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DEVELOPING A CEFR-BASED COMIC FOR ENGLISH LITERACY LEARNING FOR HIGH SCHOOL STUDENTS IN CIREBON

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Abstract: This study aims to develop a comic-based CEFR learning media for English literacy learning for high school students in Cirebon. This study is a quantitative and qualitative research type with the ADDIE model. The sample in this study was an English teacher at the school concerned and five high school students in grade 10. Data collection was carried out through interviews and documentation. Data were analyzed by data reduction, data presentation, and verification. The study results show that the comic-based CEFR product is feasible and ready to be implemented for English literacy learning for high school students in Cirebon.

Keywords: Literacy, CEFR, Narrative Text, High School, Digital Comic

Abstrak: *Penelitian ini bertujuan untuk mengembangkan media pembelajaran berupa CEFR berbasis komik untuk pembelajaran literasi bahasa inggris pada siswa sma di Cirebon. Penelitian ini merupakan jenis penelitian kuantitatif dan kualitatif dengan model ADDIE. Sampel dalam penelitian ini adalah seorang guru bahasa Inggris di sekolah yang bersangkutan dan 5 orang siswa SMA kelas 10. Pengumpulan data dilakukan dengan wawancara dan dokumentasi. Data dianalisis dengan reduksi data, penyajian data, dan verifikasi. Hasil penelitian dapat menunjukan bahwa produk CEFR berbasis komik dinyatakan sangat layak dan siap untuk diimplementasikan untuk pembelajaran literasi bahasa inggris pada siswa sma di cirebon.*

Kata kunci: *Literasi, CEFR, Naratif Teks, Sekolah Menengah Akhir, Komik Digital*

INTRODUCTION

Kurikulum Merdeka that wants to apply holistically. Sudimantara proves it in 1st Ania Lian's podcast; he explains that in 2022, the Indonesian government strengthened the idea of pedagogical transformation in learning regulations that are holistic, integrative scientific collaboration in which the government wants to take advantage of student learning experiences from content-oriented to more imposed on students. However, the school that the researcher took for the research still applies traditional pedagogy, namely learning by repeating and memorizing in learning English. This is also why this school has a learning loss due to the *Kurikulum Merdeka.*

The Decree of the Head of the Ministry of Education and Culture's Education Standards, Curriculum, and Assessment Agency Number: /008/H/KR/2022, Basic Education Levels, and Secondary Education Levels in the Independent Curriculum state that the goal of learning English is to improve one's proficiency in the six language skills—speaking, listening, reading, writing, and presenting in an integrated way—across a range of text types (K et al., 2025). According to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), these six English language skills have minimal learning objectives comparable to level B1. Students' ability to maintain interaction and communicate what is desired in various contexts with clear articulation expresses the main points to be conveyed comprehensively. It maintains communication despite occasional pauses, which is reflected in Level B1 (CEFR).

Transformative pedagogy means transformative education (changes) following changing times and social realities. Transformative pedagogy must be seen as one of the manifestations of the excellence of the Indonesian people, especially educational scientists (Julaiha, 2022). The teaching and learning process is not limited to the final result but especially to achieving these results. Inadequate teaching resources can hinder the learning process in the classroom (Purwanto, 2022). Creative teachers can identify good learning resources according to students' abilities. Therefore, the researcher creates learning material products to support transformative pedagogy.

Standards are needed when developing teaching materials. One of these standards is the Common European Framework (CEFR). CEFR is an internationally recognized standard for describing language proficiency. The Common European Framework (CEFR) provides a general description for elaborating European language syllabuses, curriculum guidelines, evaluations, and teaching materials (Zaki & Darmi, 2021). The CEFR comprehensively describes what language learners must learn to use language to communicate and what knowledge and skills they must develop to act effectively. The description includes the cultural context in which the language is set.

Comics are one type of media that can effectively convey messages in a teacher-student relationship. In this regard, comic strips are utilized in classrooms more often than comic books. According to Trimo in Laksana (2015), a comic strip is a sequence of pictures with a plot and messages. Because reading comic strips takes less time, teachers prefer them to comic books. Because comic strips are easy to understand, students do not need much time reading them (Purwanto, 2024). In addition, comic strips typically have a more straightforward plot than comic novels.

Some reasonable arguments testify to the benefits of using comic strips as instructional media. It is explained by Lazarinis et al. (2015). They state that comic strips have the power to improve learning quality. Students can be easily attracted to the pictures of cartoons in comic strips. Once they feel attracted, the students will enjoy the process of learning. Teachers can use comic strips to provide students with a meaningful learning process. As a result, the quality of students' learning increases (Achmad Leofaragusta K K et al., 2025; Irawan et al., 2024).

Additionally, comic strips help pupils become more media literate. The most popular definition of media literacy is a set of abilities encouraging critical interaction with media messages (Bulger & Davison, 2018, p. 7). Given how quickly media is developing, pupils must be able to adjust to different cultures. Students need to understand which cultures suit them and which are not (Purwanto & Umar, 2024). Comic strips can be used to teach pupils these kinds of abilities. In summary, data suggests that comics, in any form, benefits students' psychomotor, affective, and cognitive development.

METHODOLOGY

This study used a qualitative approach. In this study, the researcher used the ADDIE Model. The five (5) processes of analysis, design, development, implementation, and evaluation are adaptable guidelines that aid instructional designers in creating powerful support aids. The researcher chose to take three stages to develop a CEFR digital comic. They were the analysis stage, design stage, and last development stage. Data for this study were obtained from both primary and secondary sources. Primary data sources in the form of respondents consisted of the teacher and five students in one of the high schools in Cirebon, West Java. Then, the secondary data sources from the books and journals that support this study. The data was obtained through interviews and documentation. Data is analyzed by data triangulation, namely data reduction, presentation, and verification.

RESULT AND DISCUSSION

Digital comics that use the Common European Framework of Reference for English language instruction in Grade X SMA classes in Cirebon are the products that are produced at ADDIE, particularly the narrative text materials. This product is meant to assist teachers in imparting learning materials and to facilitate students' comprehension of English language learning materials. The content in this digital comic strip version of the CEFR is designed to support student and teacher cooperation.

Result

1. Analysis Stage

According to the data obtained from the interview, the researcher found several phenomena related to English subjects in teaching and learning activities at one High School in Cirebon, especially in teaching writing and reading skills to students. Here are the problems:

a. First, the researcher discovered that comes up is the learning crisis. The Covid-19 pandemic has caused various changes, one of which is in the field of education, namely learning loss. The presence of a learning process that transforms from face-to-face learning to distance learning presents various challenges for students, teachers, parents, and even the surrounding community. This is characterized by a lack of student literacy in reading and writing. Students do not have a strong interest in literacy and only wait for directions from the teacher to read and write.

b. Second, the researcher discovered that inadequate teaching resources can hinder the learning process in the classroom. Creative teachers can identify good learning resources according to students' abilities. Teaching resources in this modern era are obtained from books and available in digital form.
c. Finally, the issue is the dependence on the traditional teaching approach. Traditional teaching is ineffective because students' learning abilities do not develop quickly. Students become passive and rely only on the teacher to gain knowledge. Students are only required to memorize and repeat grammar and vocabulary. Therefore, the transformation from traditional teaching is using a non-traditional approach. The hallmark of this approach is Holistic teaching: student-centered learning, Exploratory Teaching, and Differentiated Learning.

Thus, the researcher intended to focus on the second issue, which is that inadequate teaching resources can hinder the learning process in the classroom and examples that can assist students and teachers in carrying out teaching and learning activities. The researcher picked this topic because learning media plays a significant role in continuing teaching and learning activities. This is likely to help improve the quality of the teaching and learning process.

2. Design Stage

At this stage, it shows the product of developing a CEFR-based comic literacy in English class X at a High School in Cirebon. Product design is adjusted to the product specifications that have been prepared previously.

a. Digital Comic Strip

At the stage of making digital comic strips, the researcher added several characteristics, including:

1) The Panel
   The panels created by the researcher in CEFR-based comics are square. They are made into six parts and made into portraits.
2) Lettering
   Lettering created by the researcher in CEFR-based comics is based on placement that is easy to read and does not obstruct the images in the digital comic strips.
3) Balloons
   The balloons created by the researcher in the CEFR-based comic are elongated and oval-shaped as a form of conversational sound. They are made into a cloud shape if the character in the story is muttering to themself.
4) Captions
   Captions created by the researcher in CEFR-based comics are rectangular, containing settings or introducing characters and storylines. The researcher places captions in the upper corner of each panel.

5) Borders
   Borders created by the researcher on CEFR-based comics are adjusted to the captions and speech bubbles. The researcher makes thicker borders on captions and thinner borders on speech bubbles and panels. The researcher thickens the borders on captions to emphasize the narrative storyline of the text in the digital comic strip.
6) Gutter
   The researcher also made gutters in CEFR-based comics, which are made for space between panels so readers can distinguish one panel from another. Gutters are made not too far apart and close between panels.
7) Image
   The images created by the researcher in the digital comic strip are made as attractive as possible by being given appropriate and attractive colors. The characters' expressions in the image are also adjusted to the narrative storyline of the comic strip.
8) Onomatopoeia
   Onomatopoeia is also created in CEFR-based comics, such as roaring sounds, scared screams, and groaning sounds.

Apart from that, the novelty related to the digital comic strips that the researcher created are made from narrative text in the form of a fable, contain CEFR level B1 and use Google Site as media for the digital comic itself. After various trials and errors in choosing the software, the researcher chose Google Sites, the leading application for making educational material. The Researcher collected several narrative texts in the form of fables and measured their CEFR levels using a site called Virtual Writing Tutor. After that, the collected narrative texts are made into digital comic strips. Digital comic strips were made using clip studio paint. The researcher used a pen tablet huon, H640p, for the pen. The Researcher creates digital comic strips based on narrative text so that students like and understand the stories in the comic strips. The site the researcher created has narrative text material, knowledge about CEFR, and learning activities to help teachers teach in class. The researcher develops material based on the learning objectives contained in the syllabus. In developing this CEFR-based comic literacy, the researcher used several tools that have mutually supportive functions. The researcher used the media:

b. Google Sites

The researcher used Google Sites to create learning material. The researcher chose to use Google Sites because Google Sites has many benefits there are Google Sites can be used as a learning medium that teachers can easily create. Teachers can share learning materials with students through Google Sites without using a flash drive or email. Teachers can save the learning syllabus on Google Sites so that students can find out the topics that will be discussed in class; teachers can give new assignments or projects to students through Google Sites. Students can also upload learning materials and assignments and re-read learning materials.

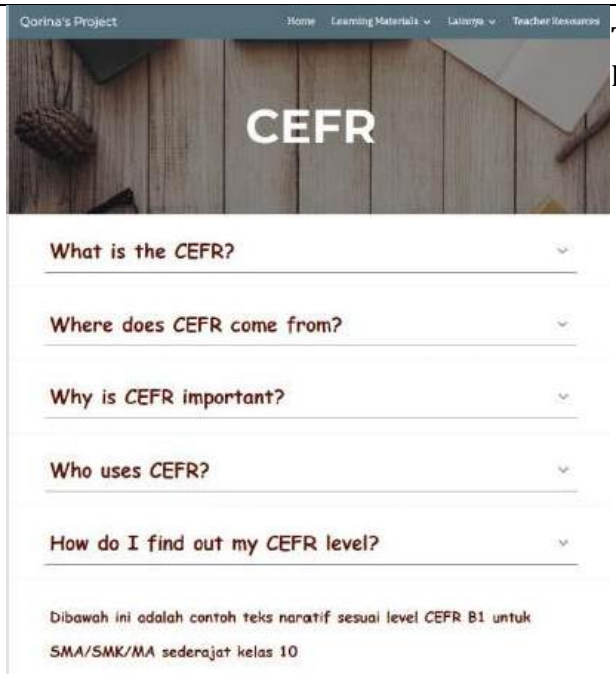
3. Development Stage

The parts of the research project can be seen in the table as follows:

Table 1. The Researcher's Product

No	Pictures	Description
1.		This image presents the title of the researcher's project. There are also the names of the researcher, lecturer 1) and lecturer 2), who helped work on this project. In the upper left section, there are menus that, when clicked, will open a new page related to that menu.

2.		The image presents a flowchart illustrating the process of utilizing digital writing resources. It is divided into four primary stages, each represented by a distinct icon. **1. Home** This is the starting point, symbolizing the homepage or main interface of the digital resource. **2. Learning Material** This stage involves accessing the learning materials, including digital comic narrative material and CEFR (Common European Framework of Reference) resources. **3. Learning Activities** After engaging with the learning materials, users undertake learning activities primarily centered around writing digital comic narratives and tasks related to CEFR. **4. Evaluation** The final phase focuses on assessment, where users complete specific tasks to evaluate their understanding and progress.

3.		The image presents a Learning Materials that contains: 1. **Narrative Text** This section contains various narrative texts for learning purposes. 2. **CEFR** This refers to the Common European Framework of Reference for Languages, suggesting that the materials are aligned with this standard.
4.		The image presents Narrative Text materials, including: 1. Definition 2. Generic Structure 3. Language Picture
5.		The image presents CEFR knowledge.

6.		This image contains digital comic strips that will be used as teaching materials for narrative text material in the classroom. Moreover, it consists of learning activities that aim to guide the teacher in delivering learning activities in the classroom.
		This image presents student learning evaluation.
7.		This image presents the origin of creator resources.

At the design validation stage, the researcher consulted experts about developing the product of Developing A CEFR-Based Comic for English Literacy Learning at High School Students in Cirebon: A Story Science Perspective. In addition, the products developed are evaluated by experts who master the media and materials in the field. The validation criteria used can be seen in the following table.

Table 2. Validation Criteria

Score Scale (%)	Validity Level
85,01 – 100,00	Very Valid; no revision is needed.
70,01 – 85,00	It is valid and usable, but it needs minor revision.
50.01 – 70,00	It is less valid and usable, but it is a significant revision.
01,00 – 50,00	Invalid, cannot be used

Based on the table above, the assessment is valid if it meets the achievement requirements ranging from > 50.01 – 100.00 of all the elements in the expert assessment questionnaire. The assessment must meet the valid criteria. If the criteria are invalid, revisions are made until they reach the valid criteria.

The development product submitted to a media expert is a CEFR-based comic. Validation on product experts was carried out on November 20, 2024, by a lecturer who is an expert in the field of learning media at UIN Siber Syekh Nurjati Cirebon. A questionnaire method with a questionnaire instrument shows descriptive exposure of material expert validation results, which can be seen in Table 3 below.

Table 3. Expert Validation

No	Rated Aspect	*X*	*Xi*	Validation.
1	The media presented are already visually attractive	5	5	100% (Very Valid).
2	The images shown are in high-resolution	5	5	100% (Very Valid).
3	The material presented is in accordance	5	5	100% (Very Valid).
4	The font type used is readable and appropriate	5	5	100% (Very Valid)
5	The color of the letters used is readable and appropriate	5	5	100% (Very Valid)
6	The language used is easy to understand	5	5	100% (Very Valid)
7	The layout arrangement is proportional	4	5	90% (Very Valid)
8	The media used are easy to operate	3	4	70% (Less Valid)
9	The used media can increase students' learning motivation	5	5	100% (Very Valid)
10	The images of the comic strip are in high-resolution	5	5	100% (Very Valid)
11	The panel of the comic strip fits with the story	4	4	80% (Valid)
12	The lettering of the comic strip is readable	5	5	100% (Very Valid)
13	The balloons in comic strips are visually attractive	4	4	80% (Valid)
14	The captions of comic strips are easy to understand	5	5	100% (Very Valid)

No	Rated Aspect	*X*	*Xi*	Validation.
15	The borders of comic strips are visually attractive	4	4	80% (Valid)
16	The gutter of comic strips is visually attractive	5	5	100% (Very Valid)
17	The onomatopoeia conformable with the storyline	5	5	100% (Very Valid)
18	The instructions are easy to understand	4	4	80% (Valid)
	Score	83	85	96 %

According to the results proven by Product Experts, this product gets a total score of 96%. According to the media expert, the learning media are "very effective and do not require revision." However, media experts provide some input. Therefore, the researcher decided to revise some parts of the media that received recommendations from the media expert.

Discussion

The researchers found another factor: images are the key to a comic; McLoud in Cimermanova (2014) emphasizes the importance of pictures/images in a comic. The pictures are the key to the success of message delivery. However, Harvey does not support McLoud's definition. Harvey in Cimermanova (2014) argues that pictures and speech of the characters play an important role in a comic. Recine (2013) says that the boundaries to define comics may vary culturally and personally. Combining images and text allows information to be conveyed efficiently and makes it accessible to many readers. The stage that the researcher takes is the first stage, namely the analysis stage; the second stage is the design stage, and the last is the development stage (M. Bambang Purwanto, 2024). In the stage analysis, the writer conducted interviews with the teacher. The results of interviews with the teacher show that with illustrated comics, students will like them more. Ana's statement in her journal also supports this opinion. Teaching English to students by telling a story using a colorful comic strip can be an enjoyable activity for students (Ana, I. K, 2015).

At the design stage, the researcher plans what materials will be included in this CEFR-based comic. At the planning material stage, the researcher adds explicit diction with a CEFR B1 level appropriate for high school students in grade X, and the researcher also takes narrative text that will be used as a digital comic. For digital comic strip media, the researcher adds media, namely Google Sites, as a container for the digital comic itself. Teachers may also choose to use comic-based instruction as an alternative (Taufiqi & Purwanto, 2024; Yuliana et al., 2024). Domkar (2010) did a study that supports this. He created four project-based ways to include comics in the educational process. He created his comics using the app's digital teaching tools and included them in the lesson plans. The main takeaway from the text is that Google Sites serves as an effective and user-friendly platform for teachers to create, share, and manage learning materials and assignments, facilitating enhanced communication and organization in the educational process (Hidayad et al., 2024; Purwanto, Yuliana, et al., 2024).

Then the last stage is the development stage. Marty (2018) suggests a three-frame comic for newbie creators. Like other narrative forms, the comic has beginning, middle, and ending parts (Agustina Sari et al., 2024; Purwanto, Yuliasri, et al., 2024). At this stage, the researcher develops learning materials and the story from the narrative. At this stage, the researcher also conducts expert validation and product refinement.

CONCLUSION

Teachers and students at High School students in Cirebon need digital learning resources. Comics can be an enjoyable activity for students because students can see pictures or illustrations that can help develop their imagination with those words. Teachers and students prefer and choose storytelling using narrative text. By leveraging the unique characteristics of comic strips, such as their concise visual narrative, use of everyday language, and combination of images and text, this project seeks to enhance student engagement and comprehension of the texts. By incorporating CEFR level B1 standards, the comic strips are designed to be accessible and challenging for students at this level. It is anticipated that this approach will stimulate students' interest in reading and writing and contribute to their overall language development. And literacy skills. This research aims to create digital comic strips based on B1 English-level narrative texts tailored to the needs of 10th-grade high school students. In the design validation stage, the researcher consulted with experts about developing the researcher's product. The validation results conclude that the product developed is valid, can be used for learning, and is good enough. The results from experts showed a percentage of 96 %, which means that the product is very effective in helping students learn English.

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