

DESIGNING CONTEXT-BASED DIGITAL COMIC VIDEO FOR ENGLISH FOR SPECIFIC PURPOSES (ESP) AT VOCATIONAL HIGH SCHOOL TOURISM STUDENTS

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Abstract. This study aims to develop a context-based digital comic video as an English for Specific Purposes (ESP) learning medium to improve the speaking skills of eleventh-grade students in the Tourism Expertise Program at SMK TP 45 Negara, Bali. The study used the Research and Development (R&D) method with the ADDIE model which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. Data were collected through a needs analysis questionnaire, expert validation sheets, teacher response questionnaires, and student practicality questionnaires. Data were analyzed using descriptive percentage statistics to determine the level of validity and practicality of the product, while content validity was analyzed using the Gregory coefficient. The results of the study indicate that the developed media is in accordance with the needs of ESP learning because it integrates the local tourism context of Jembrana into English speaking materials. The results of expert validation indicate that the media has a very high level of validity, both in terms of material and design. In addition, the results of the practicality test indicate that the media is easy to use and receives positive responses from both teachers and students. These findings indicate that the context-based digital comic video is suitable for use as an ESP learning medium and has the potential to support the development of students' speaking skills in the tourism expertise program.

Keywords: Context-Based Digital Comic Videos, ESP, Speaking Skills, Vocational High School, Tourism

Abstrak. Penelitian ini bertujuan mengembangkan video komik digital berbasis konteks sebagai media pembelajaran *English for Specific Purposes* (ESP) untuk meningkatkan keterampilan berbicara siswa kelas XI Program Keahlian Pariwisata di SMK TP 45 Negara, Bali. Penelitian menggunakan metode *Research and Development* (R&D) dengan model ADDIE yang meliputi tahap *Analysis*, *Design*, *Development*, *Implementation*, dan *Evaluation*. Data dikumpulkan melalui kuesioner analisis kebutuhan, lembar validasi ahli, angket respons guru, dan angket kepraktisan siswa. Data dianalisis menggunakan statistik deskriptif persentase untuk menentukan tingkat validitas dan kepraktisan produk, sedangkan validitas isi dianalisis menggunakan koefisien Gregory. Hasil penelitian menunjukkan bahwa media yang dikembangkan sesuai dengan kebutuhan pembelajaran ESP karena mengintegrasikan konteks wisata lokal Jembrana ke dalam materi berbicara bahasa Inggris. Hasil validasi ahli menunjukkan bahwa media memiliki tingkat validitas yang sangat tinggi, baik dari aspek materi maupun desain. Selain itu, hasil uji kepraktisan menunjukkan bahwa media mudah digunakan dan memperoleh respons positif dari guru maupun siswa. Temuan ini menunjukkan bahwa video komik digital berbasis konteks layak digunakan sebagai media pembelajaran ESP serta berpotensi mendukung pengembangan keterampilan berbicara siswa pada program keahlian pariwisata.

Kata Kunci: Video Komik Digital Berbasis Konteks, ESP, Keterampilan Berbicara, SMK, Pariwisata

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INTRODUCTION

Speaking is widely recognized as the core communicative skill in the tourism sector, as frontline interactions between tourism staff and visitors rely heavily on oral exchanges. Saragih et al. (2022) emphasize that direct verbal communication is the primary medium through which tourism services are delivered, making spoken English a fundamental requirement for professionals in this field. Similarly, Oktoma et al. (2024) highlight that the ability to speak English clearly and confidently is essential for individuals working in tourism or residing in areas frequently visited by international guests. For vocational high school students majoring in tourism, this demand becomes even more significant because they are expected to perform real-world tasks such as guiding, providing information, and handling guest inquiries using English that is not only fluent but also contextually appropriate.

English for Specific Purposes (ESP) focuses on providing language instruction that directly corresponds to learners' professional needs, making it highly relevant for students in tourism-related vocational programs. Fadlia et al. (2022) report that ESP-based digital learning resources significantly support vocational students because they embed tasks that reflect authentic workplace interactions. This aligns with context-based learning, which emphasizes presenting language in meaningful scenarios that students are likely to encounter in their future professions. Studies confirm that contextualized tasks help learners develop job-related communication competencies more effectively (Faisal Aziz & Anjaniputra, 2025). When ESP principles, context-based learning, and digital media are integrated, they provide a comprehensive framework that equips vocational tourism students with professional, functional, and industry-specific English communication abilities.

Despite the growing demand, the reality in many vocational classrooms shows that teaching practices remain largely conventional. Lessons are often dominated by teacher-centered explanations, textbook drills, and limited opportunities for interactive speaking tasks. Recent studies indicate that ESP instructional materials in tourism education often lack alignment with real workplace communication needs (Amirbayeva, 2024). A preliminary needs analysis questionnaire distributed to 31 Grade 11 Tourism 2 students at SMK TP 45 Negara found that most students experienced difficulties in understanding and using English vocabulary related to tourism when performing speaking tasks. More than 80% of respondents expressed a preference for digital and visually engaging learning materials, and approximately 44% stated that existing learning media did not sufficiently support the development of their speaking skills.

As a solution, this study focuses on the design and development of learning media in the form of a contextual-based digital comic video that integrates the principles of ESP and Contextual-Based Learning (CBL). The media is contextualized using local tourism content from Jembrana, enabling students to learn English through authentic situations closely related to their daily environment and future professional tasks. The novelty of this research lies in the combination of ESP, contextual learning, digital media, and local cultural content into a single instructional product designed specifically for vocational high school students majoring in tourism. Therefore, this study aims to develop and validate a contextual-based digital comic video for English for Specific Purposes (ESP) learning, as well as to examine its practicality for supporting the speaking skills development of Grade 11 Tourism students at SMK TP 45 Negara.

METHOD

This study employed a Research and Development (R&D) method aimed at developing, validating, and evaluating a contextual-based digital comic video as a learning medium for English for Specific Purposes (ESP). The development process followed the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The research was conducted at SMK TP 45 Negara, Jembrana, Bali, involving 31 Grade 11 Tourism students as the target users of the product. Two material experts and two media experts participated in the validation process. During the Analysis stage, observations, interviews with teachers and the school principal, and a needs analysis questionnaire were conducted to identify students' learning needs, speaking difficulties, and preferences regarding instructional media. The findings indicated a need for contextual and visually engaging media that supports tourism-related English communication.

In the Design stage, the storyboard, learning scenarios, speaking activities, and visual layout of the digital comic video were designed by integrating ESP principles, Contextual-Based Learning (CBL), and local tourism content from Jembrana. During the Development stage, the digital comic video was produced and subsequently validated by material and media experts. Revisions were made based on the validators' suggestions to improve the quality of the product. The Implementation stage involved a limited trial with 31 Grade 11 Tourism students and an English teacher to examine the practicality of the developed media. Finally, the Evaluation stage was conducted by analyzing expert validation results, teacher responses, and student responses to determine the validity, practicality, and feasibility of the product.

Data were collected through observation, interviews, needs analysis questionnaires, expert

validation sheets, teacher response questionnaires, and student response questionnaires. Quantitative data were analyzed using descriptive statistics in the form of percentages. Product validity was calculated using the formula $E\text{-}va = (Tse/Tsh) \times 100\%$, while content validity was examined using Gregory's coefficient. The practicality of the product was determined based on teacher and student response scores using achievement-level criteria adapted from Agung (2013).

RESULTS

Analysis stage

The analysis results indicate that the contextual-based digital comic video developed through the ADDIE model met the criteria of validity and practicality for use in ESP learning. Material validation by two experts produced an average score of 85.00% with a Gregory content validity coefficient of 1.00, indicating very high content validity. Media design validation yielded an average score of 91.43%, which falls into the very valid category. Furthermore, practicality testing showed positive responses from both teachers and students, with average scores of 74.00% and 80.26%, respectively, resulting in an overall practicality score of 77.13%. These findings suggest that the developed digital comic video is appropriate, user-friendly, and capable of supporting speaking instruction in vocational tourism education by providing contextual learning experiences that reflect authentic tourism communication situations.

Design and Development of the Context-Based Digital Comic Video

The development process followed the five stages of the ADDIE model. During the Analysis stage, needs analysis data from 31 Grade 11 Tourism 2 students revealed that 71.6% had difficulty with tourism-related vocabulary, 44% felt existing media was insufficient for speaking development, and more than 80% preferred digital and visual learning materials. Teacher interviews confirmed that classroom practices were predominantly conventional and lacked opportunities for interactive speaking. In the Design stage, the researcher developed a comprehensive plan integrating ESP principles, CBL, and local Jembrana tourism content. The product was titled "A Day at Palasari Paradise" and structured around four key ESP speaking competencies: (1) welcoming and guiding guests, (2) hotel reservation and check-in, (3) restaurant service, and (4) complaint handling. The storyline features tourism vocational students interacting with international guests at a local Jembrana tourism site.

During the Development stage, the digital comic video was produced with animated comic visuals, bilingual subtitles (English and Indonesian), background narration, and contextually embedded dialogues. The product was equipped with six scenes covering the identified ESP speaking situations and incorporated authentic local tourism settings from Jembrana, Bali.

Validity of the Context-Based Digital Comic Video

Material validation was conducted by two expert validators who assessed the content using a 30-item instrument covering content suitability, language accuracy, and contextual components. Validator 1 awarded 130 out of 150 (86.67%) and Validator 2 awarded 125 out of 150 (83.33%), resulting in a combined average of 85.00%, categorized as "Valid (Can be used with revision)". The Gregory's content validity coefficient derived from the cross-tabulation of both validators was 1.00 ($D = 30, A = B = C = 0$), categorized as "Very High Validity".

Table 1. Material expert assessment results

No.	Validation Criteria	Validator 1	Validator 2
1	Content Suitability (items 1–10)	43/50	42/50
2	Language Accuracy (items 11–20)	44/50	42/50
3	Contextual Components (items 21–30)	43/50	41/50
Total Score		130/150	125/150
Percentage		86.67%	83.33%
Combined Average		85.00%	
Gregory's Validity Coefficient		1.00 (Very High Validity)	

Media validation was conducted using a 14-item instrument assessing graphic feasibility, audio-visual quality, technical feasibility, and usability. Validator 1 awarded 58 out of 70 (82.86%) and Validator 2 awarded a perfect score of 70 out of 70 (100.00%), resulting in a combined average of 91.43%, categorized as "Very Valid". The Gregory's validity coefficient for media validation was also 1.00 ($D = 14, A = B = C = 0$), confirming "Very High Validity".

Table 2. Media expert assessment results

No.	Validation Criteria	Validator 1	Validator 2
1	Graphic Feasibility (items 1–8)	31/40	40/40
2	Audio-Visual Quality (items 9–12)	15/20	20/20
3	Technical Feasibility & Usability (items 13–14)	9/10	10/10
Total Score		58/70	70/70
Percentage		82.86%	100.00%
Combined Average		91.43%	
Gregory's Validity Coefficient		1.00 (Very High Validity)	

Practicality of the Context-Based Digital Comic Video

The practicality assessment was conducted after the implementation stage involving Grade 11 Tourism 2 students and an English teacher at SMK TP 45 Negara. The teacher practicality assessment resulted in a score of 74 out of 100 (74.00%), which falls into the category of “Valid (Can be used with revision)”. The student practicality assessment obtained a total empirical score of 2,490 out of 2,790 (80.26%), categorized as “Good” according to Agung’s (2013) achievement level criteria. Based on the student questionnaire results, most students gave positive responses regarding the appearance, content, and usability of the digital comic video. The combined practicality score from teacher and student assessments was 77.13%, indicating that the developed media is valid and feasible for use with minor revisions.

DISCUSSION

The findings indicate that the developed context-based digital comic video successfully addressed the learning needs identified during the analysis stage, particularly the need for engaging ESP speaking materials that reflect authentic tourism communication. The high validity and practicality scores suggest that the effectiveness of the product is not merely a result of its digital format, but also of its alignment with students’ vocational needs. This finding supports the ESP principle proposed by Hutchinson and Waters (2010), which emphasizes that instructional materials should be designed based on learners’ target situations and professional communication requirements. By presenting speaking activities through tourism-related scenarios, the media enabled students to connect classroom learning with real-world workplace contexts.

Another important finding is the positive response toward the integration of local tourism content from Jembrana. This suggests that contextualization plays a significant role in increasing the relevance of learning materials. Rather than learning through generic dialogues, students were exposed to situations and destinations that were familiar to them, making the learning experience more meaningful. This finding is consistent with Contextual-Based Learning theory, which argues that knowledge is acquired more effectively when learners can relate new information to their own environment and experiences. The result also supports previous studies by Fadlia et al. (2022) and Faisal Aziz and Anjaniputra (2025), which reported that contextualized ESP materials contribute to better learner engagement and communication competence.

The positive practicality results also indicate that students were able to interact with the learning content independently and with minimal difficulty. This finding may be explained by the combination of visual, audio, and narrative elements provided in the digital comic video. According to Mayer's (2009) Multimedia Learning Theory, presenting information through multiple channels facilitates cognitive processing and helps learners understand and retain information more effectively. In the present study, the integration of animated visuals, spoken dialogues, and contextual storylines appeared to support students' comprehension and participation in speaking activities.

Compared with previous studies that focused either on ESP materials, digital comics, or local-culture-based learning separately, this study contributes a more integrated approach by combining ESP principles, contextual learning, multimedia technology, and local tourism content within a single instructional product. This integration represents the main contribution of the study, as it provides an instructional model that is not only pedagogically appropriate for vocational tourism students but also relevant to local industry needs. Therefore, the findings suggest that contextual-based digital comic videos have strong potential as innovative learning media for enhancing ESP speaking instruction in vocational tourism education.

CONCLUSION

This study successfully developed a context-based digital comic video as an instructional medium for English for Specific Purposes (ESP) learning for Grade 11 Tourism students at SMK TP 45 Negara. The findings indicate that the developed media is valid, practical, and suitable for supporting speaking instruction in vocational tourism education. The integration of ESP principles, Contextual-Based Learning, and local tourism content enabled the media to address students' communicative needs while providing learning experiences that are closely connected to authentic tourism situations. The positive responses from experts, teachers, and students suggest that the media is not only feasible for classroom implementation but also capable of increasing the relevance and attractiveness of speaking activities. This study contributes to the development of ESP learning media by demonstrating how digital comic videos can be combined with local tourism contexts to support vocational students' speaking competence. Furthermore, the product offers an alternative instructional resource for vocational schools seeking to implement more contextual, engaging, and industry-oriented English learning.

RECOMMENDATIONS

Students are encouraged to actively engage with the digital comic video both during classroom sessions and independently to maximize exposure to tourism-related English communication. Teachers are advised to integrate the media as a supplementary instructional tool and to follow up viewing sessions with structured speaking activities such as role-play and dialogue practice. The school is encouraged to officially adopt the media as part of its digital learning resource library and to continue investing in digital infrastructure. Future researchers are encouraged to conduct full-scale effectiveness evaluations using experimental designs and to explore the integration of interactive features such as embedded quizzes, voice recording functions, or gamification elements to further enhance student engagement and speaking practice.

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