



Elaboration of French Thematic Comics Based on Creative Visual Media for A1 Level Reading Skills

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ABSTRACT

This study aims to elaborate and develop French language thematic comics based on creative visual media, namely comics titled *Les Aventures d'Aurora et Eamon à Paris*, which are specifically designed to improve reading skills at the A1 level and focus on the theme of tourism. This study uses a Research and Development (R&D) approach with instruments in the form of validation sheets for language experts and media experts. The research population consists of language and media experts, while the sample is one language expert and one media expert who provided product validation. Data were collected through expert judgment and open interviews, then analyzed using media feasibility percentage techniques and descriptive interpretation. The results show that the thematic comic product, in terms of language and content, is in the "Very Feasible" category with a score of 100% from the language expert. Qualitative input from the expert emphasized the need for a more dialogue-dominant narrative, the addition of a glossary, and complete product information. This comic presents practical scenarios relevant to real-world communication experiences, such as ordering food at a restaurant, ordering items, asking for directions, and shopping, through attractive illustrations and natural dialogue. This research concludes that the creative visual media-based thematic comic is an effective, relevant, interactive, and engaging innovative medium to support A1-level French reading learning.

Keywords: elaboration, French tematics comic, creative visual media, reading skills

Elaborasi Komik Tematik Bahasa Prancis Berbasis Media Visual Kreatif untuk Keterampilan Membaca Tingkat A1

ABSTRAK

Penelitian ini bertujuan untuk mengelaborasi dan mengembangkan komik tematik bahasa Prancis berbasis media visual kreatif, yaitu komik berjudul *Les Aventures d'Aurora et Eamon à Paris*, yang secara spesifik dirancang untuk meningkatkan keterampilan membaca pada tingkat A1 dan berfokus pada tema pariwisata. Penelitian ini menggunakan pendekatan *Research and Development (R&D)* dengan instrumen berupa lembar validasi ahli bahasa dan ahli media. Populasi penelitian adalah ahli bahasa dan ahli media, sementara sampelnya adalah satu orang ahli bahasa dan satu orang ahli media yang memberikan validasi produk. Data dikumpulkan melalui teknik validasi ahli (*expert judgment*) dan wawancara terbuka, kemudian dianalisis menggunakan teknik persentase kelayakan media dan interpretasi deskriptif. Hasil penelitian menunjukkan bahwa produk komik tematik dari segi kebahasaan dan konten berada pada kategori Sangat Layak dengan skor 100% dari ahli bahasa. Masukan kualitatif dari ahli menekankan perlunya narasi yang dominan dialog, penambahan glosarium, dan informasi produk yang lengkap. Komik ini menyajikan skenario-skenario praktis yang relevan dengan pengalaman komunikasi di dunia nyata, seperti memesan makanan di restoran, memesan sesuatu, bertanya arah, dan berbelanja, melalui ilustrasi menarik dan dialog natural. Penelitian ini menyimpulkan bahwa komik tematik berbasis media visual kreatif efektif sebagai media inovatif yang relevan, interaktif, dan menarik untuk mendukung pembelajaran membaca bahasa Prancis tingkat A1.

Kata kunci: elaborasi komik tematik, bahasa Prancis, media visual kreatif, keterampilan membaca

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INTRODUCTION

Reading skills (*Compréhension Écrite*) are one of the basic competencies in learning foreign languages, including French. At the A1 level in the *Cadre Européen Commun De Référence pour les Langues (CECRL)*, students are expected to be able to understand basic expressions and simple sentences directly related to everyday life, such as information about tourist attractions, food, and everyday conversations in the context of tourism (*Conseil de l'Europe*, 2017). However, in practice, reading instruction in beginner French classes is often suboptimal. Learning materials tend to be rigid and less stimulating for students due to the lack of visual context and the lack of integration of interesting and contemporary learning experiences. This results in low cognitive and affective engagement of students, as well as poor retention of language materials (Hanak, 2019; Soto et al., 2019). One innovative solution offered by this research is the development of learning media in the form of thematic comics. The resulting product is a comic strip entitled "*Les Aventures d'Aurora et Eamon à Paris*," which chronicles the adventures of two friends, Aurora and Eamon, along with their dog, *Pépito*, across various Parisian tourist destinations. Through various situations such as arriving at a train station, ordering food at a restaurant, buying souvenirs, and using public transportation, the comic features authentic vocabulary and expressions relevant to real-life contexts. With a combination of creative visual illustrations and simple language, the comic is designed to stimulate learning interest while supporting achievement of A1 level reading competency.

One innovative approach to addressing this challenge is the use of digital technology-based visual media, such as digital comics. Recine (2013) states that comics have evolved from mere entertainment to an effective pedagogical tool in language teaching. Comics help bridge linguistic and social contexts, provide authentic examples of language, and facilitate understanding of pragmatics and culture in the target language.

Research by Popa and Tarabuzan (2015) shows that comic strips significantly influence students' confidence and motivation in learning French. Similar results were found in a study by Fauz et al. (2023), who developed a comic titled "*Mangeons!*" for A2-level *Compréhension (CÉ)* learning. They stated that this educational comic was effective in helping students better understand reading content.

Another study by Deligianni-Georgaka & Pouroutidi (2016) also supported these findings, showing that digital comics encouraged students to write and understand foreign languages more creatively and engagedly. Meanwhile, Rutta et al. (2021), through a study of comic-based digital storytelling in *Content and Language Integrated Learning (CLIL)*, confirmed that this medium provides imaginative, reflective, and meaningful learning opportunities. Specifically, Tekin & Ilhan (2025) examined the experiences of Erasmus students and demonstrated that the use of digital comics in foreign language teaching created a fun, authentic, and relevant learning experience.

The purpose of this study was to determine the elaboration process of French tourism comics based on creative visual media for A1 level reading skills and to analyze the feasibility of French tourism comics based on creative visual media for A1 level reading skills.

Next, a theoretical review containing a brief analysis of the research variables, according to Asy-Sinawi (2012) and Mahamod (2014), should include a brief analysis of the research variables. Comics have evolved from mere entertainment media to an effective pedagogical tool in language teaching (Recine, 2013). The use of digital technology-based visual media, such as digital comics, is an innovative approach to addressing learning challenges.

Previous research conducted by Fauzy, Sunendar, and Hardini (2023) developed a comic titled "*Mangeons!*" for learning *Compréhension Écrite (CÉ)* at A2 level. Studies by Arief et al. (2022) and Losi et al. (2023) also confirmed the



effectiveness of digital comics in improving English as a foreign language learning outcomes. Meanwhile, Tekin & Ilhan (2025) examined the use of digital comics in teaching foreign languages to Erasmus students.

METHOD

This research uses a Research and Development approach. (R&D) using a modified Borg & Gall (2019) model. This research design focused on the development and validation of a French-language thematic comic product. The research was conducted at the French Language Education Study Program, Universitas Pendidikan Indonesia. The study population consisted of linguists and media experts, while the sample consisted of one French linguist and one media expert with expertise in creative visual design.

The research instrument consisted of two validation sheets:

1. Linguist Expert Validation Instrument: Used to assess the appropriateness of content and language, aligned with reading competency level A1.
2. Media Expert Validation Instrument: Used to assess the appropriateness of visual design, layout, and image quality.

Data collection was conducted through expert judgment using the aforementioned instrument and open-ended interviews. The data analysis technique used was percentage analysis of media appropriateness based on the formula:

$$P_s = x \cdot 100\%$$

(Source: Arikunto, 2009).

The percentage results were then interpreted using the media appropriateness criteria (Arikunto & Cegi, 2009).

RESULT

This results point presents the research findings obtained through the Research and Development (R&D) method. The main results focus on two aspects: (1) a description of the developed thematic comic "Les Aventures d'Aurora et Eamon à Paris," and (2) the product's feasibility level based

on expert judgment by linguists and media experts. This feasibility test served as the basis for the final product revision and is presented in the form of quantitative scores and qualitative suggestions. Details of the research results are presented in two sub-headings to address the research problem formulation.

To test the feasibility of the developed thematic comic, a validation stage was conducted by material/linguist and media experts. This validation aimed to ensure that the language, content, and visual appearance of the media met scientific and pedagogical criteria. The results of the expert validation, presented as a feasibility percentage, can be seen in detail in Table 1.

Table 1
 Summary of Media Feasibility Percentages

Assessment Aspects	Score per Stage		Notes
	Product Design	Product Evaluation	
Content conformity with CECRL A1 level	5	5	Very Good
Grammatical and vocabulary accuracy	5	5	Very Good
Contextuality and relevance of tourism themes	5	5	Very Good
Clarity of narrative flow and dialogue	5	5	Very Good
Compréhension Écrite	5	5	Very Good
Visual appeal and layout	5	5	Very Good
Readability and text layout	3	5	Fair (Stage 1), Very Good (Stage 2)
Consistency of visual style	5	5	Very Good
Visual effectiveness to support narrative	5	5	Very Good
Total score	48	50	
Ideal Score	50	50	

Based on the summary results in the table above, the total media feasibility score increased from 48 in stage 1 (product design) to 50 in stage 2 (product evaluation), with an ideal score of 50. This improvement indicates that the revisions made after the first stage successfully improved aspects previously deemed suboptimal. Overall, all aspects received a "very good" rating in the second stage, indicating that the learning media met the feasibility criteria in terms of content, language, and visual appearance.

In the first stage, the readability and text layout aspect received the lowest score (3) in the "adequate" category. This was due to the paragraph layout and font size not being proportional for A1 level learners. After revisions, including adjustments to font size, line spacing, and paragraph restructuring, the score for this aspect increased to 5 (very good) in the second stage. This improvement underscores the importance of readability in text-based learning media to support reading comprehension (*compréhension écrite*).

Furthermore, all other aspects, such as content conformity to the A1 CECRL level, grammatical accuracy, and relevance to the tourism theme, achieved maximum scores from the first to the second stage. This demonstrates consistent content quality and appropriate use of French, in accordance with international learning standards. Visually, the attractiveness of the display, stylistic consistency, and effectiveness of the illustrations also received excellent ratings, indicating that the media is not only aesthetically appealing but also functional in supporting text comprehension.

Thus, the validation results indicate that the developed learning media is suitable for use in the context of learning French at the A1 level, particularly for reading skills. The revisions made have produced media that is not only linguistically and thematically accurate, but also engaging, easy to understand, and suited to the characteristics of beginner learners.

Table 2

Recapitulation of Media Eligibility Percentage

Assessment Aspects	Score per Stage		Increasing
	Product Design	Product Evaluation	
Language expert	25/25 (100%)	25/25 (100%)	0%
Media expert	23/25 (92%)	25/25 (100%)	8%
Total score	48/50 (96%)	50/50 (100%)	4%

The elaboration and product development stages in this study adhere to the Research and Development (R&D) model. The resulting product is a thematic comic consisting of several main components. Table 1.2 below presents a breakdown of the components of the thematic comic product "Les Aventures d'Aurora et Eamon à Paris."

Based on the summary results in the table above, the total media suitability score increased from 48/50 (96%) in the Product Design stage to 50/50 (100%) in the Product Evaluation stage. This 4% increase indicates that the revision process successfully refined all assessment aspects, particularly the visual and layout components, which previously required improvement.

More specifically, the linguist gave a perfect score from the first to the second stage, with a percentage of 100%, indicating that the media content fully aligns with the CECRLA1 level competency standards. Sentence structure, vocabulary choice, and discourse context were deemed appropriate and relevant to the objectives of learning French for beginners.

Meanwhile, the media expert's score increased from 92% to 100% after the second stage of revision. This indicates significant improvements in graphic design, text readability, and visual style consistency. Changes included adjustments to color, text and image proportions, and page lay-

out to make them more engaging and easier for learners to understand.

Thus, the final validation results confirmed that the developed learning media had a very high level of feasibility (100%), both in terms of content and presentation. This media was deemed to have met pedagogical, linguistic, and aesthetic criteria, making it suitable for use as supporting teaching materials in teaching reading skills (compréhension écrite) at the A1 level in French.

1. Product Feasibility from a Linguistic Aspect

During the validation stage, the comic product was assessed by a French language expert. Based on the quantitative data collected, the linguist awarded a perfect score for all aspects, with a final total score of 50 out of an ideal 50 for the two stages, equivalent to a feasibility percentage of 100%. These results indicate that the thematic comic product falls into the "Very Feasible" category in terms of language and content, primarily in facilitating readers to follow the storyline from one scene to the next, from arrival at the station, the journey to the hotel, the visit to the Eiffel Tower, the Louvre Museum, dining at the restaurant, and the end of the journey at Charles de Gaulle Airport.

These findings reflect that linguistic aspects, from vocabulary choice and sentence structure to A1 level, have met high standards. Input and suggestions from linguists obtained through validation sheets and open-ended interviews were analyzed in depth. Key points identified were:

- 1) Dialogue Narration: It is recommended that the story predominantly use short, authentic dialogue frequently used in everyday conversation, rather than lengthy descriptive narratives, to facilitate comprehension.
- 2) Glossary: A glossary containing a list of new vocabulary, particularly those related to tourism, should be added.



Figure 1
Vocabulary

- 3) Product Information: Product information is on the back cover, including a list of the development team.

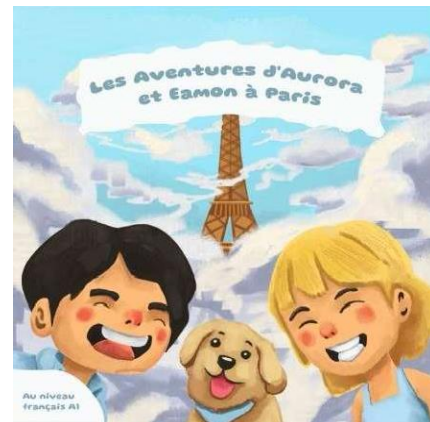


Figure 3
Cover



Figure 4
Back Cover

2. Product Feasibility from a Visual Media Aspect

During the validation stage, the comic product was also assessed by a media expert. Based on quantitative data, the media expert gave a final score in the Product Evaluation stage of 50 out of an ideal score of 50, which equates to a feasibility percentage of 100%. These results indicate that the comic product, from a visual media perspective, also falls into the "Very Feasible" category, particularly in terms of visual appeal. This finding is supported by positive assessments in the following aspects:

- 1) Character and Setting Design: The characters and setting are depicted in an attractive visual style that aligns with the tourism theme and also introduces several iconic and tourist attractions in France.



Figure 5
Character and Setting Design

- 2) Layout and Dialogue Balloons: The placement of dialogue balloons and comic panels is systematic, so the storyline is easy to follow.



Figure 6
Layout and Dialogue Balloons

- 3) Color Selection: Using a bright and consistent color palette makes the comic look professional and piques the reader's interest.
- 4) Illustration Quality: High-quality illustrations ensure that visual details are clear and sharp, making it easier to represent the situation or context of the story, making it engaging and authentic.



Figure 6
Illustration Quality



DISCUSSION

The results of this study indicate that thematic comics based on creative visual media are considered highly suitable for use as a learning medium for French reading skills at A1 level. This finding relates to several previous studies:

- 1) Consistent with Fauzy et al. (2023)
Fauzy et al. (2023) developed the educational comic "Mangeons!" for A2 level comprehension learning and found significant improvements in reading comprehension. This supports the finding that comics are effective in improving receptive skills and motivating students to learn new vocabulary.
- 2) Consistent with Popa & Tarabuzan (2015)
Research by Popa & Tarabuzan (2015) confirms that the use of comics in foreign language learning can help students understand the context of everyday communication, improve vocabulary retention, and make learning more enjoyable.
- 3) Rutta et al.'s (2021) perspective
Rutta et al. (2021) emphasizes that digital comics not only facilitate language comprehension but also serve as a bridge for cross-cultural learning. With context-rich visual illustrations, students not only learn the language but also understand the social and cultural aspects of France, particularly in the context of tourism.
- 4) Support from Gazieva (2020) and Ostanina-Olszewska (2018)
Both studies confirm that creative visual media can increase attention and learning motivation, especially for beginning learners who tend to have difficulty understanding long texts without the support of visual context.

Unlike previous studies that have focused on English or A2 levels and above, this study contributes to the development of French language learning media at A1 level with a tourism theme that is relevant, engaging, and based on creative visuals.

Thus, this study not only confirms the effectiveness of comics in foreign language learning but also provides a new contribution to the development of innovative media for basic French reading skills.

CONCLUSION

Based on the analysis, it can be concluded that the process of elaborating a French comic with a tourism theme based on creative visual media was successfully implemented and validated by experts. The developed comic product was deemed "very suitable" for use, both in terms of language, content, and the quality of the media presented.

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