

ANI-MICS: LEARNING THE ADARNA BIRD THROUGH STUDENT PERFORMANCE

EDEN C. SALES

eden.sales@deped.gov.ph
Laguna State Polytechnic University, Philippines

ABSTRACT

This study is focused on the Comic Method as an Aid to the Learning of the Adarna Bird by Students who are in the seventh grade of Kapayapaan Integrated School, Calamba City in the 2022-2023 Academic Year. The respondents in this research were selected seventh grade students and one hundred and fifty (150) were taken. In the conducted research, the researcher used "Purposive Sampling Technique". The design used by the researcher in this study is descriptive design. This study will address the description of students' performance level after using the comic method.

The result of the study is the level of suitability of the parts in the comic method as an aid to the learning of Ibong Adarna based on the purpose, content, prediction and work, there is a comment that fully agrees and a literal explanation that is very high it just proves the importance of the parts is important in the development of teaching equipment as well as in the level of acceptance of the characteristics of comics based on the design and technical format there is a comment that completely agreeable and literal explanation that is very high in the nature of a material also agreeing to the appropriate design and proper technical format in the development of a teaching tool. And the comic's performance level based on comprehension and vocabulary has a descriptive equivalent of Excellent and a literal explanation of Satisfactory. It only shows that the comic method has no effect as an aid to the students' learning of Ibong Adarna.

Through the presented results, the following conclusions were formed:

The hypothesis in chapter 1 that whether the ani-mics has a significant effect on the students' learning of the Adarna bird and it also shows that the null hypothesis that "There is no significant effect of the ani-mics on the students' learning of the Adarna bird student" is accepted, it shows that there is "no significant" effect between them. It just shows that the ani-mics had no effect on the students' learning of the Adarna Bird.

Also in the second hypothesis that whether there is a significant effect of product-mix characteristics on student performance and it also shows that the null hypothesis "There is no significant effect of product-mix characteristics on student performance" is accepted, it shows that there is "no significant" effect between them. The final result shows that the characteristic has no effect on the students' performance.

Keywords:

Ani-mics, Ibong Adarna, design, learning, performance, interactive

INTRODUCTION:

Teaching is not just a profession but a part of a teacher's personality. As a teacher, it is important to a child's learning to consider their preferences and interests in a subject. It is not enough for students to learn, but to have fertile and pleasant knowledge that is not forced. In recent years, due to the crisis in education and also due to the pandemic, students have had problems in reading. Some students have had a different turn to passion for something else. There are students who find it difficult to understand the text and lose interest in reading.

One of the most difficult aspects of being a teacher is learning how to motivate students to learn. This is one of the most important things a teacher should know, students who are not motivated will not learn effectively. Moreover, they cannot retain information, they will not participate and some of them can be disruptive in learning (Teach, 2018).

That's why Haines (2012) said, the key to encourage students to use their imagination and arouse interest is through reading comics. Because comics serve as a way to easily understand the text through images. These images help expand their vocabulary. In fact, comics are also used in other countries such as Japan, China and Korea as part of their culture. According to Haines (2012), to be considered a good reader the reader must be able to master 5,000 unfamiliar words in one conversation. In a novel, there are 52 times out of 1,000 words in the text. In comics, there are 53 times out of 1,000 words that appear. Then the comic does not lower the vocabulary contrary to what the critics say.

This has been the goal of the researcher to develop this study, the development of comics as a teaching tool for students to help with the current problem in teaching and learning.

This study is to find out ANI-MIKS in Learning the Adarna Bird In Student Performance. This study intends to find out the following questions:

1. What is the learning level of the ani-mics in Ibong Adarna based on the part according to:
 - 1.1 Objective;
 - 1.2 Content;
 - 1.3 Work; and
 - 1.4 Evaluation?
2. What is the learning level of the ani-mics in the Adarna bird in accepting the characteristics of comics based on:
 - 2.1 Design; and
 - 2.2 Technical format?
3. What is the performance level of students based on:
 - 3.1 Comprehension; and
 - 3.2 Vocabulary?
4. Does ANI-MICS have a significant impact on learning the Adarna bird in terms of student performance?
5. Does the learning of ani-mics have a significant effect on Ibong Adarna based on the students' performance?

REVIEW OF RELATED LITERATURE

According to the study by Dollago (2021), titled "Effectiveness of E-comics in teaching the novel El Filibusterismo", the researcher proved that the score of the respondents increased especially the

experimental group due to the teacher's efforts apply and use E-comics in the teaching of the novel *El Filibusterismo*. There is a significant difference in the predictions made by the students based on the results of the preliminary and final exams. In a 50-item test given before and after the study, the experimental group appeared to score higher after using the E-comics. E-comics appear to be effective in teaching the novel *El Filibusterismo*. This only proves that it is important to develop approaches to Filipino teaching strategies.

Ravago's (2014) research titled the Effect of the Comic Method on the Level of Reading Comprehension in Selected Students because it emerged from his study that the student's efficiency in the same teaching method is satisfactory, although there was a slight increase in the progress of the student who underwent the comic method. In this way it will be interesting to discuss the lessons especially if each student can discover and hone their skill in applying dialogue to wolves. Teachers who use the traditional method will be more skilled especially if they themselves can develop their skills and be creative in writing.

In addition to Afifah and Dewi's (2022) study titled Developing E-Comic Media to Enhance Students' Understanding of Mathematical Concepts, the results show that e-comic is valid based on validation assessment, effective based on percentage of complete learning and practical from the results of implementation observations. This e-comic media will help students' understanding based on 3 levels, namely translation, intrapolation and extrapolation. The use of e-comic media in learning aims to develop students' understanding of the material presented.

According to Lotereña's (2018) study, titled "Effectiveness of E-comics as a Teaching Aid in the Filipino Subject. It has been proven that students are more motivated to listen when E-comics are used in lessons. As a teaching tool of the teachers in the discussion the students also had a great understanding.

In the study by Pabellano and Carada (2021) titled Using Interactive E-Comics in Teaching Children's Stories and Reading Comprehension in the outcome of the study, the respondents' acceptance of the use of interactive e-comics based on content, student appropriateness and usability. In the preliminary test before using the interactive e-comics, the mean score of the students appeared to be satisfactory. In the final test after using the interactive e-comics, the mean score of the respondents appeared to be very satisfactory. Based on the results, there is a significant difference in the mean score of the students before and after using the interactive e-comics. It also emerged that there was a significant relationship between the respondents' level of acceptance of the use of interactive e-comics in reading comprehension.

Still according to the study by Nazhiroh et.al (2021) titled Development of E-Comic Interactive Multimedia in Improving Javanese Language Learning Outcomes, the result of this study indicates that: (1) the product in the form of multimedia developed is suitable for use in MI Baitur Rohman Bantengan Bandung; (2) The results of the effectiveness test using the t test (Independent Sample T test) as 3.634 is greater than the table 2.021 and the value of Sig. (2-tailed) < 0.05. So, it can be said that Digital Comic Interactive Multimedia (Can use Javanese) is said to be effective in improving students' learning outcomes; (3) Media experts' product validation results were 91.00% from the first media experts and 84.38% from the second media experts. The results of the evaluation of the material validation by the material experts were 85.00% and the teaching field tests of teachers is 100%. Meanwhile, the students' learning results in the pre-test obtained an average of 57.35 and in the post-test they obtained an average of 80.58, while the lowest score was 70 and the highest score was 95. From these results, the researcher suggested. the teacher who used E-Comic in Javanese language learning upload material.

Also stated in the study by Syarah et.al (2019) Electronic Comics in Elementary School Science Learning for Marine Conservation, the results of data analysis revealed that children aged 6-8 years old are more interested in learning using electronic comics versus printed books. The findings also showed that primary school students (aged 6-8 years) can identify and understand marine conservation in science learning through electronic comics. An introduction to marine conservation can be done using the latest technology that engages children's interest in learning.

Also mentioned in the study by Udayani et.al (2021) Development of E-Comic Learning Media on the Topic of the Human Digestive System, the data gathered in this study used a questionnaire method through analysis in e-comic learning media. The data from the validation results from the experts were analyzed using the mean formula to find out the average validity score of the e-comic learning media on the subject of the human digestive system. The results of the analysis show that the average validation score of e-comic learning media on the subject of human digestive system system is 4.65 with very good qualification, and the material validation is 4.57 with very good qualification. Thus, the e-comic learning media on the subject of the human digestive system has a result that is valid and has a very good qualification.

Meanwhile in the study of Agung I and Agung G (2021), in their research The Development of Fabel E-Comic in Bahasa Indonesia Lesson for Grade II of Elementary School, data were collected using a questionnaire and analyzed using descriptive quantitative method. The result from the evaluation is that the result of the subject master got 100 with very good qualification, the result from the instructional design expert got 91.42 with very good qualification, the result from the instructional media expert scored 89.41 with a good qualification, the result from The individual test with 3 students scored 93.33 with a very good qualification, and the result from the small group test with 9 students scored 94.66 with very good qualification. Based on the results of the product try out from experts (subject master, instructional design expert, and instructional media expert) and the result of trying out the research subject (students), it can be concluded that Fable E- comics can be used in teaching Bahasa Indonesia for students in the second grade of elementary school.

According to Merc (2013), the comic method can increase the level of reading comprehension of students at all levels. This has been proven to be effective when used with visual material such as comics. Even teachers can create comics together with their students and be encouraged to enter the classroom to further develop their high level of thinking. Additionally, students who use comic strips realize that more the literature lesson registers in the minds of students, whether of low or high intelligence

In the study of Mitkus (2013), he proved in his Lithuanian comics its literary varieties as; first, it's weird because it expresses emotion in a fun way without hurting anyone's feelings. Because of this theme, the reader brings a positive perspective. Second, in satirical concepts in comics, wrong behavior is emphasized that is not acceptable and should not be imitated. And the last is irony that shows the different emotions of those of the characters as well as the disagreeable events in the world. He reinforced the use of comics in a study he conducted involving students aged 11-16 at the University of Lithuania. Topics in history, mythology and culture are comicized. In the results of his study, it was proven that reading comics helped a lot in the implementation of information than the text in the outcome of the students' score in the test that was conducted caused literary works to be translated into comics.

Still according to the study by Aeni and Yusupa (2018) titled E-Comic Learning Media Model Para Sa SMA, the result is a comic electronic model where the graphics are based in accordance with the appropriate curriculum. The material is done in the form of storytelling so the delivery is not heavy or difficult. The implementation of the field trial prototype obtained data that the user liked the model e-

Comic learning media and for those who want to learn to read comics with digital format. The conclusion of the development of the e-Comic model, innovative learning media, fun, effective and efficient, to increase the attention of students in understanding the subject.

Decker and Castro (2012) used comics in their study of teaching history to Purdue University students. In the first semester of the study, students were read the first three issues of the Unknown Soldier comic before entering class. Then, there was a discussion. For the first time, the interest of the students was seen because of their feedback on the events. And because of the content of the comic on the subject, the students eagerly looked forward to the next events. Still according to Decker and Castro, comics are a simple but most effective strategy to reach students' experience in teaching history.

Based on the data presented by Garcia (2020), that students prefer books that are more image-based than books that are more text-based. It has also been found that students have a greater understanding of books that are more picture-based than books that are more text-based. And finally, according to most people's perception, books that are more picture-based have an advantage over books that are more text. And finally, according to the majority's perception, books that are more picture-based have an advantage over books that are more text-based in improving students' learning.

Ramos et. al (2018) in their study that according to Grainger's (2004) book "Art, Narrative and Childhood", comics are a graphic medium in which words and images are used to convey a narrative or story. Comics may contain little or no words and consist of one or more images, which may illustrate or contrast the text to affect more depth. When images and pictures contain reading material, it becomes a primary medium of instruction. The images speak for themselves with a message being conveyed even without the text. Images also bring the subject to life.

Meanwhile, Salazar (2014) who teaches elementary school in Detroit, in a broader view of comics sees more benefits to it. Currently, Salazar is raising funds to bring comics to life in his classroom with the goal of improving the skills of his students. Salazar was trying to find educational comics for his classroom at Southwest Detroit Lighthouse Academy. Salazar also has appeals on the internet promote the use of comics as a teaching tool. The call includes raising funds to support the comics project.

Also in the result of the study conducted by McGrail and Rieger (2013), the students' awareness of what people with disabilities can do by reading comic literature was used as a teaching strategy. The researchers focused on people with learning disabilities because they noticed an increase in their numbers. As proof, according to the National Center for Statistics, their number increased by 32% to 57% in 2007-200 therefore there is difficulty for teachers to create a classroom for both those with and without disabilities. These two conditions affect each other's interaction towards having positive friendships within the classroom as well as in their community.

Based on the results, it was found that the interest of the two conditions is not far apart when it comes to reading. They preferred to read the comic book because of its visual appeal, drawing with moving dialogue which according to them is like watching a movie because of the movement of the characters in each box. Those with disabilities felt valued and accepted because they were able to interact with students without disabilities. And the non-disabled students, they had an interest in being with the disabled because their only passion was reading comic books. Because of this incident, the teacher was able to create a classroom for different student conditions.

Blake (2013) also proved in his study that comics are more effective teaching tools than textbooks. Textbooks should be more effective, but reality is unavoidable. This is also the signal for publications and educators that the dissemination of comics in school is the right way.

METHODOLOGY

Research design

The design used by the researcher in this study is descriptive design. This study will address the description of students' performance level after using the comic method.

Descriptive research according to Maranan (2016), is a design to gather information regarding factors related to the research topic. It is used to demonstrate strong inference conclusions through evidence and validation of gathered information.

Research Respondent

This study is focused on the Comic Method as an Aid to the Learning of the Adarna Bird by Students who are in the seventh grade of Kapayapaan Integrated School Calamba City in the 2022-2023 Elementary Year. The respondents in this research will be selected students, one hundred and fifty (150) will be taken.

In the research to be conducted, the researcher will use "Purposive Sampling Technique".

Research Method

The researcher has steps taken to gather the necessary data for the study. The researcher will develop a comic book as a modern approach to learning about the Adarna Bird and it will first be referred to the researcher's mentor teacher.

The research instruments used are questionnaires and tests. In developing the questionnaire in this research, the researcher based on the learning skills that are related and should be acquired by theseventh grade Filipino subject student. This questionnaire served as a survey questionnaire regarding the Comics method.

After the questionnaire was developed, it was reviewed by experts or proposal defense panelists and fellow teachers in the Filipino subject in order to comment and correct errors. After being corrected, the researcher approached the proposal defense panelist again and signed the confirmation and validity of the questionnaire used in the research. There was also an evaluation of the Filipino language instructors and teachers so that the formation of the material. When the result is good, it is used by the students. After the validation, the researcher made a letter-permission to the office of the Schools Division Superintendent and the Principal to conduct the study on the selected students. Once the consent letter for the research has been approved by the respondent so that he can carry out his study. This was followed by a discussion of the lesson. Next, the students will be asked to answer the test and record the results. After the exam, the questionnaire will also be answered to assess the learning done. The results of the preliminary and final tests will also be compared, related to appropriate statistics, analyzed and interpreted.

Research Instrument

The researcher developed a comic method that can be used in teaching Filipino. The questionnaire created by the researcher was used as an instrument to gather the necessary data. The purpose of the questionnaire is to make an estimate of student respondents.

RESULT AND DISCUSSION

Table 1. Level of learning outcomes of Ibong Adarna based on the objective component

Statements	Mean	SD	Comments
Comics help to address students' lack of interest in reading and comprehension.	4.62	0.52	Strongly agree
Understands every objective set in the subject.	4.22	0.57	Strongly agree
The purpose created in each topic is significant.	4.68	0.52	Strongly agree
The goals are clear and well-defined.	4.36	0.53	Strongly agree
The objectives presented in each lesson are achieved.	4.07	0.73	Agree

Overall Mean: 4.39

Standard Deviation: 0.62

Literal explanation: Extremely High

There is a total mean of 4.39, standard deviation of 0.62 and it is shown that the level of the mix in learning Ibong Adarna based on the part that according to the objective has a comment that is very agreeable and a literal explanation that is very high. Based on the result, the goal is important to the material side.

So Kirkwood (2014) explains, having specific goals will limit the focus of students to learn a specific competency that will serve as a guide to broader learning. That's why it's important to plan the goal well to make it more effective. Whatever type of equipment is developed it is important to achieve the objectives of each lesson.

Table 2. Level of learning outcomes of Ibong Adarna based on content area

Statements	Mean	SD	Comments
The contents effectively cultivate students' knowledge.	4.09	0.61	Agree
The needs of the students are met in every content presented in the material.	4.24	0.69	Strongly agree
Discussing content effectively using comics	4.71	0.51	Strongly agree
Encouraging students to read and understand the content of the comic Ibong Adarna is easy	4.37	0.58	Strongly agree
Early and quick understanding of lesson content	4.03	0.67	Agree

Overall Mean: 4.29

Standard Deviation: 0.66

Literal explanation: Extremely High

Table 2 indicates the Level of ani-mix in Ibong Adarna based on the part that according to the Content results in a very high level of ani-mix, and in the view of the respondents, effective discussion of the content using comics is obtained by (M=4.71, SD=0.51) and it is easier to encourage students to read and understand the content of the comic Ibong Adarna has (M=4.37, SD=0.58). Although a high level of the comic method was observed as an aid to the learning of Ibong Adarna, the statement with the lowest score was early and quick understanding of the content of the lesson (M = 4.03, SD = 0.57).

There is a total mean of 4.29, standard deviation of 0.66 and it is shown that the level of the learning outcome of Ibong Adarna based on the part that according to the content has a comment that is very agreeable and a literal explanation that is very high. Just shows that the content is well structured.

Ornstein (2012) mentioned, the content of teaching materials must be known to know its use. The content of the materials must be accurate and correct and not provide false information. It will be

studied and revised to avoid mistakes in the placement of content because the content of a material has a great impact on students.

Table 3. Ani-mics level of learning of the Adarna Bird based on the estimated portion

Statements	Mean	SD	Comments
Students' skills are cultivated in answering exercises or tasks.	4.43	0.51	Strongly agree
Activities help to fully understand the lesson	4.43	0.54	Strongly agree
The skills created in comics develop reading and comprehension	4.54	0.52	Strongly agree
The tasks are easy to answer and interesting	4.49	0.50	Strongly agree
Gives clear instructions	4.22	0.76	Strongly agree

Overall Mean: 4.42

Standard Deviation: 0.58

Literal explanation: Extremely High

Although it has been observed that the level of ani-mix in learning is very high in Ibong Adarna, the statement with the lowest score can give a clear instruction that there is ($M = 4.22$, $SD = 0.76$).

There is a total mean of 4.42, standard deviation of 0.58 and it is shown that the level of the learning outcome of Ibong Adarna based on the part that according to the forecast has a comment that is very agreeable and a literal explanation that is very high. The result reveals that forecasting also helped students in using the material.

Monceda (2016) further clarified, focused on predicting the learning product, while teaching focuses on effectively providing guidance. Its purpose is to describe the acquired domain being measured and to ensure that each represented example of the questions appearing on the test is fair to students in order to overcome the learning processes.

Table 4. Ani-mics level of learning of the Adarna Bird based on the Task-wise component

Statements	Mean	SD	Comments
The prediction is related to the content of the story	4.14	0.60	Agree
Knows what needs to be developed in forecasting answering skills	4.34	0.67	Strongly agree
Gaining interest in answering the forecast	4.43	0.69	Strongly agree
It accelerates students' understanding of the predictions made	4.50	0.53	Strongly agree
Cultivating forecast answering skills is making progress	4.50	0.50	Strongly agree

Overall Mean: 4.38

Standard Deviation: 0.62

Literal explanation: Extremely High

Table 4 indicates the Level of learning outcomes in Ibong Adarna based on the part that according to the Task results in a very high level of learning outcomes, and in the view of the respondents, understanding is accelerated of students in predictions made and making progress cultivating skill in answering predictions was obtained by ($M=4.50$, $SD=0.53$, 0.50) and developing interest in answering predictions has ($M=4.43$, $SD=0.69$). Although already noticed high level of the comic method as a learning aid of Ibong Adarna, the statement with the lowest score is related to the prediction of the content of the story there is ($M = 4.14$, $SD = 0.60$).

There is a total mean of 4.38, standard deviation of 0.62 and it is shown that the level of the learning mix in Ibong Adarna based on the part that according to the task has a comment that is very agreeable and a literal explanation that is very high. As a result the work gathered helped the students in using the material.

Table 5. Level of acceptance based on characteristics of comics based on Design

Statements	Mean	SD	Comments
The design is attractive and interesting to read and use	4.27	0.51	Strongly agree
Has nice colors and graphics	4.32	0.67	Strongly agree
The design fits the content and use of the material	4.58	0.51	Strongly agree
Effective use of pictures, dialogue to quickly understand the lessons	4.06	0.70	Agree
The cover used inside the material is appropriate	4.05	0.80	Agree

Overall Mean: 4.26

Standard Deviation: 0.68

Literal explanation: Extremely High

There is an overall mean of 4.26, standard deviation of 0.68 and it shows that the level of acceptance based on the characteristics of the design-based mix has a comment that strongly agrees and a literal explanation that is very high. Design should also be considered when creating material. **Table**

6. Level of acceptance based on characteristics of comics based on Technical format

Statements	Mean	SD	Comments
Form, size, color and typeface are appropriate within the material	4.23	0.76	Strongly agree
There are no typographical errors found in the material	4.11	0.70	Agree
Sentences or stories are read well	4.22	0.79	Strongly agree
Presentation of features is pleasant and organized	4.32	0.53	Strongly agree
The technical form is helpful in shaping the student's interest	4.36	0.70	Strongly agree

Overall Mean: 4.25

Standard Deviation: 0.70

Literal explanation: Extremely High

Table 6 indicates the level of acceptance based on the characteristics of the product mix based on the technical format results in a very high level of the comic method, and in the view of the respondents, the technical format helps in shaping of student interest was obtained by (M=4.36, SD=0.70) and pleasant and organized presentation of parts (features) had (M=4.32, SD=0.53). Although a high level of learning mix in Ibong Adarna was observed, the statement with the lowest score was that there were no typographical errors found in the material (M = 4.11, SD = 0.70).

There is an overall mean of 4.25, a standard deviation of 0.70 and shows that the level of acceptance based on the characteristics of the comic based on the technical format has a comment that strongly agrees and a literal explanation that is very high. The technical formalities in a device should be correct and properly constructed so as not to confuse students.

Table 7. Performance level of students based on Comprehension

Mark	Total	Percentage	Descriptive Equivalent
96 - 100	0	0.00	Best
86 - 95	7	5.83	Much better
66 - 85	44	36.67	Excellent
35 - 65	66	55	Medium skill
15 - 34	3	2.50	Not so good
5 - 14	0	0.00	Not very good
0 - 4	0	0.00	Not good
Total	120	100	
Weighted Mean		62.14	
Minimum Score		33	
Highest score		93	Pretty Satisfying
Standard Deviation		14.51	

Table number seven shows the students' level of performance based on comprehension, the score "35 to 65" got the highest number of sixty-six (66) or 55% of the total respondents and descriptive equivalent to Medium Skill. And the score "66 to 85" has a number of forty-four (44) or 36.67% of the total respondents and has the descriptive equivalent of Excellent. While the score "15 to 34" got the lowest number of three (3) or 2.50% of the total respondents and has a descriptive equivalent of Not Very Good.

There is a total (Weighted Mean=62.14, SD=14.51) and (lowest score = 33, highest score = 93) shows that the students' performance level based on comprehension has a descriptive equivalent of Moderate Proficient and has a literal explanation that is quite satisfactory. In the result, students scored high based on comprehension.

Table 8. Performance level of students based on Vocabulary

Mark	Total	Percentage	Descriptive Equivalent
96 - 100	3	2.50	Best
86 - 95	54	45.00	Much better
66 - 85	61	50.83	Excellent
35 - 65	2	1.67	Medium skill
15 - 34	0	0.00	Not so good
5 - 14	0	0.00	Not very good
0 - 4	0	0.00	Not good
Total	120	100	
Weighted Mean	83.92		
Minimum Score	63		
Highest score	100		Satisfying
Standard Deviation	7.76		

Table 9. Significant effect of the comic method as a learning aid on the students' Adarnabird

Comic method		Beta Coefficient	t-stat	p-value	Analysis
Objective	Learning	-0.9523	0.7226	0.4695	Not Significant
Content		0.6228	0.5356	0.5933	Not Significant
Evaluation		-0.5186	0.4220	0.6738	Not Significant
Task		-0.4195	0.3415	0.7334	Not Significant

Table number nine shows the significant effect of the comic method as a learning aid on the students' Adarna bird.

The Objective, Content, Assessment and Activity of the comic method as an aid was not observed to have a significant impact on students' learning. Data were analyzed using a t-test with a less than critical t value. In general, the p-values obtained are greater than the 0.05 level of significance.

Table 10. Significant effect of comic characteristics on student performance

Characteristic of the comic		Beta Coefficient	t-stat	p-value	Analysis
Design	Performance	0.2015	0.1869	0.8520	Not Significant
Technical format		-0.2794	0.3201	0.7495	Not Significant
					Significant

Table number ten shows a significant effect of the nature of comics on student performance.

The Design and Technical format characteristics of comics were not observed to have a significant impact on students' performance. Data were analyzed using a t-test with a less than critical t value. In general, the p-values obtained are greater than the 0.05 level of significance.

CONCLUSION

Through the presented results, the following conclusions were formed.

The hypothesis in chapter 1 that whether the ani-mix has a significant effect on the students' learning of the Adarna bird and it also shows that the null hypothesis that "There is no significant effect of the ani-mix on the students' learning of the Adarna bird student" is accepted, it shows that there is "no significant" effect between them. It just shows that the mix has no effect on the yield students' learning of the Adarna Bird.

Also in the second hypothesis that whether there is a significant effect of product-mix characteristics on student performance and it also shows that the null hypothesis "There is no significant effect of product-mix characteristics on student performance" is accept, it shows that there is "no significant" effect between them. The final result shows that the characteristic has no effect on the students' performance.

RECOMMENDATIONS

After studying and analyzing the findings, the researcher suggests the following:

In teachers and schools developing teaching materials can consider the part and character of a material to be meaningful and useful to students.

Use anime clips to explain the events. Instead of reading the entire story, anime clips can be used to show students the events of the story. This is a great way to give students a visual description, which can help them understand and mature the story.

With students, pay attention to the lack of comprehension and vocabulary and focus on how to address it.

In future researchers, this study can be amended to address some factors that will affect the development of a teaching tool. The scope and scope of the study can be extended.

Use anime-style images to create graphic organizers. Creating graphic organizers, such as graphic organizers with pictures of characters and events from Ibong Adarna in anime-style, can help students understand the story. In creating graphic organizers, attention can be paid to important parts of the story, such as main characters and main events.

ACKNOWLEDGEMENTS

This research is wholeheartedly dedicated to the people who participated to fulfill the author's study request.

To the Lord who shared the beauty of life.

With research adviser Dr. Teresita C. Elayba, for her guidance from the beginning to the end of the research.

To the parents and siblings who gave their support, nurturing and tireless love.

To husband Ronald and children Danica and Joeriz who were the inspiration to complete this research.

To friends and fellow teachers Rhishele, Mae Felynn and Myleen for their constant support and encouragement.

To the teachers who helped to organize and carry out the research. To the people whosympathized to continue to be strong in the challenges of life.

REFERENCES

- Afifah, N at Dewi, P (2022), Pagbuo ng E-Comic Media upang Pahusayin ang Pang-unawa ng mga Mag-aaral sa Mga Konseptong Matematika, Hinango sa https://www.researchgate.net/publication/361117789_Pengembangan_Media_EKomik_Untuk_Meningkatkan_Pemahaman_Konsep_Matematika_Siswa
- Dollago, M. (2021). "Kabisaan ng E-komiks sa pagtuturo ng nobelang El Filibusterismo sa Mataas na Paaralan ng Bulihan

Haines, J (2012). Why Teach with Comics? Published on Diamond Bookshelf from <http://www.readingwithpictures.org/2012/04/why-teach-with-comics/>. Retrieved 23 June 2015.

Lotereña, T. (2018). Kabisaan ng E-Komiks bilang Pantulong na Kagamitang Pampagtuturo sa Assignaturang Filipino ng Grade 9 Sa Gov. Felicisimo T. San Luis Integrated Senior High School.

Nazhiroh, S, Jazeri M, Maunah B. (2021) na may pamagat na Pagbuo ng E-Comic Interactive Multimediasa Pagpapabuti ng mga Resulta ng Pagkatuto ng Wikang Javanese, hinango sa https://www.researchgate.net/publication/360503332_Pengembangan_Multimedia_Interaktif_E-Komik_dalam_Meningkatkan_Hasil_Belajar_Bahasa_Jawa

Pabellano at Carada (2021) Paggamit Ng Interaktiv E-Komiks Sa Pagtuturo Ng Kuwentong Pambata At Pag-Unawa Sa Pagbasa. Hinango sa <https://www.ioer-imrj.com/wp-content/uploads/2021/08/31>

Syarah E, Yetti, E, Fridani, L, Yufiarte, A (2019) Electronic Comics in Elementary School Science Learning for Marine Conservation. Retrieved from https://www.researchgate.net/publication/338435714_Electronic_Comics_in_Elementary_School_Science_Learning_for_Marine_Conservation

Teach, S. (2018) E-Learning: A Guidebook of Principles, Procedures and Practices, 2nd Revised Edition. New Delhi, India: Commonwealth Educational Media Center for Asia (CEMCA), and the Commonwealth of Learning

Udayani, N, Wibawa, I, Rati, N. (2021) Development of E-Comic Learning Media on the Topic of the Human Digestive System Journal of Education Technology. Retrieved from <https://ejournal.undiksha.ac.id/index.php/JET/article/view/34732>