

# Utilization of Graphic Novels as BIPA Learning Resources

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**Abstract.** Using multimodal literacy theory for BIPA teachers today is a must. Various innovations are needed to improve the ability of BIPA learners. One of the media that can be applied is graphic novels, containing attractive pictures and colors, audio, and even textures in materials are very important in BIPA learning. Students are encouraged to think, analyze, and present arguments. Therefore, students become more active and have many opportunities to explore their abilities. The problem studied is how to use graphic novels as a BIPA learning resource. This study uses a qualitative method with a literature study design. For the reason that the previous teaching materials published by the Ministry of Education and Culture still have to be reviewed. With the purpose that in the future, BIPA teaching materials can develop to be more interesting and effective.

**Keywords:** BIPA, graphic novel, multimodal literacy

## 1 Introduction

Learning innovation is always evolving. Because education must keep up with the times by conducting research to produce new findings. Learning to discover new things is one of the challenges for educators to be able to keep abreast of developments. Self-development of educators is intended so that learning goes well, smoothly, and best results [1].

Since the first language learning materials are more often found to contain more text in their contents. If there is an image, usually its function is only as a decoration to beautify the appearance of the page, there is no more function [2]. Even though the images in the teaching materials can be used to evoke the discussion. Before the class starts the teacher can display an image related to the theme or content to be discussed, in this section let students explore their thoughts about the image. In this session, students will learn to think critically and express arguments. This is called learning by involving higher-order thinking [3]. Excessive

use of texts will make teaching materials look boring and do not facilitate some of the multiple intelligences that students have. Gardner explains that there are 8 multiple intelligences that exist in humans. The eight intelligences include linguistics, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intra-personal intelligence, and the last one is naturalist intelligence. Basically, every student has their own intelligence, because every student is unique and cannot be equated [4].

Since the 21st century, multimodal-based learning has begun to be developed. One of the goals of developing multimodal-based learning media is to produce students who create, criticize, analyze reading texts [5]. Multimodal-based learning media contains several aspects, namely aspects of images, writing, motion, and sound. These aspects added to teaching materials are not only useful for beautifying teaching materials, but have meaning and relevance in maximizing students' understanding of language learning. [2].

This article will discuss the development of teaching materials for the enrichment of Indonesian for Foreign Speakers or what is called BIPA. Researchers will develop teaching materials based on existing teaching materials, namely BIPA teaching materials from the Ministry of Education and Culture. The book entitled "Sahabatku Indonesia, Memahami Indonesia Melalui Sastra" is a series of books, one book contains several titles of stories about the diversity of Indonesia. The content of this book is good because it introduces Indonesian culture to readers. But there are some components that must be developed. The researcher stated that the enrichment book provided by KEMDIKBUD contains too much text, so that the reading looks monotonous and does not involve learning based on multiple intelligences and does not contain multimodal. The images added to the enrichment book only serve as an explanation of the main title.

Therefore, this study will utilize graphic novels as a renewal in BIPA teaching materials. Graphic novels are illustrated stories that are presented in the form of panels and contain stories like comics. In the last decade, graphic novels have been recognized as having more intellectual and artistic value than other literary works. In less than ten years, the graphic novel has won several awards, including the Hugo Award, Bram Stoker Award, Robert F. Kennedy Book Award, Ignatz Award, and the Eisner/Harvey Award. In addition, the graphic novel has received five National Book Awards for Youth Literature and the American Library Association Youth Media Award, including the Newbury Medal, Caldecott Medal, Coretta Scott King Book Award, Michael, L. [6].

Images in graphic novels are also equipped with color, not only presented in black and white images. In addition, researchers will make this graphic novel enrichment book into an electronic book or e-book. This graphic novel also adds a voice feature for each conversation. It is intended that BIPA students can listen directly to the correct pronunciation of Indonesian

words. For further stages, the characters in the story will be made in the form of moving animations and show facial expressions and expressions according to the storyline. Based on the explanation above, this research will compose a digital graphic novel that contains multimodal literacy by considering aspects of text composition, color, sound, and motion. Multimodal-based research was conducted by [7]. The results of this study explain how academic and professional interactions can guide the maximum use of multimodal-based learning for English language learners who will enter the digitally and culturally complex world of work using video tutorial media. The use of graphic novels as teaching materials has also been written by [8]. This study explains about learning English in the classroom for students in grades 7-12. The focus of this learning is to build students' literacy and understanding. This book consists of 9 parts, the last part contains how to make a graphic novel independently.

In addition to Indonesia, the use of graphic novels is also used in Malaysia. The research was conducted in the form of case studies and the results of the study indicate that the use of graphic novels for classroom learning is a useful approach to promote student understanding, especially for long readings. Students revealed that graphic novels help to enrich vocabulary and increase learning motivation [9].

This study focuses on explaining the development of teaching materials for BIPA learners for beginners. Because at this level BIPA students need to get a lot of attention and stimulation. Beginner level is the initial stage in getting to know Indonesian. Through graphic novels based on multimodal literacy, it is hoped that it will make teaching materials more interesting, thereby increasing the motivation of foreign students to learn Indonesian, so it is hoped that students' understanding of reading and Indonesian language skills will be maximally absorbed.

## **2 Literature Review**

### **2.1 Graphic Novels as Millennial Fiction and Non-Fiction Genres**

As a generation that grows in tandem with very rapid technological developments. The millennial generation is used to and cannot be separated from the use of information technology, especially the internet in life. Updates and developments are commonplace and people living in this generation are proficient in keeping up with developments, unlike the previous generation or generation X.

So it is time for developments in language teaching materials to be adjusted, so that they are not abandoned and considered old-fashioned by millennials. There are many developments of teaching materials that are more interesting, one of which is making teaching materials in the

format of graphic novels. Equipped with pictures, colors, and writings that do not dominate every reading page, making teaching materials more interesting and communicative. The use of graphic novels as a learning format is more effective in reaching students' learning styles compared to textbooks that only contain writing. It also increases the interaction between teachers and students in the classroom. The use of graphic novels also creates greater opportunities for students to develop their thoughts and present arguments [10].

Most students will feel bored when faced with reading material, because learning materials are very monotonous. This will reduce student interest in learning, of course this should not happen. The need for the use of graphic novels as learning innovations so that language learning objectives are achieved. Graphic novels as a genre of fiction and non-fiction literature should be used for students who have decreased interest in learning. This will help students in struggling to launch their understanding and ability in mastering the language [11].

## **2.2 The Importance of Multimodal Literacy in Era 5.0**

Learning that only uses one mode can no longer be used in learning, especially in language learning. Technological advances must be involved in helping to develop language teaching materials. Globalization makes information technology develop rapidly, supported by IoT and industry 5.0 demands multimodal teaching materials that are developed into digital form so that they can continue to survive in the midst of changing times [12].

Involving many modes in learning will maximize the absorption of material and students' understanding in language learning. Learning with multimodal literacy is in line with era 5.0. Individuals are required to think quickly, creatively, and broadly. The use of interactive picture books opens up opportunities for students to learn more optimally. In picture books, in this case, the focus is on graphic novels that support multimodal literacy, namely, visual (pictures and colors), linguistics (letter size, typeface, sentence form), aural (sound, music, and speech), spatial (image layout). and writing) and gestures (body language, gestures, expressions)[5].

## **2.3 BIPA Learning Based on Multiple Intelligences**

Indonesian language has been studied by many foreigners from various countries. Indonesian language learned by foreign speakers is called BIPA. Indonesian language has a role as a foreign language for BIPA students. BIPA students are people who come from outside Indonesia who have different cultural backgrounds and learn Indonesian language from the basics, not only about the structure and system of the language system. A BIPA student is like a child who must be guided and guided properly and responsibly, in order to understand the language and culture well. So that the keepers can speak and understand and apply Indonesian culture well and appropriately in the community [13].

BIPA students come from various countries of origin and of course have diverse cultural backgrounds as well, and have different goals in learning the Indonesian language. The BIPA learning system is not the same as learning Indonesian for real speakers. Many of these students learn Indonesian from the ground up, there is a need for teaching materials that can facilitate them in learning Indonesian.

In addition to differences that come from outside the student, there are also differences that come from within the student, namely the dominant intelligence possessed. According to Howard Gardner explains that there are 8 multiple intelligences that exist in humans. The eight intelligences include linguistics, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intra-personal intelligence, and the last one is naturalist intelligence. The use of teaching materials that only use text cannot facilitate the majority of students who want to learn BIPA. There may be students who learn faster using image media, there are also those who absorb lessons faster when presented in the form of sound or through conversation. If you don't make developments of teaching materials based on multiple intelligences, the achievement of BIPA mastery will be hampered [14].

### **3 Research methods**

This research uses qualitative research with content analysis design. This research design was chosen because the end of this study will describe the results in the form of words from the document analysis [15]. This study examines the contents of the enrichment book Sahabatku Indonesia, Understanding Indonesia through Literature, book No. 7. This enrichment book that has been made by KEMDIKBUD contains Indonesian stories in folklore.

In the early stages, the enrichment book is read from beginning to end. Then the multimodal component is analyzed, whether there is already fulfilled or not. This study also analyzes what components must be developed so that the composition of modes in the book is balanced, not only inclined to one mode. After finding the components that must be developed, a written design will be made which is then used to create a graphic novel based on the available story text.

The next stage is to evaluate the graphic novel design that has been written. The evaluation carried out includes the balance of each added mode whether it has been balanced between one mode and another. Do not let graphic novels contain too many stimuli that will make students confused when studying. The presentation of reading comprehension and enrichment is also only in the form of question sentences and must be filled in by BIPA students. Of course this is less interesting for student activities, there needs to be enrichment activities that are more interesting both in terms of choosing letter shapes, adding images, colors, and layout.

## **4 Results and Discussion**

### **4.1 Evaluation of the BIPA Enrichment Book**

The book used as evaluation material to be developed is the BIPA enrichment book entitled *Sahabatku Indonesia, Memahami Indonesia Melalui Sastra, Buku 7* issued by the Indonesian Ministry of Education and Culture. This book contains Indonesian folklore which is divided into four parts. The chapter one contains stories related to the Minangkabau people (Minangkabau story, Jam Gadang, Malin Kundang, and Batu Menangis). In the chapter two contains stories about Sangkuriang, Candi Sewu, Jaka tarub, Bawang Putih and Bawang Merah. In the chapter three contains a story about Kuntilanak, Ratu Pantai Selatan, Rama dan Sinta, and Telaga Warna. For chapter four contains stories about Monumen Nasional, Alam Bawah Laut Bunaken, dan Aneka Ragam Air Terjun. Each story title is equipped with a focus on reading objectives, key vocabulary, as well as questions and enrichment to test the reading comprehension of BIPA students.

This book has good content because it raises the theme of culture and the diversity of Indonesian monuments and nature. The themes presented are also interesting, not only telling about the general culture that is already known to many foreigners. For example, titles about the Clock Tower, Kuntilanak, Bunaken Underwater Nature, etc. Such themes open new horizons for BIPA students, not only telling about the temples or the natural and cultural diversity that exists on the island of Java, but covering various regions.

However, there are several things that must be developed because they do not meet the elements of multimodal literacy. Like the use of text that dominates than other modal components and is written in long sentences. There is a picture that is inserted in each reading title, but the picture only serves as a decoration and explanation of the main title. Each story title contains only one to two images. There needs to be a balanced composition between images and writing so that the reading display is not monotonous and boring. So that the BIPA enrichment book is more interesting to read.

*rajin dan bekerja keras, dalam waktu yang tidak lama, ia berhasil menjalankan perniagaan sendiri. Beberapa tahun kemudian, Malin Kundang sudah mempunyai kapal yang menjalankan perdagangan antarpulau. Kini, pemuda itu sudah menjadi saudagar kaya. Ia lalu mempersunting seorang gadis, putri tunggal saudagar kaya. Maka bertambah keralah Malin Kundang. Saudagar kaya Malin Kundang! Begitulah orang-orang menyebutnya. Berita itu menyebar sampai ke pulau-pulau di sekitarnya. Termasuklah ke pulau tempat tinggalnya dulu. Ibu Malin Kundang juga mendengar berita itu. Ia bersyukur. Besar keinginannya untuk melihat, sudah seperti apakah kini anaknya. Hampir setiap hari ia datang ke dermaga, sambil berharap ada sebuah kapal datang yang membawa anaknya pulang. Suatu hari, Malin Kundang bersama istrinya melakukan pelayaran. Kapalnya dihias begitu indah. Untuk menjaga dari serangan para lautan, ia membawa para pengawal dan awak kapal. Begitu melihat sebuah kapal dengan hiasan sangat indah berlabuh di dermaga, ibu Malin Kundang merasa yakin, itulah kapal anaknya. Dari kejauhan, tampak seorang lelaki gagah melangkah meninggalkan geladak. Di sampingnya, berjalan seorang perempuan cantik. Ah, tak salah lagi, itulah anakku, Malin Kundang, begitulah si ibu berkeyakinan. Malin Kundang berjalan di dermaga. Di kirikanannya, para pengawal mengiringi. Demi melihat Malin, serta-merta, si ibu berlari ke arah anaknya itu.*



**Fig. 1.** Malin Kundang's story in the BIPA enrichment book My Friends Indonesia Book 7

In the key vocabulary section there are only explanatory words and sentences, if equipped with pictures it will make students more quickly grasp the meaning of the key vocabulary. For BIPA students, it will certainly be difficult to understand readings written in long sentences and explanations.

### Kosakata Kunci

nakhoda	: perwira laut yang memegang komando tertinggi di atas kapal niaga, kapten kapal
luluh	: hancur menjadi kecil-kecil (seperti serbuk); remuk sama sekali
perompak	: bajak laut; lanun; ilanun
perniagaan	: perdagangan; ia bekerja pada kantor ~ besar
antarpulau	: antara pulau; di lingkungan pulau-pulau; interinsuler
saudagar	: orang yang memperdagangkan sesuatu dalam jumlah besar, pedagang besar
dermaga	: tembok rendah yang memanjang di tepi pantai menjorok ke laut di kawasan pelabuhan (untuk pangkalan dan bongkar muat barang)
geladak	: lantai kapal atau lantai perahu; dek

**Fig. 2.** Display of a list of key vocabulary related to the story of Malin Kundang in the enrichment book BIPA Sahabatku Indonesia Book 7

#### Pemahaman Bacaan

1. Mengapa Malin Kundang ingin bekerja sebagai anak kapal?
2. Bagaimana pada awalnya sikap ibu Malin Kundang yang ingin bekerja di kapal?
3. Mengapa nakhoda bersedia menerima Malin Kundang bekerja di kapalnya?
4. Apa yang terjadi ketika kapal tempat bekerja Malin Kundang berada di tengah lautan?
5. Mengapa para perompak menjarah dan membunuh para awak kapal?
6. Apa tindakan Malin Kundang ketika kapalnya dijarah para perompak?
7. Bagaimana keadaan Malin Kundang setelah berusaha menyelamatkan diri?
8. Bagaimana nasib Malin Kundang selanjutnya setelah menetap di pulau, tempat ia terdampar?
9. Setelah menjadi saudagar kaya, bagaimana sikap Malin Kundang?
10. Mengapa Malin Kundang tidak mau mengakui ibunya sendiri?
11. Bagaimana sikap ibu Malin Kundang mengetahui anaknya sudah berubah menjadi saudagar kaya?
12. Bagaimana sikap ibunya yang diusir Malin Kundang?
13. Apa yang terjadi setelah penuntiran sang ibu?
14. Apa yang dialami Malin Kundang di akhir cerita itu?
15. Carilah kata lain yang bersinonim dengan kata *perompak*?

**Fig. 3.** Activity Display to test the reading comprehension of Malin Kundang's story in the enrichment book BIPA Sahabatku Indonesia Book 7

#### Pengayaan

1. Apa pesan yang hendak disampaikan cerita Malin Kundang?
2. Carilah dua peribahasa yang maknanya sama dengan peribahasa "*Rencana tinggal rencana, nasib orang siapa yang tahu*".
3. Carilah 10 ungkapan yang kata depannya dimulai dengan kata anak, seperti anak kapal, anak buah, dan seterusnya, dan sebutkan artinya.
4. Carilah 10 ungkapan yang kata di belakangnya menggunakan kata diri, seperti membawa diri, membela diri, dan sebutkan artinya!
5. Bagaimana pendapat kalian tentang cerita Malin Kundang?

**Fig. 4.** Activity display to test the reading comprehension of Malin Kundang's story in the enrichment book BIPA Sahabatku Indonesia Book 7

## 4.2 Necessary Development

After analyzing and evaluating several multimodal components that have not been met in the BIPA enrichment book described above. The book will be developed with a graphic novel model that includes more pictures and colors. Arrange the panel layout and rearrange the story so that the text can be minimized. It is better to tell the background of the scene first at the beginning of the story, so that the reader can imagine the atmosphere and place of the incident in the story, it is necessary to re-edit the storyline.

Expanding the visual mode in the enrichment book is the most important development in the concept of this article. The next step is to make image illustrations according to the storyline, made in the form of panels containing narration and conversation bubbles. It is necessary to pay attention to the selection of colors and fonts used. Each title of the story in the book is made in graphic novel format.



**Fig. 5.** Examples of how Malin Kundang's story has been developed into a graphic novel.



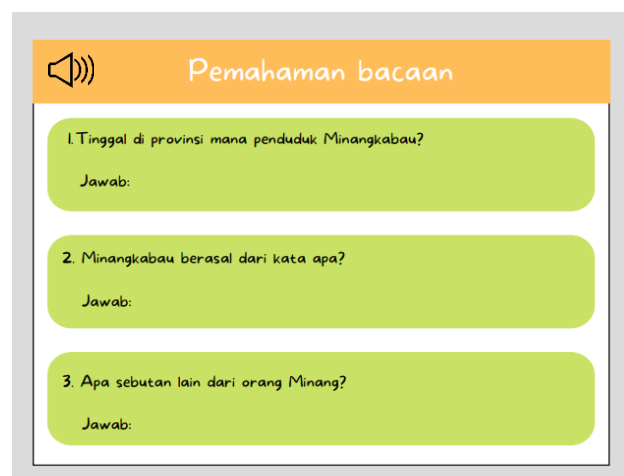
**Fig. 6.** Examples of how Malin Kundang's story has been developed into a graphic novel.



**Fig. 7.** An example of the display of Key Vocabulary in the Malin Kundang story which has been developed into a graphic novel.



**Fig. 8.** An example of the display of Key Vocabulary in the Malin Kundang story which has been developed into a graphic novel.



**Fig. 9.** Examples of displaying reading comprehension and enrichment activities in Malin Kundang's story which has been developed into a graphic novel.



**Fig. 10.** Examples of displaying reading comprehension and enrichment activities in Malin Kundang's story which has been developed into a graphic novel.

The picture above is an example of a graphic novel that was developed from the story of Malin Kundang in the BIPA enrichment book. Narratives can be placed above or below the panel to explain the background to the story and for conversations to be placed in a conversation bubble. With a reading format like this, the process of learning Indonesian will be more interesting and easier to understand. The reader will directly witness the expressions, expressions, and background of the story.

In the key vocabulary section, images are also added to explain the sentences written. With the image mode and the selection of the right color composition, it is hoped that BIPA students can easily capture the words they have just learned. The choice of color and shape of the letters must also be considered and well composed so that they are easy to read, lest the selection of colors and shapes make it difficult for the visuals to be read.

After all the stories are made into graphic novels, what needs to be done is to collect all the stories in a digital book. Making books in digital form to be more practical and easy to carry everywhere, this is also in accordance with the attitude of the industrial era 0.5, using technology and the internet in learning. When opening the enrichment book, the display when going to the next page does not only shift down, but looks like a book page that is turned over

with a flipbook effect. This will add to the impression of a more interesting book reading experience.

This graphic novel is also equipped with a voice feature so that BIPA students can listen to stories in audio form, so BIPA students can understand how to pronounce Indonesian words properly and correctly. Considering that BIPA students come from various worlds, the phonology and pronunciation of letters and words in their first language is certainly different. It also helps readers understand the emotions of the intonation and tone of speech of each character.

## 5 Conclusion

The BIPA enrichment book issued by KEMDIKBUD basically already has a good concept and content. However, it is necessary to add some features and a multimodal literacy base. This is an effort so that BIPA teaching materials are growing and continue to be in demand by students from all walks of life. The many differences brought by BIPA students make a book that is only dominated by text unable to facilitate achievement in learning Indonesian. Therefore, the use of graphic novels is quite loved by the younger generation. An interesting presentation because it contains multimodal components that stimulate the reader's many senses.

The era of globalization calls for many developments and changes. It is time to start developing digital teaching materials. The presentation of graphic novels that are displayed as if they can be flipped over like a physical story book will add a real and fun impression to BIPA students. The addition of audio to graphic novel material is also needed so that students can listen and pronounce Indonesian words properly and correctly.

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