

**DEVELOPING COMIC BASED MEDIA TO ENHANCE ENGLISH
VOCABULARY FOR YOUNG LEARNERS
AT SDIT DARUL ISTIQAMAH PALANGKA RAYA**

By

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FINAL PROJECT REPORT

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For the Degree of Magister in English Language Education



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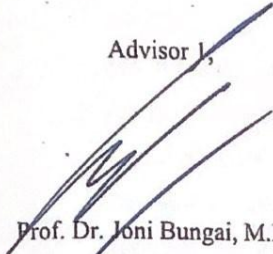
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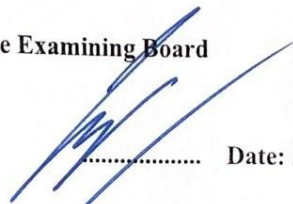
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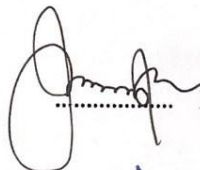
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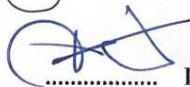
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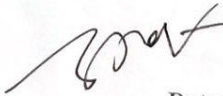
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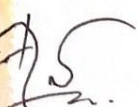
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Declare and certify that this final project report entitled "Developing Comic Based Media To Enhance English Vocabulary for Young Learners at SDIT Darul Istiqamah Palangka Raya" is truly my own original work. It has not been previously submitted, either in whole or in part, for any degree or professional qualification at this university or any other institution of higher learning. I also certify that all sources of information, data, and literary works used or cited in this thesis have been duly acknowledged and properly referenced in accordance with academic standards and ethical practices. Any assistance received in the preparation of this study has been fully declared.

If, at a later date, it is proven that this thesis contains elements of plagiarism, academic misconduct, or misrepresentation of authorship, I am fully prepared to accept any academic sanctions and legal consequences, including the revocation of my academic degree, in accordance with the regulations of the University of Palangka Raya.

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ABSTRACT

This research aimed to develop comic-based speaking materials to improve English vocabulary mastery among young learners at SDIT Darul Istiqamah Palangka Raya. The study used the Research and Development (R&D) method with the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation. The participants were third-grade students and one English teacher. The development process began with a needs analysis through classroom observation, teacher interviews, and curriculum review. The findings showed that students had difficulty understanding English vocabulary because the learning materials were limited to worksheets and short reading texts. Therefore, a slice-of-life comic containing familiar daily situations was developed in both printed and digital formats. The comic focused on topics such as greetings, hobbies, telling time, asking for something, and polite expressions. The product was validated by content, media, and language experts before being implemented in the classroom. Data were collected through observations, interviews, questionnaires, vocabulary tests, documentation, and expert validation. The results showed that the developed comic met the required standards in terms of content, language, and media quality. During implementation, students responded positively, became more interested in learning, and participated more actively in classroom activities. Their vocabulary learning outcomes also improved after using the comic-based speaking materials. In conclusion, the developed comic-based speaking material is valid, practical, and effective for supporting English vocabulary learning among young learners. The combination of simple stories, colorful illustrations, and contextual learning activities makes the comic an attractive learning resource that can be used both in the classroom and at home.

Keywords: Comic-based speaking material; English vocabulary; young learners; ADDIE model; Research and Development (R&D).

SUMMARY

This study aimed to develop a valid, practical, and effective slice-of-life comic-based speaking material to enhance English vocabulary mastery among third-grade students at SDIT Darul Istiqamah Palangka Raya. The study employed a Research and Development (R&D) approach using the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation.

During the Analysis phase, classroom observations, teacher questionnaires, and curriculum reviews identified several challenges, including students' limited vocabulary retention, low confidence in using English, and the lack of engaging learning media. Since mobile phones were prohibited in class, the comic was designed in both printed and digital formats.

In the Design phase, the researcher developed storyboards, characters, dialogues, and visual layouts covering four curriculum-based topics: greetings, hobbies, telling time, and polite expressions. The comic was designed based on the Cognitive Theory of Multimedia Learning (CTML) and Dual Coding Theory to support vocabulary learning through integrated text and visuals.

During the Development phase, the comic was validated by a media expert and a language expert. Both evaluated the product as Highly Appropriate, with revisions made to improve dialogue, typography, and visual consistency.

In the Implementation phase, the comic was used in classroom learning through structured lesson plans and vocabulary activities. Finally, the Evaluation phase showed that the comic effectively improved students' vocabulary mastery, increased classroom participation, and enhanced learning motivation. Students demonstrated greater confidence and enthusiasm in learning English.

Overall, the developed comic-based speaking material proved to be a valid, practical, and effective instructional medium for improving English vocabulary among young learners.

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Finally, I realize that this thesis is still far from perfect. Therefore, I sincerely welcome any suggestions and constructive criticism for future improvement. I hope this thesis will be useful for readers, researchers, teachers, and everyone interested in English language teaching, especially in developing comic-based learning materials for young learners.

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