COMICA AS A MEDIA FOR INCREASING WRITING SKILLS IN CLASS XII STUDENTS OF SMAN 1 TELUKJAMBE KARAWANG

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ABSTRACT

Comic books as learning can be made using the Comica application downloaded on the play store and can be done through students' android phones, making it easier for students. Based on this, a research was conducted that aims to describe the learning process through the Comica medium of Indonesian language subjects with job application letter material and to find out student responses to the media at SMA Negeri 1 Telukjambe Barat. As an alternative learning media during the Covid-19 period, the Comica application can be used to train language skills (cognitive, affective, and psychomotor) properly and correctly. The method used is descriptive qualitative with verbal data. The research subjects were 23 students of class XII Mathematics and Natural Sciences 1 Academic Year 2021-2022. Data acquisition is done by observation and questionnaires. The results of this study resulted in learning in the form of comics and showed that Comica media in Indonesian language learning materials for job application letters was well received by students.

Keywords: Comic books, Comica, Covid-19, Online Learning, Student Language Competence

ABSTRAK

Komik sebagai pembelajaran dapat dibuat dengan menggunakan aplikasi Comica yang diunduh di play store dan dapat dilakukan melalui ponsel android siswa sehingga memudahkan siswa. Berdasarkan hal tersebut maka dilakukan penelitian yang bertujuan untuk mendeskripsikan proses pembelajaran melalui media Comica mata pelajaran bahasa Indonesia dengan materi surat lamaran kerja dan untuk mengetahui respon siswa terhadap media tersebut di SMA Negeri 1 Telukjambe Barat. Sebagai media pembelajaran alternatif di masa Covid-19, aplikasi Comica dapat digunakan untuk melatih kemampuan berbahasa (kognitif, afektif, dan psikomotorik) dengan baik dan benar. Metode yang digunakan adalah deskriptif kualitatif dengan data verbal. Subjek penelitian adalah 23 siswa kelas XII MIPA 1 Tahun Pelajaran 2021-2022. Perolehan data dilakukan dengan observasi dan angket. Hasil penelitian ini menghasilkan pembelajaran dalam bentuk komik dan menunjukkan bahwa media Comica pada materi pembelajaran bahasa Indonesia surat lamaran kerja diterima dengan baik oleh siswa. Responden menyatakan bahwa Comica dapat dengan mudah membantu meningkatkan kemampuan berbahasa.

Kata Kunci*: Komik, Comica, Covid-19, Belajar Online, Kompetensi Bahasa Siswa*

INTRODUCTION

Technology cannot replace teachers, but great teachers are able to master technology to produce quality and character students. This is a translation of the sentence spoken by the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, who has had a great influence in improving technology during the 2019 Corona Virus Disease (Covid 19) pandemic. Education through technology can change the way of thinking and the character of individual students as well as being able to analyze the development of science.

During the 2019 Corona Virus Disease that hit the world, including Indonesia, which required the stay at home, Work From Home (WFH), and Learning From Home (LFH)

programs to be carried out as an effort to stop the expansion of the Covid 19 outbreak. Schools were closed, no learning activities face-to-face, the learning process switches online using several application.

Tarigan states that language competence (2008:2) is; divides language competence into four skills, namely: listening skills, speaking skills, reading skills, and writing skills which are an interrelated unit called single chess. Halijah (2017: 326) states that the aspects used to improve students' language competence are good and correct by mastering a lot of vocabulary, mastery of vocabulary in Indonesian learning absolutely must be improved in the teaching and learning process so that students can develop language skills and skills (listening to , speaking, reading and writing).

The interactive learning media used by researchers is the Comica Platform which can be downloaded via Android phones and does not have to use a computer or laptop, which is an application that can turn a photo into a comic. Reading books like comics is an interesting thing, especially if students are invited directly to make their own comics, by using photos stored in the gallery or taking pictures directly with their peers, really life exists in the student's world, then learning Indonesian will feel easier. and can also improve their language skills.

According to the KBBI, comics are a learning medium in the form of two-dimensional art that uses immovable images arranged in such a way as to form a story. Hidayah (2017:37) comics are cartoons that reveal a character who plays a story in a close sequence, connected with pictures to provide entertainment for the reader. Meanwhile, according to Indaryani and Jaelani 92015: 87) students prefer comic media because images can bring text and writing to life so they are easy to understand.

The results of interviews and observations with Indonesian class XII teachers at SMA Negeri 1 Telukjambe Barat Barat Kec. Telukjambe Barat Kab. Karawang, during the Indonesian language learning process, several findings were found, namely (1) the lack of learning media owned by the teacher, so that they felt less creative and innovative, (2) Still using the lecture method in the learning process in the classroom. The end result of the learning process students feels not challenged because there is nothing interesting that can be done. Semetara (Arsyad 2015:25) states that not only learning is fun but also can provide a pleasant experience that can meet the needs of students.

The previous researcher, Diana Lela Novitasari (Development of Children's Story Comic Media to Improve Narrative Writing Skills for Class IV Students at SDN 1 Ngawen,

Blora Regency – 2016 UNNES) stated that the facilities provided by the teacher in learning were not optimal. Ambaryani and Airlanda (2017:19) in their journal Development of Comic Media for Effectiveness and Improving Cognitive Learning Outcomes Material Changes in the Physical Environment can prove that with comic media students can improve learning outcomes. Reinforced by the results of research by Nabila Astri Pandanwangi, et al (2019 – JCP PENDAS) stated in the title of the journal Comic Media Development To Improve Language Competence in Grade 3 Elementary School Students, that the results of observations using comic media showed an increase in students' language skills starting from 48.5% to 71.25%.

METHOD

This research uses a qualitative research type. Borg and Taylor (in Moleong, 2010:4) define qualitative methodology as a research method that produces data in the form of words that can be observed. Qualitative research is divided into several types based on the level of depth of analysis. From these types of research, this research is included in the type of descriptive data processing.

In this study, the researcher collected two data, namely data on student activities and data on student responses. So there are two sources of data used in this study. The first data source is the learning activity observed by observers using the Comica learning media in the subject of job application letters which is the source of activity data for class XII Mathematics and Natural Sciences students.

Both of these data were collected using observation data collection techniques and questionnaires. Observation techniques were used to collect data about student activities during the learning process using the Comica learning media in the subject of Writing Job Application Letters and questionnaire data collection techniques were used to collect data regarding student responses to the application of the learning media.

After conducting research and collecting data, then the data were analyzed based on the data collection techniques used, namely observation and questionnaires. The steps of analyzing the observational data in this study are (1) rereading the observation sheet, (2) processing the observation data, and (3) concluding the results from the data that has been processed descriptively. The steps of the results of the questionnaire data analysis in this study were (1) re-checking the completeness of the research subject's data from the answers to the

questionnaire, (2) classifying the data according to the research subject's answers, and (3) concluding the results of the questionnaire descriptively.

Furthermore, the validity of the data is checked by using the expert triangulation method. Moleong (2010: 331) defines expert triangulation as a type of triangulation technique that uses experts to re-check the credibility of research data. The results of the discussion are used as final data to draw conclusions about the application of Comica learning media in Indonesian subjects.

RESULTS AND DISCUSSION

Results

The application of Comica learning media was carried out twice, namely in July 2021 with the aim of observing learning problems and in August 2021 the implementation of Comica learning media. During the data collection process, two observers were observed to find out how the application of Comica learning media in the subject of job application letters took place. The results of observing student activities in the first and second data collection are as follows:

Table 1 Student Activity Observation Data on the First Data Collection

Number	Observed Aspect	Observer 1		Observer 2	
		Yes	No	Yes	No
Pembelajaran					
1	Class situation seems conducive	√		√	
2	Students pay attention to the teacher's explanation regarding the use of Comica learning techniques	√		√	
3	Students' attention is focused on learning	√		√	
4	Students seem active during the learning process	√		√	
5	Students can make comics on job application letter materials independently through the Comica application		√		√
6	Students can follow the learning process well	√		√	
7	Learners have difficulty in compiling a job application letter on Comica media media	√		√	
8	Students experience difficulties during the process of implementing the Comica learning media (write down examples of difficulties encountered)	√		√	
Interactive learning media steps					

9	The teacher conveys systematics, elements and diction to students	√	√
10	The teacher asks one of the students to continue making comics about job application letters on Comica media	√	√
11	All students submit the comic results of job application letters on Comica media	√	√
12	Students can complete comics about job application letters	√	√

In addition to observational data on student activities, the researchers also collected data on student responses to questionnaires on the Comica learning media on the subject of job application letters. In the first data collection, there were 9 students, while in the second data collection 23 students were present to be the subject of this research. The results of the student response questionnaires on the first and second data collection are presented in the following table:

Table 2 . Student Response Questionnaire Results Data on the First Data Collection

Number	Statement6	SA	A	DA	SDA
1	Comica's media helps me in arranging sentences in making a job application letter	4	16	3	0
2	I better understand the use of comics for job application letters after using Comics	5	14	4	0
3	Comica's media helped me to compose a job application letter sentence properly and correctly	8	12	3	0
4	Comica's media helps me improve my language skills	2	21	0	0
5	Comica's media helps me learn about comics in a fun way	6	12	5	0
6	I find Comica's media interesting to be applied in other training materials	5	15	3	0
7	Comica's media help me to be more confident	6	13	4	0
8	Comica's media helps me to be more active in Indonesian subjects	6	16	0	1
9	I have difficulty while learning to use Comics	2	6	13	2
10	Comica's media helps me to be more focused during learning	13	7	3	0

Description:
SA   : strongly agree on   DA   : don't agree
A   : agree   SDA   : Strongly disagree

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Discussion

Comics learning media is one of the interactive learning media to train Indonesian language skills proposed by Tarigan (1987:100). In this study, the interactive learning media was applied to train language skills through a comic in the subject of a job application letter for the Department of Mathematics and Natural Sciences at SMAN 1 Telukjambe Barat. The themes taught using this interactive learning media are systematics, elements, and diction which emphasize the material on the application of grammar in a sentence. Brown (2008:99) argues that a learning activity can be meaningful if, in the learning activity, students are required to be able to relate new learning activities to the knowledge they have previously acquired.

Based on the results of the questionnaire data, several students admitted that they faced difficulties during the implementation of Comica learning media. To find out what difficulties they face, the researcher conducted unstructured interviews with the students concerned. Through interviews, it was found that the main factor that made students feel uninterested and made them experience difficulties during the application of this learning technique was the image/photo factor available in the gallery.

CONCLUSION

Comics is one of the interactive learning media to practice English language skills, but in this study, some parts were modified to be applied to all subjects. By using this interactive learning media, all students in the class are required to actively make comics. Not only that but students are also taught to recall the knowledge they have previously acquired about grammar material on how to write a job application letter. In its application, learning using this media runs smoothly.

Based on the results of the questionnaire data, it was found that the student's response to the application of Comica media in the subject of writing a job application letter was quite good. Students can complete comics about job application letter materials. This media is also assessed by students as being able to help them in improving their language skills. Therefore, Comica media can be used by teachers as an interesting way to train language skills.

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