

IMPROVING STUDENT'S CAPABILITY IN MAKING SIMPLE DIALOGUE

USING COMICS FOR EIGHTH GRADE AT SMP JATI AGUNG

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Abstrak: Penelitian ini bertujuan untuk mendeskripsikan hasil belajar dalam membuat dialog sederhana tentang perhatian sebelum dan sesudah menggunakan komik sebagai media dalam kelas VIII B di SMP Jati Agung. Penelitian ini merupakan penelitian tindakan kelas dengan metode penelitian kualitatif. Dalam tindakan kelas ini penelitian yang menggunakan dua siklus karena siklus kedua telah terlihat peningkatan dalam kemampuan menulis siswa. Sebelum menggunakan komik sebagai media dari 34 siswa hanya 5 siswa yang sesuai dengan kriteria ketuntasan minimal (KKM). Setelah menggunakan komik sebagai media, hasil yang terlihat adalah peningkatan keterampilan menulis siswa. Hasil penelitian menunjukkan bahwa 85,3% siswa mendapatkan nilai sangat mampu dan 14,7% mendapat nilai cukup. Nilai siswa meningkat setelah penerapan komik dalam belajar membuat dialog sederhana. Penerapan komik yang ditunjukkan dalam membuat dialog sederhana tentang perhatian dapat memberikan stimulus kepada siswa untuk meningkat nilai.

Kata kunci: Dialog, *attention*, media, komik.

INTRODUCTION

Learning English at Junior High school targeted so that learners can achieve the functional level to communicate orally and in writing to solve daily problems. Of the 4 above skills, learning writing skills were less able to function properly.

Based on Ministry of Education and Culture on 2016 The teaching of languages, including English teaching should focus on improving the competence of learners to be able to use the language in achieving the goals of communication in various contexts, both oral and written. One approach that focuses on improving the competence of learners to use the language that had learned in a variety of communication purposes is a teaching

text-based. This learning is learning which refers to the function of language and its use, which is a unity of meaning both oral and written. As for the meaning of the text is the unity of meaning which can consist of a single word as the word 'stop' on the roadside, the phrase 'no smoking', one sentence in the form of an announcement to a book. Thus, the genre-based learning is very relevant to be applied. Referring to the formulation of the Core Competencies for SMP / MTs, learning is designed to provide experience in the use of texts in English to understand and apply knowledge of factual, conceptual, and procedural related phenomena and events looking eyes, through speaking, listening, reading, and writing in the realm of the concrete.

In general competence of English SMP / MTs is the ability to communicate in three types of discourse, (1) interpersonal, (2) transactional, and (3) functional, orally and in writing, at the level of functional literacy, to carry out a social function, in the context of life personal, social, cultural, academic, and professional. Students are guided to use various forms of text for basic literacy needs, with a structure which is acceptable in a coherent, cohesive and elements of language appropriately. One of the Basic competencies and material English a must-have in SMP / MTs. Is Competence 4.1 Preparing text interpersonal interactions oral and written very short and simple that involves action seeking attention, check for understanding, appreciating the performance, as well as ask and express opinions, and responded by observing the social function, the structure of the text, and the elements of language are correct and appropriate context.

In achieving competence 4.1, especially in preparing the text which involves action seeking attention, understanding checks are done only by using the media blackboard, books as media and teachers just talk, students scored less satisfactory because it has no description of the idea of writing dialogue. This is obtained from the results of the pre-action test in class VIII B when learning materials attention, students must got mark 80 if they want got suitable with minimum completeness competence (KKM), 3 students got under minimum completeness competence (KKM), 2 students got suitable with the minimum completeness competence and 29 students above minimum completeness competence (KKM).

From these results the researcher intend to conduct research with formulate difficulty learners in making simple dialogue about attention. If the teacher uses or may

choose the correct media in learning, especially in the conduct of attention material, students will be more interested and easier to understand.

Media as something that can be used to deliver the message and the message sender to the receiver, so as to stimulate the mind, feelings, concerns, and interests as well as the student's attention, so the learning process go on effectively and efficiently as expected (Sadiman, et al., 2002: 6). Ibrahim (1991: 24) suggests some guidelines that can be used to select the media, among others, (1) before choosing the medium of learning, the teacher must be aware that none of the most excellent media to reach all destinations. each medium has its advantages and disadvantages. the use of various instructional Media arranged harmoniously in the learning process will streamline the achievement of learning objectives, (2) the selection of media should be done objectively, that is actually used by the base consideration the effectiveness of student learning, not for pleasure teachers or simply as a distraction, (3) media selection should pay attention to the terms (a) suitable to the learning objectives to be achieved, (b) the availability of media materials, (c) the cost of procurement, and (d) quality or quality technique.

Based on the above description, the researcher is trying to motivate students to improve description and ideas so it is expected that learners can increase the capability to make a simple dialog about attention with combining images and words contained in comics. Learners will be able to make sentences even dialogue about attention based on the comic strips that are provided. Comic will facilitate students in learning and understanding how to make a simple dialog and of course interested to learn. Using comics as a media can improve learners capability in making a simple dialogue about attention especially to class VIII B in SMP Jati Agung. Therefore, the researcher takes the title "Improving Student's Capability in Making Simple Dialogue Using Comics for Eighth Grade at SMP Jati Agung".

REVIEW OF RELATED LITERATURE

Dialogue is a conversation between two people or more or dialogue can be interpreted as an in-depth communication with high levels of high quality and that includes the capability to listen and also share each other's views. In this case the dialogue in question is writing a conversation between two people or more. According to Big Indonesian Big Dictionary (KBBI) dialog is 1) conversation, 2) Creation that presented in

the form of a conversation between two characters or more. In Indonesian dictionary we are dealing with two terms, namely, (1) conversation in a drama or story, and (2) papers presented in the form of a conversation between two characters or more. Observing the two definition of the dialogue, we can formulate that a dialogue or conversation is the use of language directly in conversation either Speaking and writing. In the language written, sentences that used are direct speech with fitted quotation mark as opening and closing the conversation. It is found in the text of short stories, a novel, or romance. Being in the drama, dialogue is equipped with colon after naming character.

Simple dialog in this case is similar with short. According to Indonesian Big Dictionary (KBBI) third edition Simple is Medium; unpretentious, it is no exaggeration; not too complicated, not many ropes. According to Indonesian Big Dictionary (KBBI) fourth edition Simple is 1 understated; it is no exaggeration; 2 medium. According to Oxford advanced learner's dictionary of current english, Simple 1 easily done or understood; not causing difficulty: a simple task/sum/problem/answer.

Instructional Media in general is a tool of the learning process. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of students so as to encourage the process of learning. This limitation is quite extensive and includes in-depth understanding of resources, the environment, human and methods used for the purpose of learning / training. Meanwhile, according to Briggs (1977) learning media is the physical means to convey the content / learning materials such as books, movies, videos etc. Then, according to the National Education Association (1969) revealed that the learning media is a means of communication in the form of print and view, listen, including hardware technology.

Comics is a visual medium used to express ideas via images, often combined with text or visual information. Comics frequently takes the form of juxtaposed sequences of panels of images. Often textual devices such as speech balloons, captions, and sound effects ("onomatopoeia") indicate dialogue, narration, or other information. Elements such as size and arrangement of panels control narrative pacing. Cartooning and similar forms of illustration are the most common image-making means in comics; fumetti is a form which uses photographic images. Common forms of comics include comic strips, editorial and gag cartoons, and comic books. Since the late 20th century, bound volumes such as

graphic novels, comics albums, and tankōbon have become increasingly common, and online webcomics have proliferated.

PURPOSE OF STUDY

The purpose of the research are:

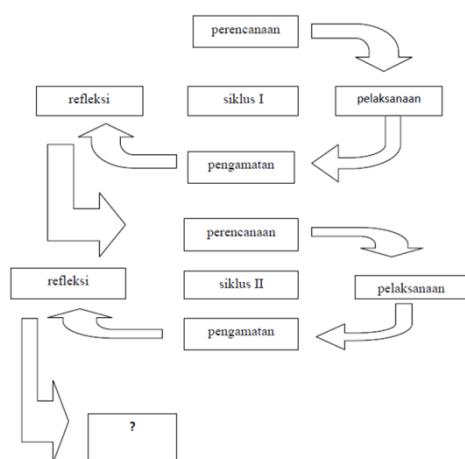
1. Describe the capability of students about create a simple dialogue about attention after using the media comics in class VIII B in SMP Jati Agung
2. Describe the factors that support learning out come in making simple dialogue about attention in class VIII Bin SMP Jati Agung

RESEARCH METHOD

Research Design

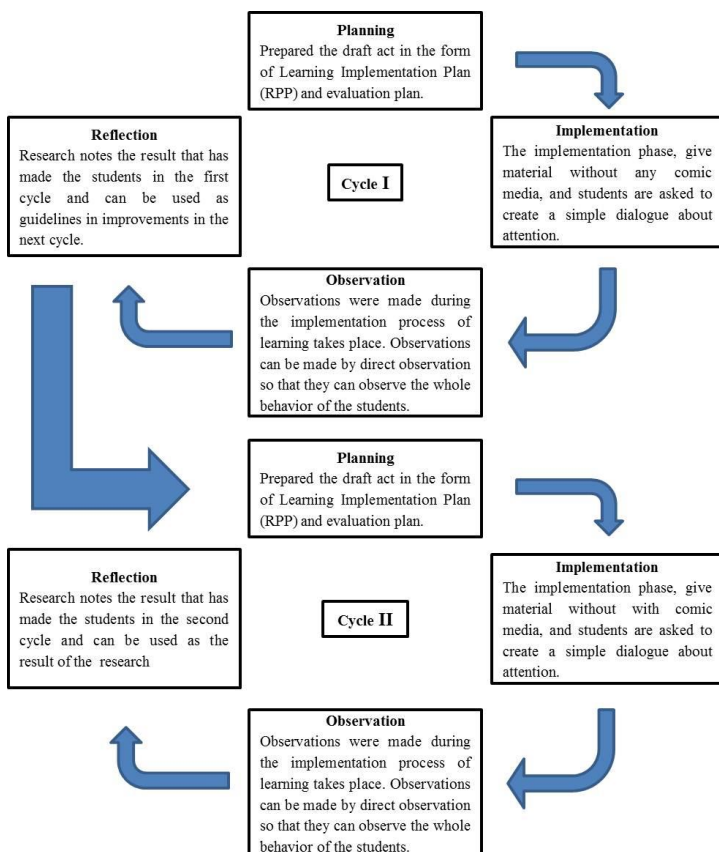
The research is a classroom action research with qualitative research methods. Methods of qualitative research is a research method that is based on the philosophy postpositivisme used to examine the condition of the object that is natural, where researcher are a key instrument, sampling the data source is taken with purposive and snowball, data collection techniques with triangulation (combined), data analysis is inductive or qualitative and the results qualitative research further emphasize the significance of the generalization.

In this study, the cycle is used to determine the level of students' abilities change before and after the use of comics in an effort to improve the capability to make a simple dialogue about attention in class VIII B of SMP Jati Agung. According Arikunto (2012: 16), there are four stages commonly passed, namely (1) planning, (2) implementation, (3) observation, and (4) reflection. The models of these stages are as follows.



Picture of Model Class Action Research Source: Arikunto (2012: 16)

In this classroom action research used two cycles. It is because the second cycle has looked to an increase in students' writing.



Picture of Implementation Model Class Action Research Source

The process in each cycle is divided as follows.

1. Process Cycle I

Process cycle I was conducted in four phases: planning, implementation, observation, and reflection. The fourth phase is described as follows.

a. Planning

In the planning phase, prepared the draft act in the form of Learning Implementation Plan (RPP), an evaluation plan in the form of tests to measure and determine the capability of students to make a simple dialogue about attention, completeness prepare instruments and other research tool.

b. Implementation

The implementation phase, give material without any media, and students are asked to create a simple dialogue about attention.

c. Observation

Observations were made during the implementation process of learning takes place. Observations can be made by direct observation so that they can observe the whole behavior of the students.

d. Reflection

Observation, research notes and results in creating a simple dialogue about the attention that has made the students in the first cycle can be used as guidelines in improvements in the second cycle.

2. Process Cycle II

Implementation of the second cycle is a reflection of the first cycle to improve students' writing skills in terms of making a simple dialogue about attention. Similar to the first cycle, the second cycle is divided into four phases, including planning, implementation, observation, and reflection. However, there are differences in terms of implementation and assessment or the test material, when providing materials and tests helped with the comic.

The place, Subject, and Research Time

These researches carried out in SMP Jati Agung. The research place were selected because researcher discovered a problem concerning the lack of students' capability to make a simple dialogue about attention and this location is where the researcher teaches. Subjects in this study are students of class VIII B of SMP Jati Agung. The number of subjects taken are 34 according to the number of students in class VIII B. The research was conducted in the first semester of academic year 2016/2017. The research was conducted for approximately 2 months are August and September 2016. Before the study began, the researcher begin with an observation to find problems in the learning process. Preliminary observations conducted on August 30, 2016. The implementation of the first cycle on September 6, 2016. Cycle II was held on September 17 2016.

Instrument Assessment

1. Observation Sheet

Observation sheet is used to record the behavior of teachers and students in teaching and learning in the classroom. Here is shown the learning process observation sheets

teachers in learning making simple dialogue about attention in class VIII B of SMP Jati Agung Sidoarjo.

2. Questionnaire

The questionnaire is an instrument that contains the questions posed to students to obtain data on activity to make a simple dialog of attention in the classroom. This questionnaire consists of two questionnaires, the questionnaire pre-action and post-action.

Techniques of Data Collection

1. Observing the level of activity of students during the learning process. Activity of students during the learning process are noted in the teachers journal in the first cycle and the second cycle. Observing the activity of students in the first cycle carried out in the first meeting on September 6, 2016 and then observing the activity of students in the second cycle at the first meeting held on September 17, 2016. The researcher writing students activities on the sidelines of the learning process. The researchers write liveliness and enthusiasm of students.
2. Distribute a booklet for students to work. Booklet it mean worksheet.
3. Ask the students about difficulties experienced of the material when the learning process.

Sources of data obtained from the value obtained by the students before and after the action.

RESEARCH FINDING AND DISCUSSION

Research Finding

Pre-action

Implementation pre-action conducted on Monday, August 30, 2016 was attended by 34 students. In the implementation of pre-action comic has not been applied. In the process of teaching and learning activities, the researcher acted as a teacher.

Action

Implementation of action research in class VIII B in SMP Jati Agung in learning to make a simple dialogue about attention by using media comic conducted in two cycles of

the first cycle (September 6, 2016 – September 10, 2016) and the second cycle (September 17, 2016 - September 19, 2016).

a. Cycles I

The process of implementation the first cycle is designed with matching the design of Learning Implementation Plan (RPP).

1) Planning Cycle I (Friday, September 2, 2016)

The planning of cycle I arranged for the preparation plan that relating to the implementation of action that imed to improving students' skills in making a simple dialogue about attention. Implementation of action research plan cycle I are

2) Implementation cycle I

On the implementation of the learning process is done in two meetings. The first meeting (September 6, 2016) and the second meeting (September 10, 2016)

3) Observation Cycle I

Cycle I, which has been implemented in two meetings at English lessons time with 160 minutes (4 hours of lessons). In the implementation of the first cycle at each meeting, there was one observer who is a teacher at SMP Jati Agung that observe the learning process and the implementation of actions carried out, both in the activities of students and teachers.

Lesson plan (RPP) used has been modified into instructional design. There were changes when the learning process begins but the expected results are still less than the maximum because there are still found less values than the minimum completeness criteria (KKM).

4) Reflection cycle I

On the results of qualitative analysis found that of the four types of error, which is the most common mistakes made by students is a grammatical error. Errors that not found in the first cycle was an error on the authenticity of the writing aspect. Comparison of results pre-action and the first cycle showed that there is an increase in students' capability to make a dialogue in which a number of students who reach minimum completeness criteria (KKM) increased from five to nine students.

b. Cycle II

The process of implementation of the second cycle is designed to match the design of Learning Plan (RPP) were combined using comics as media. Implementation of the second cycle has little difference with the first cycle of which in the addition of new instruments, it is the use of comics because the results of the first cycle, the dialogue has not been written properly in accordance with the topic of discussion.

1) Planning Cycle II (Tuesday, September 13, 2016)

Planning stage in the second cycle aims to improve students' capability to make a dialogue about attention that was lacking in the first cycle and increase the value. Planning the second cycle is divided into three stages is quite similar to the first cycle only added comics as a media.

2) The implementation of the cycle II

Implementation of the second cycle has similarities with the first cycle, the students are given the material of attention briefly and clearly. The first meeting on Saturday, September 17, 2016 and the second meeting on Monday, September 19, 2016.

3) Observation Cycle II

Observation of the second cycle is the same as those carried out during the previous cycle, in the subjects of English the time allocation is 160 minutes (4 hours of lessons).

On the implementation of the second cycle, teachers showing comic strips that featured in papers and slides. When given a comic image, seen enthusiasm of the students to the media and they observe and write dialogue estimate that may occur in the comic situations. Giving this comic aims to facilitate students bounce ideas off. From the essay dialogue 34 students who participated in the second cycle, the most common mistakes that found is the elections aspects especialy grammatical tense, but it is not an absolute mistake contained in a dialogue but just a few sentences.

4) Reflection Cycle II

From the results of the second cycle can be found that of the four types of mistake in the second cycle is equal to the first cycle, but the percentage is much less than the cycle I.

Comparison of Student Learning Evaluation Results

a. Results of the questionnaires

From the questionnaire results after the implementation of the second cycle can be seen that the statement "Saya senang melakukan kegiatan membuat dialog sederhana tentang Attention dengan bantuan media komik yang diterapkan oleh guru" (I am happy to do an activity to make a simple dialog about Attention with the using comic as media applied by teachers) from 34 students, 24 students stated strongly agreed and 10 students agree. Another example is the statement "Diterapkannya media komik memudahkan saya dalam membuat dialog sederhana tentang Attention" (The implementation of the comics media enabled me to create a simple dialogue about Attention) from 34 students, 22 students stated strongly agree, 11 students agree, and one student hesitated. This indicates that the application of the comics as media is more effective than the lecture method in developing the students'.

b. Comparison mark on Pre-Action, Cycle I and Cycle II

Comparison of the results of the evaluation are listed in the table above shows the acquisition mark of the students during classroom action research conducted. It appears that the average mark increased in each cycle are held. Based on the acquisition mark of the individual student appears that some students in the first cycle and the second cycle get constantly mark. This means that increasing students' capability to write dialogue using comics as media is successfully implemented in making a simple dialogue about attention.

Discussion

The capability of Students create a simple dialog of attention after the comic used in class VIII B of SMP Jati Agung.

Before using comics as a media from 34 students only five students that suitable the minimum completeness criteria (KKM). Which mean exceeding the defined mark that is

80. The results of the first test (pre-action) showed that the results of the students dialogue still found many mistaken.

The capability of students to make a simple dialogue about attention after using comics as a media in the second cycle, the results that seen is increasing students' writing skills. The results show that 85.3% of students were able to got a good mark and 14.7% got enough.

The factors that support the results of the evaluation study

The factors that support the results of the evaluation study are as follows.

1. Use of comic as media that is displayed can improve student attention on a new material. Increased student attention it is because there is stimulus provided in the form of comics. Comic strips provide traction in learning, especially in making a simple dialogue about attention is easier for students to come up their ideas that they have in mind so it can be easily stated in writing.
2. The motivation provided by the teacher when the student is difficult to start making dialogue that match the topic that related with attention material. Motivation aims to foster the spirit of students in thinking critically to start creating a dialogue about attention.
3. The repetition of material with the aim to further remind of students for making simple dialog. Repetition of the material provided on a regular in the explanation about the expression and the use of the attention sentence in the essay of dialog about attention can help students understand the sentence patterns that exist in their dialogue.
4. The presence of reinforcement in the form of repetition of material, writing workshops and teacher reward are gives a good response so there is an increase in the results of the writing student dialogue.
5. The emergence of interest students to write their own dialogue with imagination developed after seeing the comic shown.

The five factors that influence evaluation results of student learning can be seen in the dialog student essay that increased after application of comics in learning to make a simple dialog that requires students to display the expression of attention on the dialogue.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research that has been discussed in previous chapters, conclusions on the outcome of research related to students capability in making a simple dialogue about attention are as follows.

1. Before using comics as a media from 34 students only five students get the mark that matches with the minimum completeness criteria (KKM). The mark of minimum completeness criteria (KKM) to be obtained by the students is 80. The results of the first test (pre-action) showed that the results of the students dialogue still found many mistakes, which is contained in the aspect of suitability with the contents of the topics, the aspect of the text sequence, the aspect of election grammar, and the aspect of writing neatness must be give more concern in the future. The main thing that is often be concern is the aspect of election grammar that students often make mistake.
2. The capability of students to make a simple dialogue about attention after using comics as a media in the second cycle, the results is increasing students' writing skills. The results show that 85.3% of students were able to got a good mark and 14.7% got enough.
3. Factors that influence the results of the evaluation on the application of comics in making a simple dialogue about the attention that shown can give stimulus to the students about the new learning, especially in making a simple dialogue about attention. Thus, it is easier for students to come the ideas that exist in their minds and can be poured into a dialog. Beside that, with the repetition of the material that provided and reinforcement and also the motivation of the teacher when learning takes got good respond to the results of the student's writing and make students excited on writing.

Suggestions

Based on the results of studies showing an increased capability to create simple dialogs about attention can showed some suggestions as follows.

1. English teacher

In the process of learning English should be prepared several models of learning combined with new techniques that can provide new situation on learning process in the classroom so it can enhance students' skills, especially in writing.

2. Students

Application of comic as media should be constantly implemented as much as possible to increased the results.

3. Next Researchers

Research that using the comics as media is possible if there will be advanced research to make perfect the research, for example comic used as a media made by students.

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