

## DEVELOPING THE 'POLITE PALS' E-COMIC: INTEGRATING EXTEMPORANEOUS METHODS TO ENHANCE POLITE SPEAKING SKILLS IN PRIMARY EDUCATION

<sup>1</sup>Radita Hasanah, <sup>1\*</sup>Panca Dewi Purwati

<sup>1</sup>Elementary School Teacher Education, Faculty of Education and Psychology, Universitas Negeri Semarang, Semarang, Central Java, Indonesia

\*Corresponding Author Email: [pancadewi@mail.unnes.ac.id](mailto:pancadewi@mail.unnes.ac.id)

Article Info	Abstract
<b>Article History</b> Received: January 2025 Revised: May 2025 Published: July 2025	<i>This research is motivated by the low value of polite speaking skills. This is due to the use of suboptimal learning methods, the use of suboptimal learning models, inadequate learning media, and inadequate school infrastructure. This study aims to determine the feasibility and effectiveness of E-Comic Polite Pals media for grade I elementary school students. This type of research is a development research with the Borg and Gall Research and Development model. Data collection used observation, interview, documentation, questionnaire, and oral test techniques. The data analysis techniques used were the normality test, t-test, Wilcoxon test, and N-Gain test. The results of the E-Comic Polite Pals media feasibility assessment from media experts obtained a score of 95%. The assessment from the material expert obtained a score of 91.25%. The assessment from the material expert obtained a score of 91.25%. The effectiveness of Polite Pals E-Comic media on polite speaking skills material was proven in the t-test and Wilcoxon test, with small-scale trial results involving 6 elementary school grade I students with high, medium, and low levels of speaking skills, obtained a significance value (2-tailed) of <math>0.000 &lt; 0.05</math>. In a large-scale trial involving 28 elementary school grade students, some of whom experienced difficulties in speaking skills, a significance value (2-tailed) of <math>0.000 &lt; 0.05</math> was obtained. The average increase in Pretest to Posttest of large group product trials was 21.11 (60.35 increased to 81.46). The results of the small-scale N-Gain test obtained an N-Gain of 0.46, and in the large-scale product trial, an N-Gain of 0.53. Based on data analysis, the Polite Pals E-Comic media is feasible and effective in learning the polite speaking skills of lower-class students.</i>
<b>Keywords</b> E-comic polite pals; Extemporaneous method; Learning polite; Speaking skills;	
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### INTRODUCTION

Indonesian subjects develop students' communication skills critically, creatively, and communicatively, both orally and in writing. Studying these subjects is expected to help students apply language skills in a variety of life goals and contexts. According to the Ministry of Education and Culture 032 of 2024, there are four language skills that students must master. These four skills include listening, reading and watching, speaking and presenting, and writing (Badan Standar Kurikulum dan Asesmen Pendidikan, 2024). Speaking is a two-way communication activity that takes place in face-to-face communication (Martaulina & Sianipar, 2021) Talking is a way of communicating with others to convey something you want (Rohaina, 2020). Speaking skills greatly support the progress of student learning outcomes. Teachers are tasked with teaching speaking skills and ensuring that students have mastered speaking skills.

The importance of daily communication ethics cannot be underestimated. Good communication is a pillar of healthy interpersonal relationships (Pohan et al., 2023). The habit of using five magic words, such as sorry, excuse me, please, please, and thank you, has an

important role in helping children develop social skills in their surroundings (Diningsih & Riyandi, 2024). The use of these words needs to be considered for their application in various activities. There are many moral messages that can support students in having a positive spirit. Based on data on the Indonesian score of students of SD Negeri Bringin 01 grade I Semarang, the aspect of polite speaking ability with KKTP (Learning Goal Achievement Criteria) of 70 (seventy) was obtained with an average of 65.2. This shows that the polite speaking skills of students have not reached the KKTP. Based on the results of observations in grade I of SD Negeri Bringin 01 Semarang and interviews with grade I teachers, it is known that teachers use discussion and lecture methods, and questions and answers in learning speaking skills. This method makes students feel bored and irrelevant to learning in the Merdeka curriculum, namely, the student center. This causes the learning of speaking skills to take place in a monotonous and less varied way. The solution is for teachers to apply various learning methods. One of the methods of learning speaking skills is the temporary method.

Presentations made by students in this method use concise writing to explain their key points to the audience rather than reading the entire manuscript (Sulaiman et al., 2019) Extratemporaneous is a learning method that focuses only on big ideas or important points, without utilizing detailed writing. The purpose is as a reminder (Rivana et al., 2023). Thus, it is concluded that extemporaneous is a method in which students, after mastering the script, compose a concise piece of writing containing the points they want to discuss. During the learning process of speaking, teachers have used several learning models. However, teachers still do not use the learning model optimally. So that students get bored easily. According to (Khair et al., 2021) The learning model is a conceptual framework in the form of learning procedures with the aim of regulating student learning experience. Some models of learning speaking skills include cooperative scripts, time tokens, and talking sticks. Teachers can apply the Time Token learning model as an alternative.

The Time Token model is a learning model that is identical to a timestamp and a time limit. The purpose of the time limit is to motivate and spur students to maximize their potential in thinking, and also to communicate ideas or views (Kurniawan et al., 2020). The time token learning model has a distinctive array of activities in the learning process. The teacher distributes speaking coupons to students, and each student gets a chance to express their opinion. This model can support and train students to actively learn (Lubis et al., 2020). During the process of learning polite speaking skills, the teaching media used by teachers is less varied. These learning media include reading texts in teacher and student books, letter cards, and picture cards, and occasionally, teachers use learning videos. However, teachers have not developed innovative learning media. Learning manners and speaking skills is an education that continues to evolve with the changing times. It is supported by Rachmavita (2020) He said that learning media in the learning process has a function as an intermediary who can convey information from teachers to students. Thus, the effective use of learning media can help students understand the material taught by the teacher well (Nadrah, 2023). Therefore, students will not be bored during learning activities as long as there is the use of media in the teaching and learning process (Saputri & Qohar, 2020)

Education in the era of the Industrial Revolution 5.0 is closely related to the use of digital technology and 21st century learning skills. In this case, teachers are required to improve the skills of 21st-century students, namely the 6Cs, including character, citizenship, critical thinking, creativity, collaboration, and communication (Triana et al., 2023). Teachers must leverage AI, AR, and VR technologies to develop innovative learning and improve 6 21st-century skills. This technology can solve weaknesses in the learning process and maximize learning objectives. Some examples of 21st-century polite speaking skills learning media include digital pop-up books, electronic flipbooks, electronic comics, electronic story calendars, and electronic ledgers.

Comics media is something in the form of cartoons that generally reveal certain characters that contain unique images and are arranged to be able to provide entertainment to people who read the content of the comic (Angga et al., 2020). Comics are stories that are synonymous with cartoons and can be used as a learning medium. Comics have several advantages: they attract the attention of people of different ages and are easy to understand. Comics are a tool for expressing ideas, even freedom of thought (Eka & Ratnawuri, 2020). Research findings on the use of digital comics in science education show that the use of such media increases students' interest in scientific learning. The cognitive and social-emotional development of elementary school students has also been correlated with digital comics (Sumantri & Putri, 2021). Research on the creation of e-comic media to improve students' ability to describe fairy tale messages shows that e-comic media is patient and successfully improves students' ability to decompose fairy tale messages (Mulyani et al., 2024). Based on various studies that have been completed, it can be determined that electronic comic media is used efficiently in learning activities.

To overcome the problem of learning to speak politely, it is necessary to choose a learning model according to the needs of students, such as the Time Token model, which can train students to speak politely. Methods of learning to speak, such as temporary ones, are the right solution to help students hone their polite speaking skills. Learning resources should vary through the internet or the latest books that are appropriate to the teaching materials. In addition, technology-based learning media, such as E-Comics, aided by the Exceptional method and the Time Token model, are highly relevant in meeting the demands of 21st-century learning. This medium leverages AI and apps like Canva and Articulate Storyline, which integrate with drama and audio texts, making it easier for students to access them in the classroom or at home, thus helping to improve students' polite speaking skills. The difference between this study and the previous research is the integration of extemporaneous methods in comic media, which has never been done by previous researchers.

The purpose of this study is to describe the validity of E-Comic media on resources for polite speaking skills and to evaluate the impact of E-Comic media on resources for polite speaking.

## RESEARCH METHODS

### Research Design

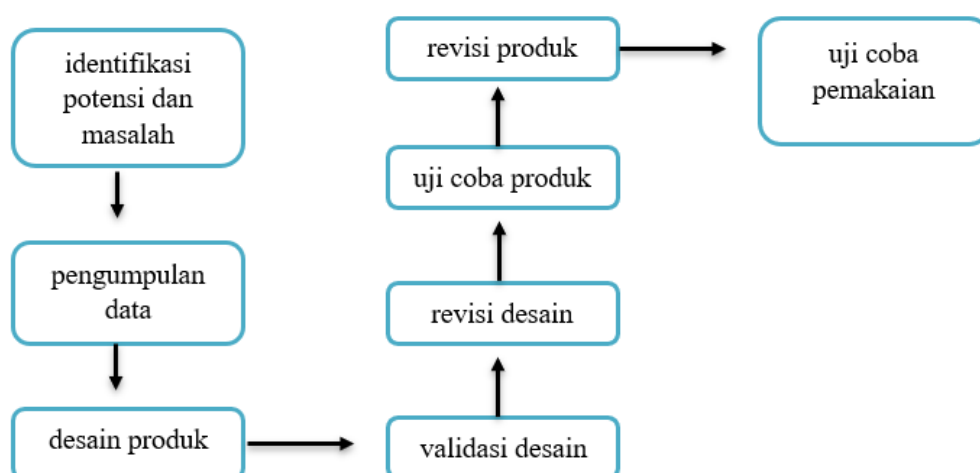


Figure 1. Stage R&D Borg & Gall (Sugiyono, 2021)

A combination of qualitative and quantitative methods is used in this investigation. A developmental research approach is used in this work. Problems that need to be solved with a

particular product are the starting point for the research and development phase (Sukmadinata, 2020) Research and Development (R&D), created by Borg and Gall, is the development model used. The development process is divided into ten stages: 1) potentials and issues; 2) data collection; 3) designing products; 4) validate the design; 5) revise the design; 6) testing products; 7) Product revision 8) Product commissioning; 9) revise the product; and 10) mass manufacturing (Sugiyono, 2021). There are 10 stages of research, but due to time and cost limitations, researchers only do 8 stages.

Menganalisis potensi dan masalah adalah langkah awal dalam penelitian pengembangan. Untuk menentukan tantangan yang dihadapi siswa ketika belajar berbicara dengan sopan, peneliti melakukan observasi dan wawancara. Peneliti mengumpulkan data pada tahap kedua untuk digunakan sebagai panduan desain produk. Peneliti menggunakan kuesioner untuk melakukan analisis persyaratan. Guru diberikan kuesioner kebutuhan sebagai bagian dari latihan ini. Untuk membangun media e-komik dengan keterampilan berbicara yang sopan, tanggapan atas kuesioner kebutuhan dikonsultasikan. Pada tahap kedua, peneliti mengumpulkan data untuk digunakan dalam desain produk. Peneliti menggunakan kuesioner untuk melakukan analisis persyaratan. Untuk menyelesaikan tugas ini, guru diberikan kuesioner kebutuhan. Tanggapan yang diperoleh dari kuesioner kebutuhan dikonsultasikan saat membuat komik elektronik tentang teknik berbicara yang sopan. Furthermore, the researcher designed the electronic comic according to the results of the needs analysis obtained when collecting information. The result of this stage is the Polite Pals E-Comic media design. Furthermore, the researcher designed the electronic comic according to the results of the needs analysis obtained when collecting information. The result of this stage is the Polite Pals E-Comic media design.

The researcher validated the Polite Pals E-Comic media design for media and material validators in the fourth stage. The instrument used was a questionnaire. In the fifth stage, namely design revision. The design is validated by media and material expert validators and then revised according to input and suggestions from expert validators. The sixth stage is product trials. The researcher implemented the product by conducting a small-scale trial involving 6 students. The trial was carried out by providing oral test questions to obtain pretest and post-test data to determine the improvement of students' polite speaking skills before and after using E-Comic.

In the seventh stage, namely product revision. Product revisions are carried out based on teacher responses. After revising the product, the researcher tested its use. Trial use of the product is the eighth step. The researchers used extensive experiments to put the product into practice. To ascertain whether the student's polite speaking ability has improved. Oral examinations are carried out during the product trial phase. This allows for the collection of pretest and posttest data. Evaluating the outcomes of these skills serves as a guide to determine how well the E-Comic Polite Pals product for polite speaking skills content addresses student learning challenges. There are two types of variables in this study, namely dependent variables (bound) and independent variables. The bound variable in this study was low-level polite speaking skills. The free variables in this study are the E-Comic Polite Pals media, the Temporary method, and the Time Token model.

### **Research Participants or Population and Sample**

The subject of this study involved two schools, namely SD Negeri Pakintelan 01, Gunung Pati District, Semarang City, as a small-scale trial involving 6 grade I students with purposive sampling techniques. Purposive sampling is a technique of determining samples with certain considerations (Sugiyono, 2021) i.e. taking 2 students with low speaking skills, 2 students with moderate speaking skills, and 2 students with high speaking skills. SD Negeri Bringin 01, Ngaliyan District, Semarang City, as a large-scale trial involving 28 grade I students. (Arikunto, 2019).

## Instruments

The data collection techniques used were interviews, observations, documentation, tests, and questionnaires. Observation was carried out by directly observing art learning activities in the classroom. An oral test is a type of evaluation that requires participants to give verbal answers. In this test, participants delivered responses using their own words based on the questions or instructions given (Phafiandita et al., 2022). The interview was conducted with the homeroom teacher of grade I. According to Marshall in (Sugiyono, 2021) Through observation, researchers learn about the behavior and the meaning of the behavior. The questionnaire serves to see the needs of teachers and students as well as teachers' responses to the E-Comic Polite Pals product. Documentation is essential to support the results of interviews and observations. The instruments used in this study included observation sheets, interview sheets, oral test questions, and questionnaires. The instrument was developed and adapted from previous research, namely research by Mulyani et al (2024) and Sifa (2024). Observation sheet instruments, interview sheets, and questionnaire sheets are validated by the supervisor of the test instrument is validated by the validator lecturer of material experts. So that the validity and reliability of the instrument can be ascertained.

## Data Analysis

Data analysis using SPSS version 25. As part of the first data analysis, the Shapiro-Wilk and Wilcoxon formulas were used to test the normality of pretest and posttest results. To determine whether the distribution of data is normal or not, a normality test is used. The t, Wilcoxon, and N-Gain tests were used to analyze the final data. The impact of independent and dependent variables on normally distributed data was examined using the t-test. The Wilcoxon test was performed to analyze the influence of dependent variables and independent variables on data that were not normally distributed. The N-Gain test was conducted to test the average improvement in speaking skills before and after using E-Comic media.

## RESEARCH RESULTS AND DISCUSSION

### Research Findings

#### *Feasibility of Polite Pals E-Comic Media on Polite Speaking Skills Material*

Media experts and material specialists conducted the results of the evaluation to determine the feasibility of E-Comic media. To ensure that the media created is in accordance with the student's requirements and development, a feasibility review is conducted by a qualified validator. Because an effective learning medium considers the needs of students, it is a suitable learning medium (Batubara, 2020) The aspect of assessing the qualifications of Sudjana material experts is included in the Purwanti (2022), Yansyah et al (2021), Setiyaningsih & Syamsudin (2019) and Yuniarti & Radia (2020) that has been modified. In the aspect of media expert assessment, adopted from Sudjana Purwanti (2022) and Agrestin et al (2021) that has been modified. The following is a grid of media feasibility assessments by materials experts.

Table 1  
Subject matter expert validation grid

Aspects	Number
Aspects of curriculum suitability	1
Aspect of material suitability	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Learning aspects	14, 15, 16
Language eligibility aspects	17, 18, 19, 20

Furthermore, the Polite Pals E-Comic media is validated by material experts. The results of the material specialist's assessment are shown in the following table.

Table 2  
Results of Material Expert Assessment

No	Assessment Aspects	Scores obtained	Maximum Score	Eligibility (%)	Validity Level
1.	Aspects of curriculum suitability	4	4	100%	Saw
2.	Aspect of material suitability	44	48	91,66%	Saw
3.	Learning aspects	10	12	83,33%	Saw
4.	Language eligibility aspects	15	16	93,75%	Saw
Average percentage				91,25%	Saw

The average eligibility percentage, based on all components of the evaluation, was 91.25%. After modification, it can be said that E-Comic media is legitimate and suitable for use. Media expert validators also conduct feasibility evaluations. Media expert qualification assessment component taken from Sudjana (Purwanti, 2022) and (Agrestin et al., 2021) but modified. Media specialists' evaluations of media feasibility are shown below.

Table 3  
Media Expert Validation Grid

Aspects	No
Aspects of curriculum suitability	1
Educational Aspects	2, 3, 4
Design Aspects	5, 6, 7
Linguistic Aspects	8, 9, 10
Serving Technique	11, 12, 13, 14, 15, 16, 17
Practicality or Ease of Media	18, 19, 20

Furthermore, the Polite Pals E-Comic media is validated by material experts. The table of the results of the assessment of material experts is as follows Table 4.

Table 4  
Results of Media Expert Assessment

No	Assessment Aspects	Scores obtained	Maximum Score	Eligibility (%)	Validity Level
1.	Aspects of curriculum suitability	4	4	100%	Saw
2.	Educational Aspects	12	12	100%	Saw
3.	Design Aspects	11	12	91,66%	Saw
4.	Linguistic Aspects	12	12	100%	Saw
5.	Serving Technique	26	28	92,85%	Saw
6.	Practicality or Ease of Media	11	12	91,66%	Saw
Average Percentage				95%	Saw

95% is the average percentage of eligibility based on all sections of the exam. Therefore, e-comic media is considered legitimate and very appropriate to be used with revisions. E-comic media has been deemed suitable for use after editing. Media deemed worthy of testing is tested after receiving a feasibility assessment from a qualified validator. Prior to conducting large-scale trials, the product was initially tasted on a limited scale to gather feedback and reactions to the use of E-Comic media in teaching first-graders how to speak well. (Arikunto, 2019) states that small group trials can be conducted with four to twenty participants. Using purposive sampling, the researchers selected six first-grade students from SD Negeri Pakintelan 01 who had high, medium, and low ability levels as a small group trial sample. An instructor opinion survey regarding the progress of E-Comic media in teaching polite speaking techniques was also sent to the researchers.

With very reasonable criteria, the teacher's answer to the E-Comic small group trial of class I polite speaking skills content received a percentage of 100%. According to the homeroom instructor, the E-Comic media created can be used to teach first-graders. Therefore, it can be said that e-comic media about polite speaking skills does not require revision and can proceed to the next stage of study. In addition, 28 first-graders from SD Negeri Bringin 01 in Semarang City participated in an extensive product trial. According to (Arikunto, 2019) In addition, 28 first-graders from SD Negeri Bringin 01 in Semarang City participated in an extensive product trial. According to (Sugiyono, 2019), Saturated samples are those that, when increased in size, will not increase the representation or reduce the significance of the data collected. The steps in conducting large-scale product studies are comparable to those in small-scale trials before continuing education with E-Comic pretest questions in the form of work demonstrations. Students then complete post-test questions in the form of work demonstrations. Teachers are given questionnaires to be completed in the final step regarding the use of E-Comic media on polite speaking skills content. The instructional reaction summary to e-comic media received a perfect score, placing it in a worthy category.

### ***The Effectiveness of Polite Pals E-Comic Media on the Material of Polite Speaking Skills***

By comparing the learning outcomes of students' polite speaking skills before and after using E-Comic media, the effectiveness of the media was determined. According to (Susanto, 2019), including modification of students' knowledge, attitudes, and abilities. The learning results before and after using E-Comic media were different in small-scale product trials. The average pretest result is 60.66, and the average score on the posttest is 70.66. In addition, there is a variety of student equipment. The percentage of students who complete the pretest is zero, but 60.66% of students complete the posttest. The data can be seen in Table 5.

Table 5

Recapitulation of Small-Scale Product Trial Learning Outcomes

Action	Lowest Score	Highest Score	Average	Number of student completions	Student Completeness (%)
Pretest	46	77	60,66	0	0%
Posttest	65	95	70,66	4	66,66%

The following is presented in Figure 2 of the lowest, highest, and most complete scores of students in small-scale trials.

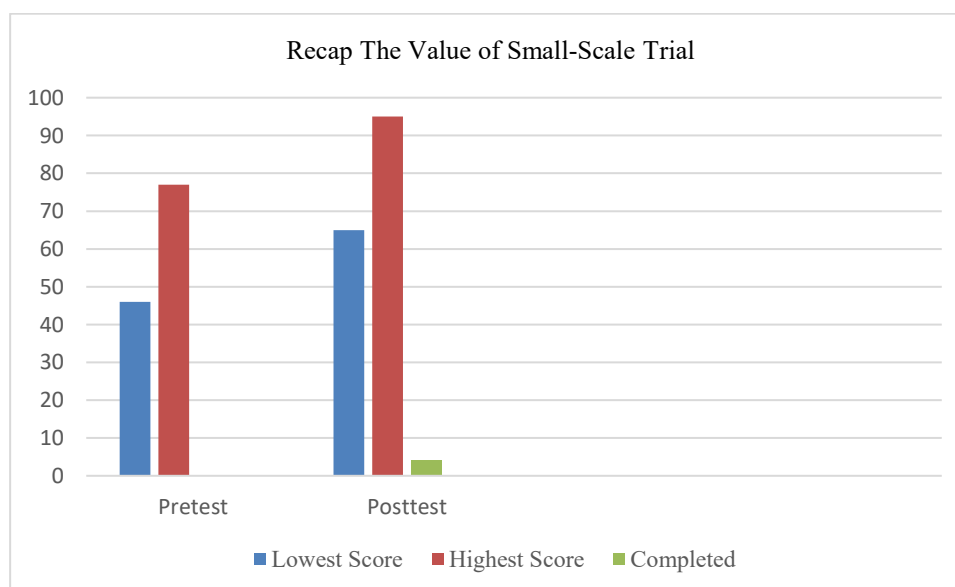


Figure 2. Recap The Value of Small-Scale Trials

The learning outcomes before and after using E-Comic media differed in large-scale product trials. The average pretest score is 60.35 and the average score on the posttest is 81.46. In addition, there is a variety of student equipment. The percentage of students who completed the pretest was 21.24% while 100% of students completed the posttest. The data can be seen in Table 6.

Table 6  
Learning Outcomes of Extensive Product Trials Recapitulation

Action	Lowest Score	Highest Score	Average	Number of student completions	Student Completeness (%)
Pretest	45	72	60,35	6	21,42%
Posttest	70	90	81,46	28	100%

The following is presented in Figure 3 of the lowest, highest, and completeness of students in large-scale trials.

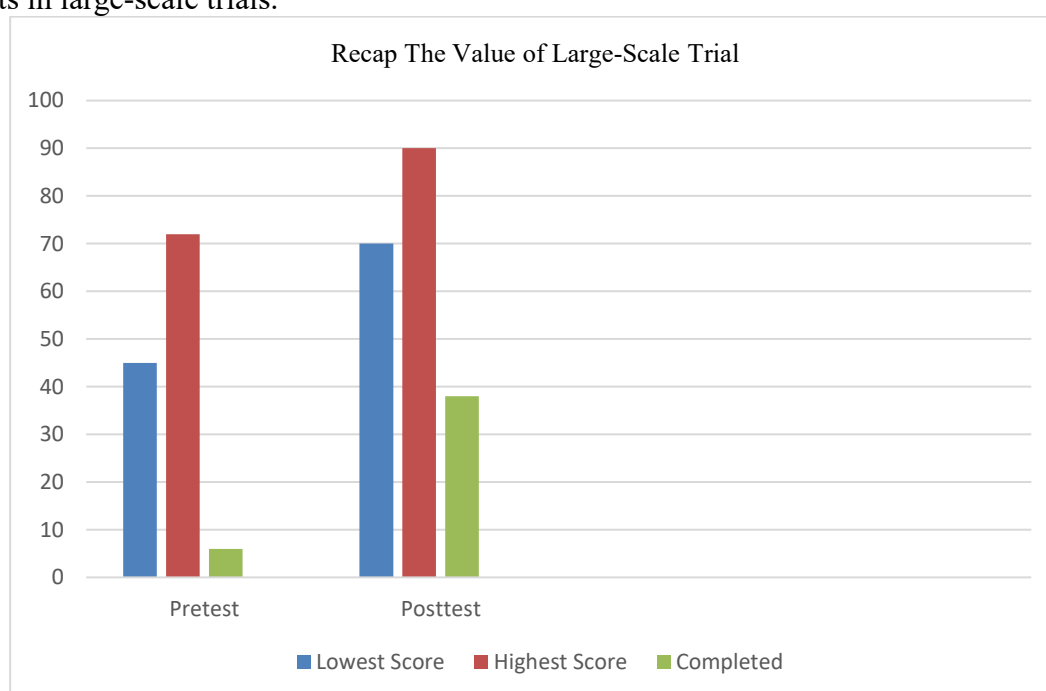


Figure 3. Recap The Value of Large-Scale Trials

In addition, normality tests are carried out on pretest and posttest data. The Shapiro-Wilk formula is used to perform the normality test. The normality test was carried out with the help of SPSS version 25.

Table 7  
Findings from Small and Large Group Product Trials' Normality Test  
Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Mr.	Statistic	df	Mr.
Small-scale pretest	.274	6	.181	.870	6	.226
Small-scale posttest	.248	6	.200*	.879	6	.265
Large-scale pretest	.191	28	.010	.887	28	.006
Large-scale posttest	.209	28	.003	.865	28	.002



A table significance value greater than 0.05 indicates that data from the pretest and posttest findings of the small group trial are distributed regularly. The small group trial posttest produced a significance value of 0.265, while the pretest produced a value of 0.226. However, because the data had a significance value below 0.05, the data was incorrectly distributed in a large group pre-trial. In small-group trials, the significance values were 0.002 in the post-test and 0.006 in the large-group pre-test.

After the normality test, the researcher used a t-test to examine variations in students' polite speaking ability learning outcomes. To ascertain whether the research hypothesis is accepted or not, a t-test analysis is performed. The T-test was conducted to examine the effectiveness of E-Comic media on the learning outcomes of students' polite speaking skills on polite speaking materials. Instead, the researchers used the Wilcoxon test to analyze data that would not normally be distributed in large-scale paths.

Table 8  
Findings from Small-group Product Trials Using the T-test

		Paired Samples Test							
		Paired Differences				95% Confidence Interval of the Difference		T	df
		Mean	Std. Deviation	Std. Error Mean		Lower	Upper		
Pair 1	Pre-test - Post-test	-17.00000	1.89737	.77460		-18.99116	-15.00884	-21.947	5
									Sig. (2-tailed)
									.000

There was a difference between the learning outcomes of students' polite speaking skills before and after using the E-Comic Polite Pals media, according to the data in the paired sample test output table above, which showed that the significance value (2-tailed) was  $0.000 < 0.05$ . The following are the findings from the Wilcoxon test, speech skills learning outcome data, polite students, and large group product trials.

Table 9  
Wilcoxon Test Results in Large Group Product Trials

		Ranks		
		N	Mean Rank	Sum of Ranks
posttest	Negative Ranks	0a	.00	.00
pretest	Positive Ranks	28b	14.50	406.00
		Ties	0c	
		Total	28	

Based on the table, it can be seen that the interpretation of the rank output will be explained as follows: (1) The Negative Rating in the table shows that out of 28 student respondents, none experienced a decrease from pretest to posttest. This can be seen from the average rating and number of ratings, which are 0.00; (2) The positive rating in the table shows that out of 28 respondents, students have improved from pretest to posttest. This can be seen from the Average Rating, which is 14.50, and the Number of Ratings, which is 406; (3) The bond in the table, i.e. 0, indicates that there is no similarity in the pretest and post-test values; and (4) The total in the table is 28 which shows the number of student respondents in the research data.

Statistical Table The Wilcoxon test output test, which is an alternative to paired sample t-tests on data that is not normally distributed, provides information on the efficacy of Polite Pals E-Comic media supported by the Extemporaneous approach based on the Time Token model. When the data is not distributed normally, the Wilcoxon test produces the following results as an alternative to the paired sample t-test.

Table 10  
Results of the Statistical Test of Wilcoxon Test Data of Large Group Products

Test Statistics <sup>a</sup>	
	posttest - pretest
With	-4.643b
Asymp. Sig. (2-tailed)	.000

Based on the data in the "Test Statistics" output table above, it can be seen that the significance value is 0.000 less than 0.05, so it follows the basis of decision-making in this test, so that  $H_a$  is accepted. Therefore, the learning outcomes of students' polite speaking skills differ before and after using the Polite Pals E-Comic media with the help of the Extemporaneous approach based on the Time Token model. In addition, researchers used the N-Gain test to calculate the average improvement in learning outcomes of students' polite speaking skills in pretest and posttest of large- and small-scale product trials. Pretest and posttest data collected in small group and large group product trials were further analyzed to ascertain the level of effectiveness of Polite Pals E-Comic media in learning.

Table 11  
Recapitulation of N-Gain Test Results of Pretest and Posttest Product Trials

Subject	Average		N-gain	Criterion	N-Gain Interpretation (%)
	Pretest	Posttest			
Small groups	60,66%	77,66%	0,432	Keep	43.2% quite effective
Large groups	60,35%	81,46%	0,532	Keep	53.2 % Quite effective

The N-Gain of small-scale product trials is 0.432; It is classified as moderate. With an N-Gain percentage of 43.2%, it is included in the effective category. In contrast, N-Gain was found at 0.532 in an extensive product study, placing it in the mid-range. With an N-Gain percentage of 53.2%, it falls into the effective category. It can be concluded that students' peak polite abilities have improved due to utilizing E-Comic media and that the use of E-Comic media in polite speaking training is effective because the N-Gain value in small and large-scale product trials is more significant than 0.3. E-comic media can improve the learning outcomes of students' polite speaking skills on the subject. Thus, the E-Comic media created by the researchers of grade I of SD Negeri Bringin 01 Semarang City is considered feasible and successful as a teaching tool to improve students' ability to speak politely in grade I of SD Negeri Bringin 01.

## Discussion

The validity of Polite Pals E-Comic media is seen based on a feasibility test conducted by two validators using a questionnaire consisting of a material expert validator and a media expert validator. The validation score by media experts was obtained at 95% with very feasible criteria. The data that has been obtained at the validation stage of media experts resulted in the number of scores obtained on the feasibility of the E-Comic Polite Pals media, which is 76 scores with an overall score of 80 scores, so that the percentage obtained on the feasibility of E-Comic Polite Pals media products assisted by the Time Token method based on the Time Token model obtained a result of 95%. The percentage value is based on the calculation of the media quality scale included in the criteria of very feasible with a note of criticism and suggestions for media improvement, namely the size of the text and letters must be considered on the conversation slide, instructions for use, and practicality in the media. The score of the validation result by the material expert was 91.25% with very feasible criteria. The data obtained at the material expert validation stage produced a total score of 73 scores with an overall score of 80 scores, so that the percentage obtained on the feasibility of the material on

the E-Comic Polite Pals media obtained a result of 91.25%. The percentage value is based on the calculation of the material quality scale included in the criteria that are very feasible so that it can be continued in small-scale trials. In addition, the researcher also provided a questionnaire about the teacher's response. Input from material experts, media experts, and user reactions showed that the E-Comic media produced met the criteria for selecting learning media. Because it can be accessed through technological devices, the media created has a long and valid shelf life. Students can use e-comic media easily. Since today's students are so accustomed to the digital environment, e-comics are a perfect fit for their current circumstances. Based on the Time Token model, the Extemporane method makes it possible to use the Polite Pals E-Comic medium to learn. The results of the validation of the expert team obtained very feasible criteria from media experts and subject matter experts who showed a positive response to the use of E-Comic Polite Pals media assisted by the Extemporane method based on the Time Token model.

Uji coba produk media E-Comic Polite Pals berbantuan metode Ekstemporane berbasis model Time Token dilakukan dua kali yaitu uji coba produk kelompok kecil dengan 6 siswa dan uji coba produk kelompok besar dengan 28 siswa kelas 1 SD Negeri Pakintelan 01 dan SD Negeri Bringin 01 Kota Semarang. Dalam pelaksanaan uji coba produk didapatkan hasil belajar keterampilan berbicara santun siswa berupa hasil pretest dan hasil posttest. Perbedaan hasil belajar keterampilan berbicara santun siswa yang diperoleh dari uji coba produk kelompok kecil dan kelompok besar menunjukkan adanya perbedaan hasil belajar antara sebelum dan sesudah menggunakan media E-Comic Polite Pals berbantuan metode Ekstemporane berbasis model Time Token dalam pembelajaran. Dalam uji coba produk kelompok kecil dari 6 siswa, pada hasil pretest mendapatkan nilai pada aspek lafal tertinggi 91 dan terendah 19 dengan rata-rata 52,28. Sedangkan, pada aspek volume nilai tertinggi yaitu 92 dan terendah 18 dengan rata-rata 51,71 sehingga diperoleh nilai rata-rata keseluruhan aspek tersebut yaitu 60,66. Kemudian, nilai posttest uji coba produk kelompok kecil mendapatkan nilai pada aspek lafal tertinggi 114 dan terendah 28 dengan rata-rata 67,71. Sedangkan, pada aspek volume nilai tertinggi yaitu 108 dan terendah 28 dengan rata-rata 65,42 sehingga diperoleh nilai rata-rata keseluruhan aspek tersebut yaitu 77,66. Dengan demikian didapatkan kenaikan rata-rata nilai Pretest ke Posttest uji coba produk kelompok kecil yaitu 17 (60,66 meningkat menjadi 77,66).

The researcher conducted a product trial of a large group of 28 students, in the pretest results obtained scores on the highest pronunciation aspect of 456 and the lowest 95 with an average of 31.10. Meanwhile, in the aspect of smoothness, the highest score was 441 and the lowest was 94 with an average of 29.25 so that the overall average score of this aspect was 60.35. Then, the posttest score of the large group product trial received a score in the highest pronunciation aspect of 536 and the lowest 140 with an average of 40.36. Meanwhile, in the aspect of smoothness, the highest score was 495 and the lowest was 140 with an average of 37.85 so that the overall average score of the aspect was 81.46. Thus, the average pretest score to the Posttest of large group product trials was 21.11 (60.35 increased to 81.46).

The learning results of the students' polite speaking skills that have been obtained are then analyzed using the normality test to determine the distribution of data, the normality test on the learning outcomes of students' speaking skills of small group product trials in the pretest has a calculation result of 0.226 and a posttest of 0.265. Based on the calculation of the data, it is concluded that the pretest and posttest values are normally contributed. The normality test on the learning outcomes of the students who tested large group products in the pretest and posttest had calculation results of 0.006 and 0.002. Based on the calculation of these data, it is concluded that the pretest and posttest scores are not normally distributed so that the calculation of students' polite speaking skills learning outcomes in the large group product trial uses the Wilcoxon test as an alternative to the paired sample t-test on this data that is not normally distributed.

Based on the calculation of the Paired Samples Test t-test in the small group product trial, it is known that  $t$  calculates  $> t$  table, so  $H_0$  is rejected and  $H_a$  is accepted. Meanwhile, in the Wilcoxon test in the large group product trial, it is known that the significance value of 0.000 is less than 0.05, so it is in accordance with the basis for decision-making in this test so that  $H_a$  is accepted. Thus, the test shows that there is a difference in learning outcomes in the use of EFun Big Book media assisted by the Extemporaneous method based on the Time Token model. In the test, it was found that the learning outcomes of students' speaking skills improved after using E-Comic Polite Pals media assisted by the Time Token model-based E-Comic method.

Based on the results of the discussion, the Polite Pals E-Comic media assisted by the Time Token model-based Extemporaneous method developed by the researcher influenced the learning and learning outcomes of students' polite speaking skills. The data shows that the E-Comic Polite Pals media assisted by the Extemporaneous method based on the Time Token model is feasible and effective to be used to improve the learning outcomes of the speaking skills of 1st grade students of SD Negeri Bringin 01 Semarang City. This is similar to research on the usefulness of comic media to improve speaking skills supports these findings, suggesting that comic media is effective in improving student learning outcomes by Lina Risti Susanti (2023).

Polite Pals E-Comic Media assisted by the Time Token model-based Extemporaneous method has proven to be effective in improving students' polite speaking skills and making a theoretical contribution to the development of innovative, engaging, and easy-to-use digital learning media. Practically, this media helps teachers create fun learning, increase students' interest and learning outcomes, and become a reference in teaching polite speaking material. From the pedagogical side, this media has been expertly validated, able to attract learning interests, and support teachers in understanding the characteristics and needs of students, while encouraging more creative and meaningful learning innovations.

## CONCLUSION

According to media experts, the resulting Polite Pals E-Comic media has an average feasibility score of 95%, while material experts have given it an average of 91.25%. The 100% feasibility percentage was then achieved by the teacher's response during both large-scale and small-scale product trials. Therefore, it can be said that the E-Comic media that was created is appropriate to teach lower grade students how to speak politely. Based on the media effectiveness test, data was obtained that there was an increase in students' polite speaking skills by 17 in the small-scale product trial and by 21.11 in the large group product trial. The results of the t-test and the wilcoxon test in this study in a small-scale product trial using a t-test of paired samples are known to have a significance of  $0.000 < 0.05$  so that  $H_a$  is accepted. Meanwhile, in a large-scale product trial, it produced a significant value of 2-tailed  $0.000 < 0.05$  so that  $H_a$  was accepted. The results of the two tests showed that there was a difference in the value of students' polite speaking ability before and after the use of E-Comic Polite Pals media assisted by the Extemporaneous method based on the Time Token model.

Teachers are advised to integrate Polite Pals E-Comic media into Indonesian learning systematically, as well as participate in digital media development training and the application of the Time Token model-based Extemporaneous method to increase the effectiveness of speaking skill learning. Teachers also need to conduct continuous evaluations of the use of media in order to adjust to the needs and characteristics of students. Researchers are then advised to expand the subject at different grade levels or school settings, study other language skills, and use more comprehensive research methods. In addition, the development of e-comic media into an application-based interactive digital form also needs to be explored.

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