

CHAPTER III METHODOLOGY

3.1 Research Design

The research used the Research and Development (R&D) approach, the reason for using this research aims to adapt the use of effective and innovative comic-based English learning modules, by adjusting the Merdeka Curriculum (Kurikulum Merdeka) and the needs of the junior high school. This development based on the main stages, namely: preliminary studies, planning, initial product development, product revision, and field trials to see how effective the use of comics is for junior high school students.

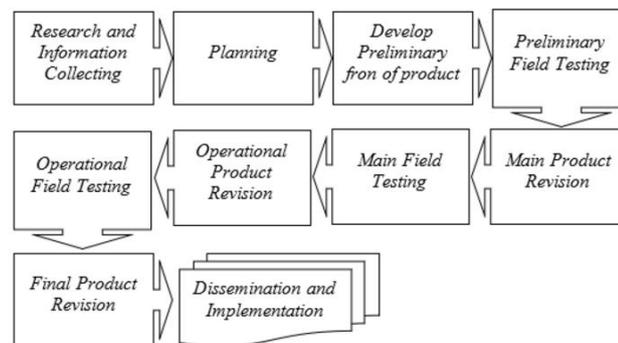


Figure 3.1 Flow of Research and Development by Borg and Gall

From Borg and Gall (1983) book said that method is widely used in the development of educational products such as modules or learning tools. This method generally has 10 steps of implementation (1) research and information gathering, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, operational field testing, (9) final product revision, and (10) dissemination and implementation.

3.1.1 Potential and Problem

Research will occur in the presence of potential and problems. Potential is an opportunity or ability possessed by one thing that can be developed to achieve positive and useful results for the future. Meanwhile, problems are obstacles that

arise in a condition. In research, the problem becomes the reason why the research study is carried out, from the problem emerge the potential to solve the problem with positive opportunities developed.

Potential and problems cannot be found briefly, but can be obtained through observation of an agency or object under study. In this research, the author found problems that occurred in the teaching agency during the internship. With a shortage of young teachers as teachers, English learning will be difficult to convey because the teachers who teach are approaching retirement age and have difficulty with the technology used when teaching. with the Merdeka curriculum, teachers are expected to master technology for learning to take place so that there is no traditional learning method. But not all teachers easily understand the new curriculum and the application of technology, not many of the teachers still use traditional learning.

3.1.2 Data Collection

In this study, the data collection process was carried out using two main stages to collect information and data, as well as the effectiveness of the comics developed.

a. Primary Data

The comics in this study were adapted from the book of English language learning modules, which were customized to fit the curriculum. The material in the comics was simplified and supplemented with material added by the author, then converted into dialogue and illustrations to make it more interesting and contextual for students. By using the modules as a source, the comics maintained the accuracy of the curriculum while presenting the lessons in a more creative and enjoyable way, helping students to understand and remember the material better.

b. Secondary Data

1. Observation

Classroom Observation is an essential introduction to how we observe, why we observe, and how it can be best used to improve teaching and learning (O'Leary, 2020). Observations were made by directly observing when students read the comics to assess students' engagement, enthusiasm, and response to the material presented in the form of stories in the comics. Grade 7 junior high school students from 9 classes to access comics digitally or in books to read the comics.

Observations that are seen are indicators such as, the level of student attention to comics, the ability to read comic content, the addition of new vocabulary, student reactions to visual displays and stories.

The observation conducted in this study used a questionnaire, which was distributed to several classes to serve as a sample for measuring students' abilities at the A2 CEFR level. At this level, the abilities assessed were the ability to use simple expressions, communicate in everyday tasks, and understand short texts. This instrument contained questions with the following response options: strongly agree, agree, neutral, disagree, and strongly disagree. Thus, the questionnaire served to provide data on the extent to which students had achieved A2 competence.

2. Interview

The interview can be simply described as a form of consultation where the researcher seeks to know more of an issue as opinionated by the individual being asked (Adhabi & Anozie 2017). The author also took interviews in collecting data. Interviews aimed to explore the opinions and input related to the English material that easy to understand for comic's material. The subjects to be interviewed were the English teacher and some representative students from each class as respondents.

3.1.3 Design Product

Product design is practical Methods for the Systematic Development of New Products covers the entire new product development process, from market research through concept design, embodiment design, design for manufacture, and product launch (Baxter 2018). Product design in this research leads to the initial design stage of comics tailored to the needs of junior high school students and adapts to the curriculum. This comic combined learning material with interesting stories that can attract the attention of readers, besides that, what strengthens readers to read and want to know more is the design of comics and attractive colours.

This comic took reverence from the curriculum developed in terms of story, design and adding new vocabulary. In order to make it easier for readers to be more comfortable when reading is the selection of fonts that are easy to read. The characters that will be told are characters that represent daily activities and life as

junior high school students, such as at school, home, or public places. With the comics designed, students are expected to find it easier to learn from comic media.

3.1.4 Validation Design

In the validation design stage, this process assesses the feasibility, quality and suitability of the comics developed by meeting the junior high school English teaching standards. The purpose of this validation is to get input from experts such as academic supervisors and graphic designers to improve the module content, design, and fonts used can be comfortable to read. In addition, in terms of quality, the suitability of the material with the source book, comic appearance, and language. From the linguistic aspect, it adapts the language style of adolescent junior high school students who are more casual and colloquial to friends.

The first validation procedure of the story, characters, and storyboards will be seen first before being designed by a graphic designer. In addition, the graphic designer provided several examples of designs that have been made. The comic that has been made tested by reading by lecturer, students and junior high school English teachers, after getting feedback, revisions will be made.

3.1.5 Product Trials

This stage is an important stage in research, especially in research and development (R&D), which aims to determine the extent to which the developed comics will be effective for reading and use as learning materials. Trials conducted to determine the initial responses of English teachers and students to the material, story, design, language, and appeal of the developed modules.

In addition, English teacher and students who are the representatives for reading, they read in electronic form. In this case, the author provided the comic in soft file form to the representatives. After the students and teachers read the comic, the students filled out a questionnaire as a response, and the teachers asked to give their opinions on the comic. The product revised based on the results of the trial with the examining lecturers.

3.1.6 Revision Design And Product

Design and product revisions are carried out to ensure that the comics developed are appropriate and get opinions from the assessment of academic

supervisors, English teachers, and the results of product trials. Product revisions used the results of observations and interviews to identify obstacles to use, difficulty understanding the story, unclear images, and suitability of font size.

Revisions that made include changing the dialogue to be more communicative or dialogue whose writing is less clear, pictures with the suitability of the story, enlarging or reducing the font size to make it easier to read and more comfortable to read.

3.1.7 Final Product

The final product of the research that has undergone revisions and the addition of criticism and suggestions licensed before being given to schools in print and soft copy. The learning topics raised in accordance with the source books used which are adjusted to the Merdeka curriculum. The design and use of the right colours attracted students to read, the characters that are adjusted to the age of junior high school students will make it easier for students to understand and feel according to the students' conditions. Comics, which are separate from student resource books with interesting stories and more colourful designs, will provide a new learning experience that is more fun and makes it easier for students to understand the material and context of using English.

3.1.8 Budgeting

Table 3.1 Budgeting

No	Spending	Cost
1.	Illustrator service	Rp. 3.500.000
2.	Printed the comic	Rp. 300.000
Total		Rp. 3.800.000