# Designing E-comic for English Reading Material for Grade Eight in Tanjungpinang

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**Abstract**

*The research aimed to design an e-comic for English Reading Material for online learning at grade eight of SMPN 11 Tanjungpinang. The design of e-comic for English reading material can be considered to make the students interested and motivated in learning English during online environment. This research focused on designing English reading material about recount text for grade eight. The research design was R&D based on ADDE by Richey and Klein consisted of analyze, design, develop, and evaluation. The subject of this research was the 8.4 class students which consisted of 25 students. The instruments were interview and questionnaires. The researcher was analyzed the data by using qualitative and quantitative techniques. The results of the research showed that the practicality of e-comic was very high (91.5%). It can be concluded that the e-comic for English reading material was interested, motivated, and contextualized to learn by the students at SMPN 11 Tanjungpinang.*

**Keywords:** E-comic, English Reading Material, Online Learning

## I INTRODUCTION

The main point in transferring knowledge to learners is instructional materials. Instructional materials are an important aspect of language learning. Referring to *Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud)* Number 22, the year 2016 instructional material consists of facts, concepts, principles, and relevant procedures, and it is written in the form of point by following learning indicators. It can be concluded that instructional materials refers to important aspect that want to achieve based on the learning indicators.

The outbreaks of Covid-19 pandemic in Indonesia, many activities have been done on the online platform, and one of them is in education. As revealed by Mishra (2020) as the Covid-19 pandemic spreads, more people are going online due to school, college, and university are close. *Kementrian Pendidikan dan Kebudayaan* has created an essential curriculum and a home-learning program to overcome this situation. It is aimed to make learning valuable, flexible, and easy to access during the pandemic. It can be summed up that an educational environment can be done everywhere.

However, this condition has forced both teachers and students. The difficulty in finding appropriate reading material for students' context has been a barrier for the teachers. The majority of students at every level have struggled to understand the English reading material. The materials being taught were boring and monotonous that does not fit the student's context, uninteresting and complicated. Therefore, the students were not interested in the existing material which makes them not good at reading (Fauzi & Hanifah, 2019).

Reading material refers to anything used by teacher to facilitate reading activities in language learning. According to Tomlinson (2013) defines that language teaching and learning materials include anything that can be used to assist teachers and students. Black & Barnes (2015) speculated reading materials can be defined as texts or passages that convey a message or idea to students through the reading activity. In short, reading material is any tool that can be used by teachers and students in the teaching and learning process.

Based on the preliminary research at SMPN 11 Tanjungpinang in February 2022 showed that during the pandemic, an English teacher at grade eight only used books and PowerPoint slides to convey the reading material in the learning process. The books and PowerPoint slides that the English teacher provided were full of sentences and had a little illustration. Besides that, the reading materials presented were not contextual. When the teacher asked the students to review the reading materials, most of them do not understand what has been explained. It seems that the English reading material that provided by the teacher was difficult for students to understand. When it comes to students, they faced difficulties when learning English reading material. The material was uninterested and could not be understood. They cannot be learned English so well when the reading material is uninterested. It is hard for them to face the learning process.

However, there is something the researcher can do to make the English reading material more interesting and motivated. The used of e-comic on reading material can be an effective way to give students an experience in reading (Damaianti, 2017). Comic refers to pictures and symbols that adjoining in a comic sequence to give information and aesthetic responses from the reader (McCloud, 2010). A comic is a type of cartoon that illustrates characters and stories in a sequential order that is closely linked with images and is intended to entertain the reader (Frangos, 2021). Comic can be a link between the text and the reader's comprehension. Comic tend to bridge the gap between information encoded in the text and the acquisition of the knowledge intended for the reader by the author of the text (Okwilagwe & Miss, 2018). In short, the comic is ideas that are presented in the form of sequence pictures and also contain text.

A comic be digital literacy that conveys the moral message to motivate students as generation Z. the arrival of digital technology has particularly solved the problem of quality of comic papers due to time progression. Today comics are found not only in the conventional but also in the digital known as e-comic. With portable gadgets, the requirement for large physical spaces such as shelves and boxes to store comic books is no longer an issue (Farah, 2014). Comic readers have all the time and location flexibility to read comics digitally. E-comic as known as digital comic was defined by Aggleton (2019) that the comic must be published in a digital format that contains a single-panel or series of interdependent images. The e-comic has visible frames, iconic symbols such as word balloons, and handwritten style lettering which may use its visual form to communicate additional meaning. It can be concluded that digital comic is comic that is published in digital form and also has iconic features.

## II METHOD

The type of research was conducted by the researcher is research and development (R&D). The model was based on the ADDE by Richey and Klein in Budiarta (2021) that consisted of analyze, design, development, and evaluation. To summarize all of the four of the ADDE above, the chart is presented in the following figure.
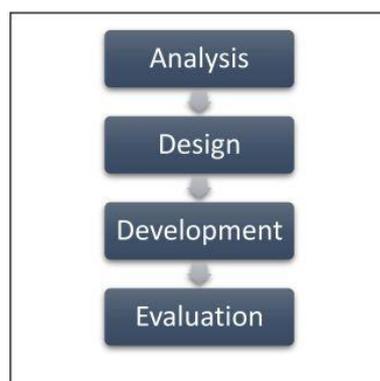
**Figure 1 ADDE Model by Richey and Klein**

## 2.1 Analyze

This phase aims to collect findings and useful information for designing E-comic for English reading material. In this research, the researcher has interviewed the English teacher about the reading material that the teacher used during online learning. The researcher also provided a questionnaire for students to know the student need, which can be used as the reason for designing E-comic English reading material. This information will be a foundation for designing E-comic English reading material. The interview and questionnaire are organized based on the research aspects and indicators.

## 2.2 Design

After analyzing the needs and problems that occur in the field, comes to the design phase. This includes selecting material, writing scripts, and media selection. In selecting material, the researcher asks the suggestion and advice from the English teacher about the material and media that will be used to design English reading material. The researcher got some suggestions from the English teacher to add contextual aspect in the reading material. The result of selecting a material is used to write the script. The researcher wrote the script based on basic competence that has been selected by the teacher. The selected basic competence will collaborate with contextual material that the researcher has obtained from another teacher. In media selection, an overview of the overall supporting application and devices that will be included in the design of E-comic for English reading material.

## 2.3 Development

Creating an e-comic involves six steps. The first step in creating a comic is to create a storyboard. The researcher is created a draft of the story in the form of a panel page layout in this step. The second step in making a comic is to draw a rough sketch. The rough sketch's purpose is to shape the characters and background that were created in the storyboard. The next step is to apply the ink. The layout is colored after the ink has been applied. The research will use appropriate colors in this step. The balloons will then be released by the researcher. The results of the comic will be saved as a PDF file and distributed to students.

**2.4 Evaluation**

In this phase, there are two kinds of evaluation: expert validation and practicality of the small group try-out. Expert validation is needed to evaluate and validate the product to the product is ready to be used by students. The content and design will evaluate and validate by experts. After revision, the final product will be distributed to a small group of students. The purpose of this phase is to know the extent of the product's benefits to attract student interest and motivation. The students were giving response on the usefulness of the content and design of the English reading material.

**III RESULT**

Research and development of designing e-comic for English reading material for grade eight at SMPN 11 Tanjungpinang has gone through several phases. The phases of this research were carried out on the ADDE model which include analyze, design, development, and evaluation. The results of the research are as follows:

**3.1 Analyze**

*3.1.1 Teacher Interview*
From the interview session, the English teacher said the he used the sources for English reading materials were taken from the BSE books and internet during online learning. Then, he shared the material through the WhatssApp Group application because the situation. English teacher also considered to provide an alternative English reading material during the online learning. This aimed to made students interesting in the learning process. He added that he used videos and PowerPoint slides to deliver or convey the English reading material.

*3.1.2 Student Questionnaire*
The result shows that students have faced some difficulty in learning English reading material during online learning. Reading material given by the teacher was boring, uninteresting, and difficult to understand is most of the answers given to students. The text of the reading material is uninteresting because it is full of words and has fewer illustrations. English reading material provided by the teacher was in the form of PowerPoint, book, and video. Then, the students agreed that English reading material needs to design to make it more interesting and innovative.

**3.2 Design**

*3.2.1 Selecting Material*
The result of the discussion with the English teacher at grade eight in SMPN 11 Tanjungpinang shows that the English reading material will be designed is recount text. Based on the teacher's opinion, this material will be studied in even semester. He added this material appropriate to the design to make it interesting.

*3.2.2 Writing the Scripts*
In this research, the researcher has written the script based on basic competence and contextual aspect. Basic competence has been decided based on discussion with the English teacher at selecting material step. The basic competence that has been selected is 3.11 about recount text. Then, the researcher took a contextual aspect based on the contest that was won by the school lately. The researcher met an Indonesian language teacher as a responsible person for that contest and discussed the sequence of the event.

*3.2.3 Media Selection*

In this research, the researcher decided the media that has been used to design the e-comic. The selection of media involves the selection of application and devices that have been used in designing an e-comic. The application used in this research is the Medibang Paint application. This application is appropriate to draw a digital comic. The researcher has used Medibang Paint application on Windows and Android. Both devices have different parts.

## 3.3 Develop

In this phase, the researcher created a complete product of English reading material in the form of an e-comic. The researcher has followed the steps that had been prepared in creating an e-comic. The first step is making the storyboard. The storyboard is needed as a guideline in panel arrangement and reading sequence. The panel was arranged according to the script. The size of each panel is different from the others. The next step is drawing a rough sketch. This step allowed the researcher to shape the characters and the backgrounds that have been made on the storyboard.  Giving the ink is the main process in creating an e-comic. This step made the shapes stronger. Then, the researcher applied appropriate colors. Setting the balloon is the final step in making the e-comic. This is the process of transferring words from the script into the e-comic. After all the steps before have been made. The last step was to save all the e-comic files.



**Figure 2 Setting the Balloons**

## 3.4 Evaluation

The e-comic was validated by content and design experts. A questionnaire was used to collect data from the content expert. One aspect of content with eight statement items was validation from a content expert. Some parts of the questionnaire that were filled out by expert needed to be revised. The design expert was validated the English reading material in terms of design. A questionnaire was used to collect data from design experts. Validation from a design expert is based on the following factors: cover, task, example, and picture. The questionnaire for the design expert contained nine items. Some parts of the questionnaire that were filled out by expert needed to be revised.

After the product has been revised, the researcher came to the practicality of e-comic. The English reading material was implemented in small groups. This try-out includes 25

students. The product and the questionnaire were distributed to the students for small group testing. The product was the e-comic English reading material and the questionnaire contained 8 questions that students had to complete.

**Table 1 Result of Small Group Try Out**

| No. | Questions | Respond Yes | Respond No | Percentage of Practicality (%) |
|---|---|---|---|---|
| 1 | Apakah materi yang terdapat pada E-comic mudah untuk dipahami? | 23 | 2 | 92 |
| 2 | Apakah materi yang terdapat pada e-comic menarik untuk dipelajari? | 24 | 1 | 96 |
| 3 | Apakah materi yang terdapat pada e-comic berhubungan dengan kehidupan sehari-hari? | 21 | 4 | 84 |
| 4 | Apakah materi yang terdapat pada e-comic dapat dipelajari secara mandiri tanpa perlu dijelaskan oleh guru? | 23 | 3 | 88 |
| 5 | Apakah materi yang terdapat pada e-comic dapat meningkatkan semangat untuk belajar? | 23 | 2 | 92 |
| 6 | Apakah sampul yang terdapat pada e-comic sudah menarik? | 23 | 2 | 92 |
| 7 | Apakah ilustrasi yang terdapat di dalam e-comic sudah menarik? | 25 | 0 | 100 |
| 8 | Apakah ilustrasi yang terdapat di dalam e-comic membantu untuk memahami materi? | 22 | 3 | 88 |
| | **Total Avarage** | | | 91.5 |

From the table, it can be seen that all of the students are easy to understand the English reading material (92%). The second is the students accepted the English reading material was interesting to be used to support their learning process (96%). The students answered that the English material had been contextualized (84%). Based on the table above, it can be seen that the e-comic can be used as self-learning without the need to be explained by the teacher (88%). Students answered that the English reading material can increase the spirit to learn (92%). The design of the cover (92%) and illustrations (100%) in the English reading material were interesting. They also answered that the illustration of e-comic can help them to understand the English material (88%). Based on the result, it seems that the practicality of E-comic English reading material is very high (91.5%).

## IV DISCUSSION

The result of this research is in line with İlhan (2021) that the students found the course with digital comics more enjoyable and interesting. The students felt as if they were watching a movie or going to the theatre. Rohaizati (2020) added that students' interest may increase with the digital comic. The digital comic can improve and develop communication by allowing students to create their understanding through pictures or illustrations. Also, the digital

comic could help students in learning and make it more enjoyable. Nasrulloh (2020) added that because digital comics have become interesting media, it can increase student learning attractiveness and positive impact on the study. It is possible to conclude that digital comics can consider learning more interesting. Moreover, Surya (2020) speculated that students are interested in digital comics because of their colourful illustrations. Students prefer pictorial readings such as comic books and picture books to reading than simply reading books with text only. Digital comics are an interesting visual medium that contains funny and interconnected serial images that make students feel unsaturated in reading. Digital comics have an appealing appearance, with colourful image designs and a clear and simple writing style that is not as complex as a book. It can be said that the illustration in the digital comic makes students interested in reading.

Ahsanah & Utomo (2020) speculate that this current pandemic situation makes the learners find some difficulties in learning English. A motivating media needs to be applied to help them receive all the materials effectively. The digital comic can be categorized as a motivating medium that may help the students learn English. As revealed by Metraglia & Villa (2014) e-comic is quite motivating reading for students. E-comic media product has a positive response for students and teachers because the media can generate learning motivation. Also, Nguyen (2018) stated that digital comics can facilitate learning and increase student enthusiasm/motivation. In conclusion, e-comic can motivate students to learn English during the pandemic. Moreover, Sari (2021) speculated that a digital comic can help increase student motivation to learn and turn them into supporters of science learning concepts. The scientific digital comic will convey educational information, not just fantasy. Digital comics may enable digital teaching by encouraging students to actively participate in learning activities to achieve learning outcomes. The digital comic can be used to facilitate communication while learning. It can provide learning material to students through technology. Because of the existence of this digital comic learning provides convenience and can be disseminated compared to comics in the form of books. These digital comics are easily accessed via a link or file, which then allows students to access the comic via a laptop or Smartphone both connected online or offline. In conclusion, the digital comic is considered an appropriate media to support the learning process by using technology.

According to Suryawati (2010), contextual teaching and learning is a concept in which the teacher connects the learning materials to the student's real-world situations and encourages them to apply their knowledge in their daily lives. This method will assist students in becoming more independent and natural learners as they work to increase their knowledge. As revealed by Azim (2021) contextual material is more effective in improving learning outcomes and the creativity of learners. It makes learners easier and more motivated in the learning process. It seems that contextual material can link student knowledge with surroundings. contextual material has been combined in this research. According to Flores (2021) stated that developing contextualized instructional material will enrich teaching methodology. The results of students in schoolwork and assessment tasks increase significantly when they are taught contextually. Khaefiatunnisa (2015) has speculated that the contextual material has improved students reading skills. She stated that regarding the advantages of contextual material, there are two important points: contextual material helps students in getting a better understanding and it can motivate students to learn. As revealed by Atmazaki & Indriyani (2019) students have a better understanding in the reading text if the text is close to the students' environment. It can be concluded, that contextual material is appropriate to use to convey English material in SMPN 11 Tanjungpinang.

## V CONCLUSION

Based on the findings and discussion in designing e-comic for English reading for grade eight in Tanjungpinang, it can be concluded that e-comic for English reading material is needed in the learning process, especially in online learning. The e-comic was designed using the ADDE model by Richey and Klein, consists of analyze, design, develop, evaluation phases. Material was designed based on basic competence about recount text. The e-comic was valid after done the revision from design and content experts. The small group tried out shows that the practicality of e-comic was very high. The used of e-comic for English reading material can be considered because of three aspects, there are interested, motivated, and contextualized.

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