

Developing Medibang Paint-Based Digital Comic for Teaching Narrative Text

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Abstrak

Penelitian ini berlatar belakang pada penggunaan media pembelajaran bahasa Inggris yang terbatas, menyebabkan siswa sering bosan karena suasana pembelajaran yang monoton. Tujuan dari penelitian ini adalah membantu untuk proses pembelajaran lebih menarik dan interaktif dengan mengembangkan media pembelajaran komik digital berbasis Medibang Paint. Penelitian ini menggunakan metode RnD (Research and Development) dengan menggunakan model pengembangan ADDIE. Hasil validasi ahli media sebesar 81,25% dengan kategori "praktis" dan hasil validasi ahli materi sebesar 97,9% dengan kategori "sangat valid", sehingga dapat disimpulkan bahwa komik digital ini praktis dan sangat valid untuk digunakan pada pembelajaran bahasa Inggris materi teks naratif. Hasil dari lembar angket respon siswa adalah 79,8% dengan kategori "praktis". Berdasarkan hasil implementasi tersebut, dapat disimpulkan bahwa komik digital berbasis Medibang Paint ini praktis untuk digunakan siswa dalam proses pembelajaran bahasa Inggris materi teks naratif.

Kata kunci

Komik digital; Medibang paint; Pendidikan Bahasa Inggris; Teks Naratif

Abstract

This research is based on the limited use of English learning media, causing students to often get bored because of the monotonous learning atmosphere. This research aims to make learning more exciting and interactive by developing digital comic learning media based on Medibang Paint. This research uses the RnD (Research and Development) method using the ADDIE development model. The media expert validation results were 81.25% in the "practical" category, and the material expert validation results were 97.9% in the "very valid" category, so it can be concluded that these digital comics are practical and very valid for use in English learning text material. Narrative. The results of the student response questionnaire were 79.8% in the "practical" category. Based on the results of this implementation, digital comics based on Medibang Paint are practical for students to use in learning English with narrative text material.

Keywords

Digital comics; English Language Education Department; Medibang Paint; Narrative Text

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Introduction

Teaching English as a foreign language involves conveying clearly and attractively and encouraging students to improve their English skills through speaking, listening, reading, and writing (Afia *et al.*, 2021; Asitah *et al.*, 2021). In the Indonesian education curriculum, the implementation of the Teaching of English as a Foreign Language (TEFL) starts from the junior high school level up to university or college (AM, 2017; Firdaus *et al.*, 2021). Teaching English as a Foreign Language in schools aims to enable students to develop their competence for communication in spoken and written language related to the school context. The goal of teaching English in Indonesia focuses on the four English abilities of listening, speaking, reading, and writing (Boy Jon *et al.*, 2021). Teaching the four language skills: listening comprehension, speaking ability, reading comprehension, and writing to ability, students is another objective of TEFL in Indonesian schools (Mastuti *et al.*, 2020; Oktavia *et al.*, 2022).

TEFL in Indonesia is a method used to develop foreign language or English communication by emphasizing the four English skills, namely listening, speaking, reading, and writing to equip students with these four skills. TEFL uses specific methods to help teach people whose first language is not English (Dezas Perdani, 2021; Robbuhu and Editya, 2023). In schools in Indonesia, English is only the second language used after the national language. In helping the mastery of these skills to be more effective, can use learning media.

Learning media is one of the essential communication tools in conveying material conveyed by a communicator or teacher to students so that they can provide the same stimulation in teaching and learning activities to achieve learning goals and one way to support the effectiveness of a learning process (Afia *et al.*, 2023; Rashid, Sara and Adiyono, 2023). Learning media is an essential element in the learning process (Andriyani and Suniasih, 2021; Utami *et al.*, 2021). The use of learning media can foster students' interest in learning new things in the learning material delivered by the teacher so that it can be easily understood. Related to the effectiveness of media use in the learning process, the Ministry of Education and Culture emphasized that the use of media in the learning process can arouse students' interest and motivation to learn, reduce or avoid verbalism, generate regular, systematic reasoning, and to foster understanding and develop values in students (Labibah, 2023).

Digitalization in education has developed and created innovations in developing more innovative media to support the success of teaching and learning activities (Perdana, Wibowo and Budiarto, 2021). Digital technology learning media is sophisticated or meetly with which students are usually familiar. Students are a generation who are accustomed to digital technology (digital native) (Christanti *et al.*, 2021). Digital media is a form of technology utilization that cauterization makes learning activities more interesting and increases student learning motivation (Anam *et al.*, 2021; Maulana *et al.*, 2021). One of the factors causing the need for improvement in the quality of learning is that it needs to be maximized in the maximum utilization of learning media for the effectiveness of learning activities.

The development of media with digital technology will also be visualized so that it can be enjoyed through the sense of sight by developing it through abstract or natural image forms (Hasanah *et al.*, 2021). Visual media is all the visual aids used in the learning process that can be enjoyed through the five senses (Cahyono, Khumaedi and Hadromi, 2021; Asitah, Anam and Purnomo, 2022). Visual media is one type of media that provides concrete references in learning. Visuals can make it easier to convey information that is difficult to understand. Visual learning media makes it easier for students to observe using the sense of sight since students are more interested and easily understand something they see.

In learning activities, it is not only learning media as a supporting material for success but also the important role of the teacher in motivating students to have a high learning enthusiasm and interest in reducing boredom in learning English. It

can be interpreted that visual media can provide opportunities for students to understand things missed when presented orally. Moreover, the optical media is accompanied by written information that students can read.

Teaching and learning process Senior high school and vocational students need learning media that helps the learning process. According to Government (PP No. 29, 1990: Pasal 3), explained that the aim of general secondary education (SMA) is to prioritize the preparation of students to continue their education at the higher education level, while the objective of vocational secondary education (SMK) is to prioritize the preparation of students to enter the workforce and develop professional attitudes. Learning media development for vocational students can help facilitate teaching and learning activities. Vocational students are less enthusiastic when learning is monotonous and without using learning media. Learning media in vocational schools is very important to help the student's learning process and vocational school students are more inclined to skill mastery. Therefore, vocational school students often prefer to study according to their majors rather than general lessons, one of which is English. The condition of learning at Krembung Islamic Vocational School is the need for digital learning media to be used. According to the results of an interview with one of the English teachers there, the condition of digital technology learning media used still needs to be improved. There needs to be the utilization of digital comic-based learning media.

A digital comic is a kind of cartoon expressing characters and playing the story in a sequence of closely related drawings and designs to give fun to the readers (Wulandari and Dewi, 2021). Therefore, the development of digital comics as learning media is considered the most suitable since apart from the advantages of using comics as mentioned above, comic packaging as a digital learning medium is one of the developments of technology-based media that makes it easy to access digital comics through electronic devices such as mobile phones and laptops. Research in the form of the effect of problem based learning model on student learning outcomes (Atikah and Istiq'faroh, 2023) and optimizing learning outcomes in Indonesian language education: the role of pagape learning media on understanding changes in object forms (Najicha and Aini, 2023) has been carried out. However, there has not been much research related to developing medibang paint-based digital comic for teaching narrative text.

With the various information above, the authors are interested in developing interesting learning media for students by combining visual and digital elements through digital comic media. The need for the digital comic as a learning media for vocational students to help facilitate the student learning process is since of the need for more learning media used by teachers to support the success of learning English with narrative text material. Therefore, the author writes, "Developing Medibang Paint- Based Digital Comic for Teaching Narrative Text at Krembung Islamic Vocational School."

Method

This research method aims to explain the process of developing a digital comic based Medibang Paint for teaching Narrative text in Krembung Islamic Vocational School using ADDIE models. The object of this research is a digital comic for Krembung Islamic Vocational School students, which is used as learning media to assist the learning of Narrative text in making an interesting and interactive learning process. This research procedure used the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to develop a digital comic. The steps for developing this digital comic are listed below sequentially, as follows:

1. Analysis

This analysis stage is carried out to develop digital comic learning media. At this stage, two steps will be carried out, namely:

- a. Analysis of Curriculum, in the form of Permendikbud No. 37 2018 to analyze the basic competence and find learning objective indicators with the lesson plan (RPP).

- b. Analysis of students, the researcher will interview the English teachers and give the student observation sheet to the teacher to identify the student's characteristics.
2. Design
At this stage, the researcher describes the process or steps that will be carried out to design a digital comic after the analysis stage. The design stage includes aspects of design, material, and language. Researchers will create or develop digital comic media using Medibang Paint android-based application.
3. Development
This stage aims to produce a product that has been developed and must be validated by experts. Through the validation process, it can be interpreted as proof or digital comic assessment in narrative text material by an expert validator.
4. Implementation
The researcher will implement media in class to determine the feasibility of the learning media that has been produced.
5. Evaluation
The researchers will revise based on students' input when researching to evaluate learning media based on students' response questionnaire sheets.

The data collection technique used in this study is based on the type and source of data, namely:

1. Interview
The researcher will interview English teacher to find out about the teaching-learning process for the research.
2. Documentation
The researcher will do documentation to support collecting data techniques in teaching-learning.
3. Questionnaire sheet
The researcher will do a validation sheet for experts and students to be analyzed as material for the product development process. Researchers will develop products based on the analysis of documents that have been received.

The research instruments used in this study are an interview sheet and questioner sheet. To find out the data obtained in this study, using qualitative and quantitative data analysis techniques:

1. Qualitative data analysis techniques in the form of suggestions from validators
2. Quantitative data analysis technique to determine the score results from the validation sheet
 - a. Material Expert

$$P = \frac{S_n}{S_{max}} \times 100\%$$

Description:

P : percentage

S_n : total score

S_{max} : total maximal score

100% : constant

- b. Media Expert and Student Response Questionnaire Sheet Test Analysis

$$P = \frac{S_n}{S_{max}} \times 100\%$$

Description:

P : percentage

S_n : total score

S_{max} : total maximal score

100% : constant

Result and Discussion

A. Development Process

Researchers developed digital media using digital comic for narrative text material for grade 10 at Krembung Islamic Vocational School. This digital comic contains narrative text material and students can access the barcode to find examples of narrative text types, narrative text quizzes, etc. The narrative text matches the Permendikbud No. 37/2018 and Lesson Plan (RPP). This research uses the ADDIE development model developed by Branch (2009), with five processes including Analysis, Design, Development, Implementation, and Evaluation. The stages of the ADDIE model will be explained as follows:

1. Analysis Step

a. Analysis of Curriculum

The school where the research has used the Merdeka curriculum in grade 10 in the form of Permendikbud No. 37/2018 and Lesson Plan (RPP) to find out the Basic Competencies (KD) that researchers will use to develop in making Learning Objectives (TP) in the Learning Implementation Plan (RPP).

b. Analysis of Students

At this stage, the researcher conducted an interview process- based student observation sheet with the English teacher as one of the steps to get more information about the students. Based on the interview results view, teachers still use minimal learning media in learning, especially English, and more often use LKS or worksheets.

2. Design Step

a. Media Design Preparation

In this research, developing digital comics using Medibang Paint by Android. The preparation of this digital comic consists of a cover, adverb, material, creator profile, and back cover. The process of design stage consists of nine stages in making comics, namely:

- 1) Step 1: Define the story
- 2) Step 2: Make a storyline
- 3) Step 3: Create characters
- 4) Step 4: Sketch panel layouts, illustrations, and text bubbles
- 5) Step 5: Outline the illustration
- 6) Step 6: Coloring pictures
- 7) Step 7: Create and fill text balloons
- 8) Step 8: Cover making
- 9) Step 9: Arrange page layouts

b. Materials Presentation Design

The material used in the development of this media is narrative text material. The presentation of this digital comic material is adjusted to the reference of the Permendikbud No. 37/2018 and Lesson Plan (RPP) to find out the Basic Competencies (KD) that researchers will use to develop in making Learning Objectives (TP) in the Lesson Plan (RPP).

c. Design Instrument

At this instrument design stage, researchers will use three aspects of validation, namely material expert/teacher validation, media expert validation, and student questionnaire sheet.

3. Development Step

At the development stage, researchers conducted two stages of validation, namely material validation and design validation and the results of the validation were as follows:

a. Validating learning media

1) Validation of media expert

In the media validation process, media validation results were obtained at 81.25% in the "practical" category, with comments and suggestions "Text should not be too narrow, choose an attractive font, tidy up the word balloons", with the conclusion that it is worth testing with revisions according to suggestions.

2) Validation of material expert

The results obtained from the validation of the English teacher's material were 97.9% with the category "very valid", with comments and suggestions "in the genre explanation section if it can be made conversational such as after explaining the genre students are asked to give examples, for the comics maybe make it colorful", with the conclusion worthy of testing with revisions according to suggestions.

b. Media Creation Revision

1) Interesting fonts



Figure 1. Before and After Revision Process of Interesting Fonts

Figure 1 shows an image of the interesting font style's progress before and after revision. The media expert validation process resulted in revising the comic cover to use a more interesting font and shadow to be more visible and not blend in with the background.

2) Bubble text spacing



Figure 2. Before and After Revision Process of Bubble Text Spacing

Figure 2 shows the progress before and after the revision process regarding the bubble text space. Before the revision, the spaces in the bubble text were too close together, causing a little difficulty when reading the comic. At the time of media expert validation, it was suggested to widen the space a little so that it could be easier to read and the distance between letters was not too close and more pleasing to the eye.

3) Tidying up bubble text

Figure 3 shows the progress before and after the revision process on tidying up bubble texts. Before the revision, the direction of the bubble text did not point to the character's head. Then during the media expert validation, it was suggested that the bubble text point to the character's head so that it looks like talking through the bubble text.



Figure 3. Before and After Revision Process of Tidying Up Bubble Text

4. Implementation Step

The implementation stage is carried out after carrying out the material validation process and media validation with the conclusion that it is feasible to implement. This implementation stage was carried out at Krembung Islamic Vocational School in class 10 in learning narrative text material. The researcher distributed the website link to the class leader and shared it with the class group so that students could access the digital comic through the link on their cell phones. Researchers display digital comic media using an LCD projector to make it clearer to display learning media. The student response questionnaire sheet was filled in by thirty-eight students in class X OTKP 1 Krembung Islamic Vocational. The results of the student response questionnaire sheet were filled in by thirty-eight students in class X OTKP 1 Krembung Islamic Vocational School.

$$P = \frac{S_n}{S_{max}} \times 100\% = \frac{1.700}{2.128} \times 100\% = 79,8\% \text{ (Practical)}$$

The results of the student questionnaire sheet recapitulated resulted in a score of 79.8% in the category "Practical".

B. Result Discussion

This digital comic was developed to help teachers use learning media that is more interesting and interactive for students. This learning media development aims to develop digital comic-based learning media on grade 10 narrative text material. This media development uses the research and development (R&D) method using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model). The results of teacher interviews produce information that digital comics have never been used in the learning process. Therefore, researchers are interested in developing digital comic learning media to help make learning more interesting and interactive. Researchers developed

digital comics using the android based Medibang Paint application and conducted a material expert or teacher validation process and media expert validation. The result of the material expert validation process was 97.9% with the category "very valid" and the result of the media expert validation process was 81.25% with the category "practical". The results of the student response questionnaire sheet are 79,8 % with the category "Practical" totaling thirty-eight students in class X OTKP 1. Digital comic media tested in class X OTKP 1 narrative text material is practical to use.

Conclusion

Based on the process of developing a digital comic, this research uses the Medibang Paint application to create learning media and ADDIE models (Analysis, Design, Development, Implementation, Evaluation). The results of the development and the previous discussion, this research can be concluded as follows, this digital comic learning media uses the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation) and uses the Medibang Paint application to create digital comics. After the comics are designed and developed, a validation process is carried out by material experts and media experts. The result of media expert validation is 81.25% with the category "practical" and the result of material expert validation is 97.9% with the category "very valid", so it can be concluded that this digital comic is practical and very valid to be used during English learning narrative text material.

As the result of the implementation, researchers distributed student response questionnaires totaling thirty-eight students in class X OTKP 1 to find out the response and practicality of the comics that had been developed. The result of the student response questionnaire sheet was 79.8% with the category "practical". From the implementation results, it can be concluded that this digital comic is practical for students to use narrative text material in the English learning process.

Conflict of Interest

There are no potential conflicts of interest relevant to this article.

Acknowledgments

The researcher would like to thank the English Language Education Department of Universitas Nahdlatul Ulama Sidoarjo for supporting the research implementation.

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