Development of Negotiation Text Teaching Materials in the Form of E-Comic Assisted by Class X Comic Life Application

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Article Info

Abstract

This study aims to describe the development process and the feasibility of teaching materials for negotiating texts in the form of e-comics assisted by the comic life application for class X. This research uses the R&D (Research and Development) method using 7 stages of development which have been simplified according to the needs and abilities of researchers during the process. research implementation. The results of the study show that 1) the process of developing teaching materials for negotiating texts is in the form of e-comics, which starts with an analysis of potentials and problems, data collection in the form of analysis of student needs, analysis of teacher's lesson plans, and analysis of teaching materials. The next stage is product design, material and design validation tests carried out by design expert validators and material expert validators, then the material and design revision stage, the product trial stage in the form of student responses, and the final stage in the form of the final product. The final product produced is in the form of teaching material for negotiating text in the form of an e-comic in the form of a PDF so that it can be accessed via mobile phones on the WhatsApp, Line, Telegram and similar applications with the help of an internet connection. 2) The feasibility of teaching material for negotiating text in the form of e-comics from the material validator obtained a result of 80% (Feasible), an assessment from the design validator obtained a result of 80% (Eligible), the assessment of Indonesian teachers obtained a result of 90% (Very feasible), and the assessment of class X MIPA 2 students obtained a result of 81.1% (Very feasible). Based on the results of this assessment, it can be concluded that the teaching materials for negotiating text developed in the form of e-comics are suitable for learning Indonesian in schools.

INTRODUCTION

An educator must have considerable expertise in his field and the ability to transfer good knowledge during the learning process because it greatly affects the mental development of participants didik (Suhartono & Gumono, 2016, and Warif, 2019). So that to improve the quality of education, competent educators are also needed in the teaching and learning process with the help of growing technology in order to be able to have a major positive impact on students, especially on their cognitive development. The development oftechnology and information that is increasingly advanced is one of the supporting factors for the quality of learning to increase and create a learning atmosphere that can invite students to learn comfortably according to with his needs (Yuliana et al., 2021). Technology in education is a forum that helps in the learning process to be more effective (Purnomo &; Adiansyah, 2021). The existence of technology that is increasingly developing in the world of education, requires teachers to provide updates in the learning processes in schools. One of the updates that can be done is to develop digital teaching materials that can be accessed via the internet and other supporting applications. One of the applications chosen in this study to develop digital teaching materials is the comic life application. Comic life is an application that can be used to create comics using your own photos or drawings. Comic life is one of the comic maker applications for beginners that can be used as a medium for developing teaching materials to improve the quality of education, especially in Indonesian learning. Andayani &; Ria Ariesta (2022) also stated that in the learning process, if teaching materials or teaching materials are used properly and made according to the needs of students and teachers, it will be one of the determinants of increasing desire learning and the quality of learning obtained by the students themselves.

Indonesian is a learning component of the 2013 Curriculum which emphasizes the balance of knowledge and attitudes. Along with the development of the current curriculum, Indonesian learning is text-based, especially at the high school level grade X. Indonesian is also the basis of other subjects so learning Indonesian becomes an obligation. Based on this, Indonesian learning begins with increasing knowledge about types, rules, and continued with the skills to make and produce written and oral texts. One of the texts studied in class X is a negotiation text with KD 3.11 Analyzing the content, structure and language of the negotiation text, and 4.11 Constructing a negotiation text by paying attention to the content, structure and language of the negotiation text, which will be developed into more innovative teaching materials in accordance with the times by utilizing technology.

The negotiation text is a text that contains the bargaining process to get a mutual agreement that is usually done by sellers and buyers. Ahmad (2018: 15) said that the negotiation text is a form of social interaction in the form of a conversation carried out by two or more people aimed at reaching an agreement between the two. In addition, Kosasih (2013: 219), also confirmed that negotiation is a way to determine decisions between two parties to reach an agreement. According to Septian (in Agnesia, 2014: 18), the characteristics of negotiation are rules or customs that must exist in a text. The main characteristics in the negotiation text are as follows: Generating agreements, producing mutually beneficial decisions, is a means of seeking settlement, leads to practical goals, and prioritizes common interests (Ariasena, 2014). The structure of the negotiation text according to Kosasih (2014: 89) is the arrangement, sequence, or stages. However, the structure was further refined by the Ministry of Education and Culture (2013: 141), that the structure of the negotiation text has 6 parts, namely: first orientasi, this part is the preamble or The introductionbetween the two parties. Orientation can be in the form of greetings or questions about the item to be purchased. Secondly, this section is an explanation of the goods or goods needed by

one of the parties. Third, this part is a bargaining process carried out by both parties which is then agreed upon by the seller and buyer. Fourth, this section contains an agreement between the two parties. Fifth, this part is the opposite of the orientation that usually occurs separation between seller and buyer after the deal process.

Based on field observations made during the introduction of school field 2 at SMAN 8 Medan, especially in class X, the author found several problems in the learning process. First, researchers found problems that students do not use mobile phones properly, for example some students use mobile phones in class to play online games such as Mobile Legend and play online gambling during learning. Second, schools have not provided adequate facilities and infrastructure for the continuity of teaching and learning activities in schools, such as learning that does not use infocus to support the learning process. Third, teachers only use one source of teaching materials, namely printed books Indonesian. Fourth, based on the results of teacher interviews Indonesian the development of teaching materials in the form of e-comics has never been done at SMAN 8 Medan.

The above problem is evidenced by the scores of students who have not reached the minimum completeness criteria when learning negotiation text material. The minimum completion criteria score set by the school is 75, but the average score obtained by students is 65. The results of this evidence show that students' understanding of negotiation text material is still relatively low, this is supported by Masfufah's research (2022) with the research title Development of Negotiation Text Material Based on Alight Motion Video Media in Class X High School which states that negotiation text learning is still said to be low because through the results of unstructured interviews conducted by researchers at high school, it was found that teachers were lacking in variety learning media and onlyuse student books and link books published from the Ministry of Education and Culture, enrichment books, and even often take

material from blogspot, because the negotiation text material presented is less in-depth. So that results in students feeling bored and understanding the material in class, especially negotiation text material on structure material, speech and how to identify it, understanding persuasive sentences, how to determine persuasive sentences to how to write negotiation texts according to their structure.

Therefore, based on the problemsdescribed above, researchers are encouraged by their desire to conduct research related to the development of teaching materials to support the transition of K13 to independent learning which is expected to be able to provide changes in student enthusiasm for learning through the provision of interesting teaching materials in the form of e-comics that present teaching materials in the form of Stories with pictures. Several researchers have already developed teaching materials in the form of e-comic, namely Andayani et al. (2021) in their research entitled "Development of E-Comic as a Learning Media in Class VII Mathematics Subjects Based on the Comic Life Application at SMPN 33 Makassar". The results of this study stated that after validation by material experts and media experts, the final result obtained was the development of e-comik was suitable for use as a learning medium in Mathematics subjects

Based on existing problems and several studies that have been conducted, it is emphasized again that the author is interested in developing digital teaching materials in the form of e-comics in Indonesian subjects, especially negotiation text materials. And researchers also want to conduct research with the title "Development of Negotiation Text Teaching Materials in the Form of E-Comic Assisted by Class X Comic Life Applications".

METHODOLOGY

This research uses research and development methods or commonly called Research and Development using the Borg and Gall development model which consists of 10 development steps. However, in this study in

accordance with the opinion of Borg and Gall (in Emzir, 2013: 271), the development steps are simplified into 7 steps according to the needs and abilities of researchers during the research implementation process. These steps include the following:
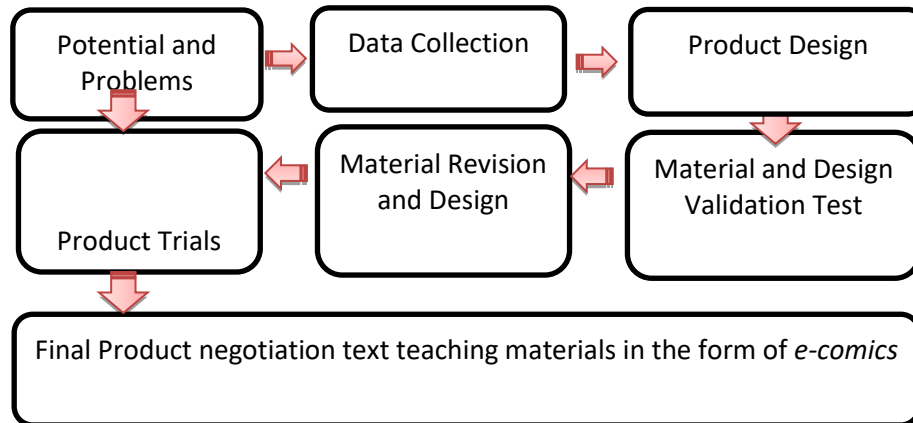

Figure 1. Development Research Steps

The subjects in this study were studentsof K Elas X SMAN 8 Medan. Meanwhile, Indonesian language learning , especially in negotiation text material, is the object of this study. While the data analysis technique used is quantitative descriptive using Likert scale assessment towork on data obtained from the results of questionnaire distribution. Likert rating scale is used to determine the feasibility of e-comic-based digital teaching materials. For the purposes of quantitative analysis on the data obtained, each answer is scored. The amount of score given to each question or statement is very unworthy (1), less feasible (2), quite decent (3), decent (4), and very decent (5). In addition, to determine the feasibility category, researchers use product eligibility criteria according to Arikunto (2009), namely very feasible=81-100%, feasible=61-80%, moderately feasible=41-60%, less feasible=21-40%, and very less feasible=<20%. Then, to determine the percentage of eligibility of teaching materials, a special formula is used according to Arikunto (2021), namely:

Ket: $P(s)$ = Percentage of research score, F = Number of Research scores, n = Number of Maximum Scores, 100% = Fixed number.

RESULTS AND DISCUSSION

The Process of Developing Negotiation Text Teaching Materials in the Form of E-Comics

The development process carried out in this study uses steps according to Borg and Gall which are simplified and adapted to the needs of researchers. The material developed is a negotiation text that is focused and will be tested by grade X students of SMAN 8 Medan. Therefore, the following is an explanation of the 7 steps during the development process:

a.   Potential and Problems

Table 1. Potential and Problems

No	Potential	Problem
1.	Can bring mobile phone to school	Mobile phones are not used properly
2.	All students have mobile phones	Lack of facilities and infrastructure
3.		Limited provision of teaching materials

b. Data collection

To support the process of developing teaching materials, researchers collect some of the necessary data, namely analyzing student needs, analyzing teacher lesson plans, and analyzing teaching materials contained in the lesson plans. The first data collected is an analysis of student needs so that the material developed is in accordance with the needs of students.

Table 2. Results of Student Needs Analysis

No	Indicator	Rating Scale	Juml-ah	Perse-ntase
	Are you having difficulty in learning the negotiation text?	Already	20	56%
		Do not	16	44%
	Are there other book references that help you to understand the negotiation text material? (e.g. Journal, or *e-book*)	Already	9	25%
		Do not	27	75%
	Do teachers use digital-based special teaching materials for negotiation text learning? (E.g. *flipping-book,* or interactive video)	Already	19	53%
		Do not	17	47%
	Does the teacher only use printed books, powerpoints and whiteboards during the lesson?	Already	30	83%
		Do not	6	17%
	I was tired of listening to the lecture teacher explain the material in front of the class	Already	19	53%
		Do not	17	47%
	Are you allowed to bring *your phone* to school?	Already	35	97%
		Do not	1	3%
	I need interesting, innovative, and creative digital-based learning media for negotiation text materials.	Already	34	94%
		Do not	2	6%
	I have never seen teaching materials packaged in the form of digital comics	Already	28	78%
		Do not	8	22%
	Do you agree if the teaching material is developed in digital form, namely in the form of digital comics *(e-comic)*	Already	34	94%
		Do not	2	6%
	I am interested in learning negotiation texts using digital comic-based teaching materials.	Already	35	97%

		Do not	1	3%

Based on these ten questions, it can be concluded that the development of negotiation text teaching materials in the form of *e-comics* is needed by students for teaching and learning activities and is considered capable Has a good impact on increasing students' enthusiasm for learning.

Table 3. Results of RPP Analysis of Teachers Indonesian

Basic Competencies	Indicator	Developed indicators
3.11 Analyze the content, structure and language of the negotiation text	3.11.1 Define the structural parts of the negotiation text 3.11.2 Mention the elements of the offer letter and order of goods 3.11.3 Identifying speech pairs in negotiation texts 3.11.4 Identifying persuasive sentences in negotiation texts	3.11.1 determine the content of the negotiation text based on its structure 3.11.2 Analyzing the orientation part of the negotiation text 3.11.3 Analyse and explain the importance of submissions from the negotiation text 3.11.4 Analyzing the offer part of the negotiation text 3.11.5 Analyzing the consent part of the negotiation text 3.11.6 Analyze persuasive sentences from negotiation texts 3.11.7 Analyzing declarative sentences from negotiation texts 3.11.8 Analyze the use of conjunctions from negotiation texts 3.11.9 Analyze speech sentence pairs from negotiation texts
4.11 Construct the negotiation text by taking into account the content, structure and language of the negotiation text	4.11.1 Compiling the text of oral negotiations in the form of dialogue 4.11.2 Drafting written negotiation texts in the form of dialogue	4.11.1 Compiling negotiation texts in the form of narratives based on personal experience

Thesecond one collected by researchers is the analysis of teacher lesson plans. This is done to see the basic competencies and indicators, so that the results obtained can be used as guidelines for researchers to develop material based on Previous indicators. Based on the results of the analysis, there are 9 indicators (knowledge) and 1 indicator (skills) that will be developed by researchers in this study.

Then the last data collected is the analysis of teaching materials which are seen based on RPP made by class X Indonesian teachers.The following are the results of the analysis, which are as follow

Table 4. Results of Teaching Material Analysis

Material on teacher RPP Indonesian class X	The negotiation text material developed is in the form of an e-comic
The structure of the negotiation text (offer). Offer letter and order of goods. Linguistic rules of negotiation texts (speech pairs). Linguistic rules of negotiation texts (persuasive sentences).	Understanding the negotiation text. The structure of the negotiation text (orientation, submission, offer, approval and closing). Linguistic rules of negotiation texts (persuasive sentences, declarative sentences, polite language, use of conjunctions, and speech sentences. How to structure a negotiation text in the form of a narrative.

c. Product Design

To produce an attractive product, researchers carry out the product design stage. The designs made by researchers are comic characters, cover pages, and comic panel templates. At the comic character design stage, researchers use the help of Google Slides and also the internet. There are 5 comic characters created, namely Ibu guru, Revan, Riska, Diki and Cici. While at the design stage of the cover page, researchers use the help of the Canva application which can be accessed via mobile phones and laptops with the help of the internet. The cover page is designed in shades of ash against the background of the dangling walls of the building, and there are also pictures of the characters who accompany it. Furthermore, at the panel template design stage, researchers use the help of comic life applications. Comic life has various features to create comics, one of which is the availability of comic templates to make it easier for comic artists to design their comic panels to make them more attractive. The panel template used by researchers in the comics is a green background so that the resulting comic products are more colorful and attractive.

d. Material and Design Validation Test

To produce valid products so that they can be disseminated to students and used as teaching materials in negotiation text materials, the next stage carried out is material validation and design validation. The first validation carried out is material validation which is carried out by submitting the completed e-comic product along with the validation questionnaire to the validator. Here are the validation results.

Table 5. Material Expert Validation Test Results

No	Assessment aspect	Rating Scale
1.	Eligibility of Material/Content	28
2.	Language Eligibility	12
3.	Eligibility of Presentation	16
Total Score		56
Average		4
Percentage		80%

Category	Proper

After passing the material validation stage, researchers get results of 80% with the feasible category. The value is calculated based on 3 aspects, namely, the first aspect of material / content feasibility which consists of 7 kinds of statement indicators and each indicator gets 4 points with the feasible category. This proves that the material presented is feasible in accordance with KI and KD, indicators and also learning objectives. Second, the language feasibility aspect consists of 3 kinds of statement indicators and each indicator gets 4 points with the feasible category. This proves that the language used by researchers is in accordance with Indonesian, straightforward, and interactive rules so that it makes it easier for students to understand the material presented. Third, the feasibility aspect of presentation consists of 4 kinds of statement indicators and each indicator gets 4 points with the feasible category. This also proves that the presentation of the material is consistent and the completeness of the questions and bibliography contained in the teaching materials makes teaching materials worthy to be used as a source of student teaching materials during teaching and learning activities.

Table 6. Design Expert Validation Test Results

No	Assessment aspect	Rating Scale
	Kelayakan kegrafikan	24
2.	Feasibility of presenting the material	24
3.	Programming	16
Sum		64
Total Score		64
Average		4
Percentage		80%
Category		Proper

Furthermore, the validation of design experts is assessed based on 3 feasibility aspects, namely first, graphic feasibility which has 6 statement indicators and each indicator gets 4 points with the feasible category. Based on these points, it can be seen that the finished product has been designed as well as possible by taking into account the suitability of the panel layout, image quality, color selection, word balloon shape, and font size and shape. Second, the feasibility of presenting material that has 6 statement indicators and each indicator gets 4 points with the feasible category. That way it can be said that the presentation of the material has been well arranged, interactive, and uses good language and there are interesting practice questions, so that it can increase the intellectual and emotional development of students in learning. Third, programming that has 4 statement indicators and each indicator gets 4 points with a decent category. This proves that the functioning of electronic devices such as mobile phones is needed to help make it easier for students to access teaching materials. Based on this explanation, the product design assessment by validators managed to get a total score of 64 with an average percentage of 80% in the decent category. Product assessment by 2 validators gets a good score with a percentage value of 80% and a decent category. The results of the assessment prove that the resulting

product is said to be suitable for use in terms of material and design.

e. Material Revision and Design

After the validation test is complete, the validator provides several suggestions to improve the product both in terms of material and design. Here are some suggestions for the revision, namely:

Table 7. Material and design revision results

No	Material Revision	Design Revision
1.	Pay attention and correct any punctuation marks used	Fix word balloon shape to normal form
2.	Include the source of teaching materials on *e-comics*	Change the reading order from right to left and remove the numbering of each pane.
3.	Learning objectives should correspond to the developed indicators.	Change the position of the character's hand to the right hand when speaking.

f. Product Trials

After the product was revised and tested to students, then the researcher distributed questionnaires to all students, namely as many as 36 people to assess the feasibility of teaching materials. The following are the results of the feasibility assessment of teaching materials by students.

Table 8. Student Assessment Results

No	Statement Indicators	Shoes	Average	Percentage	Category
1.	The negotiation text material is easier to understand	148	4.1	82%	Very decent
2.	The material presented is not monotonous	144	4	80%	Proper
3.	I am more interested in learning negotiation texts using *e-comic-based* digital teaching materials	144	4	80%	Proper
4.	The presentation of sample negotiation texts is more interesting and innovative	143	4	79.4%	Proper
5.	The images presented in the comics are interesting and correspond to the material of the negotiation text	146	4.1	81%	Very decent
6.	The language used in *e-comics* is easy to understand	146	4.1	81%	Very decent
7.	Font selection, and font size is right so that the writing is easy to read.	144	4	80%	Proper
8.	Lack of errors in writing in *e-comics*	145	4.1	80,6%	Proper
9.	Interest in learning is increasing	152	4.2	84,4%	Very decent

	when using *e-comic* teaching materials.				
10.	Using these teaching materials Leads you to self-study	144	4	80%	Proper
11.	More interested in learning to use this digital teaching material than using printed books	149	4.1	82,8%	Very decent
12.	Using this teaching material can fade boredom for learning	144	4	80%	Proper
13.	This teaching material is feasible to be applied to all materials Indonesian	149	4.1	82,8%	Very decent
Sum		1.898	52,8	1.054%	
Average		4.1	4.1	81.1%	
Category		Very decent			

Based on the results of the percentage of these indicators, it can be concluded that the results of product trials conducted on studentsproduce an average of 4.1 and a feasibility percentage of 81.1% with a very feasible category in terms of material and design. That way, this teaching material is feasible and can be used as a Indonesian learning resource in negotiation text materials for all levels of high school.

g. End Products

After going through all the stages, researchers finally produced a digital-based teaching material product in the form of e-comic. This teaching material is packaged in PDF form so it is easy to access anywhere. This e-comic-shaped teaching material consists of 16 pages, namely 1 front cover page, 1 learning objective page, 13 material content pages, and 1 bibliography page

Product Feasibility of Negotiation Text Teaching Materials in the Form of *E-Comics*

After the development process and revision stage are completed, researchers determine the feasibility level of the e-comic-shaped teaching material product using a predetermined formula. The following are the results of the feasibility level of the product, namely:

Table 9. Product Eligibility Results

No	Valuation	Average	Percentage	Category
1.	Material expert validation	4	80%	Proper
2.	Design expert validation	4	80%	Proper
3.	Teacher Indonesian	4,5	90%	Very decent
4.	Student product trials	4,1	81,1%	Very decent

The feasibility of e-comic negotiation text teaching material products is determined by material expert validation, and design expert validation. In addition, the feasibility of the product is also seen from the results of student trials and product assessments by Indonesian language teachers. The first product feasibility is determined by material expert validators who have passed one revision without assessment. The feasibility of the material was assessed based on three aspects of assessment in the form of material/content aspects with a score of 28 (40%), language aspects with a score of 12 (17.1%), and presentation aspects with a score of 16 (22.9%). Based on this score, it can be said that the negotiation text material presented on

the e-comic has met the eligibility requirements in accordance with the criteria for teaching materials or materials according to Furqon (2009) which states that good teaching materials must meet the following criteria: 1) Suitability of the material with competencies and sub-competencies, 2) the material discussed is true, complete and actual, 3) the level of readability must be in accordance with the level of learning ability, 4) the systematics of the preparation of teaching materials must be clear, coherent, complete and easy to understand.

Then the feasibility of design experts who have passed two revisions. The feasibility of product design is assessed based on three assessment aspects in the form of graphic aspects with a score of 24 (30%), aspects of material / content presentation with a score of 24 (30%), and programming aspects with a score of 16 (20%). Based on these scores, it proves that the product design made by researchers has met the feasibility requirements in terms of graphics, presentation, and programming. So as to produce interesting and innovative products that can increase students' interest in learning independently. This is in accordance with the requirements for the validity of a product according to M. Hafiz (2013: 34) and Jusniar et al, (2014: 40), namely the content of the product developed has an adequate theoretical basis, and all product components must be interconnected consistently, and have passed the product validation process by expert validators who have experience assessing a new product.

The feasibility results determined by the assessment of Indonesian teachers at SMAN 8 Medan consist of three aspects of assessment. Material aspect with a score of 27 (45%), language aspect with a score of 8 (13.3%), display aspect with a score of (31.7%). Based on this score, it proves that the negotiation text teaching materials developed and packaged in the form of e-comics are appropriate to be used during the negotiation text learning process, this is in accordance with the provisions for the development of teaching materials according to the Ministry of National Education (2008: 9) which states that the needs and potentials of students are highly considered in Developing teaching materials that are in accordance with the demands of the curriculum, to be beneficial for students, make it easier for students to obtain substitutes for teaching materials in addition to textbooks that are difficult to obtain, and the breadth of the subject matter presented makes it easier for teachers to Teaching learning activities.

In addition, to prove this feasibility, researchers conducted trials on grade X students of SMAN 8 Medan and obtained an average result of 4.1 and a percentage of 81.1% with a very feasible category. Based on the trial, it was also found that the highest score on the indicator regarding student learning interest was increasing with an average of 4.2 and a percentage of 84.4%. Based on the results of the assessment, it can be said that teaching materials developed and packaged in the form of e-comics can have a good impact on the development of student learning interests. Through this increase in interest in learning, it can provide opportunities for students that it will be easier for them to be active in the teaching and learning process. This is in accordance with Moh's opinion. Uzer Usman (1996: 15) who said that interest is the main factor that determines the degree of student activity, so that indirectly with the development of teaching materials in the form of e-comics can help students learn easily. Based on this, the negotiation text teaching material in the form of e-comics can be said to be feasible in terms of material and design so that it can be used directly by grade X students at all levels of high school for negotiation text material.

CONCLUSION

Based on the results of research on the development of negotiation text teaching materials in the form of e-comics that have been analyzed, it can be concluded that, first, the development of negotiation text teaching materials in the form of *e-comics* assisted by *comic life* applications uses the research stage according to Borg and Gall which is simplified

into 7 steps, namely potential and problems, data collection, product design, material validation tests and designs, material revisions and product design, product trials, and e-comic end products. *Second,* the teaching materials for negotiation texts developed are in the form of *e-comics* and presented in PDF form. *Third*, the feasibility of teaching materials for negotiation texts in the form of *e-comics* is determined by the assessment of several validation experts, namely material validation and design validation, teacher assessment Indonesian, and student assessment. Material validation obtained results of 80% with the feasible category, design validation obtained results of 80% with the feasible category, teacher assessment Indonesian obtained results of 90% with the very decent category, and assessment of students who obtained results of 81.1% with the very decent category.

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