

The Development of Digital Comic Media in Teaching Anecdotal Texts

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ABSTRACT

This study aims to develop and evaluate digital comic media for teaching anecdotal texts to Grade VIII students. The Research and Development (R&D) method was used, following the ADDIE development model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. The digital comic developed is interactive and designed to present anecdotal text content in a visually engaging way, making it easier for students to comprehend and connect with the material. The validation of the media by material and media experts yielded high scores, with material experts giving a rating of 93.75% and media experts giving 87.5%, both within the "very feasible" category. These results suggest that the media is highly suitable for use in the classroom. A field trial was conducted with 32 students, who gave very positive feedback, with an average response score of 89.38%. This indicates strong interest and approval from students regarding the interactive and visual aspects of the digital comic. To assess the effectiveness of the media, pretest and posttest results were compared. The average pretest score was 61.72, and the average posttest score increased to 83.56, reflecting a significant improvement of 21.84 points. This demonstrates that the digital comic media significantly enhanced students' ability to understand and write anecdotal texts. Based on these results, the developed digital comic media is deemed both feasible and effective as a teaching tool. It offers an enjoyable and contextual learning experience, making it a valuable alternative resource for teaching Indonesian, particularly in anecdotal text.

Keywords: Digital Comics; Anecdotal Text; Indonesian Language Learning

INTRODUCTION

Learning Indonesian is a crucial process aimed at developing students' language competence, enabling them to use the language effectively and contextually in various communication settings. According to studies, language learning involves mastering four essential skills: listening, speaking, reading, and writing, which work together to facilitate effective communication (Sari, 2020). For students to

become proficient in the Indonesian language, these skills must be developed in tandem to ensure they can use the language properly in both everyday and academic contexts. In addition, Indonesian language education emphasizes not only linguistic proficiency but also critical and creative thinking, encouraging students to express themselves coherently and logically in both written and spoken forms (Hidayati, 2021).

At the junior high school level, one critical area of the Indonesian curriculum is the study of various text types, including anecdotal texts, which offer students a unique opportunity to understand humor and satire while subtly conveying criticism. However, initial observations at SMP Negeri 1 Rantau Selatan revealed significant challenges in teaching anecdotal texts. Many students showed low engagement and struggled with understanding the structure of these texts, particularly in identifying key elements like orientation, crisis, reaction, and coda. Furthermore, students found it difficult to understand linguistic features such as verbs, indirect sentences, and irony. Teachers primarily used traditional methods like lectures and worksheets, which contributed to a monotonous learning experience, leading to low student motivation and unsatisfactory learning outcomes.

This problem highlights the urgency of finding more engaging and effective teaching strategies to address students' difficulties with anecdotal texts. Without a shift in the approach, students may continue to face challenges in mastering not only this genre but also other aspects of Indonesian language skills. Given the need for fresh, engaging solutions, digital comic media presents a novel approach that combines visuals and text to create an interactive and enjoyable learning experience. Digital comics are particularly suitable for teaching anecdotal texts due to their humorous nature and visual appeal, which align with the characteristics of anecdotal texts themselves.

The importance of this innovation cannot be overstated. As digital media continues to play a significant role in modern education, incorporating digital comics into Indonesian language learning offers students an opportunity to interact with content in a way that is both fun and informative. Research by Putra & Astuti (2022) and Nugroho & Sari (2023) has demonstrated the effectiveness of digital comics in enhancing student motivation and learning outcomes in various subjects, including language arts. The novelty of this study lies in adapting digital comics specifically to teach the structure and elements of anecdotal texts, providing a creative solution to the challenges identified in traditional teaching methods.

Furthermore, this research holds significant visibility for both educators and educational content developers. As the use of technology in classrooms increases, finding effective digital tools that promote active learning and increase student participation becomes essential. By developing digital comic media for anecdotal text instruction, this study aims to contribute to the broader field of educational technology and help improve the quality of language education in junior high schools.

Thus, this study seeks to develop and evaluate a digital comic-based learning media that is tailored to teaching anecdotal texts at SMP Negeri 1 Rantau Selatan. The goal is to create an engaging, innovative, and effective alternative that not only addresses the challenges students face in learning this material but also enhances their overall language skills, particularly in creative writing and text comprehension.

LITERATURE REVIEW

Learning Media

Learning media is anything that can be used to convey messages and stimulate students' thoughts, feelings, attention and abilities in the teaching and learning process.(Arsyad, 2017). Media can be in the form of visual, audio, audio-visual, and digital technology-based media that supports interactive learning. Functions of learning media can motivate students' interest and attention, present material in a concrete and clear manner, increase students' retention and memory, and facilitate understanding of abstract concepts.

Digital media is a media that uses information and communication technology to deliver learning materials interactively. This media has advantages such as ease of access, attractive visuals, and allows for personalization of learning.(Munir, 2017).

Digital Comics

Digital comics are comics that are presented in digital form and can be accessed via electronic devices such as computers, tablets, or smartphones. According to(Sari, MP, & Nugroho, 2020), comics are images arranged sequentially to convey information or produce an aesthetic response. According to Sudjana and Rivai(Yulianda, A., Ambarita, B & Ansari, 2019), comic media has high visual appeal and can facilitate the understanding of complex concepts through narrative stories. The advantages of digital comics include combining text and image elements to improve understanding, increasing student motivation and interest in learning, facilitating independent and flexible learning, supporting contextual and fun learning.

Anecdotal Text

Anecdotal text is a short, humorous story that contains criticism or satire of real events, delivered in a narrative manner and aims to entertain or convey a moral message. According to(Ministry of Education and Culture, 2017), the structure of anecdotal text includes: abstract, orientation, crisis, reaction, and coda. The main purpose of anecdotal text is to entertain while conveying social criticism or reflection on everyday life. The characteristics of this text include: being funny and containing humor, using informal or relaxed language, having a short and focused storyline, containing satire or veiled criticism.

METHOD

Design and Samples

This type of research is research and development (R&D). This study aims to develop digital comic media used as a support for learning anecdotal texts in junior high schools. This research was conducted at SMP Negeri 1 Rantau Selatan with a population of all class VIII students in the 2024/2025 academic year. The sample selection was carried out by purposive sampling, which is a sample determination technique based on certain considerations that are in accordance with the objectives of the study.(Sukmamadinata, 2017). In this case, class VIII-2 was chosen as a sample because it was considered representative and suitable for media trials. The number of students in the class was 32 people. The selection of this class also considered the availability of time, ease of access, and teacher involvement in supporting the implementation of the research. The development model used is the ADDIE model which includes five stages: Analysis, Design, Development, Implementation, and Evaluation(Sugiyono, 2016)

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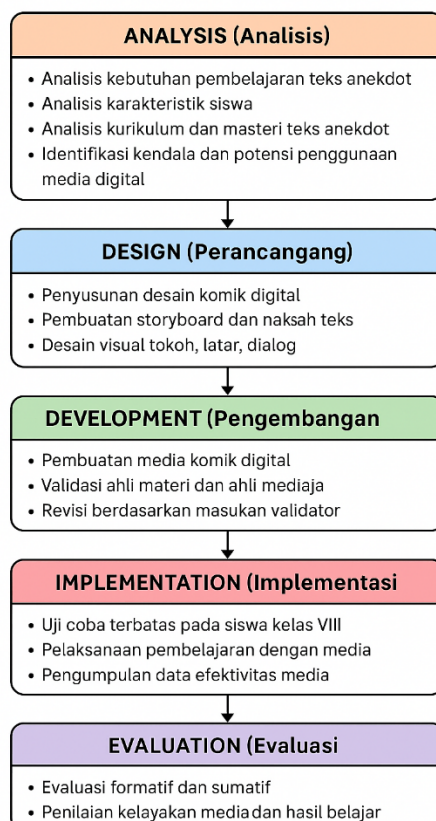


Figure 1. Research Procedure

Instrument and Procedure

The instruments used in this study consist of several types. The interview instrument is in the form of an open-ended question guideline used to gather information from teachers and students. The observation instrument is in the form of an observation sheet used to record the learning process and student involvement. The questionnaire instrument is divided into three, namely the material expert validation questionnaire, the media expert validation questionnaire, and the student response questionnaire. Each questionnaire uses a rating scale to assess the appropriateness of the content, appearance, language, and functionality of the media. The last instrument is a pretest and posttest question designed to measure the increase in students' ability to understand and write anecdotal texts after using digital comic media.

Data collection was carried out through several techniques, namely interviews, observations, questionnaires, and written tests. Interviews were conducted with Indonesian language teachers and several students to determine the conditions of learning anecdotal texts and the potential for implementing digital comic media. Observations were used to observe students' learning activities during learning using media, as well as the implementation of learning. Meanwhile, questionnaires were given to material experts, media experts, and students to obtain data on the feasibility and responses to the digital comic media developed. Written tests in the form of pretests and posttests were used to determine the extent to which the media influenced students' anecdotal text writing skills.

Data Analysis

The data obtained from this study were analyzed using qualitative and quantitative approaches. Qualitative data came from the results of interviews, observations, and open comments in the questionnaire, which were analyzed descriptively to support the development and evaluation of the media. Quantitative data from the validation questionnaire and student responses were analyzed using percentage calculations to determine the level of feasibility and acceptance of the media. Meanwhile, the pretest and posttest data were analyzed using the gain score (N-gain) formula to measure the effectiveness of the media on improving student abilities. The N-gain results were then categorized as high, medium, or low based on the Hake criteria.(Sugiyono, 2016), so it can be concluded to what extent digital comic media influences the process of learning anecdotal texts.

RESULT AND DISCUSSION

This study aims to develop digital comic media as a support for learning anecdotal texts at SMP Negeri 1 Rantau Selatan. The study uses the ADDIE development model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation.

Material Expert Validation Results

Table 1. Results of Material Expert Validation

No	Assessment Aspects	Maximum Score	Score Obtained	Percentage
1	Material Suitability	4	4	100%
2	Content Structure	4	3	75%
3	Linguistics	4	4	100%
4	Relation to Competence	4	4	100%
	Total and Average	16	15	93.75%

In the expert validation stage, the media was tested for its suitability by two validators, namely material experts and media experts. From the results of the material expert validation, an average value of 93.75% was obtained, which indicates that the content of the digital comic media is considered very suitable for use. The aspects of material suitability, language, and relevance to basic competencies received a perfect score (100%), while the content structure received a score of 75% because it still needs a little adjustment in organizing the narrative so that the storyline is more coherent.

Media Expert Validation Results

Table 2. Media Expert Validation Results

No	Assessment Aspects	Maximum Score	Score Obtained	Percentage
1	Visual Design	4	4	100%
2	Interactivity	4	3	75%
3	Ease of Navigation	4	4	100%
4	Display Aesthetics	4	3	75%
	Total and Average	16	14	87.50%

Meanwhile, the results of media expert validation showed an average score of 87.5%, also included in the very feasible category. The visual design and ease of navigation aspects scored 100%, indicating that the media display is attractive and

easy for students to use. However, the interactivity and aesthetic aspects still scored 75%, indicating that there is room for improvement, such as adding light visual effects or animations to enrich the learning experience.

Student Responses to Digital Comic Media

A total of 32 students filled out a questionnaire to measure their responses to the media. The aspects assessed included: attractiveness, ease of use, usefulness, and novelty of the media.

Table 3. Results of Student Responses to Comic Media

No	Assessment Aspects	Maximum Score	Average Student Score	Percentage
1	Media Attraction	4	3.5	87.50%
2	Ease of Use	4	3.6	90%
3	Benefits for Learning	4	3.7	92.50%
4	Media Novelty	4	3.5	87.50%
Overall Average				89.38%

Next, the media was tested on 32 students in grade VIII, and the results of their responses to the digital comic media were very positive. From the results of the questionnaire, an average score of 89.38% was obtained, which is included in the category of "very good." Students felt that this media was interesting, easy to use, helped them understand the material, and felt new and different from conventional teaching materials. This shows that the visual and story approach in the form of comics is more easily accepted by students and is able to increase their interest in learning.

Pretest and Posttest Results

Table 4. Pretest and Posttest Results

No.	Student Name	Pretest Score	Posttest Value
1	US	60	80
2	BR	55	78
3	CN	65	85
4	DW	62	88
5	EL	67	86
6	FH	58	82

7	GM	61	84
8	HY	60	85
9	I.K.	63	80
10	JT	64	83
11	KA	66	88
12	LZ	62	86
13	MD	59	81
14	NS	65	87
15	OB	60	82
16	PR	63	84
17	QE	64	85
18	RN	62	87
19	SF	58	79
20	TW	60	83
21	UJ	65	86
22	VA	61	82
23	WH	63	85
24	XM	60	84
25	YC	64	86
26	ZI	59	80
27	AN	57	78
28	BD	62	83
29	CL	66	88
30	DP	63	84
31	EF	60	82
32	FG	61	83

To test the effectiveness of the media, an initial test (pretest) and a final test (posttest) were conducted. The average pretest score of students was 63, while the posttest score increased to 84. This increase indicates that after using digital comic media, students' ability to write anecdotal texts increased significantly. To see significant results from the pretest and posttest results, an N-Gain calculation was carried out to see the effectiveness of digital comic media. The following are the results of the N-Gain calculation with the following formula:

$$N\text{-gain} = \frac{\text{Posttest} - \text{Pretest}}{\text{Skor Maksimal} - \text{Pretest}} = \frac{84 - 63}{100 - 63} = \frac{21}{37} = \mathbf{0.57}$$

With an N-gain calculation of 0.57, this increase is in the medium to high category, which means that this media is quite effective in supporting the learning process. Overall, the results of the study indicate that the developed digital comic media is proven to be feasible and effective for use in learning anecdotal texts. This media not only helps students understand the content and structure of anecdotal texts, but

is also able to increase student motivation and participation during the learning process.

This study aimed to develop digital comic media as a tool for supporting the learning of anecdotal texts at SMP Negeri 1 Rantau Selatan. The findings from the validation stages, student responses, and pretest-posttest comparisons align with and extend previous research on the effectiveness of digital comics in educational settings.

One of the most significant findings of this study is the high level of feasibility of the digital comic media, demonstrated by the material expert validation score of 93.75% and the media expert score of 87.5%. These findings are consistent with previous studies that have highlighted the effectiveness of digital media in improving students' engagement and understanding of complex subjects. For example, Sari et al. (2020) found that digital comics helped students better understand text structures and improve their writing skills. Similarly, Putra and Astuti (2022) concluded that comic media was effective in enhancing students' creative writing skills, which is aligned with the improvements seen in students' understanding of anecdotal texts in this study. The novel contribution of this study lies in its focus on anecdotal texts and its demonstration that digital comics can provide a fun, engaging way for students to grasp the structure and linguistic features of this particular genre.

The very positive student responses (89.38% average score) further support the novelty of using comics in the classroom. Students expressed high satisfaction with the media, citing its ease of use, attractiveness, and usefulness for learning. This finding aligns with the work of Nugroho and Sari (2023), who reported that digital comics can significantly boost student engagement and learning motivation in language arts education. The current study strengthens this argument by showing that digital comics are particularly well-suited for engaging students with humor-based genres, such as anecdotal texts, which rely on narrative structures and humor—elements easily conveyed through comic media.

The findings from this study have important implications for educational practice, particularly in the context of teaching Indonesian language and literature. As digital comics were shown to be effective in improving students' understanding of anecdotal texts, this approach can be applied to other complex text types as well. Previous studies, such as those by Handayani (2019) and Utami (2021), have also highlighted the potential of digital comics in improving students' text comprehension and creative expression. This study builds on that foundation, illustrating how comics can serve as an innovative tool for improving both linguistic and cognitive outcomes. Moreover, the increase in students' posttest scores from 63 to 84 (with an N-Gain of 0.57) suggests that digital comic media is a relatively effective tool for enhancing student performance, a finding that aligns with previous research on the use of interactive media in education (Sari, 2020; Putra & Astuti, 2022).

The findings underscore the importance of integrating visual and interactive learning tools into traditional education systems. Digital comics offer a powerful alternative to conventional text-based instruction, providing a multi-sensory learning experience that enhances both motivation and comprehension. This is particularly important for students at the junior high school level, who may benefit from more engaging and interactive resources to navigate complex textual features, such as the humor and structure of anecdotal texts.

Despite the promising results, this study does have some limitations. While the validation scores were high, certain areas of content structure and media design still need improvement. The material expert validation showed a need for more coherent organization of the narrative, which is consistent with the findings of Sari et al. (2020), who also identified challenges in structuring digital content for effective learning. The media expert validation, which indicated room for improvement in the interactivity and aesthetics of the media, supports similar findings by Handayani (2019), who noted that while digital comics are highly engaging, there is often a need to enhance interactive features for deeper engagement.

Moreover, the relatively small sample size of 32 students limits the generalizability of the findings. While the results are promising, larger-scale studies involving diverse student groups could provide a more comprehensive understanding of the effectiveness of digital comics in various educational settings (Putra & Astuti, 2022). Future research could expand the scope of this study to include different grade levels and school contexts to determine the broader applicability of digital comic media in language learning.

In conclusion, this study provides strong evidence that digital comic media is an effective and engaging tool for teaching anecdotal texts in Indonesian language classes. The positive validation scores, student feedback, and significant improvement in test scores align with and build upon previous studies in this field (Handayani, 2019; Nugroho & Sari, 2023). Digital comics have shown great potential in increasing student motivation and comprehension, making them an innovative solution to the challenges of teaching complex text types. However, further research with larger sample sizes and refinements in content structure and media interactivity is necessary to maximize the effectiveness of this tool in diverse educational contexts.

CONCLUSION

The developed digital comic media has proven to be highly effective and suitable for use in teaching anecdotal texts. With an average feasibility score of 93.75% from material experts and 87.5% from media experts, the media meets the quality standards for content, language, visuals, and functionality, making it "very feasible" for educational use. The positive student response, with an average score of 89.38%, further confirms that the media is engaging, easy to understand, and enhances

learning in a fun and interactive way. Additionally, the significant improvement in students' pretest and posttest scores, with an average increase of 21.84 points, demonstrates that the digital comic media effectively boosts students' ability to write anecdotal texts. For teachers and schools interested in adopting this media, it is recommended to ensure that the content is closely aligned with the curriculum and to incorporate interactive features to maintain student engagement. Providing students with opportunities to create their own digital comics could further deepen their understanding of anecdotal texts and improve their creative writing skills. Schools may also consider training teachers on how to integrate digital comics into their teaching methods to fully realize the benefits of this innovative learning tool.

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