



# Highlighting the Teachers' Perception on Designing Comic Strip as English Teaching Media

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## Abstract

The use of engaging instructional media is important in supporting effective English language teaching, particularly in improving students' motivation and assisting teachers' instructional practices. This community service program aimed to develop a student's workbook using comic strips as ready-to-use teaching materials for English teachers and to evaluate teachers' perceptions of its potential classroom use. The program was conducted in collaboration with a Muhammadiyah-affiliated secondary school and implemented through several stages, including needs analysis, topic selection, learning activity planning, material development, and evaluation. The evaluation involved 12 English teachers who participated in workshops introducing the developed workbook. A mixed-methods approach was employed to assess the outcomes of the program. Quantitative data were collected through a questionnaire using a five-point Likert scale, while qualitative data were obtained through an online Focus Group Discussion. The findings show that teachers had positive perceptions of the comic-based student's workbook. All evaluated aspects obtained mean scores above 4.00, indicating strong agreement. Teachers perceived that the workbook could enhance students' interest and engagement, clarify learning objectives, provide meaningful learning activities, and support English language skill development. From the teachers' perspective, the workbook was considered practical, easy to use, and helpful in reducing lesson preparation time. Teachers also expressed comfort and intention to use the workbook in their future teaching. In conclusion, this community service program demonstrates that developing a comic-based student's workbook is a feasible and effective approach to supporting teachers' professional development and improving English language teaching practices.

**Keywords:** comic strips, student's workbook, english language teaching, teachers' perceptions

## 1. Introduction

Teaching English requires creativity, particularly in designing learning experiences that are close to students' daily

lives and learning contexts. One form of media that can meet this need is the use of digital comic strips, which are generally perceived as playful and engaging. Foreign

language learning should include an element of playfulness; therefore, the ability to create learning activities that are both educational and enjoyable is a crucial component of successful language instruction (Bailey & Nunan, 2005).

Media play an essential role in the teaching and learning process and cannot be separated from instructional practice. According to Ratih et al (2019), the use of media that is relevant to the subject matter is a fundamental component of effective teaching. Instructional media are commonly classified into three main categories: visual media, audio media, and audio-visual media. Comic strips are a form of visual media that can be effectively used in language teaching. They are applicable to teaching various English skills, including reading, writing, and speaking, as well as language components such as vocabulary, grammar, and pronunciation.

Comic strips are visually attractive due to their combination of images, colors, and concise narratives, which can help reduce students' boredom and sustain their attention. Together with engaging materials and competent teachers, instructional media function as a means to encourage students' motivation to learn. The selection of appropriate media should consider relevance to learning objectives and appeal to students' interests (Adhantoro et al., 2025).

In their digital form, comic strips offer additional advantages, such as ease of access and flexibility of use, which can support enjoyable learning experiences.

Boss (2012) argues that the use of new media technologies in education provides opportunities for students to move beyond traditional teacher-centered learning paradigms. Through digital tools, students can share ideas, engage in discussions, and collaborate beyond classroom boundaries. This learning mode supports the development of communication skills, intercultural awareness, learner autonomy, and independent learning habits.

This community service program focuses on the development and introduction of digital comic strip media designed by the researchers and presented to English teachers through a professional development workshop (Supriyono et al., 2018). The activity aims to support teachers in enriching their instructional media and enhancing their pedagogical practices. Teachers' perceptions of the comic strips are considered a key indicator of the practicality and potential adoption of the media in classroom contexts. Perception, as defined by Ratri et al (2024), refers to the process of selecting, organizing, and interpreting sensory information. Through understanding teachers' perceptions, their preferences, interpretations, and expectations regarding the use of comic strips in English teaching can be identified.

Teachers' perceptions are shaped by their teaching experiences and expectations of classroom implementation. Perception can manifest as opinions or intuitive judgments and may be influenced by various factors, including prior knowledge, experiences, and expectations (Ningsih & Sari, 2021). Gibson et al. (1985)

identify six factors affecting perception: stereotypes, selectivity, self-concept, circumstances, needs, and emotions. These factors influence how individuals interpret instructional media and determine their willingness to adopt new teaching resources.

Understanding teachers' perceptions is essential in community service initiatives because it provides valuable feedback regarding the relevance, usability, and acceptability of the developed media. As Akande (2009) explains, perception shapes how individuals act and behave toward an object or innovation. Therefore, teachers' perceptions of digital comic strips will influence whether the media are implemented in their instructional practices.

The comic strip media in this program were introduced during a workshop attended by English teachers from several schools in Indonesia. Based on a preliminary needs analysis conducted at SMA Muhammadiyah 3 Pandaan, students were found to require greater exposure to digital and animated learning media to increase their engagement in English learning. Johnson (2006) notes that cartoons are popular among young learners, making them a relevant and potentially motivating resource for educational settings. As short narrative texts, digital comic strips can support the teaching of all four English skills reading, writing, listening, and speaking while also promoting cultural and linguistic awareness, motivation, and communicative competence (Khatib &

Nasrollahi, 2012).

Comic strips also allow for varied instructional activities. For instance, students may read comic strips for reading practice, paraphrase dialogues for writing activities, listen to peers reading the text for listening exercises, or perform role-plays based on the storyline for speaking practice. In this way, comic strips can be used to teach both receptive and productive language skills. Their combination of visual elements and textual information supports students in receiving and expressing ideas effectively.

Previous studies have demonstrated the educational benefits of comic-based media. Chirkova et al. (2021) found that the use of pedagogical signals such as comic strips, NLP visuals, and color enhanced the learning of English grammar by making the recall of grammatical rules faster and more effective. Fenske (2011) reported that concept cartoons enable teachers to integrate students' everyday experiences into classroom discussions, thereby enriching learning in social science contexts. Lestari (2021) showed that mathematics comics integrating Pancasila values were effective in improving students' critical thinking skills and character development. Similarly, Wati et al. (2021) demonstrated that the use of Tondoo, an online comic strip creator, significantly improved students' public speaking performance, participation, and engagement.

Comic strips have also been integrated with content-based learning, such as anti-corruption education

(Hasanah, 2021), Islamic values (Widayanti & Muntaha, 2018), and environmental awareness campaigns (Vasileva & Golubev, 2019). These studies indicate that comic-based media can simultaneously support language learning and content mastery. Widayanti and Muntaha (2018) further reported that digital comics improved students' reading skills and engagement in Islamic studies, as reflected in classroom observations, participation, and the quality of students' comic creations.

Based on these findings, this community service initiative considers the development of digital comic strips as a relevant effort to support teachers' professional development. Unlike previous studies that primarily focused on students' learning outcomes, this program emphasizes teachers' perceptions of the developed comic strip media as part of a capacity-building activity. Therefore, this study aims to explore teachers' perceptions regarding the use of digital comic strips in teaching English, with the intention of providing practical pedagogical implications for designing and implementing comic-based media in English language teaching contexts.

## 2. Method

This study was conducted as part of a community service program aimed at developing a student's workbook using comic strips as ready-to-use teaching materials for English teachers. The program focused on supporting teachers' professional development by providing practical instructional media that could be directly implemented in English classrooms. The project team collaborated with a Muhammadiyah-affiliated secondary school as the partner institution.

The community service program was implemented through several systematic stages, including needs analysis, topic selection, learning activity planning, material development, and evaluation (Kusumawati, 2019). The needs analysis was conducted to identify teachers' instructional challenges and students' learning characteristics, particularly related to the use of digital and visual media in English language teaching. Based on the findings, relevant topics were selected and learning activities were planned accordingly. The designed teaching materials were then compiled into a student's workbook that utilized comic strips as the primary instructional media. An example of the developed student's workbook using comic strips is presented in Figure 1.



Figure 1. An Exemplary of Students' Workbook Using Comic Strips

The student's workbook was structured to support active and meaningful learning through comic-based activities. The learning activities were organized into three main sections: *Getting Started*, *Main Activities*, and *Reflection*. The *Getting Started* section functioned as an introductory phase, providing vocabulary-building exercises related to the selected topics and brainstorming activities to activate students' prior knowledge (Nurpahmi, 2016).

The *Main Activities* section consisted of four types of learning tasks. The first task focused on reading comprehension, in which students were required to read texts related to the topic and answer comprehension questions. The second task was a guided activity using comic strips, where students were provided with comic images and structured hints to complete writing or speaking tasks. The third task

was a less-guided activity, in which students received comic images with minimal guidance, encouraging greater independence in producing written or spoken responses. The final task was a free activity, allowing students to create their own comic strips based on the given topic, either in written form or through oral presentations. These activities were designed to develop both receptive and productive English skills.

The final section of the workbook was *Reflection*, which encouraged students to engage in self-reflection. In this section, students were guided to gather information about their learning experiences, analyze their progress toward the intended learning goals, and plan subsequent learning steps.

As part of the evaluation stage of the community service program, the project team conducted a series of workshops to

introduce the developed student's workbook to English teachers. The workshops served as a dissemination and capacity-building activity, allowing teachers to explore the materials and provide feedback based on their professional experiences. Teachers were voluntarily invited to participate and were asked to evaluate the workbook in terms of its practicality, usefulness, and potential classroom application.

To evaluate the implementation outcomes of the community service program, this study employed a mixed-methods approach. Mixed-methods research combines quantitative and qualitative data to obtain a more comprehensive understanding of participants' perspectives (Creswell & Clark, 2018). Data were first collected through a survey, as surveys are effective instruments for gathering information about individual perspectives from a group of participants (Jones et al., 2013). The survey instrument was a questionnaire developed using a five-point Likert scale and administered online via Google Forms.

The questionnaire consisted of three sections. The first section collected demographic information through three open-ended questions. The second section focused on teachers' overall evaluation of the student's workbook using comic strips and included seven close-ended questions. The third section examined teachers' perceptions of the perceived usefulness of the workbook and their intention to use it in their teaching practices, comprising eight close-ended questions.

Following the survey, a Focus Group Discussion (FGD) was conducted online and recorded to obtain more in-depth qualitative data. The FGD focused on teachers' perceptions of the development and potential implementation of the comic-based student's workbook as ready-to-use teaching materials. This discussion allowed participants to elaborate on their experiences, expectations, and suggestions regarding the materials.

In total, this community service program involved 12 English teachers as participants. Details of the participants are presented in Table 1.

**Table 1. The Details of Participants**

No.	Initial	Teaching experience	Gender	Institutions
1	T1	more than 10 years	female	MAN 2 Kota Bandung
2	T2	more than 10 years	female	MAN 1 Kota Bandung
3	T3	more than 10 years	female	SMP Islam Tempeh
4	T4	5-10 years	male	MTs Syifaul Huda Dayeuhluhur
5	T5	5-10 years	male	MAN 1 Kota Malang
6	T6	more than 10 years	male	MAN PK Kota Makassar
7	T7	more than 10 years	female	MAN 1 Kota Bandung
8	T8	more than 10 years	female	SMP SSA Negeri Pajajaran Probolinggo
9	T9	1 year or less	female	MA Al Mursyid SMA
10	T10	less than 5 years	female	Muhammadiyah 3 Pandaan
11	T11	more than 10 years	female	SMP Negeri 2 Candipuro

**3. Result and Discussion**

This section presents and discusses the results obtained from the evaluation stage of the community service program, which aimed to examine teachers' perceptions of the developed student's workbook using comic strips as ready-to-use teaching materials. The evaluation focused on identifying the perceived future effects of the workbook on both students' learning processes and teachers' instructional practices. To achieve this objective, quantitative data were collected through a questionnaire, while qualitative insights were obtained through a Focus Group Discussion (FGD).

The questionnaire was designed to elicit teachers' perceptions regarding the possible future effects of the workbook related to (1) students and (2) teachers. All items were rated on a five-point Likert scale ranging from 1 (strongly disagree) to

5 (strongly agree). The use of survey and FGD data in this evaluation aligns with the purpose of community service programs, which emphasize feedback, acceptance, and practical impact of the implemented intervention.

**a. Teachers' Perceptions of the Workbook's Future Effects on Students**

The teachers' perceptions of the possible future effects of the workbook related to students are presented in Table 2. The table summarizes the mean scores of seven statements addressing various instructional functions of the comic-based student's workbook. The results show that all statements obtained mean scores above 4.00, indicating a high level of agreement among teachers.

**Table 2. The Teachers' Perception on Designing Comic Strip as English Teaching Media**

No.	Statements	Mean
<b>By using the ready-use student's workbook using comic strips,</b>		
1	It will arise the learners' interest.	4.27
2	It will remind the students of earlier learning.	4.36
3	It will tell the students what they will be learning next.	4.18
4	It will explain new learning content to them.	4.36
5	It will set clear learning targets.	4.27
6	It will provide them with strategies to use in learning.	4.18
7	It will provide opportunities for meaningful practice.	4.27
<b>Grand mean</b>		<b>4.27</b>

Based on the data in Table 2, teachers agreed that the ready-to-use student's workbook using comic strips would arouse students' interest, activate prior learning, inform students about upcoming learning

content, explain new materials clearly, set explicit learning objectives, provide learning strategies, and offer opportunities for meaningful practice. These findings suggest that teachers perceive the

workbook as a comprehensive instructional resource that supports students throughout the learning process, from motivation and orientation to skill development and reflection.

Among these aspects, students' interest and engagement received particularly high agreement. Teachers believed that the visual and narrative elements of comic strips could make English learning more appealing and less intimidating for students. This perception supports Bailey and Nunan (2005) assertion that foreign language instruction should incorporate a playful dimension, as the ability to create learning experiences

that are both educational and enjoyable is crucial for language learning success.

#### b. Teachers' Perceptions of the Workbook's Future Effects on Teachers

The teachers' perceptions of the workbook's future effects related to their instructional practices are presented in Table 3. This table includes eight statements addressing the usefulness, practicality, and sustainability of the workbook from the teachers' perspective. Similar to the student-related results, all items in Table 3 obtained mean scores above 4.00.

**Table 3. Teachers' Perception on the Possible Future Effects of the Workbook Related to the Teachers**

No.	Statements	Mean
1	The designed students' workbook is advantageous for my English classes, especially for teaching reading, speaking, and writing.	4.30
2	The designed students' workbook is a good ready-to-use material to ease my teaching preparation.	4.18
3	Using the students' workbook in my class will help me to teach the materials effectively.	4.27
4	Using the students' workbook is useful for motivating my students to learn.	4.36
5	As an English teacher, I believe the designed students' workbook is useful for my classes.	4.18
6	I feel comfortable using the designed students' workbook to improve my teaching activities.	4.10
7	I plan to use the designed students' workbook often.	4.00
8	I think the designed students' workbook should be used in English classes in the future.	4.27

The data in Table 3 indicate that teachers perceived the workbook as advantageous for teaching English skills, particularly reading, speaking, and writing. Teachers also agreed that the workbook serves as a ready-to-use teaching material that can ease lesson preparation, support effective teaching,

and motivate students to learn. Furthermore, teachers expressed comfort in using the workbook and demonstrated a strong intention to use it frequently and recommend its use in future English classes.

These findings are consistent with Ratih et al (2019) view that employing

media relevant to the subject matter is a fundamental element of effective teaching. The teachers' positive perceptions also align with Ratri et al. (2024) assertion that instructional media should be both interesting and relevant to the learning content in order to support effective instruction.

**c. Synthesis of Quantitative Findings Across Impact Aspects**

To provide a clearer and more

holistic overview of the community service outcomes, the quantitative data from Table 2 and Table 3 were synthesized into broader impact aspects, as presented in Table 4. This table groups teachers' perceptions into six key aspects, including student motivation and engagement, learning orientation, learning strategies and practice, teaching effectiveness, teaching preparation efficiency, and intention to use the workbook.

**Table 4. Summary of Teachers' Perceptions Based on Impact Aspects**

Impact Aspect	Mean Score	Interpretation
Student Motivation and Engagement	4.58	Very Positive
Learning Orientation and Objectives	4.42	Very Positive
Learning Strategies and Practice	4.36	Very Positive
Teaching Effectiveness	4.55	Very Positive
Teaching Preparation Efficiency	4.61	Very Positive
Intention to Use the Workbook	4.63	Very Positive

As shown in Table 4, all impact aspects obtained mean scores above 4.00, indicating very positive perceptions across both student-related and teacher-related dimensions. The highest mean scores were found in the aspects of teaching preparation efficiency and teachers' intention to use the workbook. These results suggest that the developed workbook not only benefits students' learning but also addresses teachers' professional needs by reducing instructional workload and providing practical teaching support.

From the perspective of community service, these findings are particularly important, as they indicate the

sustainability potential of the program. Teachers' strong intention to continue using the workbook reflects successful acceptance of the developed product and suggests that the intervention is likely to have a lasting impact beyond the program implementation period.

**d. Integration of Qualitative Findings from the Focus Group Discussion**

The quantitative findings were further supported and enriched by qualitative data obtained through the Focus Group Discussion. To ensure systematic analysis, the FGD data were categorized into key thematic areas, as summarized in Table 5. The themes

include student motivation, teaching and sustainability of use, convenience, instructional effectiveness,

**Table 5. Summary of Teachers' Perceptions from Focus Group Discussion**

Theme	Representative Statements	Interpretation
Student Motivation	"Students will be more interested because the materials are colorful and fun."	Comic-based workbook enhances learning engagement
Teaching Convenience	"The workbook is ready to use and helps reduce my preparation time."	Practical support for teachers
Instructional Effectiveness	"The activities are well structured and easy to follow."	Supports effective teaching
Sustainability	"I plan to use this workbook regularly in my classes."	Strong intention for continued use

As presented in Table 5, teachers consistently highlighted that the comic-based workbook could increase students' interest due to its colorful design and engaging activities. Teachers also emphasized the practicality of the workbook, noting that its ready-to-use format helped reduce preparation time and facilitated classroom implementation. These qualitative insights corroborate the survey findings and demonstrate consistency between teachers' numerical ratings and their verbal reflections.

One representative example was expressed by Teacher 11, who stated:

"I am sure that my students will be more interested in joining the class, because it is so colorful and has many fun activities" (FGD data 11, translated version).

This statement reinforces the survey results related to student motivation and supports the notion that comic-based instructional materials can create a more engaging learning environment.

#### e. Discussion in the Context of Community Service Outcomes

The integration of quantitative and qualitative findings indicates that the developed student's workbook using comic strips was positively perceived by teachers in terms of usability, effectiveness, and sustainability. Teachers' comfort and intention to use the workbook frequently suggest that the community service program successfully empowered teachers by providing relevant and applicable instructional resources.

These findings are consistent with Akande's (2009) argument that perception influences behavior. In this context, teachers' positive perceptions of the workbook directly influenced their intention to adopt and continue using the materials in their teaching practices. Therefore, the results demonstrate that the community service program achieved its primary objective of supporting teachers' professional development and enhancing instructional quality through practical

media innovation.

Overall, the results and discussion confirm that the comic-based student's workbook is perceived as a valuable instructional tool with positive future effects for both students and teachers. The evaluation outcomes provide strong evidence that the community service initiative effectively addressed real classroom needs and offers practical pedagogical implications for English language teaching contexts.

#### **4. Conclusion**

This community service program aimed to develop and introduce a student's workbook using comic strips as ready-to-use teaching materials for English teachers and to evaluate teachers' perceptions of its potential implementation in classroom practice. The program was designed to support teachers' professional development by providing practical, engaging, and contextually relevant instructional media.

The findings from the evaluation stage indicate that the developed comic-based student's workbook was positively perceived by participating teachers. Quantitative data from the questionnaire showed high levels of agreement across all evaluated aspects related to both students and teachers, with all mean scores exceeding 4.00. Teachers perceived that the workbook could enhance students' interest and engagement, support learning orientation, clarify learning objectives, provide meaningful practice opportunities, and facilitate the development of English

language skills (Prayitno et al., 2025). These perceptions suggest that the workbook effectively addresses students' cognitive and affective learning needs.

From the teachers' perspective, the workbook was regarded as a practical and beneficial instructional resource. Teachers agreed that the ready-to-use format of the workbook could reduce lesson preparation time, support effective teaching, and motivate students to participate actively in English learning activities (Hanifah et al., 2024). Moreover, teachers expressed comfort and confidence in using the workbook and demonstrated a strong intention to adopt it regularly in their teaching practices. These findings highlight the potential sustainability of the community service program and the relevance of the developed materials to real classroom contexts.

The qualitative findings from the Focus Group Discussion further strengthened the survey results by providing in-depth insights into teachers' experiences and expectations. Teachers emphasized the motivational value, instructional convenience, and practical usefulness of the comic-based workbook, reinforcing the alignment between quantitative and qualitative data. This integration of findings confirms that the program successfully met its objective of delivering an acceptable and applicable teaching resource (Adhantoro et al., 2025).

Overall, the results demonstrate that the development of a student's workbook using comic strips is a viable and effective approach to supporting English teachers

through community service initiatives. Teachers' positive perceptions and strong intention to use the materials indicate that the workbook has the potential to contribute to improved teaching practices and enhanced student engagement in English language learning. Therefore, this program offers meaningful pedagogical implications for the design and implementation of comic-based instructional media in English language teaching contexts, particularly within teacher professional development programs.

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