# CHAPTER I

# INTRODUCTION

This study is intended to examine the challenges of EFL learners in preparing digital comic content. This chapter depicts the background of the study, the scope of the study, the research question and the purpose of the study.

## 1. 1 Background of Study

Education today is very different from education in the past, where the current era of technology is very advanced which makes it easier for students to understand learning material easily (Carstens, Mallon, Bataineh, Al-Bataineh, 2021). Along with the development of technology and information in this era, the challenge is to answer the needs of educational development to create advanced, quality, and quality education by implementing the use of technology-based learning (Zubaidah, 2019). Technology is an important part of student's lives so incorporating technology into the classroom can prove to be useful but still has its drawbacks, technology can help students' willingness and engagement and enable increased learning (Carstens et. al 2021).

The use of technology in teaching media today uses a lot of visual power to help students' imaginations, which is also useful for facilitating the learning process in class. Visualization helps explain something that is not clear or abstract becomes clear (Sari, Arofatinajah & Fajarianto, 2022). Two-dimensional Figures or three-dimensional models are visualizations that are very useful approaches to learning (Ariani, 2010). Tomita (2018) Suggested visuals can affect students'

emotions. Comics can be used as media to improve student literacy because comics present messages in the form of (design) pictures that are interesting and easy to understand by students (Ilham, 2019). The use of any teaching materials aims to assist teachers in the teaching process in the classroom and to make students interested in the learning process. Comics as a medium in education have the ability to motivate students with a combination of images and text that can improve learning (Lazarinis et. al 2015). In this case, combining visualization, images, and text using technology can become a new and innovative learning medium, then can help increase student interest in learning and make it easier for teachers to explain learning topics.

Research studies about the added value of comics have been performed since the 1950s (Gruenberg, 1944). Although there are also researchers who oppose the use of digital comics in education (such as a psychiatrist named Fredrick Wertham (1954) in his book, Seduction of the innocent). However, after the development of the digital era, comics began to be widely used not only in the world of education but also in the field of sports and other fields.

On the Asian scale, digital comics themselves have begun to be used in the Philippines to teach mathematics (Mamolo, 2019), while in the USA, comics have begun to be applied in education because they note that comics are more than a simple or accessible gateway to text-based literacy (Issa, 2018). In Indonesia, digital comics have started to be used frequently since the COVID-19 pandemic in 2020 because comic media such as digital comics or comic strips can help develop students in learning English within online (Ahsanah & Utomo, 2020).

The use of digital comics as learning media is also a new thing that is present to assist teachers in teaching in the classroom. Digital comics appear due to the advancement of technology in today's world, while the presence of digital comics in the world of education is useful for developing the creativity of teachers to make students more interested in learning so as to make students enthusiastic in class. In this regard, Chatel (2002) reported the use of digital comics in the educational process is directly connected to the promotion of the students' acquisition of technologically based literacies or multiliteracies emerging from the Internet and other information and communication technologies.

Another study focused on how digital comics can improve students' learning abilities in various aspects of English such as writing (Deligianni-Georgaka & Pourotidi, 2016) (Savora, 2012), vocabulary (Suwastomo, 2016), and reading (Surya et al., 2020). With respect to previous research, although there is practically no formal research on the challenges of EFL learners in creating digital comic, there are studies that address the issue of digital comics for teaching languages. However, there is not much research on how digital comics are made for teaching classroom.

This study examines how the challenges of a digital comic for education makers are to show that making digital comics is not as easy as they seem and so that it can be a reflection for educators when they will make digital comics for education to help them explain the material to students in the classroom. This research wants to show the challenges and difficulties that occur in preparing digital learning media for learners, namely digital comics. In this case, it is also to measure the abilities of learners in preparing a teaching scenario into learning

media and how to combine it with technology so that it can become a digital learning medium. Understanding educational technology for learners is also an aspect that is examined in this research to find out the understanding of learners in mastering the use of technology in the era of technology.

**1. 2 Scope of Study**

This research focuses on the challenges of EFL learners in preparing digital comic vontent. This study examines the challenges of English Education Department students in the preparing of making digital comics when they are in semester five.

**1. 3 Research Question**

Based on the background above, the researcher formulates a research question as follows: "What are EFL learner's challenges in  preparing digital comic content?"

**1.4 Objective of the Study**

This study comprehends the challenges that EFL learners got in preparing a digital comic as a teaching media using an application when they are in the five semester at English education department.

**1.5 Definition of Key Terms**

This section explains the definition of key terms such as challenges, digital comic, preparing, digital comic content, and EFL learners.

Challenges of EFL learner in this research refer to what are the difficulties of the students in producing a learning media, namely digital comic, the task of

making this learning media is given by the lecturer when the students are in the foreign language teaching media class in the semester 5. In particular, the identification of the students' challenges can be the choice of what kind of theme will be used, such as the theme of outer space, classroom, or forest. In addition to the theme, the challenges can be the editing process such as character adjustments, voice recording, or arranging storylines in digital comics.

In producing a digital comic, preparation is definitely one of the things that must be prepared first. Preparing means how to prepare characters in digital comics, preparation in determining learning materials that will be brought in digital comics and good network preparation because the editing process requires a good network so that there are no obstacles in making.

Digital comics are a learning media with concepts that are in accordance with comics but based on education, the purpose of which is to help students learning processes. Comics are based on digital learning media because students really like reading comics, so digital comics are made to make students interested in the learning process in class.

Digital comic content in this research means is teaching media with a lot of content to support in explaining the learning process to students with interesting content. In this case, the content is in the form of visualization in images, character comics, voice as instructions, and quiz as assessment. In digital comics, there are a lot of things to help teachers for teaching in the classroom as though they are aimed, topic material, brainstorming, assessment, and teaching material which has arresting visuals.

EFL Learners are a student of English foreign language which are as a candidate to become a teacher in the future, wherefore they have to know this knowledge as material for them to become teachers in the future by studying various digital learning media platforms. In this case they also study in the foreign language teaching media class, though in this class EFL learners are introduced to various kinds of arresting learning media and can help the learning process for example digital comic.