

Developing DIGCONAR (Digital Comic Narrative) As An Alternative Media for Teaching Writing Narrative Text in Pandemic Covid - 19 Period

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Abstrak

Penelitian ini bertujuan untuk mengembangkan media pembelajaran DIGCONAR. R&D merupakan desain dari penelitian ini, yang bertujuan untuk mengembangkan produk pendidikan. Dalam penelitian ini terdapat lima langkah, yaitu analisis kebutuhan, mempelajari teori-teori tentang pengembangan produk pendidikan, mengembangkan produk pendidikan, melakukan validasi produk pendidikan, dan melakukan uji lapangan dari produk pendidikan. Selain itu, kuasi eksperimental desain digunakan dalam penelitian ini untuk memperoleh data. Sampel yang digunakan ialah siswa kelas X SMA Negeri 2 Trenggalek tahun ajaran 2020/2021, 36 siswa MIPA 2 dan MIPA 3. Untuk mendapatkan data dilapangan, peneliti menggunakan instrument berupa angket, wawancara, pre-test dan pos-test. Pengolahan data dilakukan secara kualitatif dan kuantitatif. Hasil skor analisis kebutuhan adalah 4112. Kemudian, hasil uji lapangan adalah 3341, menunjukkan bahwa siswa sangat setuju terhadap produk DIGCONAR. Hasil uji t-test; sig.(2-tailed) menunjukkan $0,000 < 0,05$ pada hasil post-test, sehingga dapat disimpulkan bahwa H_0 ditolak sedangkan H_a diterima. Dari uraian di atas, berarti bahwa DIGCONAR merupakan media pembelajaran yang efektif untuk pembelajaran menulis teks naratif di masa pandemi Covid-19.

Kata kunci: Kosa Kata, Papan Permainan, DIGCONAR.

Abstract

This research was to develop DIGCONAR learning media. R&D was the design of this research, which aims to develop educational products. In this research, there are five steps, namely need analysis, studying recent theories of education product development, developing the educational product, validating educational product, and field-testing educational product. In addition, a quasi-experimental design was used in this research to obtain data. The sample used was students X grade of SMA Negeri 2 Trenggalek 2020/2021 academic year, 36 students of MIPA 2 and X MIPA 3. The instruments that use in this research are questionnaire, interview, pre-test and post-test. To obtain the data, researchers used instruments in the form of questionnaires, interviews, pre-test and post-test. Data processing is carried out qualitative and quantitative way. The result of need analysis score was 4112. Then, the result of field-testing was 3341 it shows that students strongly agree with the product of DIGCONAR. The result of t-test; the sig.(2-tailed) showed $0.000 < 0.05$ in post-test result, so it can be conclude that H_0 is rejected meanwhile H_a is accepted. From description above, it means that DIGCONAR was an effective learning media for teaching writing narrative text in pandemic Covid-19 period.

Keywords: Vocabulary, Board Game, DIGCONAR.

INTRODUCTION

Writing is a productive skill which is meant for communication to deliver the message from the writers to the readers in the form of letters and symbols. According to Harmer in Erik (2015) writing as a productive skill which is meant for communication to deliver the message from the writers to the readers in the form of letters and symbols. Writing is a form of communicating to deliver though or express feelings through written form 19. Writing is very useful for students because writing is an alternative way of expressing their ideas. Furthermore, writing activity can be a tool to train their creativity, so they will be able to create a good sentence.

According to Rebecca in Hedwigis, R. I.H (2018) stated that narrative text is a text 5 which relates a series of logical, and chronologically related events that are caused or experienced by factors. While Djatmika and Wulandari (2013:3) stated that narrative text is a type of text which can amuse the reader or the listener and also has a moral value inside the story.

Furthermore, media has an important role in learning activities. Teachers need a variety of media to support their activities in the classroom when they teach their students. Based on Tafonao (2018:105) 11 stated that learning media is a set of tools for teaching and learning process to stimulate the thoughts, feelings, and attention of students, so it can increase effectiveness in the learning process. So, it can conclude that learning media very important for learning activity, because it can increase the communication between teachers and students, so that learning activity will be effective and optimal.

Today, in Indonesia, teaching learning activity is done from home because of the Corona virus or the term (COVID-19) virus. 9According to Zu et al. (2020), it is stated that in December 2019, an outbreak of Coronavirus 2 (SARS-CoV-2) infection was a serve acute respiratory infection that occurred in Wuhan, Hubei Province, China and spread throughout China and beyond. Based on the 4Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Corona virus (Covid-19), one of which emphasized that online learning (distance), was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. During

the Covid-19 pandemic, all learning activities were done from home and must still be controlled by the teacher or lecturer and parents, using distance learning.

In fact, teaching learning process in the pandemic period is not easy especially in teaching writing narrative text. Students and teachers may get some difficulties. To overcome the problems, teachers should find or create an attractive way to build student's motivation when they are learning writing narrative text. One of the media that can be used to solve the problem is by using digital comic. Digital comic is a kind of cartoon from expressing character and playing the story in sequence of closely related drawing and design to give fun to the readers. According to McCloud (2008), digital comics are increasingly popular because of their ease of access and lower production costs. In writing narrative texts, comics can motivate students. Not only that using digital comic distance learning has become more efficient and effective.

According to some reasons above, the researcher interested to develop a digital comic as an alternative media in teaching writing narrative text that call DIGCONAR (Digital Comic Narrative).

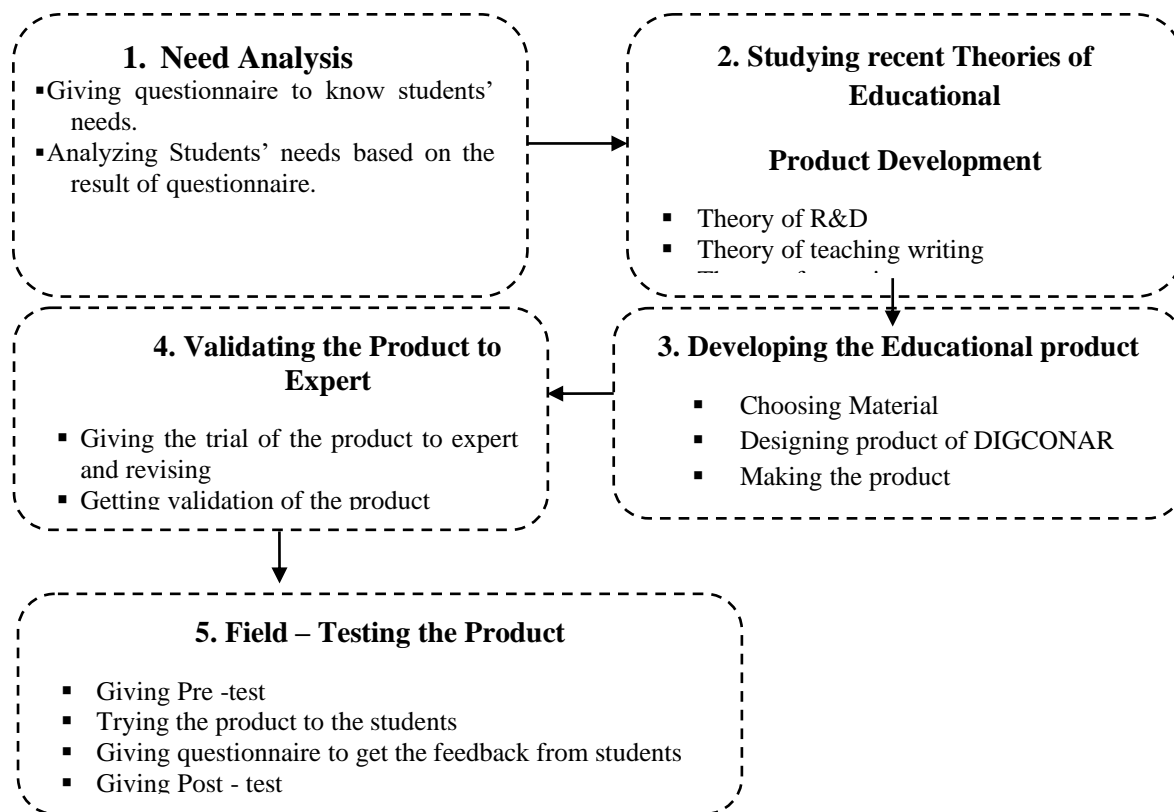
METHOD

The research in this article used Research and Development (R&D) design because this research focus on developing a product that can be used for an educational program. According to Basuki (2017:21), Research and Development (R&D) is a research design that carried out by educational practitioners to get findings that is beneficial to design and develop new products/procedures/materials such as curriculum, syllabus, textbooks, instructional media, etc.

Furthermore, a quasi-experimental design was used in this study to determine the effectiveness of the product. According to Sugiyono (2017:77) states that the main feature of quasi experimental design is the development of true experimental design, which has a control group but cannot fully function to control other variables that affect the implementation of experiment.

To create and develop the product of DIGCONAR, researcher adapted from Latief in Basuki et al. (2018:124). There are five steps to create DIGCONAR. They are need analysis, studying recent theories of educational product development, developing the educational product development, validating the product to expert, and field – testing the product that will be explain follow:

Figure 1. Procedure of Research and Development



The sample of this research is students of class X MIPA 2 and MIPA 3 SMAN 2 Trenggalek as the subjects. The technique and instrument that used in this research are interview, questionnaire, pre-test and post-test. One on one interview used in this study to know the opinion, suggestion, and evaluation from the expert when the researcher doing validating product of DIGCONAR. For the questionnaire, the researcher uses questionnaire twice - they are questionnaire for need analysis and questionnaire for field - testing the product. Meanwhile, to determine the value of student achievement before and after being given treatment, the researchers used pre-test and post-test instruments.

According to Sugiyono (2017: 147), data analysis is an activity after data from all respondents are collected. In this research, there are four kinds of data analysis. They are data analysis of validity and reliability of instrument, data analysis of interview data, data analysis of need analysis and feedback questionnaire data, data analysis of pre - test and post - test data. This article used face validity to check the validity of instrument, and for reliability test using SPSS version 25 for Windows. Meanwhile to check the reliability of pre-test and post-test, the researcher used normality test.

Then, data analysis of interview was analyzed in qualitatively. Sugiyono (2017: 246) said, qualitative data can be analyzed with data reduction, data display, and drawing/verification conclusion in a descriptive way. Then, questionnaire of need analysis and field-testing analyzed with Likert Scale. According to Syofian et al. (2015 : 6), Likert Scale data can be analyzed by summarizing the respondent's score, and then find its criteria. To scoring the data, the researcher used the following formula; score 1 (if the respondents strongly disagree with the statement), score 2 (if the respondents disagree with the statement), score 3 (if the respondents neutral with the statement), score 4 (if the respondents agree with the statement), and score 5 (if the respondents strongly agree with the statement). Then, to know the score range from the respondent, the researcher used formula as follows:

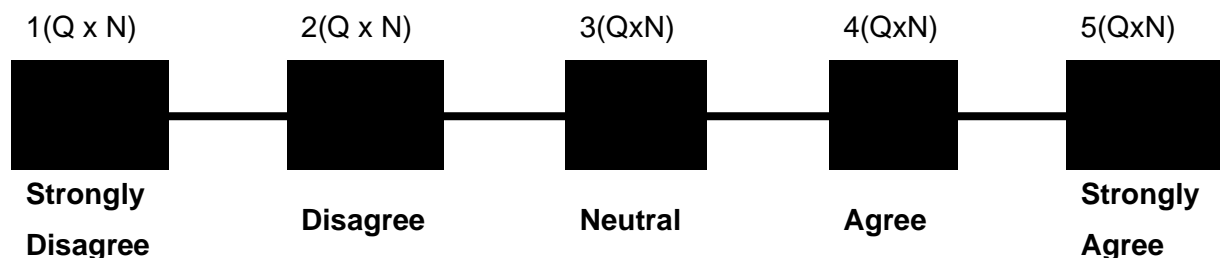
Maximum score = 5 x number of item (Q) x number of respondent (N)

Minimum score = 1 x number of item (Q) x number of respondent (N)

Score range = maximum score – minimum score

After get the total score, then finds the criteria based on the criteria from this following diagram:

Figure 2. Continuum Diagram of Students Questionnaire Result



The last, data analysis of pre-test and post-test. T-test used to know the significant effect of DIGCONAR media in teaching writing narrative text. According Ghozali in Mujabah (2015:64) the basic of making Independent sample t-test is using a significant probability number with a confidence level of 95% ($\alpha = 0.05$), namely:

- a. If the Sig. (2-tailed) > 0.05, it means that H_0 is accepted and H_a is rejected.
- b. If the Sig. (2-tailed) < 0.05, it means that H_0 is rejected and H_a is accepted.

Then, IBM SPSS Statistics 25 used to calculate the results of the pre-test and post-test data.

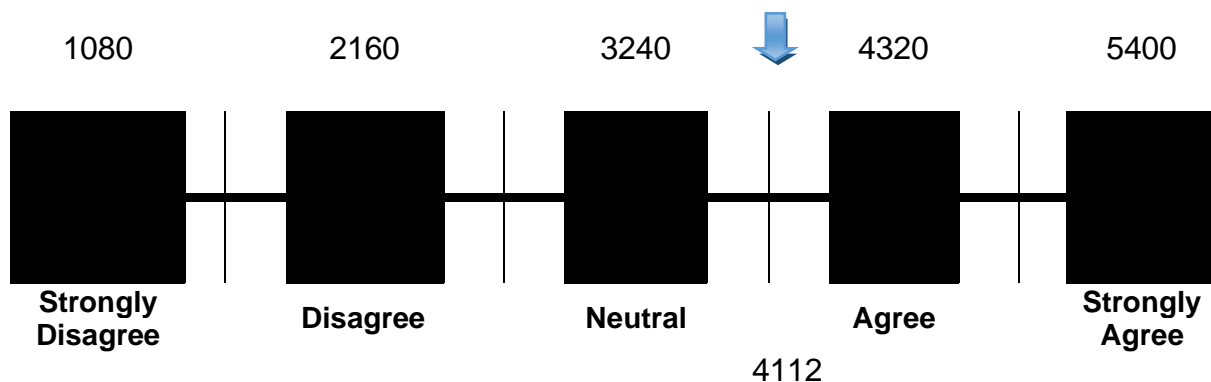
FINDING AND DISCUSSION

Finding

From the results of the need analysis questionnaire, the researcher concluded that students of X MIPA 3 choose criteria agree and strongly agree category.

The score from the students' need analysis questionnaire result are; maximum score $(5 \times 30 \times 36) = 5400$, minimum score $(1 \times 30 \times 36) = 1080$, score range $(5400 - 1080) = 4320$, total score = 4112. For more information, the results of students need analysis showed in this continuum diagram:

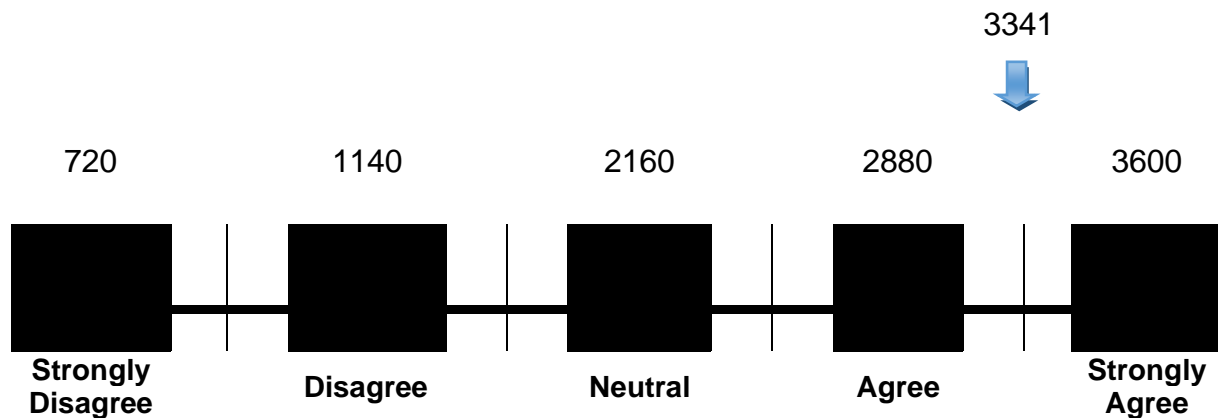
Figure 3. Continuum Diagram of Students' Need Analysis



The next step is to consult DIGCONAR media to Dwi Putri Hartingsih, M.Pd as the experts of learning media, to get advice and evaluation so that the product can be accepted and approved. She gave evaluations that the product's appearance and language style had to be revised again. Some speech balloons are not placed correctly and some words are still mistyped.

Then, after the product of DIGCONAR accepted by the expert, the researcher continued to the field-testing step. The score from the students' field-testing questionnaire are; maximum score $(5 \times 20 \times 36) = 3600$, minimum score $(1 \times 20 \times 36) = 720$, score range $(3600 - 720) = 2880$, total score = 3341. For more information, the results of students field-testing showed in this continuum diagram:

Figure 4. Continuum Diagram of Questionnaire of Field-testing



Independent Sample T-Test used to know the significant effect of using DIGCONAR media in student's writing narrative text between experimental class (X MIPA 3) and control class (X MIPA 2). The maximum score of pre-test experimental was 74 and the mean was 67,58. Meanwhile the maximum score of pre-test control class was 74 and the mean was 67,75. It can conclude that the score of experimental class was 0,17 lower than control class. While the maximum score of post-test experimental was 88 and the mean was 84, than the maximum score of pre-test control class was 80 and the mean was 69,28. it means that the score of experimental class had been increased.

Based on Damayanti et al. (2019:12) stated that if the value of Sig.(2-tailed) is less than 0.05 it could be conclude that there was significant effect. Then, in this research, the result of the Independent Sample was 0.000. So, the researcher concludes that there is any significant effect between the average student learning outcome in the experimental and control class. So, based on the explanation above, the researcher concludes that DIGCONAR media as the product of this research is an effective learning media for teaching writing narrative text especially for tenth grade students of Senior High School.

Based on the research finding explained above, the discussions of the findings on this research can be discussed as follows:

Discussions	
DIGCONAR (Digital Comic Narrative) As an Alternative Media for Teaching Writing Narrative Text in Pandemic COVID - 19 Period	The content of this research about writing narrative text.
	The researcher used five steps in this research that adapted from Latief in Basuki et al. (2018:124) , they are; need analysis, studying recent theories of the education product development, developing the educational product, validating the educational product to the expert, and field-testing the educational product.
	DIGCONAR (Digital Comic Narrative) was the product of this research, that based on the students' need. Based on the result of the need analysis on Likert Scale above, mostly students agree that digital comic with narrative text material needs to be learning media when they are learning writing narrative text.
	Based on Afrilyasanti & Basthomi (2011:552-567) stated that comic is a visual media that is equipped with attractive pictures so that it can increase students' interest in learning and become an alternative learning media in creating learning variations. Digital comic is a kind of comic which the format has been changed to digital and can be read using certain electronic devices.

CONCLUSSION AND SUGGESTION

DIGCONAR (Digital Comic Narrative) was the result of this research. The researcher adapted the procedure from Latief in Basuki et al. (2018:124) to make the product. First, DIGCONAR media was done need analysis step from experimental class. Second, the researcher studied the recent theories about theory of research and development, theory of teaching writing, theory of narrative text, and theory of digital comic. Third, the making the product was done by need analysis and the material was taken from e-book of Kemendikbud.2017 Bahasa Inggris SMA/MA/MAK Kelas X. Jakarta : Kementrian Pendidikan dan Kebudayaan, <https://borneochannel.com/cerpen-cerita-malin-kundang-dalam-bahasa-inggris/>, <http://taleswithgigi.com/>, and <http://taleswithgigi.com/tale/12>. Fourth, validating the product by the expert. Fifth, field-testing the product of DIGCONAR. Then, based on the Independent Sample T-Test output table the sig. (2-tailed) showed $0.000 < 0.05$. It means that there is any significant effect between the average of student's value of experimental class and control class.

So, based on explanation above, this research has been able to solve the research question that states;” How to develop DIGCONAR (Digital Comic Narrative) as an alternative media for teaching writing narrative text in pandemic Covid – 19 period and the effect of DIGCONAR media to improve student’s writing narrative text ability for tenth grade senior high school?”.

After explain the result and conclusion of this research, there are some suggestions from the researcher for people who find some benefits of this research. First, for the students, it is suggested to use DIGCONAR (Digital Comic Narrative) learning media to make your study better and more fun. So, it can increase your interest in learning writing narrative text. Second, for the English teacher, it is better to use DIGCONAR (Digital Comic Narrative) media as an alternative media in teaching writing narrative text in pandemic Covid-19 period because this media is effective, up to date and easy to use by students. So, students can study with use this media anywhere and anytime. Third, for the next researchers, the writer hope that this research can be used as a references, it is can give the next researcher more information and knowledge about digital comic as media to teach writing skill.

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