

CHAPTER I

INTRODUCTION

This chapter explain some material at the beginning. The explanation includes, a number of elements, including the context of the research topic, its identification, its scope, its, limitations, its questions, its goals, its importance, related research, its frame of reference, its theoretical, underpinnings, and its methods. From there, consider every component of the research, process before talking about the research's conclusions and analysis.

1.1 Research Background

Global competition in various fields demands adequate and accountable mastery of skills and academic competencies. In the world of Indonesian national education, various forms of efforts have been made in preparation for facing global competition, especially to produce graduates who can compete, both continuing to higher education levels and in the world of work. In addition to the efforts made by the government, various efforts must also be carried out independently by the school both at a basic and high level, among others by proclaiming the quality of education and good management as well as international standards. Worldwide social and political development have created great pressure to engage in successful foreign/second language education for very large numbers of people (Lian, 2016). This commitment has serious implications, many things must be done starting from improving facilities, improving curriculum, developing teaching materials, improving administrative and academic management systems, and the most basic is increasing the capacity of human resources who must carry out these commitments (Kostikova et al, 2018).

English is the language most often used or most commonly used throughout the world. Knowing English is considered an important requirement to reach social, academic, and economic progress around the world (Escobar et al., 2019). English is the language used in the fields of science, computers, tourism, and diplomacy between countries. By learning each other's languages and cultures,

people will be importing, from the English-speaking world, new linguistic and, inevitably, new cultural elements that will modify the natural linguistic and cultural landscapes of the region (Lian & Sussex, 2018). The number of sectors that use English as the language of instruction makes this language an important language in all aspects. Therefore, to develop English language skills in Indonesia, it is necessary to have an appropriate learning and teaching process to be able to compete in this globalization.

The curriculum has a major influence on what teachers teach, as well as how the material is taught. Based on Sumara (2015) stated that the Greek verb *currere*, "to run," a curriculum is a running course. Therefore, a well-designed curriculum will encourage and facilitate teachers to teach better too. Kurikulum Merdeka is a form of evaluation of the 2013 Curriculum. Merdeka Belajar, or "freedom of learning," refers to giving students the chance to learn as freely as they can, calmly, happily, and without stress or pressure. This is done by focusing on their natural talents rather than pressuring them to learn about or master a subject that is unrelated to their hobbies and abilities so that each student has a portfolio that matches their area of interest (Abidah et al., 2020). If educational freedom is upheld, and "independent learning" is created, then the institution is known as an independent school or a free school.

Kurikulum Merdeka was designed as part of the government's efforts to overcome the learning crisis that has been faced for a long time and has become even worse due to the pandemic. However, the implementation of Kurikulum Merdeka Belajar, still uses traditional pedagogical approaches, namely memorization, and repetition. Listening to the podcast on my YouTube (Lian, 2022), Sudimantara as the presenter stated that there are issues with learning methods in Indonesia. He explained that Indonesia is more interested in the idea of transmission knowledge, not transformative knowledge. Students are forced to maintain a way of learning to repeat and memorize and not have tangible experience. To tailor instruction to the interests and learning needs of each student, teachers have the freedom to select a variety of teaching instruments.

A learning crisis is marked by a decrease in EPI and PISA points and it is marked by the low learning outcomes of students, even in basic matters such as reading literacy. Education in Indonesia is still teacher-based because it still uses books, and is less innovative (Sudimantara, 2021). Below is a figure of the decline in Indonesia's EPI level in 2013-2020.

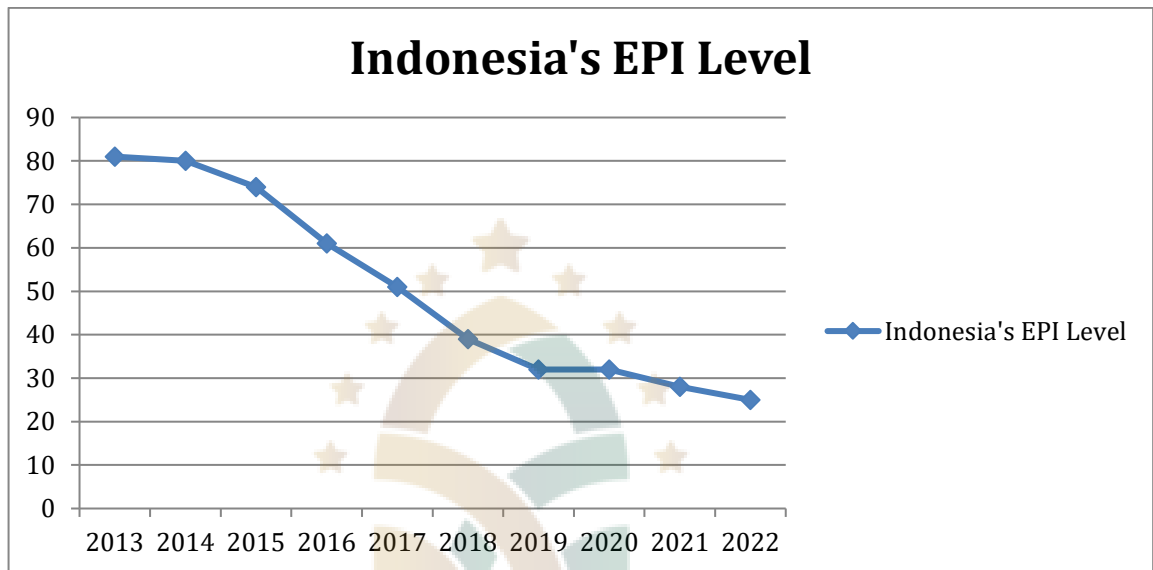


Figure 1. 1. Indonesia's EPI level in 2013-2022 (EF English)

Indonesia's EPI drop 65 points from 2013-2022. The Education First version of the English Proficiency Index (EPI) in 2022 now Indonesia's EPI has fallen by 1 point, namely in 2021, Indonesia's EPI is ranked 80th and this year is ranked 81st out of a total of 112 countries. Indonesia's EPI has been declining for the last 10 years. Even though English is a very important language to master in the current era of globalization, this is a concern of the government as a policy maker, namely making curriculum and the role of teachers also participating in handling this case.

EPI itself stated that people who can communicate using English can engage better with the outside world beyond their boundaries. There is a positive correlation between a country's average English proficiency and its global connectivity. This EPI data proves that Indonesians are still indifferent in responding to their seriousness in mastering English.

Meanwhile, the 2018 Program for International Student Assessment (PISA) report released by the Organization for Economic Co-operation and Development (OECD) shows that the quality of education in Indonesia is low. All of Indonesia's PISA indicators have decreased in recent years. A Katadata Media Network (Jayani, 2019), Indonesia's reading score was recorded at 371 in 2018, as shown in figure 1. 2. below.

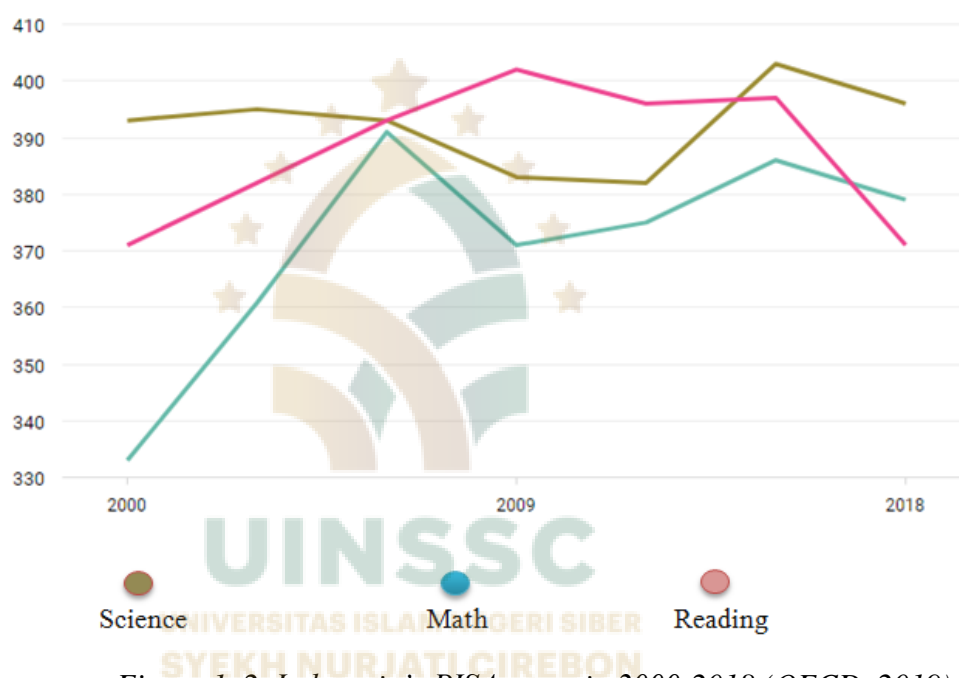


Figure 1. 2. Indonesia's PISA score in 2000-2018 (OECD, 2019)

Figure 1. 2. above, as a result, Indonesia's reading ranking has dropped from 64 countries to 74 countries. Science score of 396, down from 2015 which scored the highest score of 403. Indonesia's Science indicator is in position 71, down from rank 62 in 2015. For math score of 379, down from 2015 which was 386. The ranking obtained for math ability is position 73, down from 2015 which was ranked 63. Based on the above results PISA points fell to 25 points.

The results of PISA 2018 show that low literacy levels are a fundamental problem that has a very broad impact on the progress of the nation because most of the more up-to-date skills and knowledge are obtained through reading

activities. A skilled reading community - able to read, understand, evaluate, and filter information - will be able to reap the maximum benefits from sources. Low literacy contributes to the low productivity of the country, namely the amount of output that the country produces in a period. Literacy is an essential requirement for comprehending any field of study (Alwasilah, 2014). The low quality of teachers is also a factor that affects the decline in Indonesia's EPI. Therefore, teachers must play a role in building education in Indonesia.

Kurikulum Merdeka that wants to apply holistically. It is proved by Sudimantara in 1st Ania Lian's podcast, he explains that in 2022 the Indonesian government has 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, it still applies traditional pedagogy, namely learning by repeating and memorizing in learning English. This is also the reason why in this school has learning loss due to the Kurikulum Merdeka.

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 high school 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.

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 the process of achieving these results. Inadequate teaching resources can hinder the learning process in the classroom. Creative teachers will be able to find and sort out good learning

resources according to students' abilities. Therefore, the researcher create learning material product to support transformative pedagogy.

1.2 Identification of the Issues

Based on the research background above, In this area of study, namely developing a CEFR-based comic for English literacy learning at high school students in Cirebon: a story science perspective, some issues come up.

The first issue 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.

The second issue is that inadequate teaching resources can hinder the learning process in the classroom. Creative teachers will be able to find and sort out good learning resources according to students' abilities. Teaching resources in this modern era are not only obtained from books but also available in digital form.

The third issue is the dependence on the traditional teaching approach. Traditional teaching is not effective because students' ability to learn does not develop quickly. Students become passive and only rely on the teacher to be able to gain knowledge. Students are only required to memorize and repeat grammar and vocabulary, therefore the transformation from traditional teaching is to use a non-traditional teaching approach. The hallmark of this approach is Holistic teaching. Student-centered learning, Exploratory Teaching, and Differentiated Learning.

1.3 Delimitations and Focus of the Research

To make the study more comprehensive, the topic that covered in this study is limited to designing digital comic of narrative text in one of the high school tenth grade in Cirebon. The participants in this study were the high school

English teacher as respondent who teaches tenth grade and high school tenth grade pupils. This study only makes materials of learning narrative text for the teacher, also the study focuses on developing digital comic narrative text materials in learning writing and reading for senior high school. The researcher believes that students can develop their CEFR level and the researcher examine the teaching materials used because developing their CEFR level is the main focus of this study.

1.4 Research Questions

From the issues described above, the researcher made a research questions related to the issues above, namely:

1. What do students' need for developing CEFR-based comic for English literacy learning at high school students?
2. What are the characteristics of CEFR-based comic for English literacy learning at high school students?
3. How to develop CEFR-based comic for English literacy learning at high school students?

1.5 Aims of the Research

The purposes of this research are:

1. To analyze the students' need for developing CEFR-based comic for English literacy learning at high school students.
2. To find out the characteristics of CEFR-based comic for English literacy learning at high school students.
3. To develop CEFR-based comic for English literacy learning at high school students?

1.6 Significances of the Research

Theoretically, this research can be used as a guide for further researcher who are interested in studying CEFR-based digital comics in a person to learn a language. Practically, this research can be used by teachers to improve the way to develop literacy for students and develop the ability of teachers to create learning strategies that are appropriate and fun for students. The researcher hopes that this research is useful to assist in developing English language teaching and its application in Indonesia.

1.7 Theoretical Foundation

This research consists of several uses of theory. This subtopic describes a literature review related to the research topic. The theories in this research are as follows:

1.7.1 Human Nature of Learning

A view of the left side of what is known as the cerebral cortex is depicted in the figure below. The cerebral cortex is the term for the layer of tissue that covers the cerebrum, similar to the bark of a tree, and is thought to be responsible for much of the thinking and learning that occurs within the human brain as shown in figure 1. 3. below.

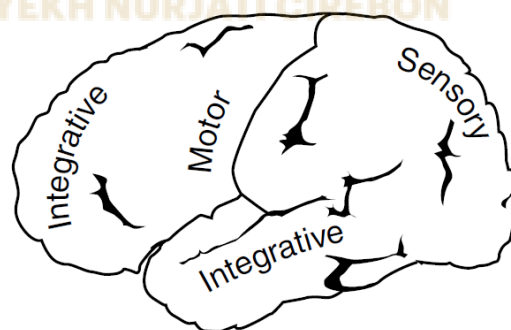


Figure 1.3 Three functions of the cerebral cortex

Figure 1. 3. above, shows that diagram depicts three cerebral cortex

functions along with the general cortex regions that are involved in each. The three functions are motor, integrating, and sensing, according to Zull (2002). (which means moving). These three cerebral functions are not by chance. They carry out the vital tasks required by all neurological systems. They perceive their surroundings, combine (or integrate) what they perceive, and produce the necessary movements (actions):

Sense \Rightarrow Integrate \Rightarrow Act

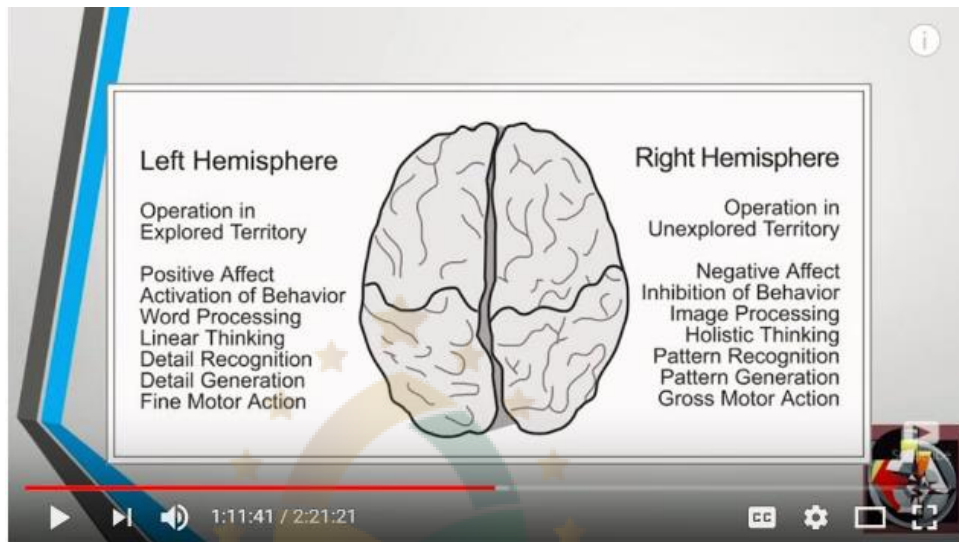
Sensing signals from the outside world is referred to as the sensing function. The sensory organs of humans—eyes, ears, skin, mouth, and nose—capture these impulses. 2 The brain's sensory-specific areas are where they are then sent after that. These signals arrive in tiny amounts and are meaningless when they are unprocessed. They are merely tiny, discrete electrical pulses that are being received by the sensory organs.

Integration is the process of adding up these many signals such that the total of these signals may identify whatever is being felt. Smaller pieces combine to form larger patterns that take the form of meaningful objects like images or language. These meanings are then merged in novel ways in the human brain to form concepts, ideas, and plans. These integrated meanings transform into action plans at their most fundamental levels. For instance, they are combined in ways that produce a strategy for what action is required and where it is required.

The body's execution of these plans and ideas is the final component of motor function. Motor impulses are ultimately transmitted to the muscles, which coordinately contract and relax to produce complex movements. It's crucial to understand that even speaking and writing fall under this category because they require some of the body's most complex muscle contraction patterns.

In the research, Sudimantara (2021), cited in Lian (2018), which is similar to Peterson (2017), explains how humans learn. It is described that for learning to occur effectively, learning must involve the role of the right brain (right hemisphere) to trigger hypothesis building, pattern

recognition, evaluation of those patterns, and finally, pattern formation and mastery. When these patterns are ready to be finalized, they are then transferred to the left hemisphere for reuse. as shown in figure 1. 4. below.



2017 Maps of Meaning 8: Neuropsychology of Symbolic Representation

Figure 1.4. Difference between right brain and left brain

Figure 1. 4. above, shows the difference between the right brain and left brain. Sudimantara (2021), cited from Peterson (1999), elaborates that the right and left hemispheres of the brain function very differently, each endowed with the facility to deal with the more familiar and the unfamiliar. While on the right the responses to human responses to the unknown, the left is more suitable for actions that are performed while people know what they are doing (Peterson, 1999, p. 63). When an unknown conflict or context is detected, the initial response is to freeze, then imagine what the context would involve, then the brain engages in context exploration, discerning information, and then mastering that "which works" (Peterson, 2017). [Freeze, imagine, then explore, differentiate, and master: this is the process of learning.] The interaction between the two hemispheres describes the process by which the brain transforms low-resolution representations of the unfamiliar into high-

resolution representations that enable a person to better discern and to build increasingly powerful interpretive schema: "the exploratory capacity of the brain "builds" the world of the familiar (of the known), from the world of the unfamiliar (the unknown)" (Peterson, 1999, p. 37).

From this explanation, researchers can conclude that the brain does not work alone, but the brain works on the principle of circuits or pathways. The point is that every part of the brain helps or provides power and support. The left hemisphere, we learned, was rational and linguist, while the right hemisphere was pink and fluffy, emotional, creative, vague, and given to painting pictures (McGilchrist, 2012). So this – the story went – was why we often seemed in conflict over how to see, and how to respond to, the world. To collect every data obtained so that it can form a unified whole. It is like connecting a puzzle to create unified knowledge. If the circuit is not created, it will be like scattered data. Forming data into a circuit requires continuous stimulation through the mechanism of brain plasticity, namely the brain's ability to reorganize in the form of new interconnections in the nerves.

Lian (2018) provides more detail, but the evidence listed above is sufficient to illustrate why, for decades, education has been advising to create learner-centered environments, engage students in problem-solving, and, to a much lesser extent, although equally critical, relate learning to students' lives in their communities for students to facilitate greater contextualization of that learning. The student does not need much input from the teacher.

1.7.2 Story Thinking

Students will discover their learning styles through independent study. Teachers are facilitators of intelligence who develop innovative teaching methods. In order for learning activities to be successful, innovation in learning is required in this scenario, where students learn on their own using engaging resources. Reading for Emotion is a cutting-edge

learning tool that A.-B. Lian (2020; 2017) developed to assist students in learning critically and reflectively without depending on pedagogical grammar.

The story serves as a way to teach what society values and to deliver a specific message during spiritual and ceremonial functions. Through stories, you can share passions, joys, sadness, fears, and hardships, and can find common ground with other people so that you can connect and communicate with them.

Effective stories make it easier for the brain to store data for later retrieval and increase your ability to remember experiences and thereby helping improve information processing. The story makes us feel emotions. Emotions are a signal to the brain that everything we experience is important.

The immediate impact of the stories is evident and can easily be noticed in any lecture. When there is a personal story involved, audience interaction and activity are much greater than when the conversation is without a story. Stories make information unforgettable and allow us to share information in a way that creates an emotional connection. The study of biology offers a mind-blowing explanation: When we hear a story, we imagine what happened, we feel the hero's feelings, we imitate them to some degree emit nerve impulses that are different from those generated in the case of normal speech without stories.

This brain activity when listening to or reading a story explains why the details of a story stick in our minds far more than when hearing a normal conversation, no matter how clever, scientific, or logical. An understanding of all our mental activities must begin with our willingness to use words that approximate the nature of the underlying brain processes (Panksepp, 1998). Some researchers point out that telling/listening to stories was an important tool in the survival of mankind at the beginning of its history and this is no less important than some important human organs.

By delivering lessons, stories can be used to teach. However, by encouraging audiences to form their own opinions and realities, storytelling can also serve as a form of instruction. People engage in critical thinking when they develop interpretations and provide justifications for them. Critical people are more likely to foresee difficulties and have solutions for them (Puspita, 2022). When various people collaborate to produce responses to tales, they develop cooperative abilities and habits that people who don't live in democratic societies sometimes lack and wish they had, such as problem-solving, self-reliance, respect for diversity, and tolerance (Hobart & Colleges, 2015).

Neural coupling is a phenomenon where the brain activity of the listener mimics that of the storyteller. The listener's comprehension increases with increasing neuronal connection. The brain's neurons fire in identical patterns as the speaker's brain when it sees or hears a story. We call this neuronal coupling. Coherence between a speaker's brain and the brains of the audience members is produced via "mirror neurons." Listeners and storytellers develop an emotional bond through storytelling. Through a process, psychologists call "narrative transport," good stories engage listeners emotionally. Engaged emotions create empathy with the speaker. More of the brain is "lit up" by stories than by factual reporting. Only two of the brain's areas light up when factual information is provided to it.

Telling stories improves memory. When information is presented as a tale, it is simpler to recall it—just think of Isaac Newton and the apple. Perhaps this is so because the same portion of the brain that is involved in remembering also works in storytelling and imagination.

Stories command human attention. The human brain has the propensity to become distracted. It is estimated that it can daydream up to 2,000 times each day and that it can roam for up to half of its awake hours. However, this wandering in the mind stops when there is an engaging story to read. The chemistry of the brain is capable of alteration. The brain

releases oxytocin when it is engrossed in an emotionally compelling story, which has been found to boost kindness, compassion, dependability, and sensitivity to social cues.

As stated by A. Lian & Pineda (2014) in their discussion of rhizomatic learning, self-adapting personal learning networks built by the learners themselves are used to satisfy perceived and actual demands. Students navigate through relevant knowledge or challenge representation nodes and, in turn, construct personal knowledge organically, as opposed to following arbitrarily predetermined external pedagogical sequences, such as the curriculum mandated by research-oriented structures such as schools or government. Based on the problems above, it can be concluded the need to create a platform for reading resources in digital form. It is proved by Prof. Andrew in 8th Ania Lian's podcast, he explains about rhizomatic learning, rhizomatic learning is real independent learning so students are fully responsible for their destiny.

1.7.3 CEFR

In developing teaching materials, standards are needed. 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 the elaboration of language syllabuses, curriculum guidelines, evaluations, and teaching materials in Europe (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.

CEFR describes communication skills by viewing learners as language users with real needs. English teaching and learning activities certainly cannot be separated from the use of technology. Access to technology can improve the quality of education and since the discovery of

internet technology, almost anything has been possible in the world of education (Hadi & Athallah, 2021). Especially during the Covid-19 era, technology has become a medium that is often used for learning during a pandemic. Why is CEFR used in schools, according to Lian (2018) it is because we need to differentiate learning and CEFR can differentiate learning so students can learn according to their level. According to The Education First version the characteristics of the Common European Framework of Reference for Languages (CEFR) are as follows: Six-level scale. CEFR classifies language proficiency into six levels, namely A1 to C2 as shown in figure 1. 5. below

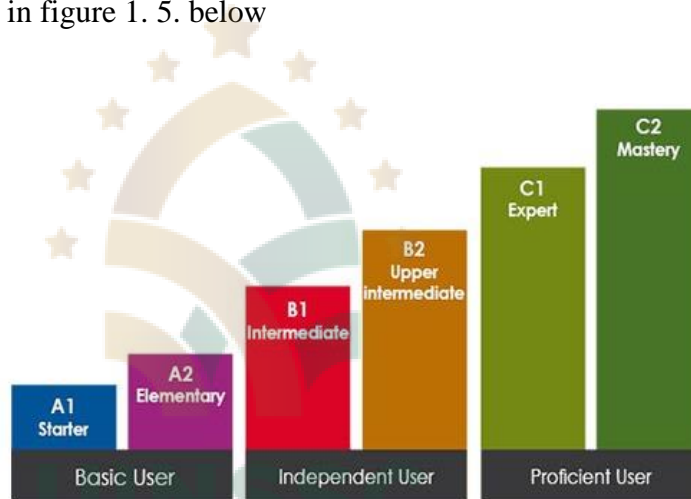


Figure 1.5. CEFR level

According to The Education First version, the CEFR level can increase if a student's first CEFR level can advance to a higher CEFR level as shown in table 1.2 below.

Table 1.2 CEFR level set

CEFR	EF SET
<A1	1-10
A1 Beginner	11-30
A2 Elementary	31-40
B1 Intermediate	41-50
B2 Upper-Intermediate	51-60

C1 Advance	61-70
C2 Proficient	71-100

Classification levels (A1-Beginner to C2-Advanced) are from CEFR. Score comparisons are based on individual test provider websites using the CEFR as the primary benchmark for comparison.

1.7.4 Main Types of Writing

Each type of writing has its own goal, tone, style, content, etc. Nonetheless, all forms of writing can be divided into four primary categories: expository, descriptive, persuasive, and narrative.

1) Narrative Writing

Writing stories with the intention of inspiring, instructing, or just amusing the reader is known as narrative writing. Narrative writing may be one of the easiest for readers and the most challenging for authors, regardless of whether the story is true or made up. This is due to the fact that readers will be prompted to understand the story by their imagination and comprehension. On the other hand, authors must write in a style that will draw readers into their story's world and maintain their interest and fascination.

The term "narrative" refers to the process of feeling out a story as well as the description of events, particularly those in a novel, fable, or legend. In this way, storytelling describes an incident that took place in the past. In general, the past tense form is the one that is frequently employed in storytelling. According to the definition of the past tense, which is a tense used to represent past actions or events, (Dhillon, B., Herman, H., & Syafradin, S., 2020). One kind of text that recounts a sequence of events in a chronological order or that are connected is a narrative text. Generally speaking, the narrative text is fictitious, meaning it is not authentic or the product of the researcher's imagination.

Narrative texts are used as a source of learning in this research. It has been explained earlier that the right brain likes stories. This follows the principle of this module, where effective learning is learning that starts from the right brain first and then is stored in the left brain. In addition, Fletcher (2021) elaborates that one of the great breakthroughs of modern neuroscience is to realize that our brains are primarily narrative. The reason stories are so powerful is that they connect to the brain's central action and can move us. This means that stories are great for communicating and influencing how we think and plan.

2) Descriptive Writing

The goal of descriptive writing is to use words to try and give readers a first-hand, in-depth impression of locations, people, events, etc. The researcher uses the readers' other senses—such as smell, hearing, and touch—in addition to describing what something looks like. As a result, scholars need to understand what imagery is as a literary device.

Descriptive writing encompasses a wide range of fictional works, including plays, lyrics, poetry, and prose. However, nonfiction publications like journals, travel diaries, and memoirs also frequently use this style of writing.

3) Persuasive Writing

As the name implies, persuasive writing is a genre of literature whose purpose is to influence readers to agree with the researcher's viewpoints and course of action. The author expresses a strong opinion, whether in favor of or against, and requests that the reader share that opinion. It involves persuading someone to support the researcher in order to get the audience to think or act in a way that benefits him or her.

4) Expository Writing

Expository writing is written in a way that instructs and enlightens the reader on a specific topic while also explaining a concept or sharing facts. It is among the most prevalent forms of writing and usually appears in other forms of writing as well. It is sometimes called information writing since it provides readers with information.

1.7.5 Types of Media in Teaching Writing

Patrick (2004) states that there are five distinct media types, there are

1) Print and Text

Due to its ability to quickly distribute educational texts to pupils, this media has by far been the most popular in education throughout the past century and will continue to do so. This media appeals to certain kids who are visual learners and have a strong understanding of text complexity. While the majority of print media was distributed through textbooks and printouts, the Internet has altered the landscape, and print and text continue to evolve. Examples include research articles, periodicals, websites, handouts, textbooks, and more.

2) Still Graphic and Static Displays

Particularly, this medium aids children who struggle with reading comprehension. Students are better able to analyze the material they are reading when information is presented in the form of graphs. Additionally, using images helps draw students' attention and keep them from getting distracted by the page's abundance of information. Infographics are one type of graphics that is becoming more and more popular these days. Infographics are useful for drawing in students and simplifying difficult texts. Examples include comedic clip art, infographics, charts, data charts, and images.

3) Sound and Music

Many kids react favorably to music, especially when it comes to music-based learning. People can learn words and patterns and sequences by listening to music. Associating music with learning helps pupils make connections that they would not else think of creating on their own. Examples include sound effects, instrumental audio clips, podcasts, radio broadcasts, MP3 music, and more.

4) Video and Animation

Nowadays, this media receives a lot of attention in classrooms in a number of ways. Long ago, educators discovered how to use video clips to focus students' attention on a specific learning goal. The use of animation—not just watching animated videos, but also making animated videos to evaluate students' learning—has grown in popularity. Examples include Animoto, GoAnimate, EdPuzzle, YouTube, and Discovery Education.

5) Multimedia

This sort of media has the strongest links to 21st-century education of all. The concept of having a range of multimedia to facilitate learning and assessment appeals to students. By bringing the stage to life, multimedia enables students to relate the material they are learning to real-world situations. Students producing and disseminating material is how it relates to 21st-century learning. Having access to electricity or even the internet is necessary when using multimedia. Examples include VoiceThread, Google Slides, Emaze, Prezi, and PowerPoint.

1.7.6 Digital Learning Resources

A technological revolution that is transforming the world (Lian, A.P, 2017). The student's struggles with learning English are made even more difficult by the current circumstance. To ensure that they fully absorb all the information, an engaging medium must be used. The teacher

is now tasked with helping the students with an efficient medium so they may easily obtain all the necessary materials. For online teaching activities, the medium or tool should be engaging and enjoyable. Students must appreciate it while receiving all the necessary materials. There are a variety of media that may be utilized for online instruction, and digital comics can be one of them. (Ahsanah, F & Utomo, D.T, 2020). It is crucial to offer engaging teaching and learning activities to pupils. An engaging exercise for pupils can be teaching English by presenting a tale using a vibrant cartoon. Finding a comic that fits the instructional purpose, however, is a difficult task. The easiest method to get a suitable comic is to make one yourself. However, the issue is that not all English teachers are skilled illustrators.

1) Comic as Story

Comic is one type of media that can be used to express thoughts, imagination, and creativity in the form of images as well as written language. Comics can encourage students to enjoy good English skills. Pictures that appear to speak predominate in comics, and these images help to tell the story. Additionally, comics can convey a variety of concepts, sentiments, or specific objectives through the use of images and conversations known as "sentence balloons" that are included in each panel.

Comics have been around for years. As defined, a comic is a sequence of images and a sequential collection of words (Eisner, 1985 as cited in Novitasari, N.F, 2020, p.269). Based on Novitasari (2020) cited from McCloud (1994), Images in a comic are meant to convey knowledge or elicit an aesthetic reaction in the viewer. From these two definitions, it can be concluded that a comic is a series of images and words that serve to convey ideas to readers while maintaining aesthetic standards. Trimo in Laksana (2015) divides comics into two categories: comic books and comic strips. Comic strips often have a few panels with cartoon images. When compared to comic books,

which are collections of comics published in the form of a book, they are typically found in magazines and newspapers. Nowadays, it's much simpler to locate comics online.

The process of learning is essentially a communication process. Teachers and students are involved in this exchange. Comics are one type of media that can be used to convey messages effectively 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 brief sequence of pictures with a plot and brief messages. Because reading comic strips doesn't take a lot of time, teachers prefer them to comic books. Because comic strips are easy to understand, students do not need to spend a lot of time reading them. In addition, comic strips typically have a simpler plot than comic novels.

2) Characteristics of Comic Strip

A good comic strip has two main characteristics. Firstly, it is a visual narrative that uses both words and pictures to tell stories as stated by Trimo in Laksana (2015) it is short series of images that have a storyline and contain short messages. Secondly, it utilizes word balloons to represent the speech and thought of depicted characters. According to Poai (2018), aside from the pictures, the elements of strips include panel, lettering, balloon, caption, and borders. These characteristics make comic strips a unique art form that combines verbal and visual elements seamlessly. The use of speech and thought balloons can be traced back to early Renaissance art, highlighting the historical significance of this artistic genre.

Additionally, comic strips can be used as a means of communication to sensitize the general public about various topics, such as science and soil. They can also be created by selecting background images, characters, character expressions, and inputting text speech and audio, allowing for creativity and collaboration among

users . Furthermore, comic strips can be used in education to develop visual literacy skills and enhance reading and writing comprehension .

3) Functions of Comic

The advantages of employing comic strips as teaching materials are supported by a few valid arguments. Lazarinis and colleagues (2015) provide an explanation. They claim that comic strips have the ability to raise the standard of education. The cartoon images in comic strips can readily draw in students. Students will like the learning process once they are drawn in. Teachers can give kids a relevant learning experience by utilizing comic strips. Students' learning thus improves in quality.

Students' critical thinking skills can also be improved by using comic strips. Comic strips, for instance, can captivate students' imaginations when utilized in a discussion exercise about cartoon characters. Students' minds will be prompted to envisage the characters in real life by the still photographs of them. Although sources offer a few instances of instructional activities that foster critical thinking in pupils, Anugerahwati (2017) highlights the use of comic strips into entertaining educational activities.

Finally, comic strips can help learners become more media literate. The most popular definition of media literacy is a set of abilities that encourages critical interaction with media messages (Bulger & Davison, 2018:7). Given how quickly media is developing, it's critical that learners have the abilities to adjust to different cultures. It is important for students to understand which cultures are suitable for them and which are not. Such skills can be taught to learners through comic strips. In summary, data suggests that comics, in any form, are beneficial to students' psychomotor, affective, and cognitive development.

Students may find it engaging to learn English by following along with a tale told in a vibrant comic strip (Ana, I. K., 2015). The

relationship between comics and educational settings has been the subject of some studies. Khalid, Meerah, and Halim (2010) demonstrate how well cartoons work to spark students' creativity and imagination. Comics can also be used in a variety of activities that encourage students to actively participate in order to increase their own understanding of physics.

Comics can improve students' critical thinking, memory, focus, and self-control, as well as their comprehension and analysis abilities and motivation (Anugerahwati, 2017; Karakas, 2012; Piaw, 2012). Given the positive values expressed, comics also have a good effect on learning English. According to Humola and Talib (2015), comic strips can help students become better writers. To find out how comic strips were used to teach storytelling, they carried out an action research study. Eighty-eight percent of the pupils were able to create a narrative text after the teacher used comic strips in the lesson. Maulana and Fitrawati's (2017) analysis of the usage of comic strips to enhance students' reading comprehension abilities further demonstrates the use of comic strips in English language classrooms.

1.7.7 Literacy

Literacy is commonly defined as the capacity to read and write. According to the UNESCO definition of literacy, which was decided upon at the expert meeting in Paris, it also includes all abilities associated with identifying, understanding, interpreting, producing, communicating, calculating, and using written printed materials in a variety of contexts (UNESCO, 2004). Proficiency in reading and writing "digitally," for instance, denotes the use of digital technologies. Another assertion claims that digital literacy also encompasses new forms of literacy related to networking, cooperation, involvement, and creativity (Argawati & Suryani, 2020). Anyone proficient in digital literacy can learn attitudes, facts, and abilities by engaging in better, simpler, quicker, and more

enjoyable learning activities (Handrianto et al., 2021). This experience fosters growth in both teachers and students, creates a new atmosphere in learning, and establishes more effective social interactions.

The importance of English literacy for students and having an awareness of their goals in learning English are the main factors that make students proficient in learning English. The ability of teachers to develop teaching material is important because teachers are people who can regulate the learning process in the classroom. teachers have an important role because teachers must be able to make English lessons interesting and easy to learn. Teachers' roles will change over time in unpredictable ways (Lian, A.P 7 Sangarun, 2017). The right teacher strategy that can teach English in a fun and a not boring way for students is also a special motivation so that students are enthusiastic about learning English. With the creation of new teaching materials in the form of digital comics that will develop the CEFR level of high school students, it will help students' English skills in a more fun and less monotonous way.

1.7.8 Reading for Emotion

A.B. and Lian (2017) created a novel learning tool called Reading for Emotion. This educational resource employs an emotional approach. The idea is based on studies by Immordino-Yang (2009) and Damasio and Immordino-Yang (2007), which demonstrate that people's emotions are the most fundamental mechanisms by which they interpret their surroundings. Emotions are the fundamental mechanisms that shape our lives; "I feel therefore I am" (Damasio, 1995). Students must "comprehend" not vocabulary or grammar, but the emotional relevance of the structures, "how emotions are converted into a text to provoke a desired effect in the interlocutors," according to Lian (2017, p. 6). She claims that paying attention to emotions allows students to engage with texts from the perspective of their personal experiences, to analyze texts

by comparing and contrasting what they notice in texts and why, and to engage with texts from the perspective of their own experiences. Reading has a relation with writing. The pedagogy of academic writing is not a closed book and that cross-disciplinary research can open new insights for thinking about the challenges that it presents to the learning students and pedagogic action (Lian, et al, 2017).

1.8 Previous Studies

The first previous study of the Design of Physics educational video as Joyful Based Learning Media Enrichment by Powtoon was conducted by Bakri, et al. in 2019. This study aimed to create physics educational videos that were enjoyable and meaningful, based on joyful learning. Engaging in the delivery of learning material is required for joyful learning. Powtoon software was used in the video creation process. This video is a type of media that can be used to teach in a fun and meaningful way. Defining, designing, developing, and disseminating were the stages of development research at this stage. This research resulted in an educational video that could be used as a medium for teaching high school physics.

In contrast, this study discusses how to make learning media, to be precise, this study developing learning media. However the study above does not mention the content of the video, so the readers do not know the material, or whether it is what they need or not. Therefore, the researcher took digital comic as learning media with narrative text content so that it had clear learning objectives.

Second, the research conducted by Sudimantara (2021) entitled Transformative learning and student agency in academic writing in the English Teacher Education undergraduate program in Indonesia. This study discusses. This study looked at a quasi-experimental study designed to compare the effects of a multi-sensory learning model developed for students to approach writing using multiple sensory modalities with an established genre approach teaching academic writing using Halliday's Systemic Functional Grammar. This research aims to create a new pedagogy (multisensory de-loading strategy) that activates

the nonverbal components of language (rhythm, intonation, movement, emotion, and aesthetics), which are first processed in the right hemisphere of the brain as grammatical foundations. Processing in the left hemisphere. It is shown that the multi-sensory model used with the experimental group resulted in a more significant improvement in academic writing performance using the multi-sensory model. There was a large amount of progress in the experimental group's performance.

The research above and this research have similarities, namely that they both research emotion. The data source in the research above was taken from the teacher education undergraduate program in Indonesia. Meanwhile this research took data from tenth grade students at a high school in Cirebon.

The last research is from Helyanti, N. D. (2022) the title Developing digital literacy resources for middle school students: a highlight on literacy level. This study provides an innovative prototype of story-based digital literacy learning resources. The result of this research shows that the new digital literacy resource is applicable in the current curriculum context with some expected future improvement, especially for middle school students.

In the third previous study, the data taken from middle school students. Meanwhile this research took data from tenth grade students at a high school in Cirebon. And no one has produced a product in the form of a digital comic, the research that be carried out by researchers is about " Developing a CEFR-Based Comic for English Literacy Learning at High School Student in Cirebon: A Story Science Perspective " then the literature review in the form of research that has been described previously certainly has differences with the research that be carried out by the researcher.

1.9 Frame of Thought

In this study, the researcher develop a CEFR-based comic for English literacy learning for high school students in Cirebon: a story science perspective. Figure 1.6 shows the frame of thought of this research.

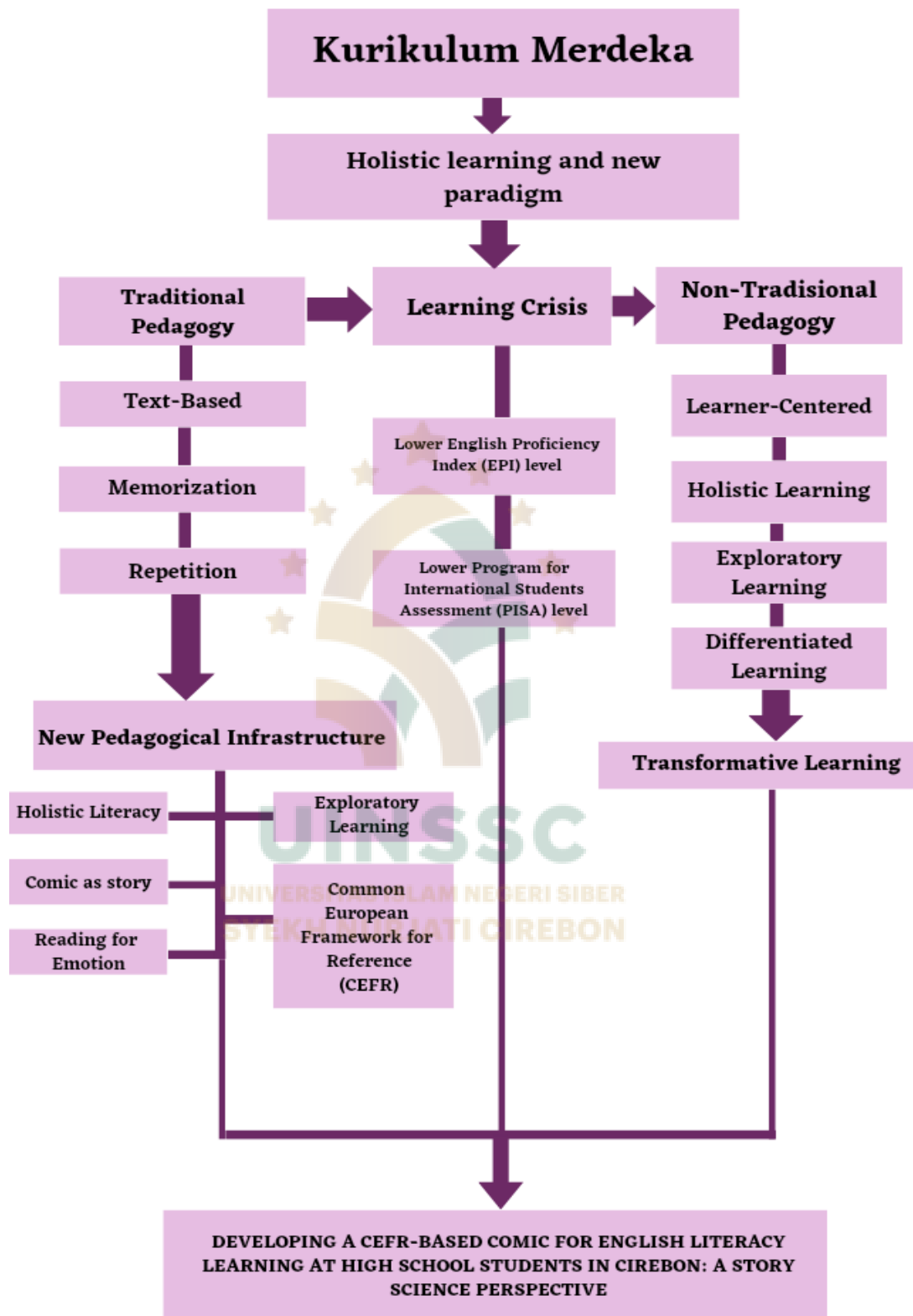


Figure 1.6. Frame of thought

Figure 1.6 shows this study, In this study, research has systematic research. This research begins with the development of a research concept, namely the essence of this research is to develop the CEFR level of high school students. The research begins by analyzing the Kurikulum Merdeka which now uses CEFR but in its application still uses traditional pedagogy which causes learning loss in Indonesia so it has an impact on the decline of Indonesia's EPI and PISA. The next step is to find some research sources related to the research concept that has been determined. After that collect or search for narrative texts that match the CEFR level which is then analyzed. The next step is to develop narrative text learning resources based on the CEFR level. Then the narrative text drawn using a digital comic.

1.10 Research Method

The research methodology is divided into several steps, namely research design and steps of the research, sources, and types of data, data collection techniques and instruments, data analysis techniques, and research timeline.

1.10.1 Research Design and Steps of the Research

This study used a qualitative approach. Qualitative methods are easier to adapt to various and interacting realities and are also considered to be more sensitive to all aspects and changes that influence each other that researchers will face (Alwasilah, 2002). Based on Yin (2016), that qualitative research is its ability to attract researchers who may have contrasting worldviews about the purpose of empirical research and how such research might best get done and its purpose is to provide a study participant's perspective. This research is a research and development (Research and Development). According to Sugiyono (2016: 30), research development (R & D) can be interpreted as a scientific way to research, design, produce, and test the validity of the products that have been produced. In this study, the researcher used the ADDIE Model for research.

By using the ADDIE model's procedures on any educational

product, this model is a method that aids instructors, content developers, and instructional designers in developing an effective, efficient teaching design (Aldoobie, 2015). The five (5) processes of analysis, design, development, implementation and evaluation are adaptable guidelines that aid instructional designers in creating powerful support aids. Quick prototyping is one of the changes introduced to this model. (Y. Ahmad cited in Nadiyah & Faaizah, 2015). From all the stages, the researcher choose to take three stages to develop an CEFR digital comic. They were the analysis stage, design stage, and last development stage.

1.10.2 Sources and Types of Data

1) Source of Data

Data for this study were obtained from both primary and secondary sources. Primary data sources in the form of respondent consisted of the teacher and students in one of the high schools in Cirebon, West Java. Then the secondary data sources from the books and journals that support in this study.

2) Type of Data

The type of data that described in this research and development is qualitative data. Qualitative data was chosen because the researcher wanted to explain the feasibility of the developed media.

1.10.3 Data Collection Techniques and Instrument

a. Data Collection Techniques

To collect data, researcher employed interviewing techniques. A talk with a specified goal between the interviewer and the resource person is called an interview, according to Moleong, L. J. (2018). Furthermore, interviews can be utilized to gather information that might not be available through observation, as stated by Alwasilah (2002). To find out more about the study participants, the researcher employed structured questions and replies. The technique gathers information from sources on the data required for analysis through oral

question-and-answer sessions. Cell phones and instrument guides were utilized by researchers as extra resources during the interview—special instruments to assist the researcher in gathering study data.

b. Instrument

For the instruments in data collection, researchers use instrument specifications such as mobile phones to record voice, notebooks, and pens. A research instrument as a tool for collecting (Yin, 2016). The researcher also decide after the reviewing the interviews, the researcher herself is the research instrument.

1.10.4 Data Analysis Techniques

Miles & Huberman (1992:19) in Nurlaeli, D. D. (2017) in order to analyze qualitative research data, three steps must be taken: (1) data reduction (data reduction); (2) data presentation (data display); and (3) drawing conclusions and verification. In this part below, the researcher analysed the data. The data analysed were the data gained through interviews and documentation. The first step was to transcribe the interviews, particularly for the interview. The following step was data reduction. The researcher chose, limited, simplified, and transformed the data in this step by summarising or paraphrasing the interview transcripts, field notes, and other supporting documents. The next step was to display the data. The reduced data would then be organized and compressed. Finally, this study's data was presented in text, including field notes and interview transcripts.

1.10.5 Research Timeline

The research timeline is the time to finish this research, for finishing this research there are some stages. All that stages should be done starting from January until March. The researcher illustrates it in table 1.2

No	Activities	Months															
		December (2022)				April (2023)				September (2024)				November (2024)			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	5
1	Developing Research Proposal																
2	Data Collection																
3	Data Analysis																
4	Interpretation findings and discussion																
5	Making conclusion																

Table 1.2. Research timeline