DEVELOPING COMIC-SHAPED TEACHING MEDIA IN NARRATIVE TEXT MATERIAL FOR STUDENTS CLASS VII SMP PEMBANGUNAN GALANG

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ABSTRACT: *This study aims to know the procedure for the development of comic-shaped teaching media in narrative text material for students class VII SMP Pembangan Galang, to know the feasibility of comic-shaped teaching media in narrative text material, and to know the effectiveness of comic-shaped teaching media in narrative text material. This study used the Research and Development method using the Borg & Gall model. Data were analyzed descriptively quantitatively. The results of the study showed that: (1) the process of developing comic-shaped teaching media in narrative text material was carried out in several stages, namely preliminary studies, initial product development, and product trials. All teachers (100%) and all students (100%) stated that they need teaching media in the form of comics developed in the learning process; (2) the results of the validation of material experts was declared feasible with an average percentage of 90% with the criteria of "very good". Furthermore, the results of the linguist's validation was deemed feasible with the acquisition of an average percentage of 100% with the criteria of "very good". Furthermore, the results of the validation of media experts was declared feasible with an average percentage of 76.33% with the criteria of "good". Furthermore, the results of the validation of design experts was also declared feasible with the acquisition of an average percentage of 88.33% with the criteria of "very good", the assessment of Indonesian language teachers with an average percentage of 87.50% with the criteria of "very good". 68% with good criteria. Small group trials obtained an average score of 82.47% with very good criteria. Furthermore, limited field trials obtained an average of 88%; (3) the narrative text material developed was more effective than the student's handbook with the effectiveness of the teaching media developed at 83.38% and the effectiveness of the student handbook at 68.88%. The implication of the results of this study is that there is an increase in students' abilities in writing activities with the use of comic-shaped teaching media in narrative text material.*

KEYWORDS: Teaching Media, Comics, Narrative Text

INTRODUCTION

Teaching narrative writing skills is given to students with the aim that students not only master the theory of writing narratives but also practice writing narratives. Narrative writing skills are skills that are not automatically mastered by students, but must go through regular practices. So far, the teaching of writing narratives in class VII of Pembangunan Galang has been presented in the form of theory rather than practice, so learning to write narratives is a monotonous and boring activity for students. Such

conditions are one of the obstacles for students to put their ideas, thoughts and feelings into writing. Ratna (2013:1), from the results of her research that the average score of students in the initial test of writing narrative essays was still low at 60.8. Thus, it can be concluded that the ability to write narrative discourse needs to be improved in the learning process.

Information obtained from the results of interviews with Indonesian language teachers and seventh grade students of SMP Pembangan Galang, it is known that students are less interested in writing activities. This is shown when the process of writing narrative texts, students had difficulty in developing ideas to be made into complete writing. Many students had difficulty in writing material or material to be written. From the interview results, it was found that the students' writing was not perfect, it was known that the teacher only used the lecture method and used learning media using only media articles and printed books. The learning done by the teacher in the classroom is still conventional.

Learning requires an effort that is able to encourage students as a whole to appear active in participating in narrative learning. In improving writing practice for students, especially writing narrative essays, there needs to be a development in the learning process, namely with the presence of learning media. Analysis of interviews conducted with Indonesian language subject teachers, data obtained that the use of media in learning Indonesian language still uses media commonly used by teachers in general, namely articles, printed books. In addition, Indonesian language subject teachers in class VII of SMP Pembangunan Galang also mentioned that the scores obtained by students could not reach minimum completion criteria, the minimum completion criteria score on the competency standard was 78, while the grade obtained by VII graders in average for writing material was under the minimum completion criteria numbering 28 people with a range of scores ranging from 50 to 75, the remaining five students achieved grades above minimum completion criteria.

One effort to improve narrative writing skills is to use interesting media, one of which is comics. Comics are very popular reading, now comics are one of the most popular readings among children, but not only children who become fans of comics, adults also love the reading. Comics are indeed reading that is needed at the age of children and adolescents, besides the story that is cool to read in comics there are also interesting pictures as a support to captivate the hearts of the readers especially children.

LITERATURE REVIEW

Teaching Media

Teaching media is non-personal (not human) tools used by teachers who play a role in the teaching and learning process to achieve goals. Understanding of teaching media that the researcher described refers to the theory of teaching media expressed by Munadi (2008:7) in the results of his research and make it a grand theory in this study which states that learning media as materials or tools that can deliver and channel messages from sources in a planned manner so as to create a conducive learning

environment where the recipient can carry out the learning process effectively and efficiently.

Another notion was stated by Miarso (2004) that "Learning media is everything that is used to channel messages and able to stimulate the mind, feelings, attention, and willingness of the learning thus it can encourage the learning process". Schramm (1977) quoted in Susilana and Cepi (2008:6) explained that learning media is "messenger technology that can be used for learning purposes". It can be concluded that media is a component of learning resources. medium as an intermediary that delivers information between the source and the recipient.

So, television, film, photos, radio, audio recordings, printed materials and the like are communication media. Whereas if the media carries messages or information aimed at instructional or contains the purpose of teaching then the media is called the teaching media.

Narrative Text

According to Suparno (2008:31), narrative essays are essays which attempt to present or convey a series of events in the order of occurrence (chronological) with the intention of giving meaning to a series of events thus the reader can reap the wisdom of the story.

Narrative text has a variety of definitions which are essentially texts related to stories that consist of a series of events followed by various characters who play a role in it. The word narrative comes from Latin, namely *narre*, which means to be known or known, to convey information, media to learn about the world (Slávka, 2009:1). In line with this statement, Hutchinson (2005: 10) stated,

> A fictional or non-fictional serial story that is usually told in from chronological form. The essence of the narrative concept is the essay in the form of stories derived from the observation of events that occur everyday and stories that come from the stories in cyberspace. Besides narrative text is a composite interesting story that aims to entertain and provide information to the reader in a fun.

Narrative text is a cognitive process that tells and refers to temporary events that are part of the plot and the narrative structure is used to compile these events into story forms so that the readers can enjoy them and can be enjoyed by them.

Comics as Teaching Media

Comics can be used as effective and educative teaching media, along with various results of research on comics that are used as teaching media. Sones was quoted by Kurniawati in the International Journal of Social Science and Humanity (2017:47) arguing that "Comic has several advantages if it used in learning, such as stimultan.Comic stimulating learning activities of students because the language used is more common and easier to understood".

Rasiman & Pramasdyahsari also expressed the results of their research in International Journal of Education and Research (2014:542) regarding comic learning media that, " Learning media e-comic based on flip book maker can foster the characters such as discipline, cooperation, honesty, confidence and perseverance. The statement means that e-comic learning media based on flip book makers can foster character such as discipline, cooperation, honesty, confidence and perseverance.

Various definitions of comics according to the experts above, can be said if comics are capable of being used for learning media. As for the local wisdom-education media that can be used in comics are teaching materials in which there are storylines such as comics which tell the story of the local potential of the area.

METHODOLOGY

This type of research is research and development using the development model of Borg and Gall. This research was conducted at SMP Pembangunan Galang, Indonesia. This research was conducted in the odd semester during the academic year of 2017/2018. The subjects in this study were seventh grade students of SMP Pembangunan Galang, learning media validators, and Indonesian language subject teachers in SMP Pembangunan Galang. The object of this research was comic text-based narrative text learning media. The instrument used in this study was: (a) expert team validation instrument for teaching media consisting of expert validation questionnaire subject matter, learning design validation questionnaire sheet, language expert validation questionnaire sheet, and validation questionnaire teaching media expert; (b) student and teacher response instruments to teaching media consisting of individual trials of 3 people, small group trials of 9 people, limited field trials of 32 people, and Indonesian language teacher responses of 2 people; (c) test of student learning outcomes. The instrument validation sheet by design experts, materials, teaching media, and modified languages from Siregar (2018: 91-93). The reference can be seen in the table below.

Table 1. Instrument Reference of Questionnaire Design Validation Expert

No.	Assessment Aspect Component	Questions
1	Display Design	5
2	Image display	4
4	Victory	2
Total		11

Table 2. Instrument Reference of Material Expert Questionnaire

No.	Assessment Aspect Component	Questions
1	Format	6
2	Material	7
3	Quality of Display	7
Total		**20**

Table 3. Instrument Reference of Language Expert Questionnaire

No.	Assessment Aspect Component	Questions
1	Language Usage	6
2	Language Accuracy	6
Total		**12**

Table 4. Instrument Reference of Teaching Media Expert Questionnaire

No.	Assessment Aspect Component	Questions
1	Difficulty	6
2	Balance	2
4	Attractiveness	4
Total		**12**

The data obtained was used to examine the instructional media developed. This data was collected through expert validation, questionnaires distributed to teachers and students. Assessment instruments for validators and individual trials, small groups and limited field groups were made in the form of a Likert scale.

DISCUSSION OF RESEARCH RESULTS

The process of developing comic-shaped teaching media

The process of developing comic-shaped teaching media in narrative text material was carried out in several stages, namely preliminary studies, initial product development and product trials.

1. Phase I Preliminary Study

Needs analysis in this development research began by distributing a questionnaire of needs analysis to students class VII totaling 32 people and 2 Indonesian language teachers of SMP Pembangunan Galang to comic-shaped teaching media on narrative text material.

The results of the needs analysis found that some teachers (50%) stated that they did not know the comic-shaped teaching media developed while all students (100%) stated that they did not know the comic-shaped teaching media developed. All teachers (100%) stated that they had never used teaching media in the form of comics developed in the learning process and (100%) students stated that they had never used teaching media in the form of comics developed. All teachers (100%) stated that they needed teaching media in the form of comics developed in the learning process and all students (100%) stated that they needed comic-shaped teaching media in narrative text material developed.

Based on the results of the above needs analysis, it can be concluded that the development of comic-shaped teaching media in narrative text material is needed by teachers and students to improve the quality of narrative text learning.

2. Phase II Early Product Development

Initial product development was done first by designing material in comic-shaped teaching media and designing instructional media structures. Teaching media in the form of comics in narrative text material developed was adjusted to the results of previous designs. Initial product development began with the cover of teaching media, concept maps, instructions for use, teaching media, narrative texts in the form of comics, and student activity sheets.

The thing that was done after the design of teaching media was product validation by material experts, languages, teaching media, and design experts. The validation results of material experts was declared feasible with an average percentage of 90% with the criteria of "very good". Furthermore, the results of the language expert's validation was declared feasible with an average percentage of 100% with the criteria of "very good". Furthermore, the results of the validation of media experts was declared feasible with an average percentage of 76.33% with the criteria of "good". Furthermore, the results of the validation of design experts was also declared feasible with the acquisition of an average percentage of 88.33% with the criteria of "very good".

The final step was to assess the teacher's comic-shaped teaching media on narrative text material. This assessment was conducted by two Indonesian language teachers in SMP Pembangunan Galang with the acquisition of an average percentage of 87.50% with the criteria of "very good".

3. Product Testing Phase

The product testing phase was carried out three times, namely individual trials (3 students), small group trials (9 students) and limited field trials (32 students). Individual trials obtained an average value of 68% with good criteria. Small group trials obtained an average score of 82.47% with very good criteria. Furthermore, limited field trials obtained an average score of 88%.

Feasibility of Teaching Media in the Form of Comics

The average acquisition in the feasibility of teaching media in the category was very good and worthy of being used as an independent teaching media. The acquisition data are as follows.

1) Validation of instructional media by material experts

The results of the assessment on aspects of the format with six assessment indicators was stated as "very good" with a total score of 22 and an average of 92%. The results of the assessment on the material aspect with seven assessment indicators was declared "very good" with a total score of 25 and an average of 89%. The results of the assessment on the aspect of display quality with seven assessment indicators was stated as "very good" with a total score of 25 and an average of 89%. The average overall amount of material eligibility was declared "very good" with a total percentage of 90%.

2) Validation of Instructional media by Linguists

The results of the assessment on aspects of language use with five assessment indicators was declared "very good" with a total score of 20 and an average of 100%.

The results of the assessment on the aspect of language accuracy with six assessment indicators was stated as "very good" with a total score of 24 and an average of 100%. The average total number of language eligibility was deckared "very good" with a total percentage of 100%.

3) Validation of Instructional media by Design Experts
The results of the assessment on the display aspect of the writing with five assessment indicators was declared "very good" with a total score of 17 and an average of 85%. The results of the assessment on the aspect of image display with five assessment indicators was declared "very good" with a total score of 16 and an average of 80%. The results of the assessment on the aspects of attractiveness with the two assessment indicators was declared "very good" with a total score of 8 and an average of 100%. The total number of overall design feasibility was declared "very good" with a total percentage of 88.33%.

4) Validation of teaching media by media experts.
The results of the assessment on aspects of convenience with six assessment indicators was declared "good" with a total score of 19 and an average of 79%. The results of the assessment on aspects of balance with three assessment indicators was declared "good" with a total score of 9 and an average of 75%. The results of the assessment on the aspects of attractiveness with the four indicators of assessment was declared "good" with a total score of 12 and an average of 75%. The overall number of media feasibility was declared "good" with a total percentage of 76.33%.

Summary data from the results of material, language, design and media validation in the teaching media in the form of comics developed can be seen in the table below.

Table 5. Summary of Results of Material Validation and Design Validation

No.	Validation	Average	Criteria
1	Material	90%	Very Good
2	Language	100%	Very Good
3	Design	88,33%	Very Good
4	Media	76,33%	Good
Total Average		**88,67%**	**Very Good**

Effectiveness of Teaching Media in the Form of Comics

Tests using comic-shaped teaching media in the narrative text material that has been developed was done to see an increase in students' understanding of narrative text writing material using developed teaching media. The trial was conducted by giving pretest and posttest to students class VII of Pembangunan Galang, which numbered 32 people. The results of the acquisition of scores will be adjusted with the following table of assessment criteria.

Before carrying out the learning process using comic-shaped teaching media on narrative text material, a pretest test was held. the lowest student score was 58 and the highest was 85. The average score of the student's pretest was 68.9. Based on the

average score of the student pretest data above, it can be concluded that the ability of students not to experience a significant increase was high and has not reached the minimum completeness criteria.

Student learning outcomes after using comic-shaped teaching media in the narrative text material developed (posttest) obtained an average of 83.38. The lowest student score was 75 and the highest was 97. Based on the average score of the student posttest data above, it can be concluded that the ability of students to experience a significant increase is high and reaches the minimum completeness criteria as expected. The difference in the score of the pretest and posttest of students more clearly can be seen in the table below.

Table 6. Summary of Average Score of Pretest and Posttest

Source of Data	Pretest Average Score	Posttest Average Score	Difference
Students Class VII	68,9	83,38	14,48

Based on the table above it can be concluded that learning using comic-shaped teaching media in narrative text material can improve student learning outcomes in Indonesian language subjects in particular. Furthermore, the effectiveness of teaching media is obtained in the following ways:

$$\text{Effectiveness} = \frac{total\ score\ obtain}{total\ ideal\ score} \text{ x } 100\%$$

Thus for the effectiveness of comic-shaped teaching media in narrative text material whose total score is 2668 with an ideal score of 3200, the scores obtained are as follows:

$$\text{Effectiveness} = \frac{total\ score\ obtain}{total\ ideal\ score} \text{ x } 100\%$$
$$= \frac{2668}{3200} = 83,38\%$$

The effectiveness of textbooks in the learning process with an acquisition score of 2204 with an ideal score of 3200, the acquisition score is as follows:

$$\text{Effectiveness} = \frac{total\ score\ obtain}{total\ ideal\ score} \text{ x } 100\%$$
$$= \frac{2204}{3200} = 68,88\%$$

Based on the above calculations, it can be concluded that comic-shaped teaching media in narrative text material developed are more effective than students' textbooks with the effectiveness of the instructional media developed at 83.38% and the effectiveness of student handbooks at 68.88%.

CONCLUSION

Based on the discussion of the results of the research on the development of comic-shaped teaching media in narrative text material for students class VII SMP Pembangunan Galang described earlier, it can be summarized as follows:

(1) The process of developing comic-shaped teaching media in narrative text material is carried out in three stages, namely preliminary studies, initial product development and pilot testing. In the preliminary study phase, data obtained that students and teachers need companion teaching media that motivated and appealed to students and teachers. In the initial product development stage, product design and product validation are carried out by material experts and design experts. Assessment results are deemed feasible to be tested. The product testing phase is carried out in three stages, namely individual, small group and limited field trials. Individual trials obtain an average percentage of 68% with the criteria of "good". Small group trials obtain an average percentage of 82.47% with the criteria of "very good". Limited field trials obtain an average percentage of 88% with the criteria of "very good". Based on these data, it can be seen that the development of teaching media is in accordance with the research development process.

(2) The feasibility of comic-shaped teaching media in narrative text material developed for students class VII SMP Pembangunan Galang fulfills the requirements and is worthy of being used as teaching media, based on the assessment of material experts, languages, design experts, and learning media. The overall feasibility of the material is stated to be "very good" with a total percentage of 90%. The overall average language feasibility is stated to be "very good" with a total percentage of 100%. The overall overall design feasibility was declared "very good" with a total percentage of 88.33%. The average overall feasibility of the media is declared "good" with a total percentage of 76.33%. The results of the teacher's response to the comic-shaped teaching media in the narrative text material developed have an average percentage of 87.50% with the criteria of "very good". The results of a limited field trial about student responses to instructional media that have been developed show an average percentage of 88% with the criteria of "very good". Therefore, comic-shaped teaching media on narrative text material developed for students class VII SMP Pembangunan Galang is feasible to be used in the learning process.

(3) The effectiveness of comic-shaped teaching media in narrative text material developed for students class VII Pembangunan Galang is stated to be more effective than textbooks. The results of the effectiveness of the use of comic-shaped teaching media in narrative text material developed for students class VII SMP Pembagunan Galang amounted to 83.38% and the effectiveness of textbooks is 68.88%.

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