

DESIGNING ANTI-CORRUPTION COMIC IN TEACHING VOCABULARY

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Abstract: The purpose of this research is to design teaching material to help students in learning vocabulary with anti-corruption topic in supporting character education to students in SMA Muhammadiyah 1 Pontianak academic year 2015/2016. The completed research was implemented to the first semester of eleventh students in SMA Muhammadiyah 1 Pontianak. There were 30 students who actively involved in this research. The method of this research was development research which consisted of four phases: analyze, design, develop, and implement or called ADDI. The result of the research is a design of teaching material comic to help students in learning vocabulary with anti-corruption topic in supporting their character education. The comic was used for one class meeting on Giving Suggestion topic. On the implementation, based on the observation and feedbacks both from the students and the teacher, it was found that anti-corruption comic was usable for students in learning vocabulary to support their character education of anti-corruption on Giving Suggestion topic.

Key words: Development Research, Vocabulary, Anti-Corruption, Comic

Abstrak: Tujuan dari penelitian ini adalah untuk merancang bahan ajar untuk membantu siswa dalam mempelajari kosa kata yang berhubungan dengan topik anti-korupsi dalam rangka pendidikan karakter kepada siswa-siswi di SMA Muhammadiyah 1 Pontianak tahun ajaran 2015/2016. Penelitian ini diimplementasikan kepada siswa-siswi kelas sebelas di SMA Muhammadiyah 1 Pontianak. Terdapat 30 siswa-siswi yang terlibat aktif dalam penelitian ini. Metode penelitian yang digunakan adalah penelitian pengembangan yang terdiri dari empat tahapan: analisis, desain, pengembangan, dan implementasi atau disebut ADDI. Hasil dari penelitian ini adalah rancangan materi pembelajaran yang digunakan untuk membantu siswa-siswi dalam mempelajari kosa kata yang berhubungan dengan topik anti-korupsi dalam rangka membantu pendidikan karakter mereka. Materi ajar komik digunakan di dalam satu pertemuan belajar dalam topik Giving Suggestion. Pada tahap implementasi, berdasarkan observasi dan umpan balik baik oleh siswa-siswi maupun guru, didapati bahwa komik anti-korupsi dapat digunakan bagi siswa dalam mempelajari kosa kata untuk membantu pendidikan karakter anti-korupsi pada topik Giving Suggestion

Kata Kunci: Penelitian Pengembangan, Kosa Kata, Anti-Korupsi, Komik

As the one subject which is being taught in school, there are some difficulties faced by the students in learning English, one of them is vocabulary. The use of vocabulary is considered as difficult for students because of some reasons. First, it is difficult to find the meaning of the words, second, the pronunciation is not familiar with students, third, the use of the words in English itself, and the last is the spelling of the words (Rahmawati, 2012). In order to overcome this, teacher needs to make strategies in teaching and learning activities, so that English vocabulary can be taught easier to the students.

In order to make an effective teaching and learning process, teacher needs to be creative in supplementing students with creative materials. The use of creative material is aimed at encouraging students' involvement in teaching and learning process, so that they can learn by themselves eagerly. One of the materials in teaching is comic. Comic is an art form using a series of static image using fixed sequence. Comic defines as a term applied to a series or sequence of closely related highly stimulating drawing which differs from the ordinary cartoons in there they are not in necessarily, but some artists make them some serious, mysterious, and adventurous (Khoiriyah, 2010). The two most popular comic are comic strip and comic book. Comic strips are series of adjacent drawn images, usually arranged horizontally, that are designed to be read as a narrative or a chronological sequence and the story is usually original in this form, while comic book is a bound collection of strips, each of which typically tells a single story or a joke in a few panels or else a segment of a continuous story (Kunzle, 2014).

The use of comic in second language classroom is beneficial for students (Nigay, 2005). In addition, comic is also used to motivate students in learning (Yang, 2003). The comic format is a powerful combination of discursive skills, artistic creativity and expression (Bitz, 2004). Sones (cited in Drolet, 2014) conveyed that comic seem to employ a form of visual language that is almost universally understood (Drolet, 2010). It can be used in any age group of learner level because it shows a real dialogue and culture (Davis, 1997). Because of their interplay of visual and words, they are accessible to non-native speaker of English.

Comic provides at least three beneficial functions for ESL learners, they are; (1) a good medium to demonstrate common aspect of spoken English (Neil, 1995), (2) effective material for improving reading comprehension (Liu, 2004), and helping students to recall efficiently in reading activity (Merc, 2013). In its practical, comic can also give more beneficial for ESL regarding on what skill will be focused to the students.

Based on the pre-observation made in SMA Muhammadiyah 1 Pontianak class XI academic year 2015/2016, it seems that the teacher seldom taught using teaching media like comic. Regarding to this, the writer has designed an anti-corruption comic as a supplementary material for the teacher to teach both of vocabulary and anti-corruption to support character education at the same time. In this research, the writer

designed the material of ADDI which stands for *Analyze, Design, Develop, and Implement*. This may solve the problem in teaching-learning process by using a learning product. The use of ADDI can facilitate the complexities in learning environments (Branch, 2009). In analyze phase, this is to identify what the schools, teachers, or students need in teaching-learning process. After knowing the needs of learning, next is to design the learning product. In develop phase, it is used to generate and validate the learning resources. Then, it can be implemented and evaluated to know whether the product is effective or not. This concept can help what the teachers and students need in learning process.

METHOD

The researcher was using Research and Development method to develop new product to solve the problem. The writer decided to choose ADDIE model by Branch (2009) which is consist of *Analyze* phase, *Design* phase, *Develop* phase, *Implement* phase and *Evaluate* phase. But, in this research, the researcher will conduct the steps of ADDI without having the *Evaluate* phase. Analyze phase was the first step where the researcher observed students' condition on their learning process in the classroom. Design phase was the step where the researcher decided what topic and what type of comic that would be developed. In the develop phase, the researcher started to develop the draft into the real section of the comic. In the implement phase, the comics were tried to see whether there were some errors with the grammar, the vocabulary, the interface, the material as well as the writing and other technical problems. The researcher tested the comic by himself and then asked the students to use it to know whether they were motivated in learning "Giving Suggestion" by using it or not.

The object of this research was the sample comic as material to support vocabulary in giving suggestion at class XI MIA 1 SMA Muhammadiyah 1 Pontianak in academic year 2015/2016. Respondents were needed to give suggestions for the improvement of the media. They were students and teacher of SMA Muhammadiyah 1, and also researcher peer friends. The researcher did the interview and observation as a technique. Interview was used in the Analyze phase to know the problems of the teacher, students, and school faced about the teaching and learning process, and the problem faced by the students and teacher in learning suggestion material. Observation was used second time, first, in the very beginning step in the Analyze phase and second in the implement phase where the comic were implemented to the student through teaching activity.

The tools of data collecting in this research were interview sheet, field note, and camera recorder. Teacher's interview was needed to make sure the problem in the classroom and to know the use of media in teaching and learning process, field note was required since it was used to write the condition of students in their learning process and camera recorder was used on the implementation process to take pictures and videos of students while they were having their task in learning through comic. After getting the data, the researcher used descriptive analysis to analyze those data.

The writer analyzed teacher response from interview and from student's interview and described those data in form of descriptive analysis.

FINDING AND DISCUSSION

Finding

Analyzing Phase

In *analyze* phase, the researcher analyzes the students and teacher condition in order to find problem and way to solve it. The analysis of the learning condition is needed related to the product that will be design to solve the student's problem.

Analysis of Students Condition

This research was conducted for eleventh grade students in SMA Muhammadiyah 1 Pontianak. The grade eleventh has six class, consisted of three class of science and three class of social. The learning process starts from 07.00 until 13.30, while the average age of students are 15-17 years old. The class itself consisted of 30 students. Based on the observation before, the book- there are several books that students used, main book and coursework- which were used were given by the government. The curriculum used by the students was curriculum 2013 where they used curriculum KTSP beforehand. There were some problems found from the students. Firstly, they liked to disturb one another while learning. Secondly, some of students were lack of vocabulary.

Analysis of Teacher Condition

In reading comprehension, there were some weaknesses uttered by the teacher regarding to the teaching and learning process. First, some materials were too monotonous, and affect students' motivation in learning. Based on the interview, the more attractive and colorful material given, the more enthusiasm students will. Materials like comic will be needed by the teacher as a supplementary material in teaching and learning process, because it is easy to understand. That is why, the appropriate material will result the good outcome in students' comprehension, and also helping them to understand more and deeper.

Analysis of learning suggestion through comic

Based in the interview to the students, some of them were liked to read comic before, but they felt difficult to find comic as a material of learning. The comic that they usually read were commonly entertaining comic from Japan. In the implementation, some students are enthusiastic when they were doing the task about giving suggestion through the comic. They said that comic which is containing moral values are good for them to learn, because it is not only taught about the subject only but also the character for them.

Conclusion of the analysis

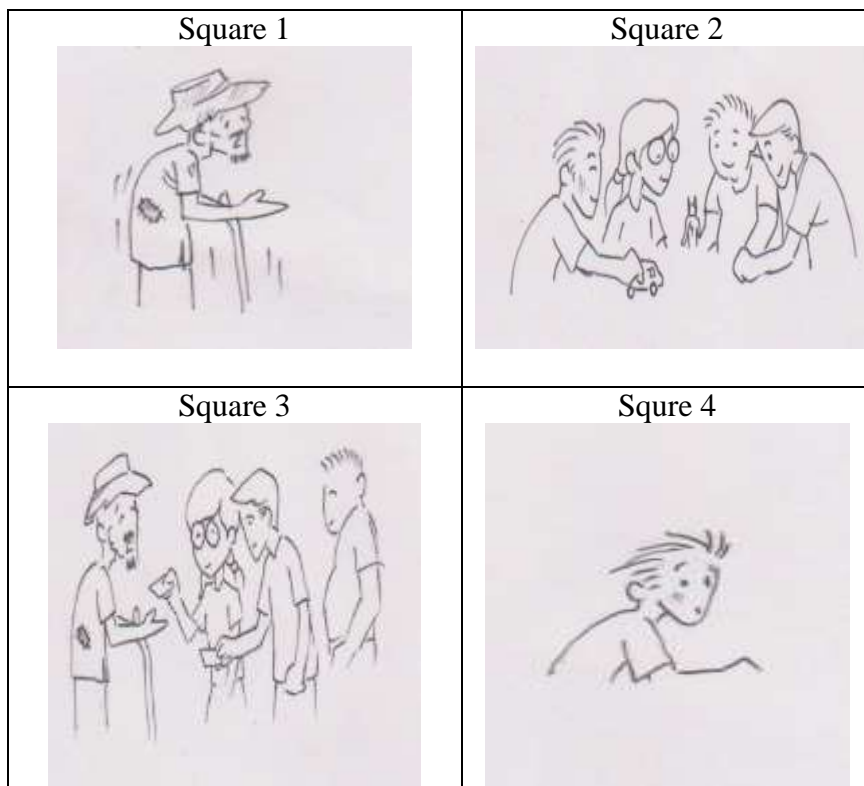
Based on the analysis and the problems above, the teacher needs the learning material to support students' reading comprehension. In addition, the moral value that is contained in curriculum 2013 is very important to be emphasized in the learning material. The problems and the observation from the researcher will be a consideration to make the material. Finally, anti-corruption comic will be a suitable

solution to overcome students' problem, since it is simple, effective and interesting for students. It can be used anywhere and anytime as a supplementary material.

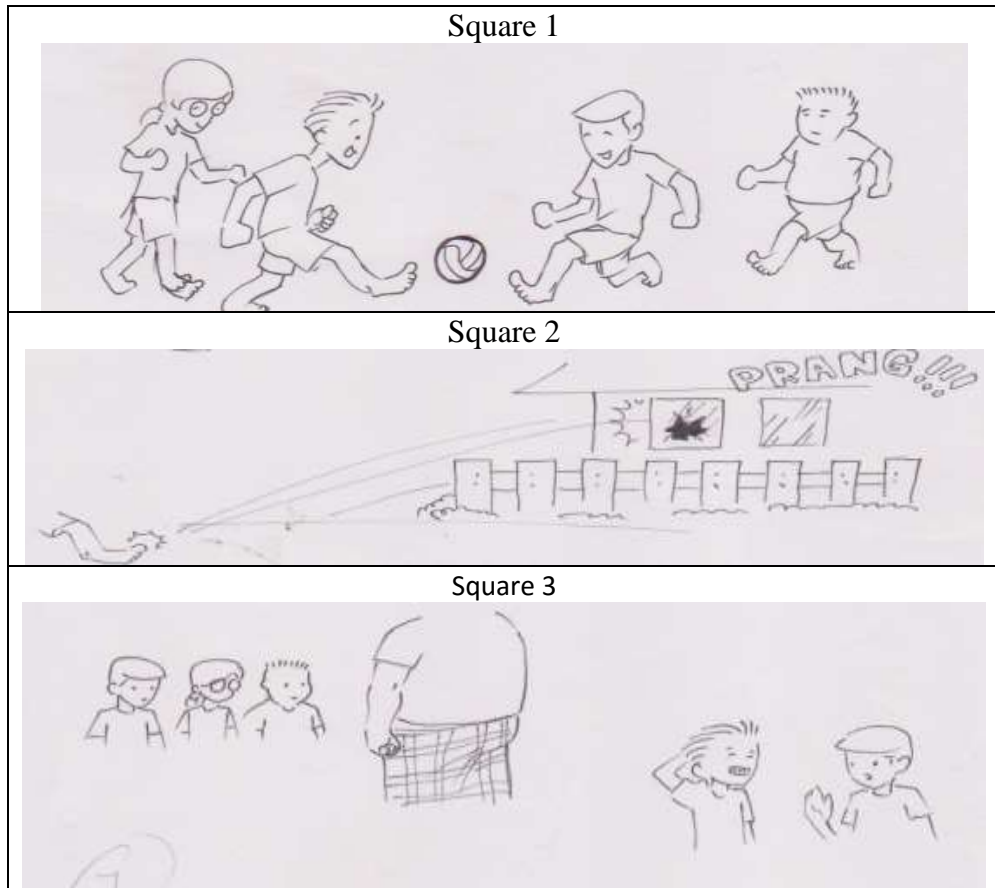
Design phase

In *Design* phase, the researcher design concept of the material that will be developed. The researcher decided what topic and what kind of topic and pictures suitable for the comic. After considering the things, giving suggestion was selected as a topic to be taught through the comic since it is appropriate with the syllabus and curriculum for eleven grade students in the first semester of SMA Muhammadiyah 1 Pontianak.

The pictures of the comic were made by researcher team called KAKI (Komik Anti Korupsi Indonesia) by considering the ethics and the norm related to the students. The pictures were made by using pencil drawing Wacom, and then edited by using Adobe Photoshop. In the design phase itself, the picture was painted based on its template without having any editing process such as coloring. The templates of the comic were divided into three until four squares, where they are the common form of comic strip. The sample of comic square will be like the two pictures bellow:



Picture 1



Picture 2

The researcher also followed the guideline in designing the material from (Richard & Rodgers, 2001) in conducting this research; they said design is level of method analysis in which we have to consider some aspects as follow:

Learner Role

To design the new material we have to consider the learner role regarded the material. This is seen from the types of activities learner carry out, the degree of control learner have over the content of learning. In this comic the learner role is as a reader. After reading the comic, they need to discuss it with their friend about the story about. They concluded by themselves what are the moral values contained on the comic.

Teacher role

Learner role in and instructional material are aclosely connected with the teacher status and teacher role. Teacher role are similarly related ultimately both to assumption about language and language learning at the level of approach. In this comic the role of the techer is as the facilitator. The teacher should distribute and

giving explanation about the material given. The teacher should motivate and monitor the students when they are reading and discussing the comic.

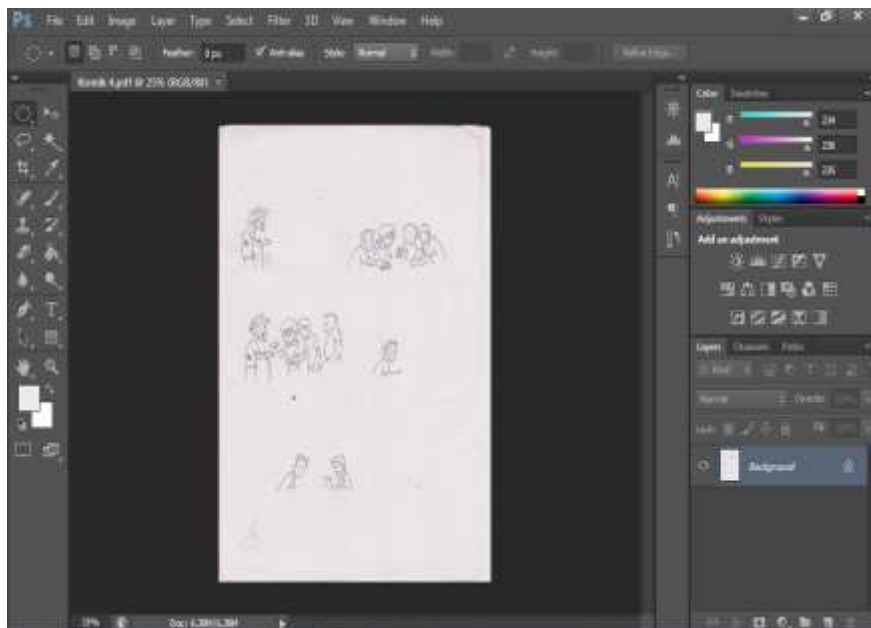
The Role of Instructional Material

The role of instructional material within a method or instructional system will reflect concerning the primary goal of the material such as to present content, to practice content, to facilitate communication between learners or to enable the learner to practice the content without the teacher's help. The role of instructional material here is as supplementary material to support students in learning reading and moral values of anti-corruption.

Develop Phase

The next phase is *Develop* phase where in this phase the researcher developed what had been done in design phase. After making the basic pictures, the process of editing was done in this phase. The student's characteristic as an intermediate learner will be considered in developing this comic. The material was developed based on the appropriate syllabus, curriculum and based on contextual learning approach. The contextual approach was taken into account since the material will present the general characteristic and behavior of people around the students' environment.

In the *Develop* phase, the researcher colors the pictures with Adobe Photoshop. The pictures were colored based on the condition of the pictures itself. The researcher puts various colors in the comic, so that it will not be monotonous.



Picture 3

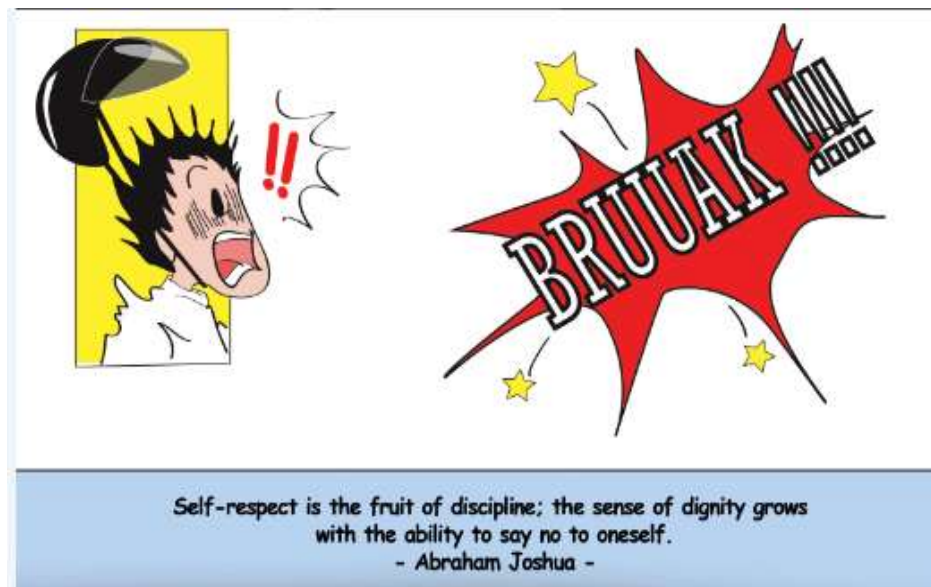
After coloring the pictures, the next process is editing. Editing process started by giving the title and text on the conversation bubble. The conversation was

dependent on the context they are talking about. The diction and context was important since it will direct the story of the comic itself. The ethical context will be put into consideration in this phase, because the misunderstanding word may be interpreted differently by the student. The design of this phase is like the picture below:



Picture 4

After coloring and editing the whole picture, the last step was putting the expert quotation to support character education. The quotation was aimed to emphasize the character education contained in the comic. In this mode, the quotation was put on the bottom of the comic. The sample of quotation is like the picture bellow:



Picture 5

Implement Phase

The fourth phase of ADDI process was *Implement* phase. The purpose of *Implement* phase is to prepare the learning environment and engage the students (Branch, 2009) In this phase, the materials that had been made was implemented. The researcher implemented the comic in SMA muhammadiyah 1 Pontianak class XI Science 1. There are 30 students in the class with the equal composition between boy and girl students.

The topic being discussed in the implementation is “Giving Suggestion”. The topic was raised based on the curriculum and syllabus that is being used by them, curriculum 2013. The activity started from associating students with the topic that would be discussed. This activity was purposed to prepare the students to be ready to learn. Then, questioning was the second part after associating. The students were given some questions relates to the topic. After all of the students engaged with the topic, the researcher gave the comic to all of the students and asked them to make a group consist of four until five students. They were asked to discuss the topic on the comic and find the difficult words based on it. After that, they were asked to answer the question given by the researcher and finally each group needed to present the topic they were discussed based on the comic they read before. The affirmation about the material and the moral values were done at the end to make sure that all of the students were understand about the topic being discussed. After the class, the interviews were done to the students to give some feedbacks to the researcher.

Generally, the steps in implementing this comic were like this;

1. The researcher divide the students into several groups of students
2. The researcher asked the students to write on a piece of paper about their last mistake they had done anonymously.
3. The researcher asked the students to give their suggestion for themselves on the other piece of paper.
4. After collecting the paper, the groups were given the comics by the researcher. The comics were distributed to be discussed.
5. The students are required to read all of the comics and found the difficult words on it in the dictionary.
6. After that, each of groups explain their own comics story to another,
7. The rest of groups were giving their thoughts about the moral values contained on the comic
8. The last, the researcher repeat to read the comic and its meaning, and emphasize the moral story to the students.

Based on the overall observation, the students were feeling happy reading and discussing the comic with their friends. They were very active in presenting their ideas regarding to the comic they read, and they said that it was the first time they learn English by using comic as a media.

Discussion

The researcher developed anti-corruption comic in this research because of the learning problem in seventh grade students of SMA Muhammadiyah 1 Pontianak. The learning problems were lack of vocabulary from the students, the monotonous of learning material got from the students, and also the importance of anti-corruption values in supporting curriculum 2013 objective. As the result, researcher provided a solution for that problem regarding to this, which is anti-corruption comic in teaching vocabulary to students. The method of this research is development research. The process of development of this research consists of several phases; they are analysis phase, design phase, development phase, and implementation phase.

In *Analysis* phase, some of learning problem was gathered by observation and interview with English teacher. The result of the analysis phase was the analysis of the learning problem as the basis to design a solution of the learning. The *design* phase determined the elements of the material in the learning that are objective of the comic, the material with curriculum connection, Richard & Rodgers said the roles of the learner, the role of the teacher, and the role of the material was considering in designing the material (Richard & Rodgers, 2001). In addition, the first draft of the comics were making in this *design* phase.

In *Develop* phase, researcher developed the model of the comic. The Adobe Photoshop was selected as an application to edit the comic. The reason of using Adobe Photoshop because it is easy to use and it provide various color and technique to be implemented to the comic. In this phase, the conversation bubbles were made and the color is putting to the comic. In this phase, the guideline of designing material from the expert was also implemented, that should be authentic, flexible and attractive (Howard & Major, 2005). Based on those experts, it is certainly true that a good learning media is not only communicating the information but also able to catch students attention in learning. In developing the game, this idea was also become the main consideration.

In the *Implement* phase the researcher found that the students are attractive with the material and they can use it independently. In this implementation, researcher used observation and interview in collecting the data. The specific goal of this implementation is to test whether the comic is usable or not by the students. The result from implementation to the students, there are some aspect need to revise such as the clearer instruction, the bigger picture and the more various colors.

CONCLUSION AND SUGGESTION

Conclusion

First step in this research is analysis phase, in analysis phase the researcher observe the students problem during the teaching learning process. The researcher found that student doesn't have enough motivation to learn because there is no interesting media used by the teacher. The teacher used monotonous media and it makes the students feel bored. Moreover in listening comprehension the students need extra attention to understand the meaning from the audio. It makes the students

need a media which able to support them in listening in fun way and easy to access. Based on those problems the researcher decides to develop new material for the students in supporting their listening comprehension in order to solve the problem.

In this game the learner role is as an individual player, they have to follow the instruction in every step of game activities. They can choose which game activities they want to play. They have to use their listening ability to listen the recording carefully in order to finish the game. The role of the teacher is as the facilitator. The role of instructional material here is as supplementary material to support students in listening comprehension by games activities in listening.

The game application was designed in various types of listening activities. They are choosing game activity that consists of ten questions, true false activity that consist of five questions, fill in the blank pages with ten questions and guessing job that consist of five questions. This game was design as supplementary material, so the students can used it independently by them wherever they want. It automatically helps the teacher solve the limit of time in teaching learning process to make the students mastery describing people topic. Through the game application the students learn and playing at the same time. They have to use their listening skill to understand the question from the game in order to finish the game. The result of the media expert evaluation is 4 that is classified as feasible to be used as instructional media.

Suggestion

After the entire step in this research has done, the researcher would like to give suggestion for the students, teacher and next researcher regarding this research. In the learning process the students should have enough motivation to follow learning process in the classroom. They have to feel relax and fun, it helps them easier to understand the material. The teacher should be creative and able to exploit the multimedia tools which already prepared in the school. Hopefully the teacher also will be distributing the game application for other students in another class.

Suggestions for the next researcher regarding development research of multimedia learning product are firstly they have to draw the complete design for the product. Draw the complete design of the product is very helpful because it will retrench the time. If the researcher would like to design game application in learning, the researcher suggests to using game maker studio software program. It is because game maker studio is the easiest software program in making a game with drag in drop technique. The tutorial in using this software program also able to see in the internet or you can read the book about game maker studio because it's already provided with complete book tutorial with picture. The researcher hopes there will be the next researcher who can implement and develop the game in order to create fun way and discard monotonous teaching learning process that able to use in the classroom or outside the classroom.

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