanggarasi. This approach was chosen because the research focused on the learning process, module design, inhibiting factors, and solutions implemented in the use of comic strips, rather than on hypothesis testing or statistical calculations. Descriptive qualitative research aims to understand the phenomena experienced by research subjects holistically through data collection in the form of words, actions, and relevant documents. The research location was conducted at SMP Negeri 1 Wanggarasi, located in Pohuwato Regency, Gorontalo Province,

in 2024-2025. Data collection techniques in this study included observation, field notes, documentation, and tests. The data analysis technique used in this study was data reduction. The data obtained from the field is quite extensive, therefore, it needs to be recorded carefully and in detail. The longer the researcher is in the field, the more data becomes, the more complex and complicated it becomes. Data presentation in qualitative research can be presented in the form of brief descriptions, charts, or relationships between categories. This data presentation makes it easier for researchers to understand the events being observed. Conclu-

sion Drawing and Verification: The process of drawing conclusions is carried out from the beginning of the data obtained, but these conclusions will change if strong information is obtained that can assist researchers in the next stage of data collection.

Learning outcome criteria are divided into four categories. The categories are as follows:

1. 76–100 Excellent
2. 51–75 Good
3. 26–50 Fair
4. 1–25 Poor

Table 1
Attitude Assessment Rubric

Assessed Aspect	Very Good (76-100)	Good (51-75)	Fair (26-50)	Poor (1-25)
Responsibility	Always submits assignments on time and according to instructions	Usually submits assignments on time	Occasionally late in submitting assignments	Frequently late in submitting assignments
Cooperation	Highly active in discussions and cooperating with peers	Fairly active in discussions and cooperation	Occasionally participates in discussions	Does not participate in discussions
Enthusiasm	Always enthusiastic and active in learning	Usually enthusiastic and active	Occasionally enthusiastic and active	Lacks enthusiasm and passive

Table 2
Knowledge Assessment Rubric

Assessed Aspect	Very Good (76-100)	Good (51-75)	Fair (26-50)	Poor (1-25)
Structure of Response Text	Applies all structures very accurately	Applies most structures accurately	Applies several structures less accurately	Lacks understanding and poorly applies structures
Mastery of Sentence Variety	Accurately uses a variety of sentences according to the response type	Uses a variety of sentences with a few errors	Uses a variety of sentences with many errors	Does not use an appropriate variety of sentences
Linguistic Features	Uses linguistic features exceptionally well	Uses most linguistic features well	Uses several linguistic features well	Struggles to use linguistic features correctly

Table 3
Skill Assessment Rubric

Assessed Aspect	Very Good (76-100)	Good (51-75)	Fair (26-50)	Poor (1-25)
Writing Skills	Writes response texts very coherently and clearly	Writes response texts less coherently and clearly	Writes response texts less coherently	Struggles to write coherent and clear response texts
Creativity and Argumentation	Highly creative and arguments are very strong	Fairly creative and arguments are fairly strong	Lacks creativity and arguments are less strong	Struggles to demonstrate creativity and argumentation
Language Proficiency	Uses language exceptionally well and according to the rules	Uses language fairly well	Uses language with several errors	Struggles to use language according to the rules

Researchers created different assessment rubrics for each aspect and assigned them predetermined weights. In the final assessment, researchers used the combined results from these three aspects (attitude, knowledge, and skills) to assign a grade to each student. The assessment rubric for each aspect, along with the assigned scores and weights, can be seen in the following table.

- 1) Attitude 20%
- 2) Knowledge 40%
- 3) Skills 40%

RESULT

1. Design of Teaching Module Utilizing Comic Strips

The design of a teaching module utilizing comic strips was developed by researchers as a guideline for implementing learning to write response texts in seventh-grade students at SMP Negeri 1 Wanggarasi. The teaching module was developed based on the Independent Curriculum, taking into account phase D learning outcomes, student characteristics, and the learning needs for writing response texts. Based on documentation analysis, the teaching module used in learning to write response texts was developed in accordance with the Independent Curriculum teaching module format and contained the main components in a complete and systematic manner. These

components include the module's identity, learning objectives, learning materials, learning activity steps, learning media and resources, and learning assessments. The module's identity includes information about the educational unit, Indonesian language subject, seventh grade, phase D, and learning materials for writing response texts. The researcher designed the learning activities in a sequential and student-centered manner, encompassing introductory activities, core activities, and closing activities.

2. Implementation of Comic Strip Media in Writing Response Texts

The implementation of comic strip media was carried out in accordance with the pre-designed teaching module. The learning process took place in a conducive atmosphere and actively involved students. The implementation of comic strip media in writing response texts was carried out in three meetings, each consisting of three stages: preliminary activities, core activities, and closing activities. The results of the data analysis from each meeting are presented below.

Preliminary Activities

In this activity, students will undertake several activities before beginning the lesson. During the initial learning activities, the teacher opens the lesson by greeting and inviting students to pray together before beginning the lesson, in accordance

with their respective religions and beliefs as a form of respect and to create a friendly and open atmosphere. Then, the teacher checks student attendance to ensure who is present and to acknowledge their attendance. Next, the teacher provides a brief introduction to the material to be learned by asking questions such as: (1) Do you enjoy watching movies or reading books (comics)? (2) Have you ever felt inspired by a work and wanted to share it with others?



Figure 1
The teacher asks several questions

2.1 Core Activities

At this stage, the teacher ensures that students understand the material to be studied. The teacher divides the students into small groups of four. This grouping aims to create a collaborative learning environment, enabling students to work together to understand and complete the assigned tasks.



Figure 2
Path of Detective Kicik Comic Strip

Next, the teacher distributes learning media titled *Detektif Kicik* via WhatsApp and distributes Student Worksheets. The teacher introduces the response text through the comic strip. After reading, each group must complete the assignment given on the Student Worksheet. The teacher supervises students as they work in their groups. Next, each group presents their work in turn, and the other groups respond. After the presentations conclude, the teacher assesses each group's work.

2.2 Closing Activities

In this final stage, the teacher conducts several closing activities before the lesson ends. The teacher reinforces the material related to the structure of the response text. At this stage, the teacher reviews the material taught, particularly the structure of the response text. This reinforcement is carried out to ensure that students understand each part of the response text structure: context, description, and assessment. Then, the teacher delivers a lesson conclusion, summarizing the key points learned by the students. The conclusion covers key points such as the definition of a response text, the variety of sentences used, the text structure, and the linguistic features to consider. By providing a conclusion, the teacher helps students connect the information they received during the lesson and ensures their understanding is clear and complete before moving on to the next task or lesson.



Figure 3
The teacher provides reinforcement of the material

The teacher assigns students to read response texts from various sources to broaden their

knowledge. This assignment aims to broaden students' understanding by examining various examples of response texts in different contexts. By reading more response texts, students will understand variations in language use, text structure, and how to convey criticism, suggestions, or praise. Furthermore, this assignment can also improve students' critical and analytical reading skills.



Figure 4
Students are given an assignment

The teacher concludes the lesson. After the lesson is complete, the teacher invites students to take a moment to express gratitude for the opportunity to learn together. The gratitude is expressed briefly by saying, "Let us express our gratitude for all the knowledge we have learned today." The teacher then concludes the meeting by greeting the students, saying "Assalamu'alaikum" and "See you at the next meeting."

3. Learning Evaluation

The learning evaluation in this study was conducted to determine the achievement of the learning objective of writing response texts using comic strips. The evaluation was comprehensive, assessing students' attitudes, knowledge, and skills. Attitude assessment was conducted through observations of students' activeness, cooperation, and responsibility during the learning process. Knowledge assessment was conducted through a written test related to understanding the structure and linguistic features of response texts, while skills assessment focused on writing response texts based on comic strips. The written test assessment

applied to the learning of writing response texts using comic strips was supplemented with an assessment rubric. Researchers evaluated students' writing based on three aspects: attitude (how students work in groups and respond to assignments), knowledge (students' understanding of the material), and skills (students' ability to compose clear and structured response texts).

DISCUSSION

Implementation of comic strip media in teaching response text writing

The research results indicate that the implementation of comic strip media in teaching response text writing was carried out over three sessions with Grade VII students at SMP Negeri 1 Wanggarasi. Instruction focused on developing response text writing skills by utilizing comic strips as a tool to enhance student engagement, creativity, and the ability to express opinions in writing. The lessons were conducted based on a previously prepared teaching module. Each session comprised introductory, core, and concluding activities. Comic strip media was consistently used in every session as the primary stimulus for the response text writing activities.

During the introductory activity, the teacher opened the lesson by stating the learning objectives and motivating the students. The teacher displayed or distributed comic strips featuring simple issues relevant to the students' daily lives. Observations showed that the students were interested in the presented comic strips. Most students actively paid attention to the comic's content and spontaneously began discussing the story with their seatmates. In the core activity, the teacher distributed comic strip sheets and student worksheets to the class. Students were asked to read and comprehend the content of the comic strips and then identify the issues or problems depicted, following the guidelines provided in the worksheets.

Subsequently, students engaged in group discussions to analyze the comic strip content and determine their perspectives on the events presented. The worksheets served as a discussion

guide, enabling students to systematically identify the structure of a response text: evaluation, description, and reiteration. Following the discussion, students were required to write individual response texts based on the discussion outcomes and the understanding they had gained. Throughout the writing process, the teacher acted as a facilitator, providing direction, guidance, and prompting questions to help students develop their ideas and construct coherent response texts. Field notes indicate that the use of student worksheets helped learners approach the writing of response texts in a more focused manner. Students who were initially passive began to demonstrate active engagement and the confidence to express their opinions—both orally during discussions and in writing within the response texts they produced.

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