

**DEVELOPING FAIRY TALE COMIC AS TEACHING MEDIA**

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**ABSTRACT**

This research aims to produce comic media product which is suitable for use by tenth grade students at second semester in English learning especially Narrative Text. This research used adaptation of development procedures by Sugiyono through seven stages of development. There are Potential and Problem, Data Collecting, Product Design, Design Validity, Design Improvements, Product Trial and Product Revision (revision 2). The research subject was the tenth grade students of SMA Muhammadiyah 1 Purbolingo. Data collection was carried out by using a questionnaire and interview. The instrument of this research is in the form of validation sheet and assessment sheet. The researcher used the tabulation and calculating the average score as Data analysis techniques.

The comic media which is developed has been feasible to be applied in learning after getting a good score in validation stage. The average scores of of the validation I of the material experts and media experts are 4.00 and 3.70 and the average scores of of the validation II of the material experts and media experts are 4,13 and 3,93 respectively. In addition, assessments that was given to students at the product trial stage obtained good score with an average score 4,02. In conclusion, the Fairy Tale comic is a comic media in teaching English especially Narrative Text. It is developed by using the adaptation of development procedures by Sugiyono. The Fairy Tale Comic can fulfill the objectives of the research and attract students' interest and motivation in learning English. It is suggested that the next researchers develop the comic media for other materials of English and have more than one school as the subject of research in assessing the comic so the revision can be gained from different perspective of students.

**Keywords:** *Comic, Fairy Tale, Narrative Text.*

## **INTRODUCTION**

For some students, writing is the hardest skill in English, it is not like mastering other skills (listening, speaking, reading, writing). The student who wants to master writing should have more complex competence than mastering listening, reading and speaking. Compared to speaking, as a productive skill, writing needs not only expressing the thoughts but also explaining in a structured way. Considering it, learning process needs media to connect the *acceptor* (student) and *sender* (teacher) to make it more effective in gaining learning achievement. As Tejo Nurseto stated learning activity requires to decrease conventional method (speech method) and increase the usage of media (Tejo, 2011)

Some researchers have investigated and developed about this in which each of them has different subject and uses different perspective as well as theories in explaining the topic. One of previous research is from (Setyani, 2016) that developed a comic book which contains the proclamation history of Indonesia. The other research is from (Novitasari, 2016) that developed a comic media which contains several children's stories. The objective of the research is to produce a children's stories comic for fourth grade students of SDN 1 Ngawen Kabupaten Blora. The result of this research shows that the use of children's stories comic can increase students activity in learning writing narration. The other previous research is from (Buchori & Setyawati, 2015) entitled "DEVELOPMENT LEARNING MODEL OF CHARACTER EDUCATION THROUGH E-COMIC IN ELEMENTARY SCHOOL". The objective of the research is to develop a learning model of character education through e-comic in elementary school. The research showed development learning model in character education consists of five phases and test effectiveness from learning process as indicated by the increased value of character in students through observation and value student achievement. Based on the previous researches, the researcher are interested to conduct a research and development of product for teaching Narrative text entitled "DEVELOPING FAIRY TALE COMIC AS TEACHING MEDIA".

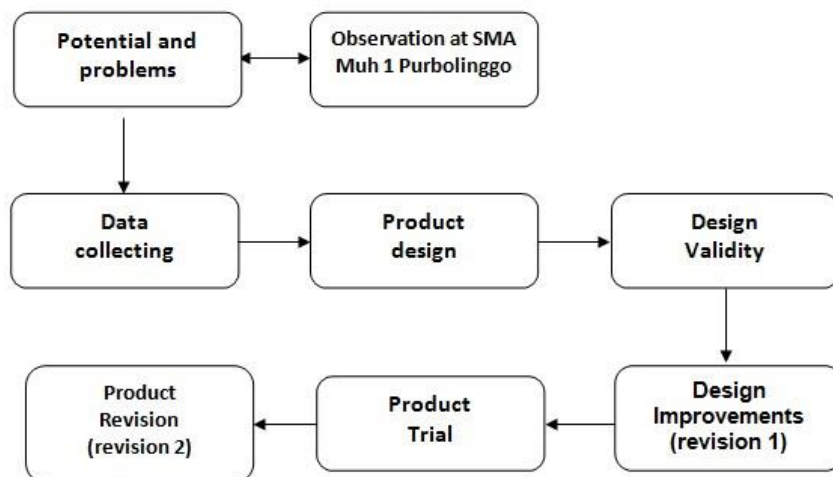
Based on the problems above, there are 2 objectives of this study (1) To find out whether Fairy Tale Comic can meet the validity criteria in the use of teaching media, (2) To know how applicable Fairy Tale Comic as teaching media in teaching Narrative Text.

## RESEARCH METHODOLOGY

In conducting this research, the researcher will utilize the Research and Development model. According to (Sugiyono, 2015), Research and Development is the research which is used to produce a certain product. Research subject in this research is Tenth Grade Students of SMA Muhammadiyah 1 Purbolinggo academic year 2019/2020. Specifically, it was the students of class 10 MIA 1 which consists of 31 students.

The researcher will adopt the theory of (Sugiyono, 2015) in conducting development procedure in this research. According to (Sugiyono, 2015), there are several stages in developing the product. (1) Potential and Problem, (2) Data Collecting, (3) Product Design, (4) Design Validation, (5) Design Improvements/revision 1, (6) Product Trial, (7) Product Revision/revision 2, (8) Trial Run , (9) Final Product Revision, (10) Mass Product. the researcher will not use the whole of procedure that conducted by (Sugiyono, 2015), it because of time and cost limitation. The procedure will be finished after completing the product revision (revision 2).

The procedure of the research can be drawn in the diagram as follow



**Chart 1.** Development Procedure adopted from (Sugiyono, 2015)

Research subject in this research is Tenth Grade Students of SMA Muhammadiyah 1 Purbolinggo academic year 2019/2020. This research is executed in SMA Muhammadiyah 1 Purbolinggo located in jl. Rawa Fatah No. 34, Totoharjo, Purbolinggo, East Lampung. The research is done in Mei – Juli

2020. In this research of development, the technique of data collecting will be Interview and Questionnaire. The data which will be obtained will be Qualitative and Quantitative data. The instrument is in the form of validation sheet and assessment sheet. The questionnaire which will be arranged is decided into 1) material expert assessment sheet, 2) media expert assessment sheet, 3) media assessment sheet for students. The instrument is arranged by adopting and modificating previous research which is conducted by (Prasetyo, 2013), (Setyani, 2016) and (Barokah, 2014) with information of alternative score *SB : Sangat Baik; B : Baik; C : Cukup; K : Kurang; SK : Sangat Kurang*. To analyze the data gained from Questionnaire, the researcher uses (1) Tabulation or data summary form assesment sheet result and (2) Calculate the average score each aspect and determine the criteria of scores

## **RESULT AND DISCUSSION**

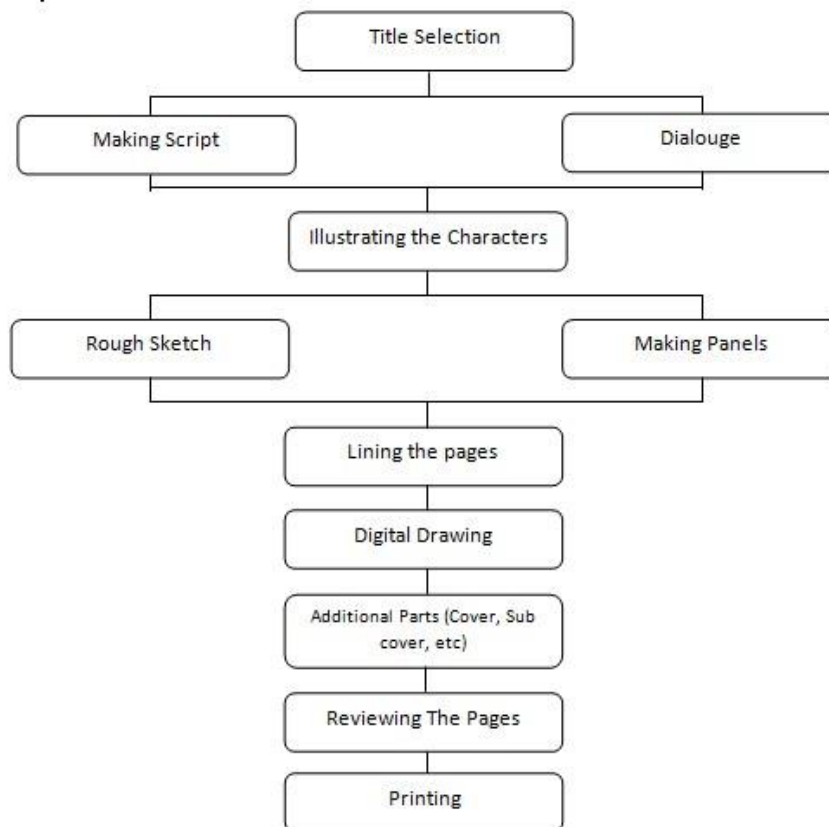
### **1. Product Development Steps**

The first stages, the researcher designed the product by collecting some stories which is form several resources, books, articles etc. After collecting the stories, the researcher started by making a story script that contains characterizations, story lines/plots and dialogues. The next stage is designing character illustrations in each stories. the next stage is making panels and word ballon in the pages.

Afterwards, the next stage was adding the backgorund. The next stage was revisiting the whole pages entirely the pages which has been fixed was scanned by CameSacanner and converted them into jpg format. The result of scanning was produced a slightly dirty look, so the pages must be cleaned using PicsArt. The cleaning process with PicsArt needed careful attention so the illustrator used stylus in editing the pages.

After editing the pages, the next stage was entering the sentences into the word ballon. In this process, the illustrator used Phonto. The sentences was taken in the script and adjust the font and size of letters. The font of the dialouges were MouseMemoirs-Regular with relative size according to the placement in word ballon.

The final stage was finishing. In finishing process, the illustrator will reviewing the entirely whether there were a part that must be coorrected or not. After reviewing was dine, perinting out the pages woould be done. In printing process, the researcher used A5 paper and 200 gsm. Based on the explanation above, the chart of the stages of making Fairy Tale Comic can be seen as follows.



**Chart 2.** The Comic Development Stages

**2. Validation Result**

Based on the validation result, it showd that the average score of validation I and II is not far away. The assessment of expert 1 gained 4,00 in validation I and 4,13 in validation II. The assessment of expert 2 gained 3,7 in validation I and 3,93 in validaiton II. It means that the score of Fairy Tale Comic is increased based on the expert and validation assessment. According to the conversion of quantitative data to qualitative data, an average score of 4.02 was obtained at the product trial stage for students, meaning that it was included in

the "good" criteria. Thus, all the results of the average score of expert validation I and II and product trial can be seen in the table below.

**Table. 1** The results of the average score of expert validation I and II and product trial

Assessor	Validation I	Validation II	Product Trial
Expet I	4	4,13	
Expert II	3,7	3,93	
Students			4,02

### 3. Product Description

The product developed was a teaching media named Fairy Tale Comic. This media was developed using procedure adaptation by (Sugiyono, 2015). Based on the types of comics by (Maharsi, 2011) Media products which was developed by the researcher is in the form of comic books. In selecting story titles, researchers used narrative text and adjusted it to the 10th grade curriculum, so as to increase students' interest in learning Narraive Texts. Some of the titles adapted are The Story of Malin Kundang; Prophet Adam. AS; True Friends. The product is printed using A4 700 gsm paper with 46 pages, 4 titles and cover. Fairy Tale comics that have been printed in the form of comic books will be given to students and teachers in learning narrative text to be tested for the feasibility of the Fairy Tale comics.



**Picture 1.** The example of Fairy Tale Comic pages Note : the original file can be downloaded here <https://drive.google.com/file/d/15ymtBqGJK-VrZFthvBfIGvHDkXaSGjx/view?usp=sharing>

### **3. Discussion**

In this research, the results of the average score of the first validation carried out by expert 1 is 4,00 and by expert 2 is 3,7. Whereas the result of the second validation score conducted by Expert 1 is 4,13 and by Expert 2 is 3,93. According to the guidelines of Likert Scale for converting quantitative data to qualitative data, the average scores of final / second validation was in Good criteria. After validating to the experts, the next step is to conduct a Product Trial.

In the development of the Fairry Tale Comic, a product trial was conducted once to students and gained an average score of 4.02. It shows that the average score of the Product trial stage is in the "Good" criteria according to the guidelines of the Likert Scale for converting quantitative data to qualitative data. From the product trial stage, there was no revision process towards the developed media. This is because there are no significant obstacles or problems found. In accordance with (Sugiyono, 2015) 's statement that a product revision is carried out if in use there are weaknesses and weaknesses. The objectives of developing Fairy Tale comics are (1) To find out whether Fairy Tale Comic can meet the validity criteria in the use of teaching media and (2) To know how applicable Fairy Tale Comic as teaching media in teaching Narrative Text has been able to be achieved.

### **CONCLUSION AND SUGGESTION**

Based on the results of research and discussion, it can be concluded that it has produced the Fairy Tale comic media developed based on the adaptation of development procedures by (Sugiyono, 2015) through seven stages of development. There are Potential and Problem, Data Collecting, Product Design, Design Validity, Design Improvements, Product Trial and Product Revision (revision 2). Based on validation I and II from material experts (expert 1) and media experts (expert 2), comic media that has been developed quantitatively and qualitatively are suitable for use in teaching and learning with each average score obtained is 4.00 (validated by expert 1 in validation I), 3.70 (validated by expert 2 in validation I), 4,13 (validated by expert 1 in validation II), and 3,39 (validated by expert 2 in validation I). So, qualitatively the entire assessment is included in the "good" criteria.

Meanwhile, the media assessment through the Product Trial stage on the students obtained 4.02. Fairy Tale comics media that were developed were able to fulfill the research objectives and to increase the variety of media used for teaching and learning process of the English language especially Narrative Texts.

The teacher should develop media in the form of comics as media variations in learning English especially Narrative Texts. Students should read the Fairy Tale comics both in learning activities in class or independently outside the classroom to increase students' knowledge and understanding of the stories in the Narrative text. For the next research, this Fairy Tale comic can be developed for another material of English (Recount text, Descriptive text etc.). It is better to have the subject of research more than one school in scoring the comic so the revision can be gained from different perspective of students. The lowest score in the validation stage is 3.70, it is better to conduct more attractive display of pages so the expert of media will be able to give higher score. In developing a comic, the next researcher should be carefully selecting and choosing the right font.

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