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The Development of a Digital Comic Book as a Narrative Text Reading Material for Learning Vocabulary

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Abstract

Learning English vocabulary is a challenge for students at a junior high students in Cimahi, due to a lack of practical application and engaging materials. Students prefer illustrated and entertaining resources like comics. However, few studies have explored how to develop comic pages, strips, or online comics media can support English learning, yet digital comic books are still limited. This study aimed to develop a digital comic book for reading and vocabulary learning among eighth-grade EFL students and to analyze users' responses. The study used a Research and Development (R&D) method adapted from Borg and Gall, involving seven stages from planning to product revision. Participants were 30 eighth-grade students and one English teacher. Data were collected through unstructured interviews, validation sheets, questionnaires, and field notes, then analyzed descriptively and thematically. The result was a 30-page digital comic book, "Kopi Dangdut," with a mini-module for narrative text, vocabulary, and learning activities. Expert validators rated the comic "Very Valid" (87.58%), the teacher rated it "Very Good" (95.25%), and students' responses averaged "Good" (77%). The findings show that the digital comic book was well-received and supported motivation and engagement in vocabulary learning. Digital comic books can be an innovative and engaging medium for vocabulary instruction in EFL classrooms.

Keywords: Digital comic book; EFL; Narrative Text; Teaching Media; Vocabulary Learning.

INTRODUCTION

In Indonesia, English is taught as a foreign language. English learners in Indonesia still face several challenges in learning English as a foreign language, particularly in vocabulary due to the difficulties in pronounce the words, the different grammatical form of the words, finding the appropriate meaning and the use of words based on context (Mahrina et al., 2023; Surmanov & Azimova, 2020). A sufficient vocabulary foundation is critical for effective communication and access to complex academic materials (Zeng et al., 2025). It is necessary for students to learn vocabulary since vocabulary becomes a crucial aspect and component in learning language curriculum, it is a key to unlocking effective communication (Lutfiyah et al., 2022; Al Farissi et al., 2024; Robiya et al., 2024). However, Yu & Trainin, (2022) said that vocabulary learning is a complex process, not simply remembering a list of words, but drawing on a variety of resources, including learners' first-language linguistic systems and their experience with using the words. Based on preliminary study conducted at a junior high school in Cimahi, some students have not yet mastered basic English vocabulary because their exposure to the language remains limited. The fact that some students did not take English classes in elementary school has also contributed to their lack of interest in learning English. Their lack of familiarity with and ability to adapt to English communication make learning English less engaging.(Mahrina et al., 2023). On a broader scale, Surmanov & Azimova, (2020) stated that nearly all students struggle with vocabulary, pronunciation, writing, and various grammar rules due to a lack of

appropriate materials to meet their diverse needs. Similarly, the research has been revealed that students face challenges in learning English due to a lack of interactive media and visual aids (Angelica et al., 2023). Teaching materials and media that incorporate technology can be key to overcoming the challenges students face while also boosting their motivation to learn English.

The availability of adequate technology offers many benefits to both teachers and students. In the context of English as a foreign language, various studies show that the use of technology in learning media has become an effective solution to developing innovative learning media that are reliable to overcome common problems, such as a lack of motivation or limited access to learning resources (Mutiaramses & Fitria, 2022; Wahyudini et al., 2025). Cognitive theories of multimedia learning emphasize the importance of balancing essential processing with irrelevant processing—by minimizing irrelevant processing—to optimize learning outcomes (Mayer, 2024). Ensuring that multimedia learning materials are inclusive, accessible for all students remains an ongoing responsibility for educational institutions (Staneviciene & Gintar˙, 2025). This research highlights the potential of various multimedia tools and technologies to enrich the teaching and learning experience. In accordance with Rasmet et al., (2025), one effective way to enhance students motivation and interest is by using visual teaching aids such as digital comic. It was innovative learning medium that can improve students' learning outcome (Wulandari & Widodo, 2024).

Additionally, children naturally have a fascination with comic, pictures, anime, and even cartoons said Yunus 2012 as cited in (Ali et al., 2023). Wicaksono and Hartatik (2023) also define that comics are a collection of organized pictures, including text, based on the creators' goals and ideas to tell a story and share a message. They consist of words, phrases, and short sentences (Kohnke, 2021). Comics come in various forms, such as comic strips, comic pages, comic books, and online comics. In terms of form, Comic strips are similar to comic pages; the only difference is their shorter format, which typically consists of 3–6 panels. Online comics are web-based comics such as webtoon, and comic books are typically published in physical form and generally feature complete stories. In contrast, digital comic books are created in digital format, allowing readers to enjoy complete stories in a more cost-effective, simpler format. Comics are often associated with narrative text-based stories, given their ability to entertain readers; however, they also convey moral messages that enrich meaning and creatively interpret ideas and experiences. As many online comic platforms have grown, their popularity has increased significantly, driven by attractive images and the narratives they present. Easily accessible everywhere, it can support the English learning process and support the creation of innovation (Ghulam et al., 2023).

Previous studies argued that comics online offer a comprehensive text and visual illustrations that effectively support the learning process and can be applied in various learning contexts (Fauziah & Nasrullah, 2023). Research by Angelica et al., (2023) showed that using online comics benefited EFL students regardles of gender, age, or major due to its simple language. Moreover, Azizah & Hamid, (2022), Vita Losi et al., (2023) and (Nora et al., 2025), found in their research that using comic strips as a medium of learning the English language. In other words, comic strips have a significant effect on improving students' vocabulary, reading comprehension, understanding of plot development, and narrative writing skills, while also boosting students' motivation and engagement in learning. Also Juliana (2021) was revealed, that learning vocabulary using comics is able to motivate learners to memorize and gives them

the courage to expand it. Another study gave positive responses toward it, which were expected to be used as an effective, interesting and useful learning medium (Al Farissi et al., 2024). However, previous studies have primarily focused on the use or the development of comic strips, single-page comics, and online comics serve as a medium for teaching narrative texts to convey instructional content (Nora et al., 2025; Putri et al., 2021; Rahayu, 2023). As a result of it, the comics used contain educational material rather than entertaining narrative stories with moral lessons for students. Comic strips and single-page comics are typically shorter and simpler, so their use for learning vocabulary is more limited. Some earlier researchers focused on online comics without assessing whether the stories were appropriate for students, such as lack of morals or do not match the students' level of English proficiency. Some researchers have created comic books by adapting stories students are already familiar with, so students already know the plot. In contrast, others have not yet incorporated digital innovations and new story into their use of printed comic books. It appears that there is still a gap in the existing literature; the researchers plans to develop a new narrative story that are appropriate for EFL students in the form of digital comic as a reading material. Thus, the studies of developing a digital comic book as a narrative text reading material are relatively limited and are expected to build on existing research.

Based on the research background above, it is necessary to develop a digital comic book for learning vocabulary to EFL students since each students may have a different and unique viewpoint regarding this medium. This study aims to develop a digital comic book as a narrative text reading material, to know the feasibility of the media, and to explore students' and teacher's perspectives on the use of digital comic book in learning vocabulary. Building on previous research and existing theories about the comic media. This study is going to provide new insights into whether students find comics helpful as a learning tool, how they perceive their effectiveness in supporting their English learning, and to find out in detail and extensively what students have gained from learning English using comics.

METHOD

This study used a Research and Development method using Borg and Gall (2003). It focused on developing a model or product to solve the problem based on the problem faced in the field (Gall et al., 2003; Masduqi, 2024a). In education, this method has been used widely to design teaching materials, learning media, etc due to its comprehensive systematic approach to mantaining innovatif and effective teaching and learning. Through a phased product development, this model connects practice and theory. This study conducted ten steps of research adapted from (Gall et al., 2003), due to time and funding constraits this research only applies up to the seventh steps. The design can be perceived in Figure 1.



Figure 1. The Research Design in This Study (adapted from Christina et al., 2025; Rahman & Anas, 2024)

The first step is *Research and Information Collecting.* In this step, included a review of the literature, field observations, discussions with school teachers, an assessment of school facilities, and an evaluation of student needs.

The second is *Planning.* In this steps, the researchers designed a digital comic book containing material preparation, narrative story, character, background, and layout. The researchers prepared instruments for *feasibility test, teacher's and students' respond* thus looking for material and media experts.

The third is *Develop preliminary form of product.* In this steps, the researchers developed a digital comic book based on planning above. The digital comic book already created with a completed story, character development, outline thus panel, and finished illustration concepts.

The fourth step is *Preliminary Field Testing.* This step involves validity testing by subject matter and media experts before the product is tested directly with students. Four experts in their respective fields were involved. The product received several revisions until it was validated. After validation, the product was tested on a small scale with students. Ten students were selected as research subjects from Class 8A based on the teacher's recommendation at a junior high school in Cimahi, with low, intermediate, and high levels of English proficiency.

The data analysis technique used in this study was descriptive statistics. Data collection techniques included unstructured interviews, validation sheets, and questionnaires. This research used validation sheets, a simple field note, a student's response questionnaire, and a teacher's response questionnaire. The questionnaire was validated by two experts in English Language Teaching. The expert evaluated the relevance, clarity, and appropriateness of each item. Revisions were made based on their suggestions before the questionnaire was administered to the participant. Validation sheets for material and media experts, created with semi-open-ended questions, consist of five components: content stability and complexity; stability; layout and language aspects; readability; product quality and appearance; and programming. Each of them consists of four to five aspects to be scored using a Likert scale 1-4 with criteria 4= Very Good, 3= Good, 2= Fair, 1=Poor. After obtaining the results from the validator, the conclusion from the overall results can be adjusted to the validity criteria as shown in the following table.

Table 1. Feasibility Criteria

Percentage Score	Interpretation
85,01%-100%	Very Valid
70,01%-85%	Valid
50,01%-70%	Less Valid
01,00%-50%	Not Valid

(Adapted from Saputri et al., 2023)

The questionnaire for teacher's responses, created with semi-open asnwers, consists of four components: material aspects with five sub-indicators, language aspects with four sub-indicators, physical aspects with six sub-indicators, and product presentation with four indicators. The presentation used a scale of 1-4, with the same analysis formula to determine students' responses. The questionnaire for students' responses consist of 10 closed-ended question that cover three aspects: the affective aspect—students' attitudes and interests; the cognitive aspect—students' understanding and experiences; and the media/product aspect—

their perspectives on digital comic books. Two open-ended questions were also included to gather feedback from the students. The questionnaire was calculated manually based on the score given by each respondent. The open-ended questions will be analysed using thematic analysis and written in narrative following the steps by Braun and Clarke (2021) of identifying, coding, and categorizing by theme and pattern. The results obtained will be interpreted into statements, as shown in the following table.

Table 2. Responses Percentage

Percentage Score	Interpretation
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very poor

(Adapted from Asih and Muslim, 2023; Maharani et al., 2024)

The fifth step is *Main Product Revision.* In this step, the researchers made revisions based on feedback from experts, teachers, and students. During this process, discussions were also held regarding which suggestions needed to be addressed and which did not.

The sixth step is *Main Field Testing.* After revisions were made in the fifth phase, the product was approved for broader testing in the classroom. The selected group now consists of one class from 8A, which has 30 students, including 10 students who participated in the preliminary field testing.

The seventh step is *Operational Product Revision.* At this stage, the researchers will make revisions based on feedback from students and teachers as a whole. If the product receives positive feedback, it can be used with other students.

RESULTS AND DISCUSSION

Results

This study was conducted in Class 8A at a junior high school in Cimahi. A total of 30 students participated based on the teacher's recommendation regarding students' English proficiency, along with one English teacher who teaches grades seven and eight at the school. This digital comic book was created to serve as reading material for narrative texts and is expected to increase students' interest in learning vocabulary through narrative stories. The results of this study are organized according to the research objectives mentioned in the background of the study section, namely the development process of a digital comic book, the product feasibility, and Students' and teachers' responses.

1. The Process of Developing a Digital Comic Book

The development process for this comic book began with research and information gathering, during which the researchers conducted an analysis of literature on innovative, effective, and enjoyable products for learning English. The author identified a gap in the previous research, which was then addressed through the author's own observations and teaching activities at the junior high school. Several issues were identified, including the continued use of teaching media that remained monotonous and uninteresting to students, as well as a lack of basic vocabulary skills among students. Discussions with English teachers led to the conclusion that

students have little interest in learning English because most did not receive English instruction in elementary school. This provided a strong foundation for the author to develop this digital comic book as a narrative text for vocabulary learning.

The researchers researched on story content that is easy to read, uses simple vocabulary, conveys a moral message, and features short, everyday conversations that are easy to understand and adaptable. After the story content was developed, further research was conducted to determine the characters, setting, and the use of simple, accessible language. The software used to create this comic book includes Paint Tool Sai, Ibis Paint, Canva, and Heyzine Flipbook. The product has finally developed a digital comic book titled "Kopi Dangdut." It includes character selection and design, backgrounds, a complete storyline that follows the structure of a narrative text, and a glossary. The comic panels were created on A5-sized paper and total 30 pages, including the front and back covers, using the Paint Tool Sai and Ibis Paint applications. The comic book development process involved several stages, such as: 1) creating the layout; 2) creating the digital version through to colouring; 3) adding text and dialogue; 4) organising the pages and converting to PDF using Canva; 5) converting the PDF into a digital book using Heyzine website.

The researchers also developed mini-modules containing a range of content, including QR codes for accessing the digital comic online, learning objectives, a comprehensive discussion of the narrative material, linguistic features, and several other examples of narrative texts. A brief lesson plan spanning three sessions was also included, with each session featuring simple practice questions to assess students' understanding of the story's content and the vocabulary provided. Similarly, the mini-module was developed by sourcing materials from the curriculum and the internet and was created directly using the Canva website. This mini-module is available only in PDF format as a guide for teachers using this digital comic book. The process of developing the digital comic book is illustrated in the image below.

Table 3. The Process of Development

		
Step 1. Creating sketch and Layout	**Step 2. Creating Digital Version and Coloring using Paint Tool Sai**	**Step 3. Inserting Text and Dialogue**



Step 4. Collecting and convert to pdf



Step 5. Changing Pdf into digital book using Heyzine



Book Preview

The researchers received several suggestions and revisions from experts, teachers, and students regarding the developed product. The suggestions received included improvements to the mini-module's content, such as adding several text examples, and to the comic book, where simple activities were added to support students' independent learning, including pre-reading, during-reading, and post-reading activities. Other suggestions included the font being too small, the language not being quite right, and the layout not being quite right.

Suggestion 1:*To help students understand the story,please include simple activities in the comic book to test their comprehension of the story.*

Suggestion 2:*Please include supplementary exercises so that students can study on their own when there is no teacher present.*

Suggestion 3:*The text in this section is too small, please also enlarge this section of the panel.*

Here are the results of some of the improvements made:



Digital comic book only consist of story, and ended with glossarium



Added pre reading activity (picture dictionary), during reading activity (simple question) and after reading activity in the end before glossarium.



Small font



Larger font



Small layout, font, and panel size



Clear layout, larger font, bigger panel, and equal size

Figure 2. Before and After revision

After the improvements were made, this digital comic was ready for testing on a larger scale, and received such a positive response that further improvements were no longer necessary.

2. The Product Feasibility

At this stage, the product was submitted to subject matter and media experts for evaluation. The selected materials and media experts include two faculty advisors and two experts with experience in creating comic books and children's storybooks. This feasibility data is calculated manually, item by item, so that each indicator is assigned its own percentage; subsequently, all the percentages for each indicator are averaged using the same formula. A brief overview of the calculation is presented in the table below.

Table 4. Feasibility Scoring

No	Indicators	Number of items	Score obtained	Score Max	Average	Percentage
1.	Contents	4	15	16	$V = \frac{15}{16} \times 100\%$	93,8% Valid
2.	Product appearance	5	18	20	$V = \frac{18}{20} \times 100\%$	90% Valid

The results of this product feasibility test are presented in the table below.

Table 5. The Result of Feasibility Questionnaire

Experts	Aspects and Percentage		Percentage Average	Categorical
	Material Validation	Media Validation		
1	87,5%	92,5%	90%	Very Valid
2	90,6%	92,5%	91,55%	Very Valid
3	79,7%	82,5%	81,1%	Valid
4	82,8%	92,5%	87,65%	Very Valid
Average			**87,58%**	**Very Valid**

Based on the table above, it is shown that the first validator gave a positive response, with 87.5% of the material validated as "very valid" and 92.5% of the media validated as "very valid." These percentages were then averaged to yield a "very valid" score of approximately 90%. The second validator reported 90.6% for material validation and 92.5% for media validation; the average was 91.55%, which falls into the "very valid" category.

The third validator, an expert in children's storybook creation, evaluated the product with positive results: 79.7% for material validation, categorised as "valid," and 82.5% for media validation. These two scores were averaged, yielding an overall score of 81.1%, which is also categorised as "valid". The fourth validator, an expert in comic book and digital asset creation, assigned a score of 82.8% for material validation and 92.5% for media validation. The average score was 87.65%, categorised as "very valid."

All scores from the expert validators were averaged, yielding a total score of 87.58%, which falls within the criteria for high validity. These results indicate that the developed digital comic book is highly suitable for learning because it meets the specified criteria. Data from subject-matter and media experts indicate that this product can be used by teachers and students and can be expanded with minor revisions. Minor revisions include adding layouts, adding content to mini-modules, and simplifying the language.

3. Teacher's and Students' Responses

To gauge the responses of teachers and students, two studies were conducted. A preliminary field testing was conducted with 10 students selected by the teacher, based on criteria of low, moderate, and high academic performance in English. The teacher also selected students who were interested in reading and those who were less interested. The data collected will be divided into two categories: Preliminary Field Testing and Main Field Testing.

a. Preliminary Field Testing

In this preliminary field testing, the following data was obtained:

Table 6. The Result Teacher's Responses

Indicators	Score % [N=1]	Average %	Categorical
1. Material	85%	**85%**	**Very Good**
2. Language	68%		
3. Physical	87%		
4. Product percentage	100%		

The data obtained from the preliminary field testing with teachers was positive, with an average score of 85% or rated as "Very Good." The material aspect scored 85%, the language aspect 68%, the physical aspect 87%, and the product aspect 100%. According to the teachers, the strengths of the developed media include illustrations and engaging visuals that help students

grasp the essence of the story, making it highly suitable for vocabulary learning. Several suggestions and improvements were provided, including the addition of simple activities to enable students to learn independently when a teacher is not present; these revisions were subsequently implemented as outlined in the product development results section.

Table 7. The Result of Students' Responses

Aspect	Indicators	Score % [N=10]	Average %	Categorical
Affective	Interest in learning English	52%	**63%**	**Good**
	Perception of ease of learning	50%		
	Interest in media stoyline	90%		
	Interest in learning vocabulary through media	60%		
Cognitive	Vocabulary learning experience	60%	**63%**	**Good**
	Perceptions of the ease of using media in learning	55%		
	Language readability	75%		
Media/Product	Clear and engaging illustrations	92%	**85%**	**Very Good**
	Establishes the plot, motivates, and makes an impact.	82%		
	Perceptions of the effectiveness of the media.	80%		
Average			**70,33%**	**Good**

Based on the data obtained in table 7, the average score for the affective aspect was 63%, which falls into the "good" category. The cognitive aspect scored an average of 63%, and the aspect regarding media and products scored 85%, which falls into the "very good" category. These scores were summed to yield positive results with an average of 70.33%, categorized as "Good," from ten 8th-grade students in Class 8A. The student response questionnaire also included two open-ended questions regarding the strengths and weaknesses of this digital comic book according to the students, allowing the author to identify necessary critiques and suggestions for improvement. Some of the strengths identified include attractive visuals, an engaging story, an easy-to-follow plot, making learning more enjoyable, and the inclusion of a glossary that helps students learn new vocabulary. The students identified a critiques include a plot that is too brief and some vocabulary that is too long and difficult for some students. These suggestions were then discussed with the teacher and the supervising lecturer, leading to the revisions outlined in the product development section.

b. Main Field Testing

A main field testing was conducted with teachers and 30 students in Class 8A. The results are presented in table 8.

Table 8. The Result Teacher's Responses

Indicators	Score % [N=1]	Average %	Categorical
1. Material	95%	**95,25%**	**Very Good**
2. Language	87%		
3. Physical	87%		

4. Product percentage	100%

This data received a very positive response, with an average of 95.25% of respondents rating it as "Very Good." Teachers did not provide any suggestions or recommendations for improvement regarding this product, so no revisions are necessary.

Table 9. The Result of Students' Responses

Aspect	Indicators	Score % [N=30]	Average %	Categorical
Affective	Interest in learning English	59%	**70%**	**Good**
	Perception of ease of learning	55%		
	Interest in media stoyline	90%		
	Interest in learning vocabulary through media	76%		
Cognitive	Vocabulary learning experience	65%	**76%**	**Good**
	Perceptions of the ease of using media in learning	89%		
	Language readability	74%		
Media/Product	Clear and engaging illustrations	87%	**85%**	**Very Good**
	Establishes the plot, motivates, and makes an impact.	82%		
	Perceptions of the effectiveness of the media.	85%		
Average			**77%**	**Good**

Based on the main field testing result in table 8, a comprehensive questionnaire was administered to 30 students, and the overall average score was 77%, which falls into the "Good" category. This score was derived from a 70% affective score, a 76% cognitive score, and an 85% media/product score. According to the students, the strengths of this digital comic book include being highly engaging, inspiring, enjoyable, practical, and innovative; it can be used for self-directed learning and serves as an useful tool for learning English, especially for vocabulary, because visual aids help students better understand word meanings. Additionally, some weaknesses noted by the students include a relatively short storyline, vocabulary that is somewhat unfamiliar and challenging for some students, and limitations in access to devices like smartphones for reading at home. The results of this extensive testing were discussed with the supervising instructor and received final approval without revisions. It can be concluded that this digital comic book has received a fairly positive response from participants and can be used to reach a wider audience.

Discussion

The findings of this study indicate that product development is essential in the field of education. It is to ensure that learning remains effective and innovative (Maydiantoro, 2020; Umar et al., 2023). Based on the results of an in-depth analysis, the researchers developed a digital comic book as a narrative text reading material that has been proven to be valid, enjoyable as a medium for learning English vocabulary in the eighth grade of junior high school. This is evidenced by the positive percentage results based on expert validation and feedback

from teachers and students, which suggests that the integration of comics into language learning processes not only improves vocabulary knowledge but also fosters engagement and creates a more authentic language environment such as reading, vocabulary, and grammar (Losi et al., 2023; Muminova, 2026).

First, the researchers carry out a validity test before the product is given to the students on the product being developed. Experts conduct product validation to assess the viability of the product and gather feedback on the product under development (Wulandari & Widodo, 2024). Four expert validators have evaluated this product with relatively positive results: an average score of 87,58% and fall into the "Very Valid" category. Thus, the developed digital comic book is valid and can be used as an educational medium.
Secondly, based on feedback from teachers and students, the use of digital comic book as a multimedia learning medium can boost students' interest and motivation in gaining understanding due to engaging visuals. As stated by Mayer, (2024) learners can better understand an explanation when it is presented in words and pictures, and a digital comic book is supposed to be part of multimedia learning due to its learning from words and pictures. The cognitive theory of multimedia learning (CTML) explains that students learn and process information from visual and textual elements separately, thereby building prior knowledge. Similary, Paivio's Dual Coding Theory explained that the cognition involves the activity of two distinct subsystems, verbal (text, sounds) and visual (picture, graphic, animation), which means the information presented using both visual and verbal system are more easily processed and retained in memory (Handoyo et al., 2025; Paivio, A., & Clark, 2006). The illustration, story events in the digital comic book provide visual representation of vocabulary items and language expression, allowing students discovering new words and context.

Furthermore, digital comic also support theories of vocabulary acquisition in EFL context, which emphasize the importance of contextual learning, meaningful input, and repeated exposure. Students may need more extensive exposure to words in various contexts, along with more engaging, strategy-based instruction, such as teaching morphological awareness and contextual word-solving strategies. This implies that simply teaching word meanings may not suffice for long-term vocabulary acquisition (Zeng et al., 2025). The language used in comic more in line with everyday conversation which making it easier to understand and apply directly, therby helping to improve vocabulary and speaking skills more significantly due to supporting visual stimuli. The sentence structures used in comics also help students become more sensitive and familiar with grammar, making it easier for them to spot grammatical errors.as stated in the previous research by Azizah & Hamid (2022).

This study findings are consistent with previous studies that reported the positive impact of comics and digital comics on vocabulary learning and students engagement (Azizah & Hamid, 2022; Juliana, 2021; Losi et al., 2023; Wulandari & Widodo, 2024). Similar to previous study, this research comfirms that visual narratives able to increase motivation and language learning. However, previous studies mainly focused on comic strips, webtoons, or printed comic book as supplementary teaching materials. Comic strips typically consist of short episodes with limited contetual development, while webtoon often used as entertainment only and may not always match with students language proficiency level. Printed comic book often less efficient. In contrast, this study developed an original narrative story in form of digital comic book designed for learning vocabulary, added by glossaries, picture dictionaries, reading activities, and mini module for teacher for provide vocabulary support and efficiency.

Despite many advantages, students also face several challenges, including a reluctance to read, unstable internet connections, limited access to devices, and language that is too difficult to understand. However, previous research has identified these obstacles as a lack of technical resources. For instance, a study from Alfredo & Castillo, (2025) explains that reliance on the internet and difficulties in accessing web links or selecting apps remain major issues. Thus, the laziness and lack of interest in reading among students can be caused by an inappropriate storyline. Such as the stories that lack morals or do not match the students' level of English proficiency said Ivone and Rachmajanti (as cited in Masduqi, 2024).

In any case, the effectiveness of learning depends on its proper integration into teaching and learning activities. Teachers are encouraged to be creative in incorporating digital comics into classroom learning activities espescially for EFL students. As stated by Staneviciene & Žekienė, (2025), the enhancements in skills development, engagement, and learning outcomes. This indicates that successful multimedia integration enhances both teaching and learning but also be a practical way to encourage sustainability in higher education. In this way, digital comic book can serve as a supplementary resource that enhances traditional instruction.

CONCLUSION

This study aims to develop a digital comic book as a narrative text reading material in learning vocabulary and to analyze the users' responses to the use of this medium to eighth-grade students in English as a Foreign Language (EFL) instruction. This research contributes to the field of digital learning media by validating that a digital comic book may serve as an engaging medium and vocabulary learning source. Diverse previous study most focused on comic strips, comic page, or webtoons, this study developed a complete digital comic book that merges narrative storytelling, contextual vocabulary support, illustrations, glossaries, and reading activity.

The findings reveal that digital comic books assist vocabulary acquisition by adding language in contextualized scenarios, allowing students to connect words, images, and meaning of the story. This strenghten the value of visual and contextual learning in EFL instruction and highlights that multimedia learning medium able to gain engagement, and making vocabulary learning more enjoyable for a junior high school students. This digital comic book designed originally for vocabulary learning, along with supporting activities for classroom implementation. While previous studies adapted existing stories, this medium combines new narrative story with digital accessibility.

Thus, the English teacher can use it as a secondary medium to encourage independent learning, and enhance learning experiences for students. Educational technology practitioners may reference these findings to design interactive media that combines language learning with storytelling and visual.

Despite these positive findings, this study was conducted in a limited setting with a small number of participants. Therefore, future researchers are encouraged to involve a larger, more diverse group of participants, develop longer, more interactive storylines, and investigate the effectiveness of digital comics on other English language skills, such as speaking, grammar, and writing in EFL education. Overall, this study highlights the strong potential of digital comics as an alternative learning medium to support meaningful and enjoyable English vocabulary learning in EFL classrooms.

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