

**DEVELOPING COMIC STRIPS-BASED SPEAKING TASKS FOR THE
SEVENTH GRADE STUDENTS OF SMP N 2 TEMON IN THE
ACADEMIC YEAR OF 2013 /2014**

A Thesis

**Presented as the Partial Fulfillment of the Requirements for the Attainment
of a *Sarjana Pendidikan* Degree in English Language Education**



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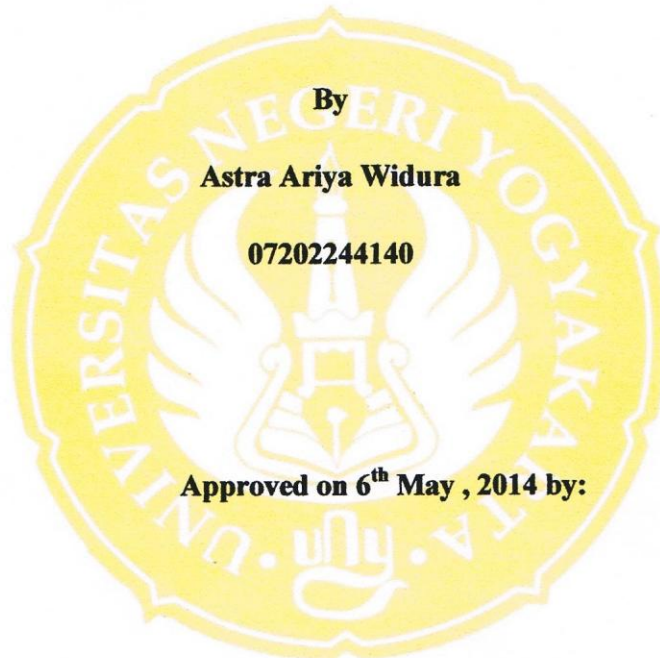
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APPROVAL SHEET

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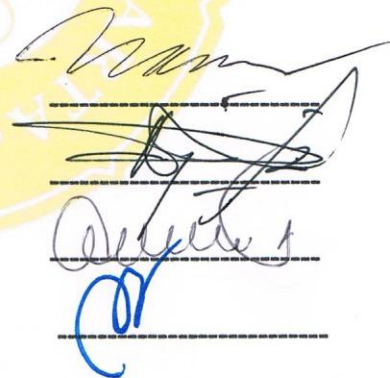
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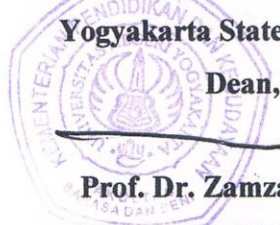
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First Grade Students of SMP N 2 Temon in the
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Menyatakan dengan sesungguhnya bahwa skripsi ini adalah hasil karya saya sendiri dan sepanjang sepengetahuan saya tidak berisi materi yang ditulis atau dipublikasikan oleh orang lain atau telah digunakan sebagai persyaratan pada penyelesaian studi di perguruan tinggi lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan ini tidak benar, hal tersebut sepenuhnya menjadi tanggung jawab saya.

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MOTTO

The problem is you think you have time

DEDICATION

I dedicate this thesis to everyone who expects me to graduate this year.

Thank you for encouraging me to finish this thesis.

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamin, all the praise be to Allah SWT, the Almighty, the Merciful and the Owner of the universe who has blessed me with beautiful things in my life.

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Yogyakarta

April 2014

TABLE OF CONTENTS

	Page
Title	i
Approval Sheet	ii
Ratification Sheet	iii
<i>Pernyataan</i>	iv
Motto	v
Dedications	vi
Acknowledgements	vii
Table of Contents	viii
List of Tables	xi
Abstract	xiii
 CHAPTER I: INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	4
D. Formulation of the Problem	4
E. Objective of the Research	4
F. Significance of the Research	5
 CHAPTER II. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	
A. Literature Review	6
1. Speaking	6
a. Definition	6
b. Criteria for Speaking Task	10
2. Teaching Speaking for Junior High School	12

3.	Characteristics of Junior High School Students..	14
4.	Comic Strips	15
	a. Definitions of Comic Strip	16
	b. Components of Comic Strip.....	21
	c. Benefits of Using Comic Strips.....	23
	d. Good Criteria of Comic Strips	25
	e. Roles of Comic Strip	27
	f. The Implementation of Comic Strip in Teaching Speaking	27
	g. The effects of Comic Strip in Teaching Speaking.....	28
	B. Review of Related Studies	30
	C. Conceptual Framework	31
CHAPTER III: RESEARCH METHODS		
A.	Type of the Research	33
B.	Research Setting	33
C.	Research Subject	34
D.	Research Procedure.....	34
E.	Data Collection Techniques and Instruments	36
F.	Data Analysis Techniques	39
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION		
A.	Research Findings	41
	1. The Results of Need Analysis.....	41
	a. Target Needs	41
	b. Learning Needs.....	45
B.	Course Grid	52
C.	The First Draft of Materials.....	54
D.	The Expert Judgement	64
	1. The Results of Expert Judgement and Revisions of Unit 1	64
	2. The Results of Expert Judgement and Revisions of Unit 2	70

3. The Results of Expert Judgement and Revisions of Unit 3	76
E. Discussion	82
CHAPTER V: CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	85
B. Suggestions	87
References	89
Appendices	91
1. Appendix A (Need Analysis Questionnaires)	94
2. Appendix B (The Result of Need Analysis).....	99
3. Appendix C (Course Grid).....	103
4. Appendix D (First Draft of Materials).....	107
5. Appendix E (Expert Judgement Questionnaires)	166
6. Appendix F (Expert Judgement Data)	191
7. Appendix G (Final Draft of Materials).....	198

LIST OF TABLES

Table 2.1 Differences between spoken and written language	7
Table 2.2 Standard of competence and basic competence ruled by the Ministry of Education	13
Table 2.3 The criteria of good comic strip	26
Table 3.1 The organization of need analysis questionnaire	37
Table 3.2 The organization of expert judgement questionnaire	38
Table 3.3 Data Conversion table	40
Table 4.1 Student's view about target goals	42
Table 4.2 Student's difficulties in learning English	43
Table 4.3 Student's difficulties in communicate in English	43
Table 4.4 Student's general wants in learning English	44
Table 4.5 General input of the materials	45
Table 4.6 The character of comic strips (male)	46
Table 4.7 The character of comic strips (female)	46
Table 4.8 The story of comic strips	47
Table 4.9 The length of panel	47
Table 4.10 The appropriateness of font	48
Table 4.11 The appropriateness of bubble text	48
Table 4.12 The visual of comic strips	49
Table 4.13 Learning's needs (speaking learning procedure)	49
Table 4.14 Learning needs (setting)	50

Table 4.15	Learning needs (teacher's role)	50
Table 4.16	Learning needs (learner's role)	51
Table 4.17	Task description of unit 1	55
Table 4.18	Task description of unit 2	58
Table 4.19	Task description of unit 3	61
Table 4.20	The appropriateness of the content of unit 1	65
Table 4.21	The appropriateness of the presentation of unit 1	66
Table 4.22	The appropriateness of the language of unit 1	67
Table 4.23	The appropriateness of the lay-out of unit 1	68
Table 4.24	The appropriateness of the comic strip of unit 1	69
Table 4.25	The revision of unit 1	70
Table 4.26	The appropriateness of the content of unit 2	71
Table 4.27	The appropriateness of the language of unit 2	72
Table 4.28	The appropriateness of the presentation of unit 2	73
Table 4.29	The appropriateness of the lay-out of unit 2	74
Table 4.30	The appropriateness of the comic strips of unit 2	75
Table 4.31	The revision of unit 2	76
Table 4.32	The appropriateness of the content of unit 3	76
Table 4.33	The appropriateness of the language of unit 3	77
Table 4.34	The appropriateness of the presentation of unit 3	78
Table 4.35	The appropriateness of the lay-out	79
Table 4.36	The appropriateness of the comic strip of unit 3	80
Table 4.37	The revision of unit 3	81

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ABSTRACT

The aims of this research were: (1) to find target needs of the students of SMP N 2 Temon,(2) to find learning needs of the students of SMP N 2 Temon, and (3) to develop appropriate comic strips-based speaking tasks for the first grade students of SMP N 2 Temon.

This was a research and development (R&D) research. The subjects of the research were the students of VII A of SMP N 2 Temon 2013/2014. There were two types of questionnaire used in this research. The first was a need analysis questionnaire distributed to the students to identify their target and learning needs. The second questionnaire was a materials evaluation questionnaire adapted *from Instrumen Penilaian Buku Bahasa Inggris SMP* to access the appropriateness of the developed materials. This research was conducted by following Jolly and Bollitho in Tomlinson (1998) with some modification. The first step was needs analysis done by distributing questionnaire to the students, and the result of the need analysis was the basis for developing a course grid. The course grid was used as the guideline to develop the first draft of the learning materials. The first draft was evaluated by material evaluator by distributing the second questionnaire. The result of the evaluation was analyzed through descriptive statistics.

Three units of materials were developed in this research. Each unit consists of introduction, main lesson, and reinforcement. Tasks ranging from 8 to 10 tasks focusing on developing student's speaking skills. The input was in the form of comic strips, texts, vocabulary list and grammar explanation. The students were encouraged to participate actively by study, answer, and act them out comic strips. Most of the tasks were done in pairs. Based on the research findings of the expert, the content of the developed materials were appropriate. The mean score of all aspects of the developed materials was 3.68 which was categorized as good.

CHAPTER 1

INTRODUCTION

A. Background of the Study

SMP N 2 Temon is located in Karangwuluh, Temon, Kulonprogo, which can be categorized as a rural area. It has 12 classes from the first grade to the third grade. The school implements the school-based curriculum. There is a library in this school with English books and English dictionaries collections. This library helps the students to improve their English. However, there is no English Laboratory to support the English learning and teaching process.

In relation to the learning materials and instructional media, the school lacks facilities. The teachers still use conventional media and depend too much on text book and *LKS (Lembar Kerja Siswa)*. In other words, students only get the materials from the teacher, text book, and *LKS*. Based on the observation, there is no supporting media in the teaching and learning process especially in teaching speaking. The teacher uses text book and *LKS* as the primary teaching and learning guidance. Even though *LKS* is created as an extra exercise for the students, it makes the teaching and learning process monotonous, makes the students bored and not interested in learning English.

It is not enough if the teacher depends too much on using text book and *LKS* in teaching speaking.

Moreover, the use of learning materials and instructional media affect the use of tasks in teaching and learning process. A teacher needs some supporting media. Media play an important role because of these benefits. Sudjana and Rifai state (in Arsyad 2006 : 24) that by using media, the teacher can attract the student's attention, the material will be clearer, there will be a variation in the instruction media are needed in teaching learning process because they can be the bridge to transfer the material into the student's understanding through their benefits.

Furthermore, the teacher should have a good material and select good media for their students. If the teacher has some attractive and effective media then the students can be involved in the teaching and learning process and they become more interested in learning English. Based on the observation conducted by the researcher, the teachers in SMP 2 Temon had difficulties in finding appropriate media to support the teaching and learning process of speaking. In short, selecting appropriate material and media will help the teacher and students to make teaching and learning process run well and more effective.

In line with this, the present study is an attempt to develop comic strips-based speaking tasks for the English teaching and learning process. It is hoped that the outcome of this study will be beneficial for the school.

B. Identification of the Problem

Based on the background of the problem, there are some problems that occurred related to the teaching and learning process of English particularly the use of instructional media in the teaching and learning process. Furthermore, based on the observation the school lacks of supporting instructional media in the teaching and learning process.

In the aspect to the learning materials and media, the researcher found that the learning materials and media were not appropriate. It can be categorized as conventional material sources like textbook and LKS and the teacher used textbook and LKS as the primary teaching and learning guidance. There are no supporting media like pictures, flashcards, and authentic materials etc. that attract the students' attention. It made the students get tired, bored, and not motivated in learning English. The teacher used LKS and text book. In the teaching and learning process, the teacher always asked the students to do the exercises whether from text book or LKS even for in teaching speaking. Students were rarely asked to practice dialogue in front of class. The teacher only asked the students to read dialogues in pairs or repeat what the teacher said. This situation made the teaching and learning process not effective. Moreover, in teaching speaking, the instructional media have important role in the class. Since the teaching of speaking requires a lot of media that support the activities, appropriate and attractive instructional media are needed.

C. Limitation of the Problem

Based on the identification of the problem, this study focuses on developing comic strips based-speaking tasks for the seventh grade students of SMP N 2 Temon.

D. Formulation of the Problem

Related to the limitation of the problem, this study is concerned with developing comic strips-based speaking tasks for the seventh grade students of SMP N 2 Temon. To make it clear, the problems of this study are formulated as follows:

1. What are the target needs of the seventh grade students of SMP 2 Temon in the 2013 / 2014 Academic Year ?
2. What are the learning needs of the seventh grade students of SMP 2 Temon in the 2013 / 2014 Academic Year ?
3. What are the appropriate comic strips-based speaking tasks for the seventh grade students of SMP 2 Temon in the 2013 / 2014 Academic Year?

E. Objectives of the Study

Based on the formulation of the problems, the objectives of this study are presented below:

1. Finding the target needs of seventh grade students of SMP 2 Temon in the 2013 / 2014 Academic Year.
2. Finding the learning needs of seventh grade students of SMP 2 Temon in the 2013 / 2014 Academic Year.

3. Developing appropriate comic strips as English speaking instructional media for seventh grade students of SMP 2 Temon in the 2013 / 2014 Academic Year.

F. Significance of the Research

This study is expected to give valuable contribution to the following parties:

1. For the first grade students of SMP TEMON 2 Yogyakarta, it would be an effort to improve their acquisition of English lesson.
2. For the English teacher of SMP 2 TEMON Yogyakarta, it would be an opportunity to develop her teaching method in the classroom.
3. For the Headmaster of SMP 2 TEMON Yogyakarta, it would be a beginning step to do the efforts in improving students' acquisition of English lesson.
4. For English material designer, this research can be used as a reference to develop other materials that are appropriate with learners' needs.
5. For other researchers, this research is expected to give inspirations and motivations to conduct other studies relevant to the problem.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Speaking

a. Definition Speaking

Speaking can be categorized as a productive skill since it consists of producing systematic verbal utterances to convey meaning” (Nunan, 2003: 48). Some people think that speaking is easy to do, but some others argue that it is difficult. In this case, Nunan also states that

“Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.” (Nunan, 2003: 48)

In line with this, Van Lier in Nunan (2003: 48) mentions some differences of spoken language and written language. This can be shown in the table below.

Table 2.1: Differences between spoken and written language

Spoken Language	Written Language
Auditory	Visual
Temporary; immediate reception	Permanent; delayed reception
Prosody (rhythm, stress intonation)	Punctuation
Immediate feed back	Delayed or no feed back
Planning and editing limited by channel	Unlimited Planning, editing, revision

Based on the explanation above, speaking is a productive skill which requires a lot of back-up factors like knowledge, confidence, self esteem and enthusiasm. It is more demanding than writing on a plain of paper. In speaking, when people make mistakes, they cannot revise it easily as in the written text. People cannot just erase the word and then replace it with another word to revise their speech. That is why, speaking skill is considered more demanding than writing skill.

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest (Richard: 2002). They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that are applied in each communication situation. To help students develop communicative efficiency in speaking, teachers can use a balanced activities approach that combines language input, structured output, and communicative output. *Language*

input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Furthermore, Brown (2001: 272) also states the micro-skills of oral communication. They are presented below:

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
8. See grammatical word classes (nouns, verbs, etc.). systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents—in appropriate phrases, pause groups, breath groups, and sentences
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for

interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

In addition, there are some elements of speaking, as stated by Harmer (2007: 269). The first one is related to the language features. In this case, the language features may include the ability to use the connected speech, expressive devices, lexis and grammar, and negotiation language appropriately. Meanwhile, the other element of speaking is about the ability to process information and language. The mental or social processing here includes the language processing, interacting with others, and also the (on-the-spot) information processing. In this case, the successful oral communication involves developing (Nunan, 2001: 32):

- The ability to articulate phonological features of the language comprehensibly;
- Master of stress, rhythm, intonation patterns;
- An acceptable degree of fluency;
- Transactional and interpersonal skills;
- Skills in taking short and long speaking turns;
- Skills in the management of interaction;
- Skills in the negotiating meaning;
- Conversational listening skills (successful conversations require good listeners as well as good speakers);
- Skills in knowing about and negotiating purposes for conversations;
- Using appropriate conversational formulae and fillers.

More about speaking skills, there are also some classroom techniques and tasks, which are beneficial to do in a speaking class. The first one is information gap. It is actually useful where a person has some information the other does not have. The second one is jigsaw activities. These are the ones

which are bidirectional or multi directional information gap. The next one is role-plays, which occur in the safe environment of classroom. Here, doing the more elaborate simulations than the role-plays may be great. Lastly, the contact assignments may be nice to do since they involve sending the learners out of the classroom with a stated purpose to talk to the people using the target language.

b. Criteria for a Speaking Task

In order to maximize the speaking opportunities in the teaching and learning process Thornbury (2008: 90) states that there are some criteria of how to make good speaking tasks. They are:

1. Productivity

Speaking tasks should give a big opportunity to the students to speak in the target language. Teacher should make a good task to invite the students to produce utterances. A good task can be indicated by the number of students who are willing to speak up confidently. In this case, an activity of speaking should be language productive. This is to provide the best condition for the use of autonomous language.

2. Purposefulness

Productivity of the task can be increased if there are some purposes that the teacher want to achieve. Discussing task in groups or in pairs in order to maximize the participant of all members is one of the examples of tasks. It

must have such a clear outcome specifically, which requires the learners to work together in the attempt of achieving certain purposes.

3. Interactivity

The goal of teaching speaking is to communicate or to interact with some one else. A good speaking task is a task that allows an interaction between the speaker and the listener. Monologue speaking, such as retelling and speech needs to be studied by the students in the learning of speaking. This activity should be performed in situations where the students interact with others.

4. Challenge

Speaking task should challenge the students so they can produce creative ideas, opinions, knowledge, and ability. It will help them in improving their skills in speaking and achieving the goal of the teaching and learning process. The task in this case must stretch the learners. It is done so that they can be forced to draw on the communicative resources, which are available to achieve the outcome.

5. Safety

While the tasks are challenging, the students also need to feel safe while they do the task. They should be confident in doing the task in order to achieve the goal of the teaching and learning process.

6. Authenticity

The tasks given should be applicable in the real life communication. Authenticity reflects that the speaking task exists in the daily life

communication. The task can be provided by presenting the context through pictures, audio-visual, materials, realia, guest speakers and establishing the social purpose through discussion or surveys.

From the previous explanation about speaking skill, it can be concluded that that speaking skill is a productive one in which the language is generated by the learners in the form of speech. This happens in the real-life situation, so this is almost impossible for the people to edit and also revise the things they wish to say.

2. Teaching Speaking in Junior High School

The teaching English in junior high schools is aimed to develop the ability the ability of the students to communicate in English which includes the four language skill of reading, listening, speaking and writing. The mastery of the language skills is used to support the ability both the written and spoken forms.

To achieve the goals of teaching English to Junior High School students, the four language skills should be taught equally. It means that the teacher provides the balanced proportion of attention toward each skill. From Curriculum 2006, it can be seen that there are more learning objectives and activities for the teaching of speaking skills students should be able to use the micro language skill such as 1) spelling and mentioning the words that have been learnt in correct pronunciation, 2) asking and answering simple questions, and 3) carrying out a short and simple conversation fluently (Depdikbud, 2006 : 6)

Teacher should teach the students the speaking skill that has been explained in the standard of competence and also basic competence ruled by the Ministry of Education. The speaking contents for first grade of Junior High School will be shown as follow:

Table 2.2 : Standard of competence and basic competence ruled by the Ministry of Education.

Standard of Competence	Basic Competence
3. Expressing meaning of simple transactional and interpersonal conversation to interact with the closest environment.	<p>3.1 Expressing meaning of transactional conversation (<i>to get things done</i>) and interpersonal conversation using simple spoken language accurately, fluently and understandably.</p> <p>3.2 Interacting with closest environment using expressions: greeting, introducing and command</p> <p>3.3.3 Expressing meaning of transactional conversation (to get things done) and interpersonal using simple spoken language accurately, fluently, and understandably to interact with closest environment which involve: asking and giving information, gratitude and apologizing.</p>

3. Characteristics of Junior High School Students

One of the important points about Junior High School students is that they experience with the changes in their physical, intellectual, social, and emotional development. They move from childhood to adulthood. Soehardi in Emiriyanti (2002:23) says that there are many characteristics of Junior High School students. First, they are unstable in their feeling and emotion. Their emotions are very sensitive. Second, there is a change in their way of thinking. They are able to apply rational logic to all categories of problems, abstract as well as concrete. The third, they want to know anything, which is done by other youngster, and they want to know something new. The last, they try to get attention from the other opposite sex.

Harmer (2007: 138) states that teaching secondary school students is relatively difficult. However, Ur in Harmer (2007) suggests that “the teenage students are in fact overall the best language learners”. Related to this, Harmer further adds that

It is widely accepted that one of the key issues in adolescence, especially perhaps the west, is the search for individual identity, and that this search provides the key challenge for this age group. Identity has to be forged among classmates and friends; peer approval may be considerably more important for the students than the attention of the teacher which, for younger children, is so crucial.

Harmer (2007: 39)

Here, the students may push the teacher to the limit. However, they will be much happier if that challenge is met, especially when the teacher can actually manage and control them, and also if this is done in a constructive

and supportive way so that the teacher may help rather than shout (Harmer 1998). Due to this, the teacher needs to decide whether a particular activity in the classroom is designed to expect the students or not. The activity here should also complete accuracy-as in the study of piece of grammar, a pronunciation exercise or some vocabulary works.

4. Comic Strips

a. Definition of comic strips

According to Liu (2004: 229), a comic strip is “a series of pictures inside boxes that tell a story”. Comic strips are communicative, popular, accessible, and readable, and they combine aesthetic perception with intellectual pursuit.

Comic strips communicate using two major media-words and images-a somewhat arbitrary separation because comic strips’ expressive potential lies in skillfully employing words and images together. Moreover,

Comic strips have also been used to teach second or foreign languages. Ousselin (1997) argued that teaching business culture and terminology requires a variety of pedagogical resources. He suggested that comic strips, because they are versatile, easy to use, and culturally relevant, can complement textbooks and activities commonly used in business French courses. Williams (1995) investigated how comic books can be used as instructional materials for ESL students with low intermediate-level English language skills, and with limited discourse and interactive competence. Williams found that using comic strips in second language classrooms can guide students to hypothesize about the cartoons language, raise awareness of pragmatics, and emphasize language’ underlying regularity.”

Liu (2004: 230)

Furthermore, McCloud in Muniran and Yusof (2008) mentions that comic uses sequential pictures to deliver information. Meanwhile, Edmunds in Tiemensma (2009) states comics are part of print in the information society. Comics are pervasive and influential media form of popular culture. For many years comics were only regarded as recreational reading, but comics become more accepted as a legitimate form of art and literature and they are making their way into classrooms

In line with this, Lee in Muniran and Yusof (2008) said that although the basic concept and definition of comics and graphic novels are similar, the presentation and format of these two mediums are different. Normally, comics are produced serially in a pamphlet or magazine format, with a light and easy theme as the story background. Graphic novels on the other hand require a much more structured and complex storyline. The production quality of these graphic novels are normally superior than the normal comic magazines with full color printing on glossy paper and hardcover binding in a thick book size format. Because of that, the physical difference and the intellectuality of this medium should be fully comprehended (Laycock 2008 in Muniran & Yusof, 2008).

Csabay (2006) mentions that comic is usually made funny. By applying the comics to methodological purposes will result in the relatively same effect as using games in teaching English. The use of comic strips here can give a cheerful atmosphere into the class. Furthermore,

Comics have a story line; therefore, they have a conclusion or at times a punch line. This way the reader, in this case the student is “motivated to continue reading and to become more involved in the content than in the language (Brown 1994: 227; (Csabay, 2006: 24).

Due to this, the students may be really curious about the story, and they will remember the expressions, words, and the grammatical forms in the easier way. By using comic strips, students can also gain the vocabulary mastery that can also help them in speaking. Moreover, the grammatical competence of the students also be introduced, practiced, and therefore improved.

The visual nature of the comic strips can significantly gain the students’ motivation, especially when they are colored ones. Due to the picture, the students can memorize and also recall the word or expression easily. Moreover, the visual aspect also makes it to improve the communicative competence of the students. Through the comic strips, students can know the life-like situation and expression used in spoken, colloquial language. For instance, they may know more about idioms, slang, reduced forms, and many more which are related to the shared cultural knowledge. Consequently,

“... comic strips help students to deal with spoken and even informal language, preventing them from sounding “bookish,” as students might when they are only exposed to written, formal language. Another advantage of the visual nature of comic strips is that they show the gestures and the body language of the characters.”
(Csabay, 2006: 25)

As stated by Versaci (2005, in Muniran & Yusof, 2008: 125), comics and novel graphics can express ideas, create characters and raise issues in a complex storytelling form and it is more interesting compared to the other form of literature such as poems, novels or even films. The advantage and strength of comics and graphic novels medium lies on its successful combination of texts and visuals. Because of the reasons above, the use of comic strips may then be really important in speaking class, to also gain the communicative competence which includes the nonverbal communication.

One of the most significant elements is picture. In this case, the role of pictures in comic strips may be important since they can be really interesting to use in the learning process. Moreover, using pictures in general has some benefits. Pictures can create inspiration, and also stimulate the students' creativity through languages. Furthermore, they can provide learners with a good topic to speak.

Pictures can be an input in order to attract the students' attention and mind to the function of language that would be taught. Pictures also represent images from the real objects. Pictures can also help to prevent and correct misconceptions, reduce uncertainty, nervousness, and confusion. By using pictures, students can also generate their ideas in the teaching-learning process of speaking. Lastly, pictures are practical, widely available, cheap, and easy to use for the classroom activities.

The visual stimuli of comic strips help the students to learn better since visual input is easier to recall. Comic strips usually contain language items and language functions that can be used to scaffold the student's knowledge about the information and the language items to use. Comic strips provide the models for the language features and genres to learn. Comic strips are used to provide the language input, language practice and model texts for students as those comic strips are potential learning sources. Those comic strips are also interesting to read and learn. Therefore, comic strips are applied in order to stimulate the student's interest.

Regarding the categories of comic strips Elkins and Bruggemann (1971 : 4-5) argue that comic strips can be categorized in four categories based on their length.

a. Totally-Self-Contained

Each panel or set of pictures is totally independent of the previous or future panel. The topic may vary from day to day without formal connections. The reader must have read the previous edition in order to understand the content of current comic strips being used.

b. Quasi-Self-Contained

The self-contained panel can be understood without reading at the previous or following comic strips. The artist does not make any change about the topic until the right for topic changes or there are no other possible ideas.

c. The Short Sequence

In the short sequence, the readers need to follow the strips for a number of days to determine the story or event of the comic strips. Often, there is a humor in this type of strips but usually contains mystery, crime or an adventure as well.

d. The Continuous Sequence

In the continuous sequence, it seems that there is not any crisis or climax in the comic strips story .It only tells readers about the daily life of the character without beginning or end.

b. Components of comics

According Mario Saraceni (2003) comics have several components: panels, gutters, balloons and captions:

1) The panels

Each page is normally composed of a number of square frames named panels.

2) The gutter

Each panel is separated from the others by a blank space called the gutter.

3) The balloon

The use of balloons, in which text is inserted and imposed into the panel which contains the pictures, is one of the principal characteristics of

comics. Other types of print such as children's books and advertising also combine images and words, but the use of balloons is unique to comics (Khordoc, 2001: 156-157). The balloons contain direct speech, but significant proportions of it are essentially narrative. It shows that a character is speaking (in the first person) and this makes the reader's involvement in the story much deeper. Balloons may report speech or thought. The tail of the balloon indicates the character who is speaking or thinking.

4) The caption

The caption is not inside the panel, but is always a separate entity, at the top or bottom of the panel. The text in the caption represents the narrator's voice and adds information to the dialogues in the balloons.

c. Benefits of using Comic Strips

Benefits or strength of comics in education according to Gene Yang (2003) can be described as follows:

1) Motivating

The most frequently mentioned asset of comics, as an educational tool, is its ability to motivate students. Through comic, the teacher can give motivation to the students to learn English in more enjoyable and interesting ways.

Comics motivate the students by their pictures. The use of colors, the name of animals, and the identification of the main parts of human body can be studied and understood fast with the use of cartoon comics.

Sones (in Gene Yang 2003) theorizes that pictures tell any story more effectively than words.

2) Visual

Comics, being composed of pictorial and other images, are a fundamentally visual medium. The interest of students in comics' picture emphasizes the potential of visual medium. In a study comparing comics to text, Sones (in Gene Yang 2003) found that comics' visual quality increases learning. Sones divided four hundred sixth into two groups, balanced in terms of both school grade and intelligence. To the first group he presented comics, to the second only text. Afterwards, each group was given a test on the content of the story. The result was the first group scored significantly higher than the second group. At the end, Sones concluded that a strong trend in favor of the picture continuity was indicated by two sets of results.

3) Intermediary

Comics can serve as an intermediate step to difficult disciplines and concepts. Many language and art educators have used comics in this manner with tremendous success. Karl Koenke (in Gene Yang 2003) suggests that comics can lead students toward the discipline of learning. Hutchinson's experiment found out that many teachers discovered comic strips to be particularly useful in special classes or for slow learning pupils in regular classes.

Versaci (in Gene Yang 2003) found out that discussions on comics are generally livelier than those on classic novels. Through comics, Versaci encourages his students to think critically about the literary worth of books and the formation of the literary canon.

4) Popular

Comic is a popular reading for children. If we ask the students, whether they have read comic or not, most of them would say, “yes”. It is very popular because comic has interesting story and full of colors. That is why children like it. By comics, students can learn about culture. Teachers can introduce popular culture into their classroom easily and effectively through comics. By incorporating popular culture into curriculum, teachers can bridge the separation many students feel, between their lives in and out of school.

According to Versaci (in Gene Yang 2003), through comic books, teacher can lead their students in a study of “contemporary lifestyle, myths, and values”. Comic has been spread out widely as the medium to entertain. The colored illustration, simple theme and plot, and the characterization will attract the person who reads it. Amazingly, nearly everyone says “yes” if they are asked whether they have read comic. The wide spread of comic has interested the writer in using comic as a medium for teaching.

A teacher may use the potential of comic in motivating the students. The main role of comic book in teaching is its strength in motivating the students' interest. It is better to combine the use of comic with a particular method of teaching. Therefore, the use of comic as a medium of teaching will be more effective. A teacher should help the students to find a good and enjoyable comic which is appropriate to the way the students think and the students' age. In addition, a teacher should help them get broader information and knowledge from the comic.

d. Good Criteria of Comic Strip

In order to make a good comic strip, there are some criteria to make a good comic strip. Below are some criteria of good comic in the form of rubric of comic strip.

Table 2.3: The criteria of good comic strip

	4	3	2	1
Action	Action always makes sense from one panel to another	Most of the action makes sense from one panel to another	Some of the action makes sense from one panel to another	Action never makes sense from one panel to another
Characters	Characters are believable in all panels	Characters are believable in most panels	Characters are believable in some panels	Characters are not believable

Landscape and props	Landscape and props relate to the action and characters in all panels	Landscape and props relate to the action and characters in most panels	Landscape and props relate to the action and characters in some panels	Landscape and props are not chosen or do not make sense
Textboxes and bubbles	Textboxes and bubbles are well written and edited for punctuation, grammar, and usage	Textboxes and bubbles make sense and are edited for punctuation, grammar, and usage	Textboxes and bubbles may or may not always make sense; some are not edited for punctuation, grammar, and usage	Captions don't make sense and are not edited for punctuation, grammar, and usage
Onomatopoeia	Onomatopoeic words are used when appropriate	Onomatopoeic words are usually used when appropriate	One onomatopoeic word is used	No use of onomatopoeia in the comic strip
Excitement and interest	Comic strip is incredibly interesting and exciting	Comic strip is very interesting and exciting	Comic strip is quite interesting and exciting	Comic strip is not interesting or exciting

Taken from Tes.co.uk

e. Roles of Comic Strips in a Teaching Speaking

Comics or comic strips are art works which have sequence of stories about characteristics and events in the form of picture which can be humorous, mysterious, etc. Besides, it can not only entertain the reader with funny or mystery story but also be used as an authentic material or media in teaching speaking. According to Davis (1990) comic strips are one of authentic materials which have been explored over the past few years in teaching language. In addition, Oller in Csabay (2006 : 2004) states that comic strips are authentic and using authentic material is very important in language teaching and learning. It can help the students to deal with spoken or written language. The facial expressions of comic figures inspire student to interpret the thought based on the expression. The message story in comic provides the student with something to narrate or describe. Besides that, it can also stimulate and motivate students during the speaking activities and it can give students refreshing new focus to practice their spoken English.

f. The Implementation of Comic Strip in Teaching Speaking

Comic or comic strip is one of media which can arouse the student's motivation in the language class. Many researcher and teachers agree that motivation is crucial in language teaching. According to Csabay (2006: 24) comic or comic strip not only can be used to amuse and to attract students' interest but also it can be used as media in education.

In addition, he also suggests that there are some activities which can be implemented by using comic strip in language class, especially in speaking. The first activity is retelling story. In this activity, students are asked to arrange disordered panel of comic strip into proper sequence to tell the story in the form of speaking exercises. For more advanced learner, the task can be made more difficult by giving a different panel to each student in a group and asking student to describe to the rest of the group what is on their panels. The students should not show their picture to each other until they have figured out the correct order for the panels.

In variation of the first exercise, the teacher removes the speech or thought bubbles of the comic strip, hands out copies of both the comic strip and the text of the bubbles to the students. The student's task is to figure out the proper order of the speech or thoughts. One other way of implementing comic strip in speaking is role-play. In this activity, the teacher hands out the comic strip from which the last panel is cut out. Then the students are asked to continue the story and come up with an ending.

g. The Effects of Using Comic Strips in Teaching Speaking

The use of comic strip in language class gives some positive effects for students. According to McCloud (1993), there are some positive effects of comic strips in teaching speaking. The first is comic strips provide image of the character, so it can help the students deal with spoken and even informal language. Second, comic strips can increase student's motivation to learn

English in enjoyable and interesting ways. The third is comic can motivate the students by its pictures. The last, comic is visual, it contains many visual symbols which have the power to present concrete realities. They are very impressive and interesting so that the information presented by comics will stay longer in the student's mind.

In addition, Drolet (2010) states there are five effects of using comic strips in learning second or foreign language. As educational tool comic strips have advantage to motivate students. By using comic strip, the teacher can give motivation to their students to learn English well. The second effects is comic strip provides of visual symbol. Comics are a fundamentally visual medium, which has composition of pictures, and words, comic strips are easily accessible to non – native speakers of English. The third effect of using comic strips in learning second or foreign language is permanent. The comic strips are potentially very strong in language instruction because the student can read by their own way. Comparing with others visual media, such as TV or movies, the dialogues in the comic strips are more easily to understand for the second or foreign language students.

When students learn English from the dialogues of movies or cartoon either on DVD or TV, they will find it hard to follow them. Because the dialogue flows very fast for students. If those dialogues are paused to capture what the roles said, the dialogues will lose their natural flows. While comic that is defined by Yang (20013) is unique visual permanent. Without losing the flows, students can easily get the meaning of English words in the comics.

Then the fourth effects is comic strip can be served as an intermediate step to difficult disciplines and concepts. It can be applied to lead students toward disciplines of reading, especially those who do not like reading. It can be used in teaching and learning process among the students with slow learning or among special students in regular class.

The last effect, comic strip is a familiar thing for students. Most of them have ever read kinds of comics. With their colorful characters and interesting stories, comics are very popular among students. When a teacher use comics as teaching and learning media, students will find it more fun to learn. A fun atmosphere is resulting in the successful learning process.

B. Review of Related Studies

There are some related studies, which can show the effective use of the comic strips in improving the teaching-learning process of English, especially in speaking skill. The first one is the study done by Liu (2004). In this study Liu investigates the effects of comic strips in second language learners' reading comprehension. From the study, it is found that among the genres (visual) comic strips catch many researchers' attention greatly. It is because they are communicative, popular, accessible, and readable, and they combine aesthetic perception with intellectual pursuit.

Other studies about comic strips are also done by Muniran and Yusof (2008) and Tiemensma (2009). In their study, Muniran and Yusof give more attention to the use of comics and graphic novels in school and libraries to

promote literacies. From this study, it is found that the early perception that comics was nothing more than just cheap entertainment has changed. This media then has much more potentials in helping and contributing towards reading literacy among students in different stages of education. On the other hand, Tiemensma investigates the visual literacy, on the effort of promoting literacy through the use of comics as well. From this study, it is found that comics can motivate reluctant readers, engage children in reading, develop the comprehension and language skills of second-language learners, and teach visual literacy.

C. Conceptual Framework

In the case to build students interests and motivation in learning English, the English teacher should use interesting, fun and appropriate media in teaching and learning process in the classroom. Csabay (2007) stated that comic is one of media which can help students deal with spoken or written language. The facial expressions of comic figure inspire the students to interpret their thought based on the expression and the story implicit in comic provides the students with something to narrate or describe. Comic or comic strip is one of media which can arouse the student's motivation in the language class. Many researcher and teachers agree that motivation is crucial in language teaching.

According to Csabay (2006: 24) comic or comic strip not only can be used to amuse and to attract students' interest but also it can be used as media in education.

In this research, the problems are related to the use of English learning materials which are not attractive for the students especially for Junior High School students. Comic strips come as one of the solution to solve these problems. Comic or comic strip is one of media which can be arouse student's motivation in language class. Many researcher and teachers agree that motivation is crucial in language teaching. According to Csabay (2006: 24) comic or comic strip is not only can be used to amuse and to attract students' interest but also it can be used as media in education. The use of comic strip in language class gives some positive effects for students. According to McCloud (1993), there are some positive effects of comic strips in teaching speaking. The first is comic strips provide image of the character, so they can help the students to deal with spoken and even informal language. Second, comic strips can increase student's motivation to learn English in enjoyable and interesting ways. The third is comics can motivate the students by their pictures. The last, comics are visual. It contains many visual symbols which have the power to present concrete realities. They are vey impressive and interesting so that the information presented by comics will stay longer in the student's mind.

Furthermore, the researcher considers some related theories which support the development English speaking materials especially speaking tasks using comic. Those are theories of speaking, speaking task, teaching in Junior High School students, characteristic of Junior High School students, comic strips, and the effect of comic strips in classroom. By considering those theoretical theories, hopefully, the researcher can produce a set of English speaking materials.

CHAPTER III

RESEARCH METHOD

This chapter deals with the methodology of the research. It covers the type of the research, research setting, research subject, research procedure, data collection technique, research instruments and data analysis technique.

A. Type of the Research

This research study belongs to a Research and Development (R and D) study because the researcher tries to develop and validate a particular educational product (Borg, 1983: 772). This research is aimed at using the research findings to design new products and procedures as an industry-based development model (Borg & Gall, 2003). The product of this research study is Comicstrips-based speaking tasks based on the need analysis.

B. Research Setting

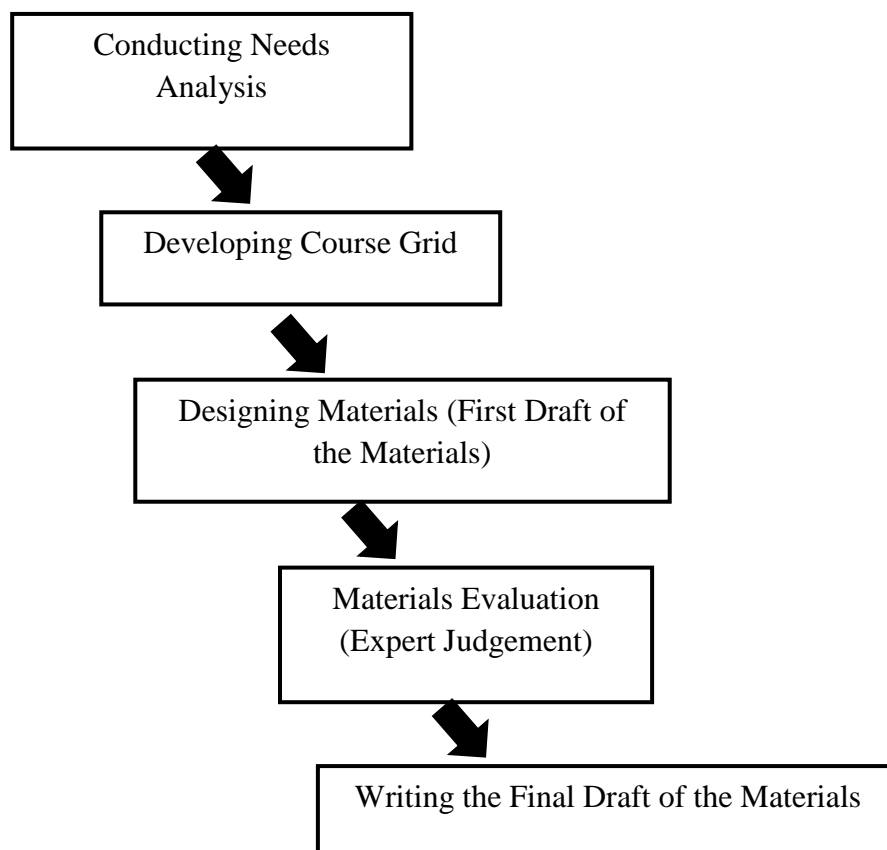
The research study was conducted in October 2013 at SMP N 2 Temon, Kulon Progo. The school is located in Temon, Kulon Progo, Yogyakarta.

C. Research Subject

The subjects of this research study consisted of the first grade students of SMP 2 Temon, class A, in the academic year of 2013 / 2014. There were 30 students. 14 students were female and 16 students were male. The ages of the students varied from 13 to 14 years old.

D. Research Procedure

In this research, the materials development model employed is the model proposed by Jolly and Bollitho on Tomlinson (1998) with some adaptation to meet the conditions of the research. The scheme of the materials development steps in this research is figured below:



1. Conducting needs analysis

The researcher conducted needs analysis to obtain data about students' perceptions about learning English, their needs, their learning needs, and their expectation toward the materials, through a questionnaire. Needs analysis was conducted in October 2013. The questionnaire was distributed to all students. The result of the questionnaire was analyzed and used as the basis of developing course grid.

2. Developing Course Grid

The results of needs analysis questionnaire were used as the basis of developing course grid of the materials. The course grid consists of Standard of Competence and Basic Competencies, the unit title, learning indicators, grammar focus, character value, methodology / procedures and Input of the materials.

3. Designing Materials (First Draft of the Materials)

The course grids implemented through the unit development of the materials. There are three units that were developed in this research that is described on the next chapter (Findings and Discussions). Each unit consists of 10 tasks divided into three main parts: Introduction (Get Ready), Main Materials (Let's Talk) and reinforcement (Homework, Let's Review and Word List).

4. Materials Evaluation (Expert judgment)

The first draft of the developed materials was evaluated by an expert to check whether there are some parts of the developed materials that need to be changed or refined, in terms of grammar, practicality, layout, and so on as provided in the guideline of materials evaluation. The questionnaire for materials evaluation is adapted from the guideline of learning materials evaluation (*Instrumen Buku Teks Pelajaran Bahasa Inggris SMP*) by BNSP.

The evaluation questionnaire covers the content evaluation, presentation evaluation, language evaluation and graphic evaluation. The questionnaire point is developed based on *Likert-Scale* questionnaire with four-point range.

5. Writing the Final Draft of the Materials

The final draft was developed based on the result of the evaluation questionnaire. The final draft is considered as the final product of this research

E. Data Collection Technique and Instruments

The data collected in this research were obtained through questionnaires. There are two types of questionnaires used in this research. The first questionnaire is a needs analysis questionnaire distributed to the students to assess their target and learning needs. There are 15 questions in this first questionnaire.

However, the questions about students' personal identity were not analyzed. The organization of the first questionnaire is listed below.

Table 3.1: The Organization of Need Analysis Questionnaire

No	Aspect	Number of Items	Purpose of the questions	References
Target Needs				
1	Necessities	1	To find out the students' needs in terms of the target situation	Hutchinson (1987: 55)
2	Lacks	2	To find out the gap between students' existing knowledge and the required knowledge level.	Hutchinson (1987: 55)
3	Wants	3	To find the students' wants related to the materials	Hutchinson (1987: 55)
Learning Needs				
4	Input	4, 5,6,7,8,8, 10,11	To find out the content that should be carried out in the designed tasks	Graves : 104 Nunan (2004: 47)
5	Procedure	12	To find out what students should do with the tasks	Nunan (2004: 52)
6	Setting	13	To find out how the tasks are carried out (group work, pair work or individually)	Nunan (2004: 70)
7	Teacher's Role	14	To find out the learners' role in the classroom	Nunan (2004: 64)
8	Learners' role	15	To find out the teacher's role in the classroom	Nunan (2004: 67)

The second instrument is questionnaire that was used to evaluate the materials (Expert Judgement). The questionnaires were given to two experts of materials of English Education Department. There were four questionnaires to distribute to each expert since each unit was evaluated through a questionnaire. There are 41 questions on each questionnaire that are adapted from BSNP of Materials Evaluation. The organization of the second questionnaire is showed below.

Table 3.2: The Organization of the Expert Judgement Questionnaire

No	Components of Evaluation	Aspects	Item Number	References
1	Content	Completeness	1, 2,3	BSNP
		Depth	4,5,6	BSNP
		Accuracy	7,8,9,10, 11	BSNP
2	Language	The appropriateness at Developmental level of Students	1,2,3	BSNP
		Communicative	4	BSNP
		Language accuracy	5,6,7	BSNP
3	Presentation	Systematic	1,2,3,4	BSNP
		Presentation	5,6,7,8	BSNP
4	Graphic	Pattern	1,2,3	BSNP
		Illustration	4,5,6	BSNP
		Typography	7,8,9	BSNP
5	Comic strips	Content	1,2,3	<i>ReadWriteThink</i> International Reading Association
		Visual	4,5,6	<i>ReadWriteThink</i> International Reading Association

F. Data Analysis Technique

a. First questionnaire (Needs Analysis)

Data from Needs Analysis questionnaire was analyzed through calculating the percentage of each answer on the questionnaire by following the this formula:

$$\text{Percentage (\%)} = f/N (100)$$

Where : P : Percentage 100% : Fixed Number
 f : frequency
 N : Total of Respondents

The highest percentage of answers on each questions is considered as the tendency of the students related to the condition.

b. The second questionnaire (Expert Judgement)

The second questionnaire uses *Likert-Scale* as the measurement. The results of the questionnaire are calculated by using the formula proposed by Suharto (2006: 52 – 53) as follows.

$$R = \frac{Xh - Xl}{4}$$

Where :R : Range

Xh : The highest Score

Xl : The lowest Score

4 : Range of *Likert-Scale*

Then, the data resulted were converted to descriptive analysis in terms of its goodness as proposed by Suharto (2006: 52 - 53).

Table 3.3 : Data Conversion Table (Suharto, 2006: 52 - 53)

Scales	Interval	Categories
1	$2.9 < X \leq 3.24$	Poor
2	$3.25 < X \leq 3.49$	Fair
3	$3.5 < X \leq 3.74$	Good
4	$3.75 < X \leq 4$	Very Good

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the research. The first part of this chapter presents the results of needs analysis, the course grid of the materials, the first draft of the materials and the results of materials evaluation (expert judgment).

A. Research Findings

1. The Results of Needs Analysis

To assess the target and learning needs of the students, a needs analysis was conducted. The questionnaire was distributed to the students in October 2013.

a. Target Needs

Target needs is defined as learners' view about the target situation (Hutchinson & Waters, 1987). It includes necessities (the targeted objective of the study), lacks (the recent gaps between students' ability and the target needs) and wants (student's view of the target needs according to their intention to learning).

a) Necessities

Hutchinson and Waters (1987) define necessities as what learners have to know in order to function properly in the target situation (1987:55). The following table show SMP 2 Temon students' view about the demand of their target situation.

Table 4.1. Student's View about Target Goals

Question	Items	N	F	Percentage
What is your main goal of studying English?	a. To get success in English examination	30	23	76.6 %
	b. To get equipped with sufficient English ability	30	2	6.6%
	c. To get equipped with sufficient English ability in order to join some training/course programs after graduating from high school	30	5	16.6%
	d. etc	30	0	

In terms of goal, the tendency as shown on the table shows that 76.6 % of the students claimed that passing the National Examination was their main goal.

b) Lacks

The gap between the students' existing knowledge and the agreed objectives they have to achieve refers to lack (Hutchinson & Waters, 1987). The students' view about their lacks is shown in the following table.

Table 4.2. Student's Difficulties in Learning English

Question	Items	N	F	Percentage
So far, my English proficiency is at the level of	a. Beginner, mastering some vocabulary and being able to communicate in daily life context.	30	24	80%
	b. Intermediate, being able to communicate in any kinds of discourse	30	6	20%
	c. Advanced, being able to communicate in English in any discourse fluently and accurately	30	0	

In terms of students' English proficiency it is shown that most of the students were at the level of beginner (80%), in which they were mastered some vocabulary and were able to communicate in daily life context, while 20% students claimed that they were in intermediate level of English proficiency.

Table 4.3 Student's Difficulties in communicate in English

Question	Items	N	F	Percentage
What is your difficulty in Speaking lesson?	a. Being able to master vocabulary	30	10	33.3%
	b. Pronouncing the word correctly	30	7	23.3%
	c. Comprehending expressions in speaking	30	13	43.3%
	d. Others	30	0	

In terms of difficulties, most of the students (43.3%) admitted that comprehending expressions in speaking was the most difficult. Mastering vocabulary (33.3%) was less difficult to the students.

c) Wants

The students' view about their needs refers to Wants (Hutchinson and Waters, 1987:56). The presentation about students' wants based on the questionnaire is explained below.

Table 4.4 Student's General Wants in Learning English

Question	Items	N	F	Percentage
I want to learn English that make me	a. Able to master vocabularies	30	5	16.6%
	b. Able to master grammar well	30	9	30 %
	c. Able to communicate formal and informal accurately and fluently in daily life	30	13	43.3%
	d. Comprehend in reading	30	3	10%

From the result above, it can be seen that the students' wants after learning English were be able to communicate formal and informal accurately and fluently in daily life (43.3%), while others' want was to master grammar well (30%).

b. Learning Needs

Learning needs refer to the list of knowledge and abilities the learners will require to perform particular competence in the target situation (Hutchinson and Waters, 1987: 60). As stated by Nunan (2004), learning needs are represented through seven components of task. Here are the results of the questionnaire related to students' learning needs as seen from the task components point of view.

a) Input

Input refers to what sources they have to get in learning English, so that they are able to learn English well to achieve the intended objectives. The results below show the types of input that students want to get in the process of English learning.

Table 4.5 General Input of the Materials

Questions	Items	N	F	Percentage
Comic strips that I like ...	a. Super hero	30	10	33.3%
	b. Comedy	30	9	30%
	c. Daily life	30	11	36.6%
	d. Mystery	30	0	

From the table, it can be seen that most of students like was daily life comic strips (36.6%). Other students prefer super hero comic strips (33.3%).

Table 4.6 The character of comic strips (male)

Questions	Items	N	F	Percentage
The male character of comic strips that I like ...	a. Handsome	30	16	53.3%
	b. Fairy	30	2	6.6%
	c. Funny	30	11	36.6%
	d. Humble	30	1	3.3%)

From the result above, it can be seen that the character of comic strips (male) most of students like was handsome character (53.3%). Meanwhile, other students prefer funny character (36.6%).

Table 4.7 The character of comic strips (female)

Questions	Items	N	F	Percentage
The female character of comic strips that I like ...	a. Beautiful	30	17	56.6%
	b. Fairy	30	1	3.3%
	c. Funny	30	9	30%
	d. Humble	30	3	10%

From the result above, it can be seen that the character of comic strips (female) most of students like was beautiful character (56.6%). Meanwhile, other students prefer like funny character (30%).

Table 4.8 The story of comic strips

Questions	Items	N	F	Percentage
The story of comic strips that I like ...	a. Adventure	30	11	36.6%
	b. School life	30	2	6.6%
	c. Daily life	30	13	40%
	d. Comedy	30	4	13.3%

From the result above, it can be seen that for the story of comic strips most of students like was daily life (40%). Meanwhile, other students prefer adventure (36.6%).

Table 4.9 The length of panel

Questions	Items	N	F	Percentage
The panel of comic strips that I want ...	a. 2 panels	30	9	30%
	b. 3 panels	30	7	23.3%
	c. 4 panels	30	10	33.3%
	d. 5 panels	30	1	3.33%
	e. 6 panels	30	3	20%

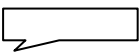



For the length of the panel, most of student considered four panels (33.3%) for the length of panel. Meanwhile, other students prefer two panels (30%)

Table 4.10 The appropriateness of font

Questions	Items	N	F	Percentage
The font for comic strips that I like ...	a. The quick brown fox jumps over the lazy dog	30	3	10%
	b. THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG	30	10	33.3%
	c. <i>The quick brown fox jumps over the lazy dog</i>	30	5	16,6%
	d. The quick brown fox jumps over the lazy dog	30	12	40%

From the table above, it can be seen that most of students claimed that **The quick brown fox jumps over the lazy dog** is the appropriate font (40%). Other students prefer **THE QUICK BROWN FOX JUMP OVER THE LAZY DOG** (33,3%)

Table 4.11 The appropriateness of bubble text

Questions	Items	N	F	Percentage
The bubble text for comic strips that I like ...	a. 	30	5	16.6%
	b. 	30	14	46.6%
	c. 	30	8	26.6%
	d. 	30	3	10%



From the table, it can be seen that the most student claim that () was the appropriate bubble text for comic strips (46.6%). Whereas, other student prefer () for the appropriate bubble text (26.6%).

Table 4.12 The visual of comic strips

Questions	Items	N	F	Percentage
The visual and color of comic strips that I like	a. Colorful	30	23	76.6%
	b. Black and white	30	7	23.3%

For the visual of comic strips, most of students claim that colorful comic strip is that they want (76.6%). Meanwhile, other students prefer black and white (23.3%).

b) Procedures

Procedures refer to the type of activity and tasks they are going to do to achieve particular goals on each developed unit (Nunan, 2004). The following tables show the result of needs analysis in terms of learning procedure.

Table 4.13 Learning's needs (speaking learning procedure)

Question	Items	N	F	Percentage
When I learn speaking, types of tasks that I like is / are ...	a. Practicing dialogue by using media	30	16	53.3%
	b. Practicing dialogue with role play	30	2	6.6%
	c. Practicing dialogue with games	30	12	40%
	d. Others	30	0	

In terms of task type, (53.3%) of the students want to have the type of task of practicing dialogue by using media. The second type of task that students want to have is practicing dialogue with games (40%).

c) Setting

Nunan (2004) denotes that the term “setting” refers to how to carry out the task during the classroom activities. The presentation of the data about how to carry out the task is shown on the table below.

Table 4.14 Learning needs (Setting)

Question	Items	N	F	Percentage
When I learn speaking the tasks given by the teacher are better to do ...	a. Individually	30	2	6.6%
	b. In pairs	30	14	46.6%
	c. In small group (3-4 students)	30	11	36.6%
	d. In big group (5 or more students)	30	3	10%

In terms of setting most of students wanted to do the task in pairs, represented 46.6% of the percentage. Meanwhile, the other students (in the percentage of 36.6%) want to perform the tasks in group of 3-4 students.

d) Teacher's Role

Teacher's role means the role of the teacher during the classroom activities (Nunan, 2004). Here is the tendency of what teachers should do when the students perform the tasks according to the students.

Table 4.15 Learning needs (teacher's role)

Question	Items	N	F	Percentage
When I learn speaking, it is better if the teacher ...	a. Explaining speaking lesson in front of the class	30	2	6.6%
	b. Explaining speaking lesson and giving the examples	30	11	36.6%
	c. Teaching students by giving examples with correct pronunciation	30	4	13.3%

	d. Teaching and guiding the students to be active to speak up	30	13	43.3%
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From the data above, it can be concluded that teaching and guiding the students to be active to speak up is the tendency of the teacher's role according to the most of students (43.3%). Meanwhile, the other students (36.6%) consider that explaining speaking lesson and giving the examples for the tendency of teacher's role.

e) Learner's Role

Learner's role is the role of the learners when the teaching and learning process is running (Nunan, 2004). Here is the result of the last questions related to the role of the learners during classroom activities.

Table 4.16 Learning needs (learners' role)

Question	Items	N	F	Percentage
When I learn speaking, it is better if the students ...	a. Pay attention to the teacher explanation then practice it	30	13	43.3%
	b. Actively participate in classroom activity and task.	30	17	56.6%
	c. Learn individually	30	0	
	d. Other	30	0	

From the table it can be concluded that most of respondent (56.6%) consider that they had to participate actively in classroom activities and tasks. The other respondents prefer pay attention to the teacher explanation then practice it (43.3%).

B. Course Grid

The course grid is the guideline of the materials that are going to develop. The course grid is designed by referring to the result of the questionnaire by picking the highest percentage of the respondents. The developed course grid consists of the identity of the course grid, the number and names of the unit, the titles of the unit, the basic competence, type of tasks, procedures to do the tasks and also the sources taken to develop the speaking comic strips-based for first grade students of SMP N 2 temon.

1. Course Grid of Unit 1

The course grid of Unit 1 refers to Standard of Competence of 3.1. (Expressing meaning of transactional conversation (*to get things done*) and interpersonal conversation using simple spoken language accurately, fluently and understandably). The topics of this unit are greeting and leave taking.

2. Course Grid of Unit 2

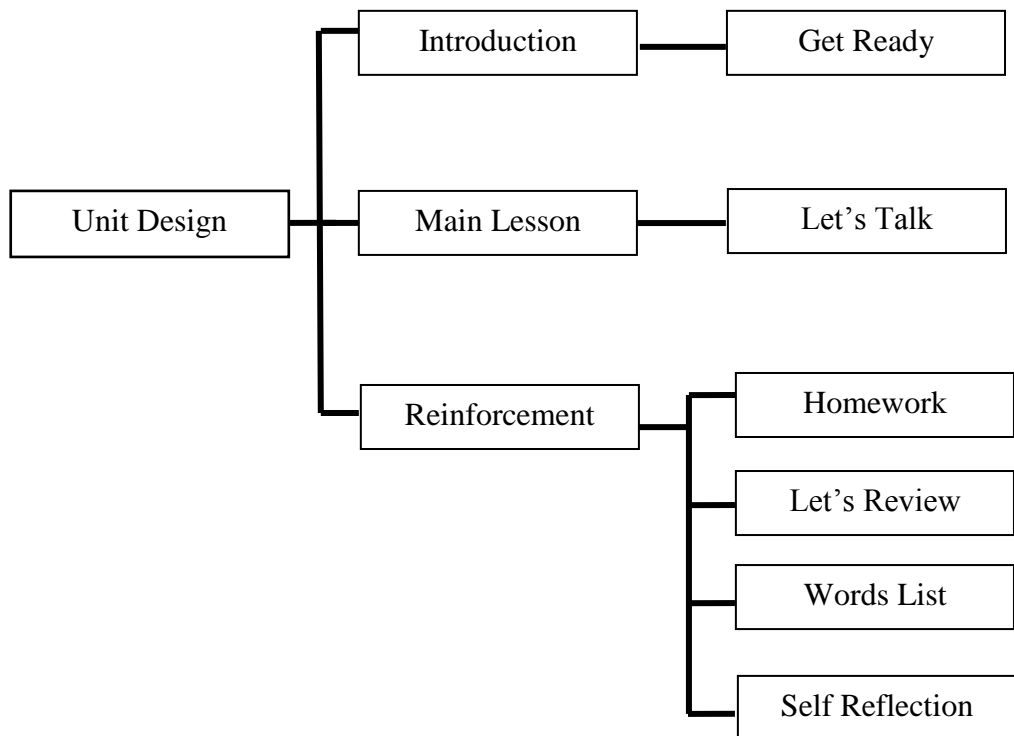
The course grid of Unit 2 refers to Standard of Competence of 3.2 (Interacting with closest environment using expressions: greeting, introducing, and command). The topics of this unit are introducing one self and introducing one to another.

3. Course Grid of Unit 3

The course grid of Unit 3 refers to Standard of Competence of 3.3 (Expressing meaning of transactional conversation (to get things done) and interpersonal using simple spoken language accurately, fluently, and understandably to interact with closest environment which involves: asking and giving information, gratitude and apologizing). The topics of this unit are gratitude and apologizing.

C. The first draft of materials

The first draft of materials is materials for speaking which consist of three units. Each unit consists of about 10 tasks divided into three stages; Introduction, Main Lesson and Reinforcement. The design of each unit is shown on the diagram below.



The developed units are described in the table below. The description covers the unit title, parts of the unit, and also each task's instruction and brief description about the task.

Table 4.17 Task Description of Unit 1

Unit 1. Good morning	
This unit encourages students to learn about greetings and leave taking.	
A. Get Ready	
Task 1	<p>Instruction:</p> <p><i>Study the comic strips below and answer the following questions.</i></p> <p>Description:</p> <p>This task leads students to have background knowledge about the scope of the unit topics. By studying the comic strip and answering questions, it is expected that the students will have view about what they will learn.</p>
Task 2	<p>Instruction:</p> <p><i>Repeat after your teacher then express them individually.</i></p> <p>Description:</p> <p>This task is aimed at giving students to have input and background knowledge about how to express and pronounce the word correctly. By repeating, the teacher then expresses it individually.</p>
B. Main Lesson	
Let's Talk	
In this stage, the students will be given several tasks in the form of comic strips to improve their ability to express and practice of greeting expression and leave taking by study, answer, and act them out the following comic strips.	

Task 3	<p>Instruction:</p> <p><i>Study, answer, and act them out the following comic strips with your partner.</i></p> <p>Description:</p> <p>This task provides some comic strips with different situation of greeting expression and encourages students to practice the dialogue of greeting expression.</p>
Task 4	<p>Instruction:</p> <p><i>Repeat after your teacher, then express them individually.</i></p> <p>Description:</p> <p>This task is aimed at giving students to have input and background knowledge about how to express and pronounce the word correctly. By repeating, the teacher then express it it individually.</p>
Task 5	<p>Instruction:</p> <p><i>Study, answer, and act them out the following comic strips with your partner.</i></p> <p>Description:</p> <p>This task provides some comic strips with different situation of leave taking expression and encourages students to practice the dialogue of leave taking expression.</p>
Task 6	<p>Instruction:</p> <p><i>In pairs, study the expressions of greeting, leave taking and how to respond to them.</i></p> <p>Description:</p> <p>This task is aimed at giving students explanation of greeting expressions, leave taking and how to respond to them.</p>

Task 7	<p>Instruction:</p> <p><i>Match the correct response of each greeting and leave taking.</i></p> <p>Description:</p> <p>This task encourages students to match the correct responses of each greeting and leave taking.</p>
Task 8	<p>Instruction:</p> <p><i>In pairs, complete the missing expressions in the following comic strips. Then act them out with your partner.</i></p> <p>Description:</p> <p>In this task, the students will be given several comic strips of greetings and leave taking to improve their ability to express and practice of greeting expression and leave taking by complete the missing expressions then act them out in pairs.</p>
Task 9	<p>Instruction:</p> <p><i>In pairs, make a simple dialogue based on the situations below. Use the expressions of greetings and leave taking then act them out with your partner in front of the class.</i></p> <p>Description:</p> <p>This task encourages students to make simple dialogue based on situation. Students are expected to use expression of greetings and leave taking then act them out in front of the class.</p>
Task 10 (home work)	<p>Instruction:</p> <p><i>Greet your friend or family. Then write down their name and the expressions of greeting. Number one is done for you.</i></p>

	<p>Description:</p> <p>This is homework for the students. As a reinforcement the students will be given chance to greet their friend or family then they should write down their friend and family name and what expression they are use.</p>
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Table 4.18 Task Description of Unit 2

UNIT 2. My name is Andy	
This unit encourages students to learn how to introducing one self and introducing one to another.	
A. Get Ready	
Task 1	<p>Instruction:</p> <p><i>Study the comic strips below and answer the following questions</i></p> <p>Description:</p> <p>This task leads students to have background knowledge about the scope of the unit topics. By studying the comic strip and answer questions, it is expected that the students will have view about what they will learn.</p>
Task 2	<p>Instruction:</p> <p><i>Repeat after your teacher then express them individually.</i></p> <p>Description:</p> <p>This task is aimed at giving students to have input and background knowledge about how to express and pronounce the word correctly. By repeating, the teacher then expresses it individually.</p>
B. Main Lesson	

Let's Talk	
<p>In this stage, the students will be given several tasks in the form of comic strips to improve their ability to introducing oneself and introducing one to another by study, answer, and act them out the following comic strips.</p>	
Task 3	<p>Instruction:</p> <p><i>Study, answer, and act them out the following comic strips with your partner.</i></p> <p>Description:</p> <p>This task provides some comic strips with different situation of introducing one self and encourages students to practice the dialogue of introducing one self.</p>
Task 4	<p>Instruction:</p> <p><i>Repeat after your teacher then express them individually.</i></p> <p>Description:</p> <p>This task is aimed at giving students to have input and background knowledge about how to express and pronounce the word correctly. By repeating, the teacher then expresses it individually.</p>
Task 5	<p>Instruction:</p> <p><i>In group of three, study, answer the comic strip of introducing one to another below then practice dialogue with your partner.</i></p> <p>Description:</p> <p>This task provides some comic strips with different situation of introducing one to another and encourages students to practice the dialogue of introducing one to another.</p>

Task 6	<p>Instruction:</p> <p><i>In pairs, study the expressions of introducing one self and introduce one to another.</i></p> <p>Description:</p> <p>This task is aimed at giving students explanation of greeting expressions, leave taking and how to respond to them.</p>
Task 7	<p>Instruction:</p> <p><i>In pairs, complete the missing expressions of introducing in the following comic strips. Then act them out with your partner.</i></p> <p>Description:</p> <p>In this task, the students will be given several comic strips of introducing oneself and introducing one to another to improve their ability to express and practice how to introduce oneself and introducing one to another by completing the missing expressions then act them out in pairs.</p>
Task 8	<p>Instruction:</p> <p><i>In group of three, make a simple dialogue of introducing yourself and introducing one to another and act them out based on the situation below.</i></p> <p>Description:</p> <p>This task encourages students to make simple dialogue based on situation. Students are expected to use expression of introducing one self and introducing one to another then act them out in front of the class.</p>
Task 9 (home work)	<p>Instruction:</p> <p><i>In group of three, make three simple dialog of introduce yourself and introduce one to another with various situation then act them out in front of the class.</i></p>

	<p>Description:</p> <p>This is homework for the students. As a reinforcement the students will be given chance to make three simple dialogue of introduce oneself and introducing one to another in group of three then act them out in front of the class later.</p>
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Table 4.19 Task description of Unit 3

UNIT 3. I'm Sorry	
This unit encourages students to learn how to introducing one self and introducing one to another.	
A. Get Ready	
Task 1	<p>Instruction:</p> <p><i>Study the comic strips below and answer the following questions</i></p> <p>Description:</p> <p>This task leads students to have background knowledge about the scope of the unit topics. By studying the comic strip and answer questions, it is expected that the students will have view about what they will learn.</p>
Task 2	<p>Instruction:</p> <p><i>Repeat after your teacher then express them individually.</i></p> <p>Description:</p> <p>This task is aimed at giving students to have input and background knowledge about how to express and pronounce the word correctly. By repeating, the teacher then practices it individually.</p>

Task 3	<p>Instruction:</p> <p><i>Study, answer, and act them out the following comic strips with your partner.</i></p> <p>Description:</p> <p>This task provides some comic strips with different situation of introducing one self and encourages students to practice the dialogue of introducing one self.</p>
Task 4	<p>Instruction:</p> <p><i>Repeat after your teacher then express them individually.</i></p> <p>Description:</p> <p>This task is aimed at giving students to have input and background knowledge about how to express and pronounce the word correctly. By repeating, the teacher then practices it individually.</p>
Task 5	<p>Instruction:</p> <p><i>Study, answer, and act them out the following comic strips with your partner.</i></p> <p>Description:</p> <p>This task provides some comic strips with different situation of introducing one self and encourages students to practice the dialogue of introducing one self.</p>
Task 6	<p>Instruction:</p> <p><i>In pairs, study the expressions of apologizing and thanking.</i></p> <p>Description:</p> <p>This task is aimed at giving students explanation of apologizing, thanking and how to respond to them.</p>

Task 7	<p>Instruction:</p> <p><i>In pairs, complete the missing expressions of apologizing and thanking in the following comic strips. Then act them out with your partner.</i></p> <p>Description:</p> <p>In this task, the students will be given several comic strips of apologizing and thanking to improve their ability to express and practice how to say thank you and how to apology by completing the missing expressions then act them out in pairs.</p>
Task 8	<p>Instruction:</p> <p>In pairs, make a simple dialogue of apologizing and thanking then act them out based on the situation below</p> <p>Description:</p> <p>This task encourages students to make simple dialogue based on situation. Students are expected to use expression of apologizing and thanking then act them out in front of the class.</p>
Task 9 (home work)	<p>Instruction:</p> <p>In pairs, make three simple dialogs of apologizing and thanking with various situations then act them out in front of the class.</p> <p>Description:</p> <p>This is homework for the students. As a reinforcement the students will be given chance to make three simple dialogue of apologizing and thanking in pair then act them out in front of the class later.</p>

D. The Expert Judgement

After the materials were developed, the materials then evaluated by an expert judgement. The materials evaluation was conducted by distributing questionnaires to the expert. The items of the questionnaires were adapted from the Standard of Course Book Assessment for Vocational High School by BSNP and consist of four aspects. They are content appropriateness, language appropriateness, presentation appropriateness and lay-out appropriateness. Those aspects are organized comprehensively through *Likert-Scale* questionnaires that were distributed to the materials evaluators (experts).

The materials experts are credible lecturers from English Language Department of Yogyakarta State University. The expert is an M.Hum (Master of Humaniora) graduate of Sanata Darma University, Yogyakarta, and is a permanent lecturer of Yogyakarta State University. By looking at the experience and expertise of the evaluator, the suggestions are considered to be valid.

The result of the materials evaluation was presented and converted to descriptive analysis in terms of their goodness as proposed by Suharto (2006: 52 - 53). The following explanations describe the result of the expert judgement, list of revisions and materials validation.

1. The Results of Expert Judgement and Revisions of Unit 1

a. The Results of Expert Judgement

a) The appropriateness of the Content

The first aspect to evaluate is the appropriateness of the content. Table 4.20 shows the analysis of content appropriateness of Unit 1 of the developed materials.

Table 4.20 The Appropriateness of the Content of Unit 1

No	Statement	Score
1	The developed materials are relevant with objectives of study.	3
2	The developed materials are in accordance with Standard of Competence and basic Competencies of Junior High School Grade VII 3.1 Expressing meaning of transactional conversation (<i>to get things done</i>) and interpersonal conversation using simple spoken language accurately, fluently and understandably.	4
3	The developed materials are relevant with the student's need of grade VII.	4
4	The developed materials explore relevant texts with student's daily life.	3
5	The developed materials resolved texts details.	3
6	Materials provide explanation of structure, meaning and linguistic features briefly.	4
7	Materials lead students to understand the expressions of greetings and leave taking.	4
8	Texts in the materials provide students in comprehending the expressions of greeting and leave taking.	4
9	Materials lead students to use expressions of greetings and leave taking.	4
10	Materials (text, figures, table etc) were taken from relevant sources to the topic being discussed.	4
11	Materials (text, figures, table etc) were taken from update sources to the topic being discussed.	3
Mean:		3.63

Table 4.20 shows, that the mean value related to the content aspects of the developed materials was 3.63. It is categorized "Good" due to its position in the interval $\leq 3.5 X \leq 3.74$.

In the terms of contents, suggestion given by the expert is the expressions are too formal. It is also suggested that there should be use common expressions for Junior high school.

b) The appropriateness of the Presentation of Unit 1

The second aspect to evaluate is the appropriateness of the presentation of the materials. The following table shows the results of the presentation appropriateness of Unit 1 of the developed materials.

Table 4 .21 The Appropriateness of the Presentation of Unit 1

No	Statements	Score
1	Materials developed consist of opening activities, main activities, evaluation, reflection and summary consistency every unit.	4
2	There is good balance among the tasks in a unit with the tasks in the next unit.	4
3	The developed tasks are arranged and developed based on the principles of material development.	4
4	The tasks in the developed materials are varied.	4
5	The developed tasks encourage students to get interaction in English.	4
6	The developed tasks encourage students to get involved and active in class.	4
7	The developed tasks encourage students to learn independently.	4
8	The developed materials provide evaluation form for the students to check their understanding.	4
Mean:		4

Table 4.21 shows that the mean value related to the presentation aspects of the developed materials was 4. It is categorized “Very Good “due to its position in the interval $\leq 3.75 X \leq 4$.

In terms of presentation of Unit 1 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

c) The appropriateness of the Language

The third aspect to evaluate is the appropriateness of the language, both the language of the instructions and also the materials. The table below shows the analysis of language appropriateness of Unit 1 of the developed materials.

Table 4.22 The Appropriateness of the Language of Unit 1

No	Statements	Score
1	The language used in instructions is relevant to students' cognitive development.	4
2	The language used in explanations is relevant to students' cognitive development.	4
3	The language used is relevant to students' language development.	4
4	The language used can be easily understood by the students.	3
5	The language used are developed in grammatical English.	3
6	The units/activities/paragraphs/sentences are presented in good arrangement.	4
7	Texts in the developed materials reflect as a good concept	4
Mean:		3.71

Table 4.22 indicates that the mean value related to the language aspects of the developed materials was 3.71. It is categorized "Good" due to its position in the interval $3.5 \leq X \leq 3.74$.

In terms of language of Unit 1 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

d) The appropriateness of the Lay-Out

The next aspect to evaluate is the appropriateness of the lay-out. The lay-out evaluation consists of the appropriateness of the fonts that are used. The table below shows the analysis of lay-out appropriateness of Unit 1 of the developed materials.

Table 4.23 The Appropriateness of the Lay-Out of Unit 1

No	Statements	Score
1	The placement like title, word, introduction, illustration, etc is located consistently in every beginning of unit.	4
2	The lay-out pattern is kept consistently in every page.	4
3	Texts are clear separately at the end of paragraph.	4
4	The illustration gives more understanding to the delivered information.	4
5	The illustration has proportional format.	4
6	Overall the illustration presents appropriately with the topic discussion.	4
7	The developed materials not too much using font.	4
8	Fonts in the developed materials are readable.	4
9	The developed materials use various font (bold,italic,capital) to distinguish the stage and give stress of texts.	4
Mean:		4

Table 4.23 shows that, the mean value related to the lay - out aspects of the developed materials was 4. It is categorized “Very Good “due to its position in the interval $3.75 \leq X \leq 4$.

In terms of lay-out of Unit 1 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

e) The appropriateness of the Comic strip

The last aspect to evaluate is the appropriateness of the comic strip. The comic strip evaluation consists of the appropriateness of the content and visual. The table below shows the analysis of comic strip appropriateness of Unit 1 of the developed materials.

Table 4.24 The appropriateness of comic strips

No	Statements	Score
1	The story from one panel to another panel are connected	4
2	Characters in the comic strip are suitable with the story	4
3	Bubble text and text are well written and edited for punctuation, grammar and usage	4
4	Pigmentation and background have various color	4
5	Font is readable	4
6	Comic strips are attractive for the reader	4
Mean:		4

Table shows that the mean value related to the comic strips aspects of the developed materials was 4. It is categorized “Very Good “due to its position in the interval $3.75 \leq X \leq 4$.

In terms of comic strips of Unit 1 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

b. The Revisions of Unit 1

Based on the result of expert judgement and suggestions proposed by the experts, there are some aspects to refine. The table below describes the points of revisions of Unit 1 elements and their revision.

Table 4.25 The Revision of Unit 1

Parts of the Unit	Points to Revise	Revision
Task 1	No revision	No revision
Task 2	The instruction "repeat after your teacher then do it by yourself" is not effective	Change the instruction to "repeat after your teacher then express them individually"
Task 3	Pay attention to the word choice	Revising the word choice
Task 4	Pay attention to the spelling	Revising some incorrect spelling
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	Pay attention to the authenticity of expression	Revising incorrect authenticity of expression
Task 9	No revision	No revision
Task 10	No revision	No revision

2. The Results of Expert Judgement and Revisions of Unit 2

a. The Results of Expert Judgement

a) The appropriateness of the Content

The first aspect to evaluate is the appropriateness of the content. The table 4.26 below shows the analysis of content appropriateness of Unit 2 of the developed materials

Table 4. 26 The Appropriateness of the Content of Unit 2

No	Statements	Score
1	The developed materials are relevant with objectives of study.	3
2	The developed materials are in accordance with Standard of Competence and basic Competencies of Junior High School Grade VII 3.2 Interacting with closest environment using expressions: greeting, introducing and command.	4
3	The developed materials are relevant with the student's need of grade VII.	4
4	The developed materials explore relevant texts with the student's daily life.	4
5	The developed materials explain texts in details.	4
6	Materials provide explanation of structure, meaning and linguistic features briefly	4
7	Materials lead students to understand the expressions of greetings	3
8	Texts in the materials provide students in comprehending introducing expressions	3
9	Materials lead students to use expressions of greetings	3
10	Materials (text, figures, table etc) are taken from relevant sources to the topic being discussed	3
11	Materials (text, figures, table etc) are taken from update sources to the topic being discussed	4
Mean:		3.54

Table 4.26 shows that, the mean value related to the content aspects of the developed materials was 3.54. It is categorized "Good" due to its position in the interval $\leq 3.5 \leq 3.74$.

In terms of content of Unit 2 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

b) The appropriateness of the Language

The second aspect to evaluate is the appropriateness of the language, both the language of the instructions and also the materials. The table below shows the analysis of language appropriateness of the Unit 2 of the developed materials.

Table 4.27 The Appropriateness of the Language of Unit 2

No	Statements	Score
1	The language used in instructions are relevant to students' cognitive development.	3
2	The language used in explanations are relevant to students' cognitive development.	3
3	The language used of are relevant to students' language development.	3
4	The language used can be easily understood by the students.	4
5	The language used are developed in grammatical English.	4
6	The Materials present unit/activity/paragraph/sentence reflects in good arrangement.	4
7	Texts in the developed materials reflect as a good concept.	4
Mean:		3.57

Table 4.27 indicates that the mean value related to the language aspects of the developed materials was 3.57. It is categorized "Good" due to its position in the interval $3.5 \leq X \leq 3.74$

In terms of language of Unit 2 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

c) The appropriateness of the Presentation of Unit 2

The third aspect to evaluate is the appropriateness of the presentation of the materials. The following table shows the results of the presentation appropriateness of Unit 2 of the developed materials.

Table 4.28 The Appropriateness of the Presentation of Unit 2

No	Statements	Score
1	Materials developed consists of opening activities, main activities, evaluation, reflection and summary consistently every unit.	4
2	There is good balance among the tasks in a unit with the tasks in the next unit.	4
3	The developed tasks are arrange and developed based on the principles of material development.	4
4	The task in the developed materials are vary.	4
5	The developed tasks encourage students to get interaction in English.	4
6	The developed tasks encourage students to get involved and active in class.	4
7	The developed tasks encourage students to learn independently.	4
8	The developed materials provide evaluation form for the students to check their understanding.	4
Mean:		4

Table 4.28 shows that the mean value related to the presentation aspects of the developed materials was 4. It is categorized “ Very Good “due to its position in the interval $3.75 \leq X \leq 4$

In terms of presentation of Unit 2 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

d) The appropriateness of the Lay-Out

The next aspect to evaluate is the appropriateness of the lay-out. The lay-out evaluation consists of the appropriateness of the fonts that are used.

The table below shows the analysis of lay-out appropriateness of Unit 2 of the developed materials.

Table 4.29 The Appropriateness of the Lay-Out of Unit 2

No	Statements	Score
1	The placement like title, word, introduction, illustration, etc is located consistently in every beginning of unit.	4
2	The lay-out pattern is kept consistently in every page.	4
3	Texts are clear separately at the end of paragraph.	4
4	The illustration gives more understanding to the delivered information.	4
5	The illustration have proportional format.	4
6	Overall, the illustration presented appropriately with the topic discussion.	4
7	The developed materials not too much using font.	4
8	Fonts in the developed materials are readable.	4
9	The developed materials use various font (bold,italic,capital) to distinguish the stage and give stress of texts.	4
Mean:		4

Table 4.29 shows that the mean value related to the lay - out aspects of the developed materials was 4. It is categorized “ Very Good “due to its position in the interval $\leq 3.75 X \leq 4$

In terms of lay-out of Unit 2 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

e) The appropriateness of the Comic strip

The last aspect to evaluate is the appropriateness of the comic strip. The comic strip evaluation consists of the appropriateness of the content and visual. The table below shows the analysis of comic strip appropriateness of Unit 2 of the developed materials.

Table 4.30 The Appropriateness of comic strip of Unit 2

No	Statement	Score
1	The story from one panel to another panel are connected.	4
2	Characters in the comic strip are suitable with the story.	4
3	Bubble text and text are well written and edited for punctuation, grammar and usage.	4
4	Pigmentation and background have various color.	4
5	Font is readable.	4
6	Comic strips are attractive for the reader.	4
Mean:		4

Table shows that the mean value related to the comic strips aspects of the developed materials was 4. It is categorized “ Very Good “due to its position in the interval $3.75 \leq X \leq 4$

In terms of comic strip of Unit 2 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

b. The Revisions of Unit 2

Based on the result of expert judgement and suggestions proposed by the experts, there are some aspects to refine. The table below describes the points of revisions of Unit 2 elements and their revision.

Table 4.31 The Revision of Unit 2

Parts of the Unit	Points to Revise	Revision
Task 1	No revision	No revision
Task 2	The instruction "repeat after your teacher then do it by yourself" is not effective	Change the instruction to "repeat after your teacher then express them individually"
Task 3	Pay attention to the word choice	Revising the word choice
Task 4	Pay attention to the spelling	Revising some incorrect spelling
Task 5	Pay attention to the subject verb agreement	Revising incorrect subject verb agreement
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	Pay attention to the spelling	Revising incorrect spelling
Task 9	No revision	No revision

3. The Results of Expert Judgement and Revisions of Unit 3

a. The Results of Expert Judgement

a) The appropriateness of the Content

The first aspect to evaluate is the appropriateness of the content. The table 4.32 below shows the analysis of content appropriateness of Unit 3 of the developed materials

Table 4 .32 The Appropriateness of the Content of Unit 3

No	Statements	Score
1	The developed materials are relevant with objectives of study.	4
2	The developed materials are in accordance with Standard of Competence and basic Competencies of Junior High School Grade VII 3.3 Expressing meaning of transactional conversation (to get things done) and interpersonal using simple spoken language accurately, fluently, and understandably	4

	to interact with closest environment which involve: asking and giving information, gratitude and apologizing.	
3	The developed materials are relevant with the student's need of grade VII.	4
4	The developed materials explore relevant texts with student's daily life.	4
5	The developed materials resolved texts details.	4
6	Materials provide explanation of structure, meaning and linguistic features briefly.	4
7	Materials lead students to understand the expressions of greetings.	4
8	Texts in the materials provide students in comprehending.	4
9	Materials lead students to use expressions of greetings.	4
10	Materials (text, figures, table etc) are taken from relevant sources to the topic being discussed.	4
11	Materilas (text, figures, table etc) taken from update sources to the topic being discussed.	4
Mean:		4

Table 4.32 shows that the mean value related to the content aspects of the developed materials was 4. It is categorized “ Very Good “due to its position in the interval $\leq 3.75 X \leq 4$

In terms of content of Unit 3 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

b) The appropriateness of the Language

The second aspect to evaluate is the appropriateness of the language, both the language of the instructions and also the materials. The table below shows the analysis of language appropriateness of Unit 3 of the developed materials.

Table 4.33 The Appropriateness of the Language of Unit 3

No	Statements	Score
1	The language used in instructions are relevant to students' cognitive development.	4
2	The language used in explanations are relevant to students' cognitive development.	4
3	The language used of are relevant to students' language development.	4
4	The language used can be easily understood by the students.	4
5	The language used are developed in grammatical English.	3
6	The units/activities/paragraphs/sentences reflects in good arrangement	4
7	Texts in the developed materials reflect as a good concept.	4
Mean:		3.85

Table 4.33 shows that the mean value related to language aspects of the developed materials was 3.85. It is categorized “Very Good “due to its position in the interval $\leq 3.75 X \leq 4$

In terms of language of Unit 3 the expert suggest some changes in the language of instruction, since most of the instructions are not effective, despite its meaningfulness. The expert also recommend some grammatical revisions in the comprehensive question tasks.

c) The appropriateness of the Presentation of Unit 3

The third aspect to evaluate is the appropriateness of the presentation of the materials. The following table shows the results of the presentation appropriateness of Unit 3 of the developed materials.

Table 4.34 The Appropriateness of the Presentation of Unit 3

No	Statements	Score
1	Materials developed consists of opening activities, main activities, evaluation, reflection and summary consistently every unit.	4
2	There is good balance among the tasks in a unit with the tasks in the next unit.	4
3	The developed tasks are arrange and developed based on the principles of material development.	4
4	The tasks in the developed materials are varied.	4
5	The developed tasks encourage students to get interaction in English.	4
6	The developed tasks encourage students to get involved and active in class.	4
7	The developed tasks encourage students to learn independently.	4
8	The developed materials provide evaluation form for the students to check their understanding.	4
Mean:		4

Table 4.34 shows that the mean value related to the presentation aspects of the developed materials was 4. It is categorized “ Very Good “due to its position in the interval $3.75 \leq X < 4$

In terms of presentation of Unit 3 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

d) The appropriateness of the Lay-Out

The next aspect to evaluate is the appropriateness of the lay-out. The lay-out evaluation consists of the appropriateness of the fonts that are used.

The table below shows the analysis of lay-out appropriateness of Unit 3 of the developed materials.

Table 4.35 The Appropriateness of the Lay-Out of Unit 3

No	Statements	Score
1	The placement like title, word, introduction, illustration, etc is located consistently in every beginning of unit.	4
2	The lay-out pattern is kept consistently in every page.	4
3	Texts are clear separately at the end of paragraph.	4
4	The illustration gives more understanding to the delivered information.	4
5	The illustration have proportional format.	4
6	Overall the illustration presented appropriately with the topic discussion.	4
7	The developed materials not too much using font.	4
8	Fonts in the developed materials are readable.	4
9	The developed materials use various font (bold,italic,capital) to distinguish the stage and give stress of texts.	4
Mean:		4

Table 4.35 shows that the mean value related to the lay - out aspects of the developed materials was 4. It is categorized “ Very Good “due to its position in the interval $3.75 \leq X \leq 4$

In terms of lay-out of Unit 3 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

e) The appropriateness of the Comic strip

The last aspect to evaluate is the appropriateness of the comic strip. The comic strip evaluation consists of the appropriateness of the content and visual.

The table below shows the analysis of comic strip appropriateness of Unit 3 of the developed materials.

Table 4.36 The Appropriateness of the comic strip of Unit 3

No	Statements	Score
1	The story from one panel to another panel are connected.	4
2	Characters in the comic strip are suitable with the story.	4
3	Bubble text and text are well written and edited for punctuation, grammar and usage.	4
4	Pigmentation and background have various color.	4
5	Font is readable.	4
6	Comic strips are attractive for the reader.	4
Mean:		4

Table 4.37 shows that the mean value related to the comic strips aspects of the developed materials was 4. It is categorized “ Very Good “due to its position in the interval $3.75 \leq X < 4$

In terms of comic strip of Unit 3 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

b. The Revisions of Unit 3

Based on the result of expert judgement and suggestions proposed by the experts, there are some aspects to refine. The table below describes the points of revisions of Unit 3 elements and their revision.

Table 4.37 The Revision of Unit 3

Parts of the Unit	Points to Revise	Revision
Task 1	Pay attention to the authenticity of expression	Revising incorrect authenticity of expression

Task 2	The instruction "repeat after your teacher then do it by yourself" is not effective	Change the instruction to "repeat after your teacher then express them individually"
Task 3	Pay attention to the grammar	Revising some grammatical mistakes
Task 4	No revision	No revision
Task 5	Pay attention to the authenticity of expression	Revising incorrect authenticity of expression
Task 6	No revision	No revision
Task 7	Pay attention to the word choice	Revising the word choice
Task 8	Pay attention to the authenticity of expression	Revising incorrect authenticity of expression
Task 9	No revision	No revision

B. Discussion

As a product-based research, the aim of this research is to develop effective and appropriate product. The result of this research is the appropriate comic strips-based speaking tasks for grade VII students. This research took place at SMP N 2 Temon and the population sample was 30 students from class VII A. In order to develop an appropriate product, the researcher conducted a need analysis to consider students need.

The needs analysis was conducted in October 2013 by distributing questionnaires to the students. A need analysis questionnaire is developed to investigate students target and learning needs. In terms of target needs, the items of the questionnaire were divided into three components: *necessities*, *lacks* and *wants* as in line with Hutchinson and Water's theory. The result of the target needs will be considered as the basis for developing comic strips-based speaking tasks.

The second part of the target needs refers to learning needs. The learning needs covers some key elements: input, activities (procedure), setting, learners' role, and teacher's role. Those components are also considered as the components of tasks of the developed unit.

Research findings show that in terms of input students wanted to have interactive comic strips-based speaking tasks. Based on the result of need analysis, daily life comic strips is the most chosen type of input. In term of input length, student preferred to 3 – 4 panels of comic strips. In terms of comic strips lay-out, students preferred to have *Comic Sans* as the font. For the visualization, students prefer to have colorful comic strips.

Student's preferences regarding learning procedure, setting, teacher's role, and learner's role are summarized as follows. For the speaking learning procedure, most of students prefer to practice the dialogue by using media. For the setting, most of students prefer working in pairs. For the teacher's role, students wish their teacher helps them by teaching and guiding the students to be active to speak up and regarding the learners role, most of students prefer to actively participate in classroom activity and task.

The next step after analyzing student's needs was developing a course grid and then the first draft of materials was developed. There are three units in this learning material. Unit 1 discusses greeting and leave taking. The title of Unit 1 is "Good Morning". Unit 2 discusses how to introduce one self and how to introduce one to another. The title of Unit 2 is "My Name is Andy". Unit 3 discusses how to apologize and how to gratitude. This Unit is entitled "I'm Sorry".

Unit 1 consists of 10 tasks, whereas Unit 2 consists of 8 tasks and Unit 3 consist of 8 tasks. Each unit has similar patterns. The unit starts with the title of the unit, a brief description about the unit and picture

describing the topic of discussion. The first task is a lead-in task (Get Ready) that is developed as schema builder that introduces to the topic. The second part is the main materials cover speaking tasks (let's talk). It is consist of several speaking tasks as input of the students to practice certain expressions. The third part is reinforcement. In this part the students are given a home work.

The developed materials are also completed with a summary part called "Let's Review" and a list of relevant vocabulary entitled "Word List". At the end of the unit, students are given chance to evaluate themselves in a self-assessment phase entitled "Self-Reflection".

After materials were developed, the materials were evaluated by materials expert. The evaluation process was done by distributing four point Likerts Scale questionnaire. The items of the questionnaire were developed based on the *Instrumen Penilaian Buku Bahasa Inggris SMP* that evaluated four main aspects: content appropriateness, presentation appropriateness, language appropriateness and lay-out appropriateness. Based on the result, comic strips-based speaking tasks are appropriate with the needs of students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The aim of this research is to reveal the target needs, the learning needs and the appropriate comic strips-based speaking tasks for the first grade students of SMP N 2 Temon in the academic year of 2013/2014. This chapter describes the conclusions of the research and the suggestions derived from this research.

A. Conclusions

1. Target Needs

Based on the result of needs analysis questionnaire it can be concluded that the target needs (students' view about target situation) can be listed as follows:

- a. The main goal of the students to learn English is to accomplish good mark at the National Examination.
- b. Most of the students considered that their recent English proficiency was at the level of beginner, which means that they could only communicate at the level of Basic English.
- c. Most of students wanted after learning English is that they would be able to communicate accurately and fluently in English.

2. Learning Needs

In terms of learning needs, the student's view about what they should do to accomplish the target situation is classified into some components. The first component is input. In terms of input students want to have interactive comic strips-based speaking tasks. Based on the result of need analysis, daily life comic strips is the most chosen

type of input. In term of input length, students prefer to have 3 – 4 panels of comic strips. In terms of comic strips lay-out, students prefer to have *Comic Sans* as the font. For the visualization, students prefer to have colorful comic strips.

Student's preferences regarding learning procedure, setting, teacher's role, and learner's role are summarized as follows. For the speaking learning procedure, most of students prefer to practice the dialogue by using media. For the setting, most of students prefer working in pairs. For the teacher's role, students prefer their teacher helps them by teaching and guiding the students active to speak up and regarding the learners role, most of students want to actively participate in classroom activity and task.

3. Characteristics of comic strips-based speaking tasks for first grade students of SMP 2 Temon

Based on the result of the materials evaluation, the developed materials are considered appropriate. The developed materials have the characteristics as described in the following paragraphs.

The first part of the unit is the title of the unit. The title reflects the whole topic of the unit. a brief description about the unit and picture describing the topic of discussion. This is to give students clearer explanation about what they are going to do. Then, a lead-in task (Get Ready) is following the title. The task is developed as schema builder that introduces the topic.

The next part is the main speaking learning materials. The tasks provide speaking section (*Let's Talk*). In this stage, the students were given several tasks in the form of comic strips to

improve their ability to express certain expressions by study, answer, and act = out the comic strips.

The last part of the unit is the reinforcement. The reinforcement covers homework, summary of the materials, vocabulary list, and self-reflection. The first part is homework. The homework represents the topic of the unit. The students will have more chances to do further exploration at home by doing the homework. The second part is materials summary (*Let's Review*). This part consists of summary of the topic. By exploring this, the students will access the language focus of the unit more easily. The next part is vocabulary. This part is compulsory as stated in the *Instrumen Penilaian Buku SMK*, which states that the developed materials should provide a list of words related to the topic of the unit. The last part is self-assessment. Based on *Instrumen Penilaian Buku SMP*, the availability of self-evaluation form is required to check the students' level of understanding towards the materials.

B. Suggestion

The final product of this research is comic strips-based speaking tasks for the first grade students of SMP 2 Temon. The result of this research is expected to be beneficial for the following stakeholders.

1. English teachers at junior high school

English teachers should be the one who knows the student's need and background. It is suggested that English teachers to develop appropriate materials based on the need analysis. Conducting need analysis is the most important thing before developing materials. The process of need analysis can be done through classroom observation during teaching and learning process

in order to consider their needs, lacks, and wants. Furthermore, it is suggested that after developing materials the teachers evaluate the developed materials (expert judgement), by proposing the developed materials to materials expert.

2. Others materials developer

There are some suggestions for the other materials developers. The first suggestion is the importance of conducting need analysis. Before developing a certain English materials, the the materilas developers should consider the student's needs.

Secondly, considering students' background knowledge and recent ability is also essential. The materials will not be helpful if the materials are too difficult to access by the students.

The third suggestion for other materials developers is that the lay-out of the materials should be interesting and eye-catching. A good lay-out will motivate students to learn English well. One of the components of lay-out is the availability of pictures. The provided pictures should be relevant to the topic of the discussions in order to maximize the exposure.

The last, the principle of content authenticity should be really considered. Providing students with authentic contents that are related to the topic is really essential to help them to explore more.

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APPENDICES

APPENDIX A
(NEED ANALYSIS QUESTIONNAIRES)



Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni
Universitas Negeri Yogyakarta

Kepada Siswa – Siswa Kelas VII

Di SMP N 2 Temon Yogyakarta

Dalam rangka penelitian tentang pengembangan materi pembelajaran *speaking* Bahasa Inggris berbasis komik strip untuk kelas VII SMP Negeri 2 Temon Yogyakarta, maka kami mengharapkan kesediaan adik–adik untuk meluangkan waktu mengisi angket berikut ini.

Bagian pertama angket ini bertujuan mengetahui gambaran umum adik–adik, sedangkan bagian kedua angket ini bertujuan untuk mengetahui kebutuhan belajar menurut persepsi adik–adik.

Angket ini TIDAK bermaksud untuk menguji atau menilai adik–adik melainkan untuk mencari gambaran tentang materi pembelajaran *speaking* Bahasa Inggris berbasis komik strip yang sesuai bagi siswa SMP Negeri 2 Temon kelas VII. Angket ini dijamin tidak akan mempengaruhi nilai adik–adik sehingga adik–adik kami minta jujur atau apa adanya dalam memberikan jawaban.

Akhirnya atas bantuan dan kesediaan adik–adik mengisi angket ini, kami mengucapkan terima kasih.

Yogyakarta, 10 Oktober 2013

Peneliti Mahasiswa Jurusan Pendidikan Bahasa Inggris UNY

Astra AriyaWidura

07202244140

ANGKET UNTUK SISWA

A. Profil Siswa

Isilah data pribadi adik-adik sebagai berikut:

Kelas :

L/P :

B. Kebutuhan Siswa

Petunjuk Pengisian

Berilah tanda silang (X) pada huruf a, b, c dan seterusnya sesuai dengan pendapat adik. Adik boleh memilih lebih dari satu jawaban untuk butir-butir pertanyaan tertentu. Jika adik memilih jawaban lain-lain, tuliskan jawaban adik tersebut secara ringkas dan jelas.

1. Tujuan saya belajar bahasa Inggris adalah
 - a. Supaya bisa lulus ujian nasional dengan nilai yang memuaskan
 - b. Bisa berbahasa Inggris
 - c. Untuk mempersiapkan diri untuk lanjut ke jenjang berikutnya
 - d. Lain-lain

2. Saya menginginkan pembelajaran bahasa Inggris yang menjadikan saya
 - a. Mampu menguasai kosa kata
 - b. Menguasai grammar
 - c. Mampu berkomunikasi formal dan informal secara lisan dengan bahasa Inggris sederhana dalam kehidupan sehari-hari
 - d. Mampu membaca dan memahami teks bahasa Inggris

3. Pada saat pelajaran *speaking*, saya lebih suka aktivitas (jawaban boleh lebih dari satu)
 - a. Praktek dialog menggunakan media
 - b. Praktek dialog dengan *role play* (bermain peran)
 - c. Praktek dialog dengan games
 - d. Lain-lain (tuliskan):

4. Pada saat aktivitas *speaking* saya suka aktivitas yang dilakukan secara
 - a. Individu
 - b. Berpasangan
 - c. Kelompok

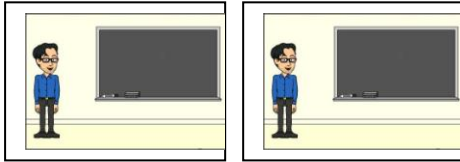
- d. Lain-lain (tuliskan):
5. Dalam pelajaran *speaking*, guru seharusnya
- Menjelaskan materi *speaking* di depan kelas
 - Menjelaskan materi *speaking* dan memberi contoh
 - Mengajari siswa beberapa contoh dengan pengucapan yang benar
 - Mengajari dan menutun siswa untuk aktif berbicara
 - Lain-lain (tuliskan):
6. Tingkat kemampuan bahasa Inggris saya saat ini adalah
- Beginner* (mengetahui kosa kata bahasa Inggris dan mampu berkomunikasi sederhana dalam bahasa Inggris)
 - Intermediate* (menguasai kosa kata bahasa Inggris dan bisa berkomunikasi dalam kehidupan sehari-hari)
 - Advance* (mampu berkomunikasi dalam segala situasi secara akurat dan lancar secara lisan maupun tertulis)
7. Kesulitan apa sajakah yang adik hadapi ketika *speaking*? (jawaban boleh lebih dari satu)
- Kurangnya perbendaharaan kosa kata dalam bahasa Inggris
 - Kesulitan dalam mengucapkan kata – kata bahasa Inggris
 - Kurang mengerti tentang ekspresi ekspresi dalam bahasa Inggris
 - Lain-lain (tuliskan):
8. Apakah adik pernah membaca komik strip (komik pendek)?
- Pernah
 - Tidak pernah
9. Menurut adik, karakter komik strip apa yang adik senangi?
- Super hero
 - Kocak
 - Biasa (kehidupan sehari-hari)
 - Misterius
10. Menurut adik, untuk karakter komik strip adik suka karakter COWOK yang bagaimana?
- Ganteng
 - Biasa
 - Lucu
 - Lugu
11. Menurut adik, untuk karakter komik strip adik suka karakter CEWEK yang bagaimana?
- Cantik
 - Biasa
 - Lucu
 - Lugu

12. Menurut adik adik, untuk cerita komik strip adik suka yang mana?

- a. Petualangan
- b. Lingkungan sekolah
- c. Kehidupan sehari –hari
- d. Kocak / lucu

13. Menurut adik, untuk panjangnya komik strip adik suka berapa panel?

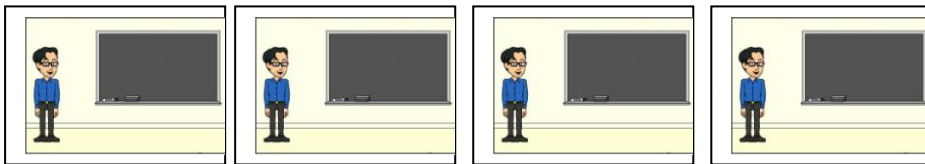
a. 2 panel



b. 3 panel



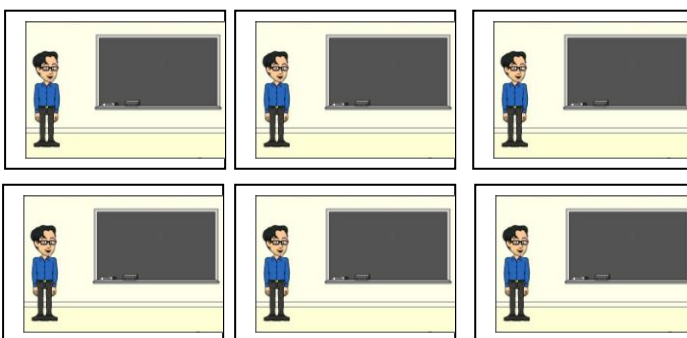
c. 4 panel



d. 5 panel



e. 6 panel



14. Menurut adik, untuk *font* (huruf) komik strip adik suka yang mana?

- a. The quick brown fox jumps over the lazy dog
- b. THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG
- c. *The quick brown fox jumps over the lazy dog*
- d. **The quick brown fox jumps over the lazy dog**

15 . Menurut adik, untuk balon percakapan dalam komik strip adik suka yang mana?

a.



c.



b.



d.



16. Untuk visual dan pewarnaan komik strip adik suka yang mana?

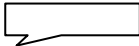



- a. Berwarna
- b. Hitam putih

APPENDIX B
(THE RESULT OF NEED ANALYSIS)

The Result of Need Analysis

No	Aspect	Question	Items	N	F	Percentage
Target Needs						
1	Necessities	What is your main goal of study English?	a. To get success in English examination	30	23	76,6 %
			b. To get equipped with sufficient English ability	30	2	6,6%
			c. To get equipped with sufficient English ability in order to join some training/course programs after graduating from high school	30	5	16,6%
			d. etc	30	0	
2	Lacks	So far, my English proficiency is at the level of	a. Beginner, mastered some vocabulary and being able to communicate in daily life context	30	24	80%
			b. Intermediate, being able to communicate in any kinds of discourse	30	6	20%
			c. Advanced, being able to communicate in English in any discourse fluently and accurately.	30	0	
		What is your difficulty in Speaking lesson?	a. Mastering vocabulary	30	10	33,3%
			b. Pronouncing the word correctly	30	7	23,3%
			c. Comprehending expressions in speaking	30	13	43,3%
			d. Others	30	0	
3	Wants	I want to learn English that make me	a. Able to master vocabularies	30	5	16,6%
			b. Able to master grammar well	30	9	30 %
			c. Able to communicate formal and informal accurately and fluently in daily life	30	13	43,3%
			d. Comprehend in reading	30	3	10%

Learning Needs						
4	Input	Comic strips that I like ...	a. Super hero	30	10	33,3%
			b. Comedy	30	9	30%
			c. Daily life	30	11	36,6%
			d. Mystery	30	0	
		The character of comic strips (male) that I like ...	a. Handsome	30	16	53,3%
			b. Fairy	30	2	6,6%
			c. Funny	30	11	36,6%
		The character of comic strips (male) that I like ...	a. Beautiful	30	17	56,6%
			b. Fairy	30	1	3,3%
			c. Funny	30	9	30%
			d. Humble	30	3	10%
		The story of comic strips that I like ...	a. Adventure	30	11	36,6%
			b. School life	30	2	6,6%
			c. Daily life	30	13	40%
			d. Comedy	30	4	13,3%
		The panel of comic strips that I want ...	a. 2 panels	30	9	30%
			b. 3 panels	30	7	23,3%
			c. 4 panels	30	10	33,3%
			d. 5 panels	30	1	3,33%
			e. 6 panels	30	3	20%
		The font for comic strips that I like ...	a. The quick brown fox jumps over the lazy dog	30	3	10%
			b. THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG	30	10	33,3%
			c. <i>The quick brown fox jumps over the lazy dog</i>	30	5	16,6%
			d. The quick brown fox jumps over the lazy dog	30	12	40%

		The bubble text for comic strips that I like ...	a. 	30	5	16,6%
			b. 	30	14	46,6%
			c. 	30	8	26,6%
			d. 	30	3	10%
		The visual and color of comic strips that I like	a. Colorful	30	23	76,6%
			b. Black and white	30	7	23,3%
	Procedures	When I learn speaking, types of tasks that I like is / are ...	a. Practicing dialogue by using media	30	16	53,3%
			b. Practicing dialogue with role play	30	2	6,6%
			c. Practicing dialogue with games	30	12	40%
			d. Others	30	0	
	Setting	When I learn speaking the tasks given by the teacher are better to do ...	a. Individually	30	2	6,6%
			b. In pairs	30	14	46,6%
			c. In small group (3-4 students)	30	11	36,6%
			d. In big group (5 or more students)	30	3	10%
	Teacher's Role	When I learn speaking, it is better if the teacher ...	a. Explaining speaking lesson in front of the class	30	2	6,6%
			b. Explaining speaking lesson and give the examples	30	11	36,6%
			c. Teaching students by giving examples with correct pronunciation	30	4	13,3%
			d. Teaching and guiding the students active to speak up	30	13	43,3%
	Learner's Role	When I learn speaking, it is better if the students ...	a. Pay attention to the teacher explanation then practice it	30	13	43,3%
			b. Actively participate in classroom activity and task.	30	17	56,6%
			c. Learn individually	30	0	
			d. Other	30	0	

APPENDIX C
(COURSE GRID)

COURSE GRID

Name of school : SMP N 2 Temon Kulon Progo
Subject : English
Class/semester : VII/ I
Standard Competence : Expressing meaning of simple transactional and interpersonal conversation to interact with closest environment

Unit	Theme	Basic Competence	Goals	Materials	Key Vocabulary	Activities
1	Good morning	<ul style="list-style-type: none"> Expressing meaning of transactional conversation (<i>to get things done</i>) and interpersonal conversation using simple spoken language accurately, fluently and understandably. 	Students are able: <ul style="list-style-type: none"> to express greeting expression (good morning, afternoon, evening and night) to respond the expression of greeting 	<ul style="list-style-type: none"> Explanation on greeting expression Dialogue text in the form of comic strips 	<ul style="list-style-type: none"> Good morning, good afternoon, good evening, good night, how are you 	<ul style="list-style-type: none"> ✓ Studying comic strips and answer the the following questions ✓ Studying the expressions of greeting and how to respond to them ✓ Practicing some key vocabulary of greeting ✓ Studying the comic strips then practice the dialogue in pairs ✓ Matching the right expression of greetings and the respond ✓ Completing the missing expressions of greeting in the comic strips then act them out in pairs ✓ Making a simple dialogue based on the situation .Use the expressions of greetings then act them out in pairs ✓ Greeting friend, neighbor, or family then write down their name and the expressions of greetin

Unit	Theme	Basic Competence	Goals	Materials	Key Vocabulary	Activities
2	My name is Andy	<ul style="list-style-type: none"> Interact with closest environment using expressions: greeting, introducing and command 	Students are able: <ul style="list-style-type: none"> to introduce his /her self to introduce one to another 	<ul style="list-style-type: none"> Explanation of introducing Dialogue text in the form of comic strips 	<ul style="list-style-type: none"> Hi, my name is ... Anton, this is 	<ul style="list-style-type: none"> ✓ Studying comic strips and answer the the following questions ✓ Studying the expressions of introducing ✓ Practicing some key vocabulary of introducing ✓ Studying the comic strips then practice the dialogue in pairs ✓ Completing the missing expressions of introducing in the comic strips then act them out in pairs ✓ Making a simple dialogue based on the situation .Use the expressions of introducing then act them out in pairs

Unit	Theme	Basic Competence	Goals	Materials	Key Vocabulary	Activities
3	I'm sorry I'm late	<ul style="list-style-type: none"> Expressing meaning of transactional conversation (to get things done) and interpersonal using simple spoken language accurately, fluently, and understandably to interact with closest environment which involve: asking and giving information, gratitude and apologizing. 	Students are able: <ul style="list-style-type: none"> to say gratitude to say apology 	<ul style="list-style-type: none"> Explanation of apologizing and thanking Dialogue text in the form of comic strips 	<ul style="list-style-type: none"> I'm sorry Thank you 	<ul style="list-style-type: none"> ✓ Studying comic strips and answer the the following questions ✓ Studying the expressions of apologizing and thanking ✓ Practicing some key vocabulary of apologizing and thanking ✓ Studying the comic strips then practice the dialogue in pairs ✓ Completing the missing expressions of apologizing and thanking in the comic strips then act them out in pairs ✓ Making a simple dialogue based on the situation .Use the expressions of apologizing and thanking then act them out in pairs

APPENDIX D
(FIRST DRAFT OF MATERIALS)

UNIT 1

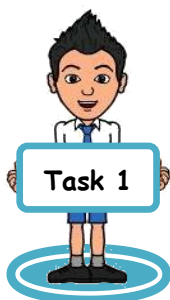
GOOD MORNING!



When you meet people, you need to greet them. There are some expressions of greeting. In this unit, you will learn how to greet people, say goodbye and how to respond to them.



A.

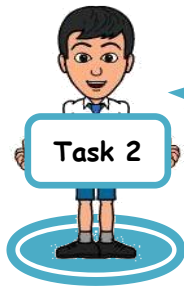
GET READY

Study the comic strips below and answer the questions. (Pelajari komik strip di bawah ini dan jawab pertanyaan).



Questions

1. What does the teacher say in panel 1?
2. What do the students say in panel 1?
3. What does the teacher say in panel 2?
4. What do the students say in panel 2?
5. What does the meaning of **good morning**?



Repeat after your teacher then do it by your self. (*tirukan apa yang guru ucapkan lalu ucapkan secara individu*).

Hello .

Good morning.

Good evening.

Good

Good night.

How are you?

Hi.

I'm fine.

Note

Good morning (selamat pagi) diucapkan antara pukul 00-00 - 12.00.

Good afternoon (selamat siang) diucapkan antara pukul 12.00 - 18.00.

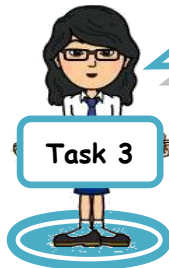
Good evening (selamat sore) diucapkan antara pukul 18.00 - menjelang tidur.

Good night (selamat malam) diucapkan saat berpisah pada malam hari atau akan tidur.



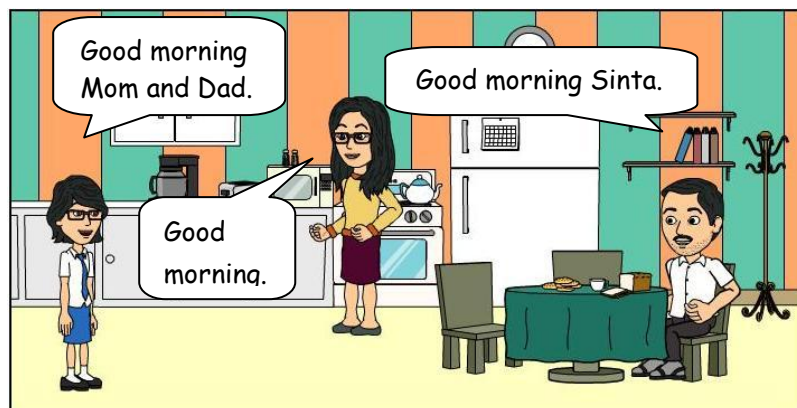
B.

LET'S TALK



Study, answer and act them out the following comic strips with your partner. (*Pelajari jawab dan praktekkkan komik strip di bawah ini bersama*)

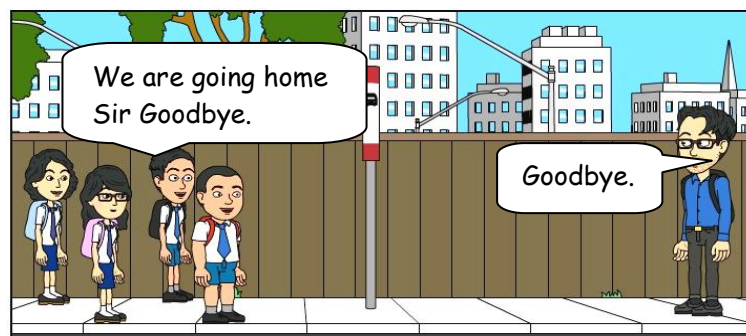
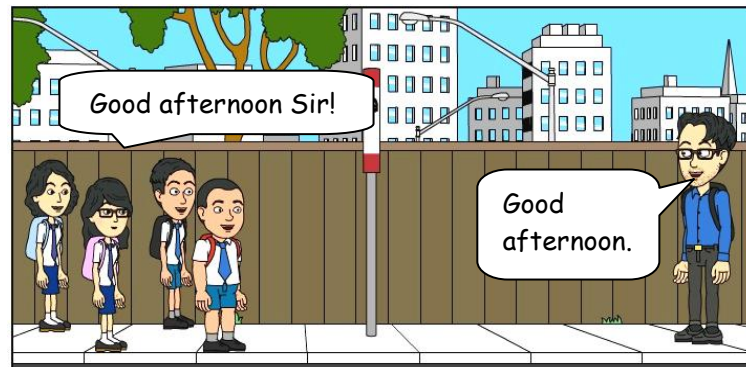
1. Sinta greets her Mom and Dad in the morning. (*Sinta menyapa Ibu dan Ayah di pagi hari*).



Questions

1. What does Sinta say in panel 1?
2. What do Mom and Dad say in panel 1?
3. What is the meaning of **breakfast**?

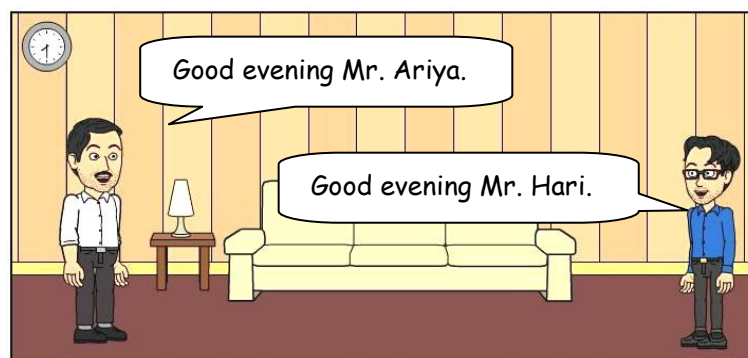
2. Budi, Wahyu, Hani and Dewi meet their teacher in the Afternoon after school. (*Budi, Wahyu, Hani dan Dewi bertemu gurunya di siang hari setelah pulan sekolah*).

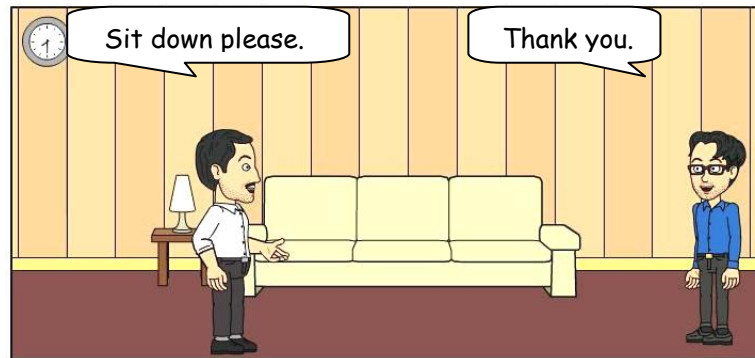


Questions

1. What does the teacher say in panel 1?
2. What do the students say in panel 1?
3. What do the students say in panel 2?
4. What does the teacher say in panel 2?
5. What is the meaning of good afternoon?
6. What is the meaning of good bye?

3. Mr. Ariya visit Mr. Hari's house in the evening. (*Pak Ariya berkunjung ke rumah Pak hari pada malam hari*)/





Questions

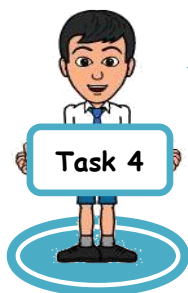
1. What does Mr. Hari say in panel 1?
2. What does Mr. Ariya say to Mr. Hari in panel 1?
3. What is the meaning of good evening?

4. Mother says good night to Rudi before he sleep. (Ibu menyapa Rudi sebelum dia tidur).



Questions

1. What does mother say to Rudi in panel 2?
2. What does Rudi say to his mother in panel 2?
3. What is the meaning of **son**?



Repeat after your teacher then do it by your self. (*tirukan apa yang guru ucapkan lalu ucapkan secara individu*).

Bye.

Goodbye.

See you.

See you

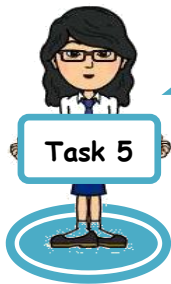
Be careful.

Note

Goodbye diucapkan ketika kita hendak berpisah kepada seseorang.

See you tomorrow diucapkan kepada orang yang sekiranya kita bisa berjumpa





Study, answer and act out the following comic strips with your partner. *(Pelajari jawab dan praktekkkan komik strip berikut ini bersama)*

1. Wahyu say goodbye to his parents before he go to schooll. *(Wahyu berpamitan kepada orang tuanya sebelum berangkat ke sekolah).*



Questions

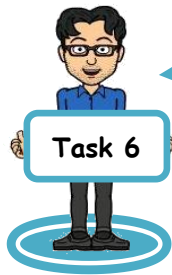
1. What does Wahyu say to his parents in panel 1?
2. What does say to his parents in panel 2?
3. What does father say in panel 1?
4. What is the meaning of be careful?

2. Andik want to go home and say good bye to his friend after they play basket ball. (*Andik ingin pulang dan berpamitan kepada teman temanya setelah bermain bola basket*).



Questions

1. What does Andik say to his friends in panel 1?
2. What does Andik say to his friends in panel 2? ...
3. What is the meaning of see you tomorrow in panel 2?

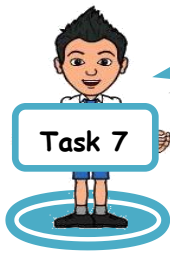


In pairs, study the expressions of greeting, leave taking and how to respond to them. (*Secara berpasangan pelajari ekspresi tentang greeting, leave taking dan bagaimana meresponnya*).















Greetings	Responses
Hi.	Hi.
Hello.	Hello.
Good morning.	Good morning.
Good afternoon.	Good afternoon.
Good evening.	Good evening.
Good night.	Good night.
How are you?	Fine, thanks.

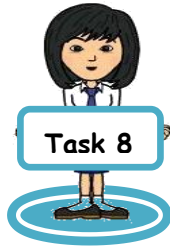
Formal Greetings	Informal Greetings
Good morning.	Hi.
Good afternoon.	Hello.
Good evening.	
Good night.	

Leave taking	Responses
Goodbye	Goodbye
See you tomorrow	See you tomorrow



Match the correct response of each greeting and leave taking. *(Pasangkan secara benar tentang ekspresi greeting, leave taking dan*

	Good		Hello	
	Good morning.		Good bye.	
	How are		Good	
	Good		Good	
	Hello.		I'm fine.	
	Good		Good	
	Good bye.		Good	

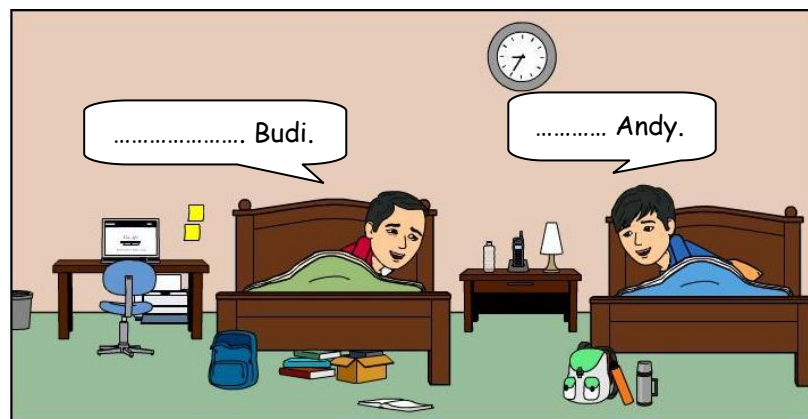
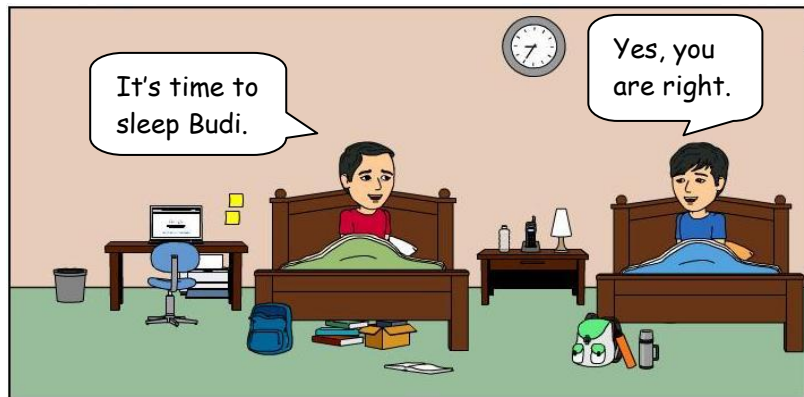


In pairs, complete the missing expressions in the following comic strips. Then act them out with your partner. (*Secara berpasangan lengkapi ekspresi yang hilang dalam komik strip di berikut ini. Lalu naktakkan dengan temanmu.*)

1. Hani greets Dewi in the morning. (*Hani menyapa Dewi di pagi hari.*)



2. Andy says good night to his brother Budi before they sleep. (Andy mengucapkan selamat malam kepada Adiknya Budi sebelum mereka tidur).

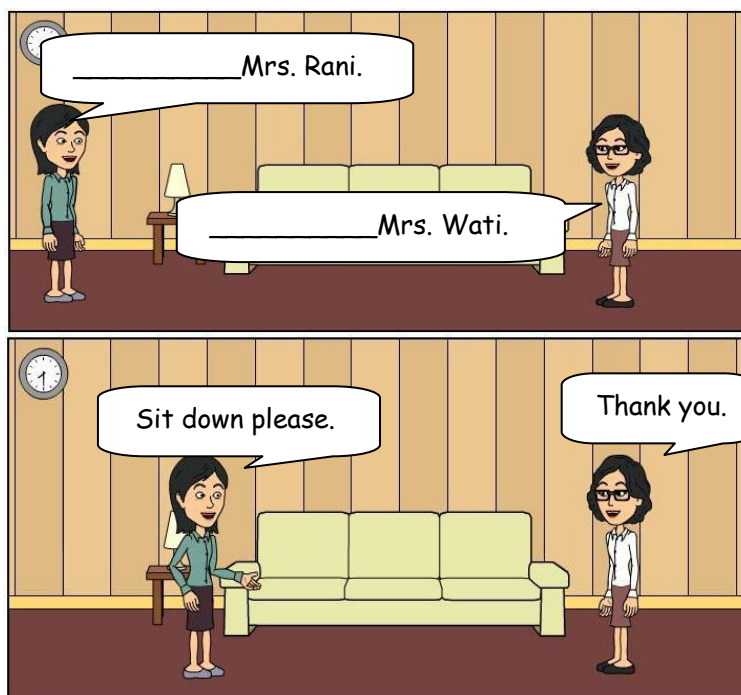


3. Wahyu meets the teacher in the afternoon. (Wahyu bertemu gurunya pada siang hari).





4. Mrs.Rani Visits Mrs. Wati' house in the evening. (*Ibu Rani berkunjung ke rumah Ibu Wati pada malam hari*).

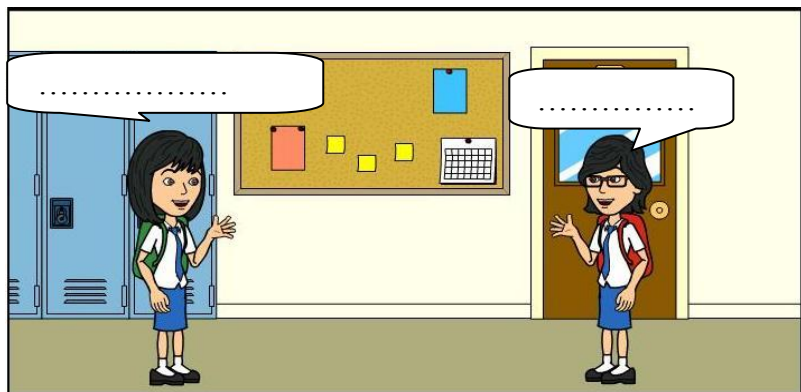
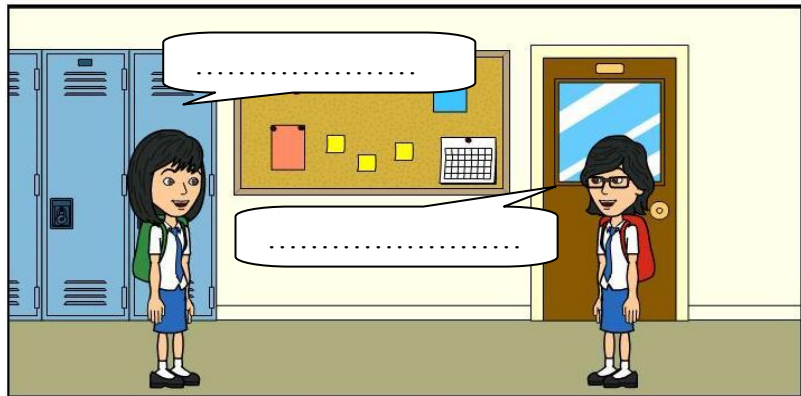


5. Wahyu want to go home and say good bye to Dani. (*Wahyu ingin pulang dan berpamitan kepada Dani*)

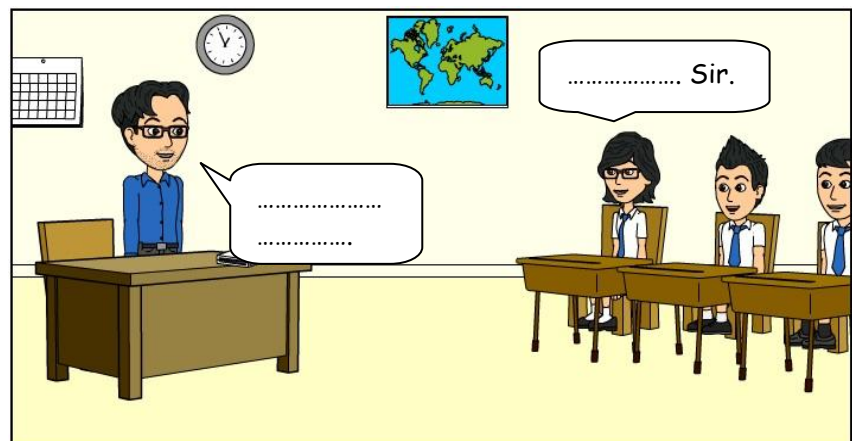




6. Rani says goodbye to Hani after school. (*Rani berpamitan kepada Hani setelah pulang sekolah.*)



7. Teacher says goodbye to the students at the end of the lesson. (*guru berpamitan pada murid-murid pada akhir pelajaran*).



8. Father says goodbye to Mother before he going to work. (Ayah berpamitan kepada Ibu sebelum berangkat kerja).





In pairs, make a simple dialogue based on the situations below. Use the expressions of greetings then act them out with your partner in front of the class. (Secara berpasangan buatlah dialog sederhana berdasarkan situasi di bawah ini. Gunakan ekspresi dalam *greetings* lalu

1. **You meet your friend in the morning on your way to school.** (*kamu bertemu temanmu di pagi hari pada saat berangkat ke sekolah*).
2. **You meet Mr. Rizal your neighbor in the afternoon on your way home after school .** (*kamu bertemu tetangga kamu Pak Rizal pada siang hari pada saat kamu pulang dari sekolah*).
3. **At the evening your father just come home from the work and you want to greet him.** (*Pada malam hari Ayah kamu baru pulang dari kerja dan kamu ingin menyapanya*).
4. **Pambudi want to greet his mother before he sleep.** (Pambudi ingin menyapa Ibunya sebelum dia tidur).
5. **You want to go home after you play badminton. You say good bye to them.** (kamu ingin berpamitan kepada teman teman kamu setelah kalian bermain bulu tangkis).

c.

HOMEWORK

Greet your friend, neighbour, or family. Then write down their name and the expressions of greeting. Number one is done for you. (*Sapa temanmu, tetangga atau keluarga. Kemudian catat nama mereka dan ekspresi apa yang kamu gunakan. Contoh nomor 1*)

No	Name	Greeting
1	Fredi	Good morning

d.

LET'S REVIEW

Let's review what you have learnt in this unit.

A. Greetings and how to respond to them

Greetings	Responses
Hi.	Hi
Hello.	Hello
Good morning.	Good morning.
Good afternoon.	Good afternoon.
Good evening.	Good evening.
Good night.	Good night.
How are you?	Fine, thanks.

B. Formal Greetings Informal Greetings

Good morning.	Hi.
Good afternoon.	Hello.
Good evening.	
Good night.	
How are you?	

C. Leave taking

Good bye
See you tomorrow

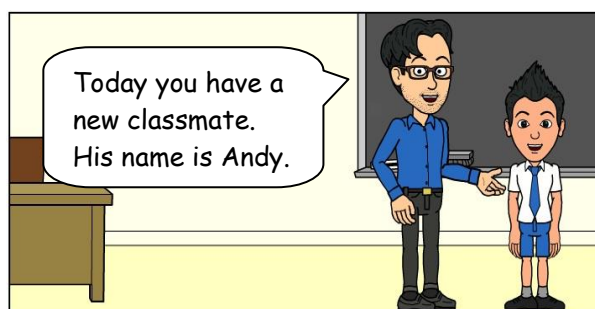
E.


WORDS LIST

English	Pronunciation	Indonesian Meanings
Hello	/hel'əʊ/	halo
Fine	/faɪn/	baik (keadaan)
morning	/'mɔː.nɪŋ/	pagi
afternoon	/'ɑːf.tə'nuːn/	siang
evening	/'iːv.nɪŋ/	sore
night	/naɪt/	malam
teacher	/'tiː.tʃə r/	guru
student	/'stjuː.d ə nt/	murid
neighbor	/'neɪ.bə r/	tetangga
greeting	/'griː.tɪŋ/	sapaan
response	/'rɪ'spɒnd/	merespon
tomorrow	/tə'mɒr.əʊ/	besok
goodbye	/'gʊd.baɪ/	selamat tinggal
Son	/sʌn/	anak(laki-laki)
greet	/'gri:t/	menyapa
meet	/'mi:t/	bertemu
visit	/'vɪz.ɪt/	mengunjungi
ready	/'red.i/	siap
today	/tə'deɪ/	hari ini
open	/'əʊ.p ə n/	buka
before	/'bɪ'fɔː r /	sebelum
after	/'æf.tə/	sesudah
parent	/'per. ə nt/	orang tua
answer	/'æn t .sə/	jawab
question	/'kwes.tʃən/	pertanyaan

UNIT 2

MY NAME IS ANDY.



You need to introduce yourself when you meet a new people or friend. In this unit, you will learn how to introduce yourself and one to another.

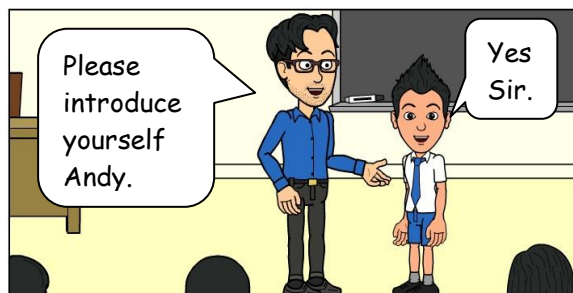
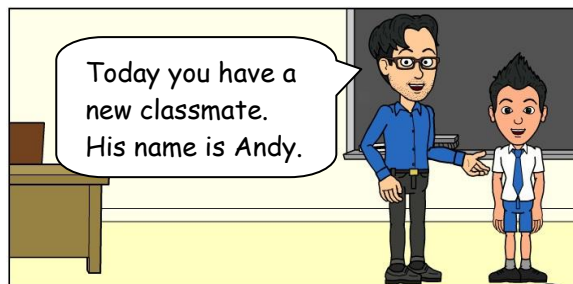


A.


GET READY

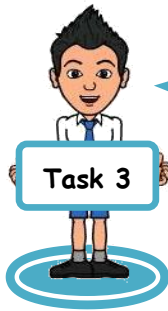
Task 1

Study the comic strips below and answer the following questions. *(Pelajari komik strip di bawah ini dan jawab pertanyaan).*



Questions

1. Who is Andy?
2. What does Andy say to introduce himself?



Repeat after your teacher then do it by your self. (*tirukan apa yang guru ucapkan lalu ucapkan secara individu*).

My name is

I'm

Allow me to introduce myself my name is

Nice to meet you

Note

Dalam memperkenalkan diri kita bisa menyapanya (*greet*) terlebih dahulu seperti (*hi, hallo, good morning etc*) baru kita memperkenalkan diri kita.

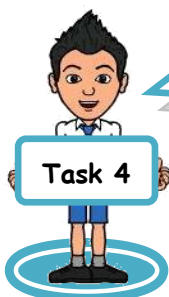
Untuk memperkenalkan diri kita bisa menggunakan

Allow me to introduce myself my name is
atau langsung saja **my name is**



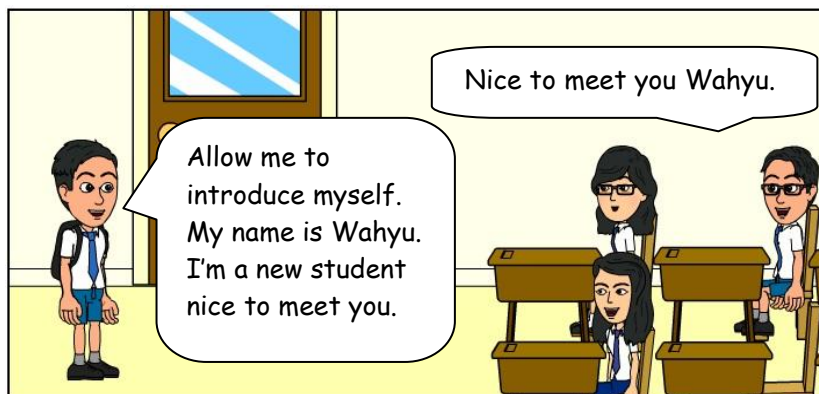
B.

LET'S TALK



Study, answer and act them out the following comic strips with your partner. *(Pelajari, jawab dan praktekkan komik strip di bawah ini bersama)*

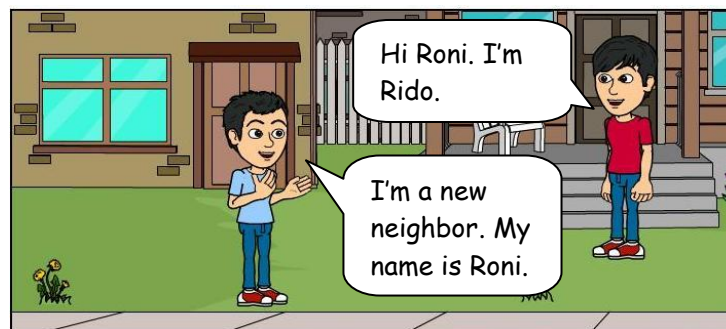
1. Wahyu is a new student he introduces him self in front of the class. *(Wahyu adalah murid baru dia memperkenalkan dirinya di depan kelas).*



Questions

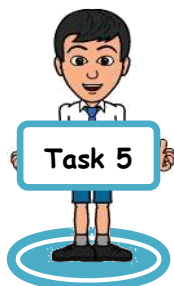
1. Who is Wahyu?
2. How does Wahyu greet the class?
3. What is the meaning of introduce?
4. What does Wahyu say to introduce him self?
5. What do the students say to Wahyu in panel 2?

2. **Roni is a new neighbour he meets Rido his neighbour then he greets and introduce himself.** *(Roni adalah tetangga baru dia bertemu Rido tetangganya lalu Roni menyapa dan memperkenalkan diri).*



Questions

1. Who is Roni?
2. What is the meaning of neighbor?
3. What does Roni said to introduce himself? ...



Repeat after your teacher then do it by your self. (*tirukan apa yang guru ucapkan lalu ucapkan secara individu*).

I would like introduce you to my friend he/she is

Anton, Please meet my friend Andy, Anton this is

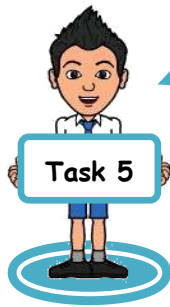
I would like you to meet my friend he/she is

Note

Untuk memperkenalkan dua orang khususnya teman, kita bisa menggunakan **I would like introduce you to my friend she/he is**

Atau bisa menggunakan langsung, misalnya kamu ingin mempekanlkan Andy ke Anton kamu bisa menggunakan **Anton please meet my friend Andy, Anton this is Andy.**





In group of three, study, answer the comic strip of introducing one to another below then practice dialogue with your partner. (*Bentuk kelompok bertiga, pelajari dan jawab komik strip di bawah ini tentang memperkenalkan orang lain lalu praktekkkan dialognya*).

1. Andi meet Wahyu in the school canteen. Wahyu want to introduce Hani to Andi. (*Andi bertemu Wahyu di kantin sekolah. Wahyu ingin memperkenalkan Hani pada Andi*).



Questions

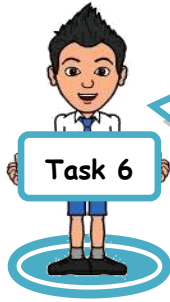
1. There are three students in the comic strip, who are they?
2. What is Wahyu doing?
3. What does Wahyu said to introduce Hani to Andi? ...

2. Sinta introduces her sister Neri to Rina. (*Sinta memperkenalkan kakaknya yang bernama Neri kepada Rina*)

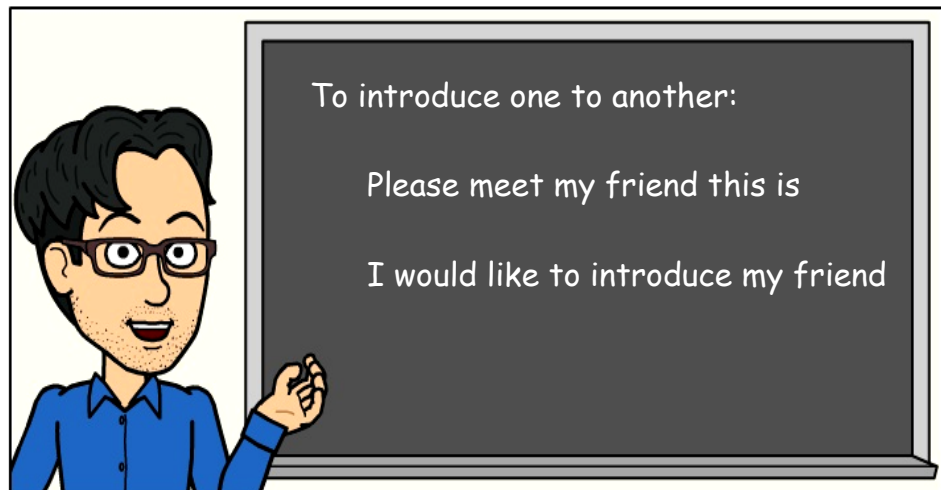
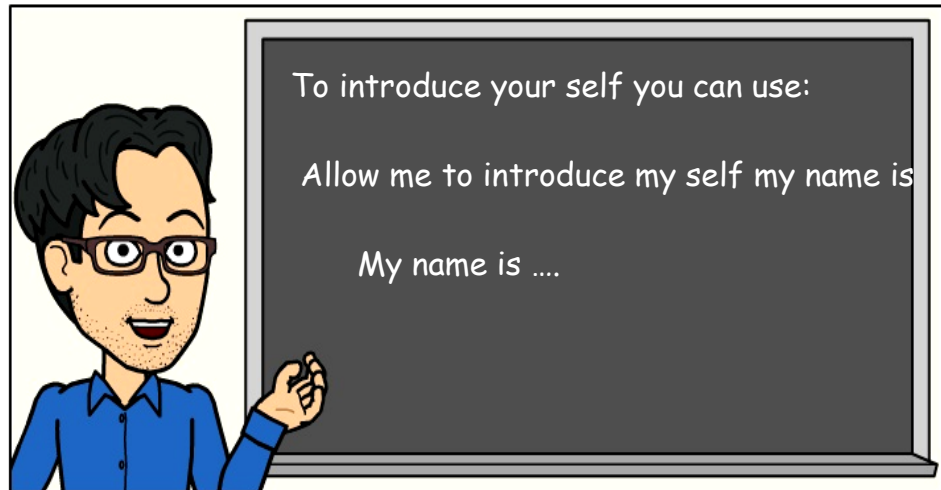


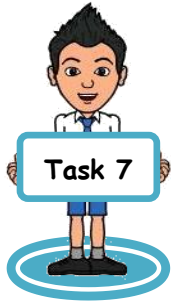
Questions

1. There are three girls in the comic strip, who are they?
2. What is Sinta doing?
3. What does Sinta said to introduce Neri to Rina? ...



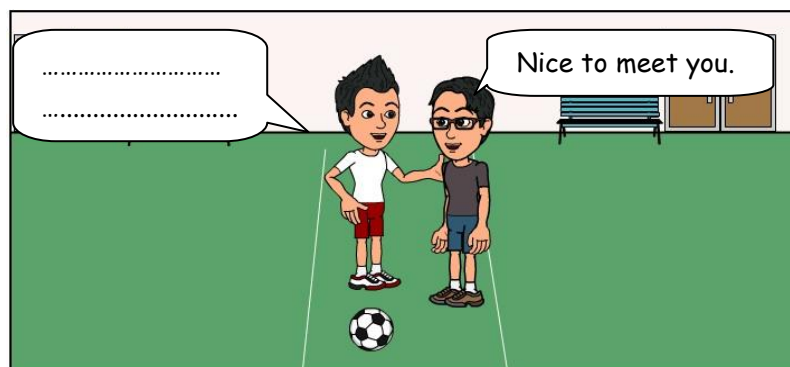
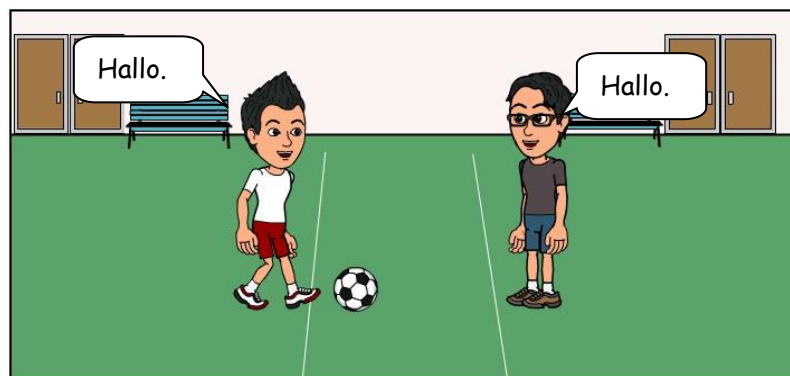
In pairs, study the expressions of introducing one self and introduce one to another. (*Secara berpasangan pelajari ekspresi tentang memperkenalkan diri dan dan memperkenalkan orang lain*)





In pairs, complete the missing expressions of introducing in the following comic strips. Then act them out with your partner. (*Secara berpasangan lengkapi ekspresi perkenalan yang hilang dalam komik strip di bawahini. Lalu praktekan dengan temanmu*).

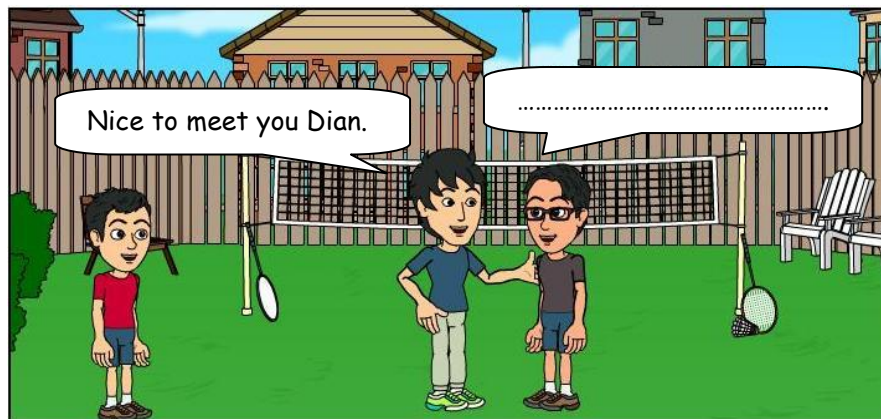
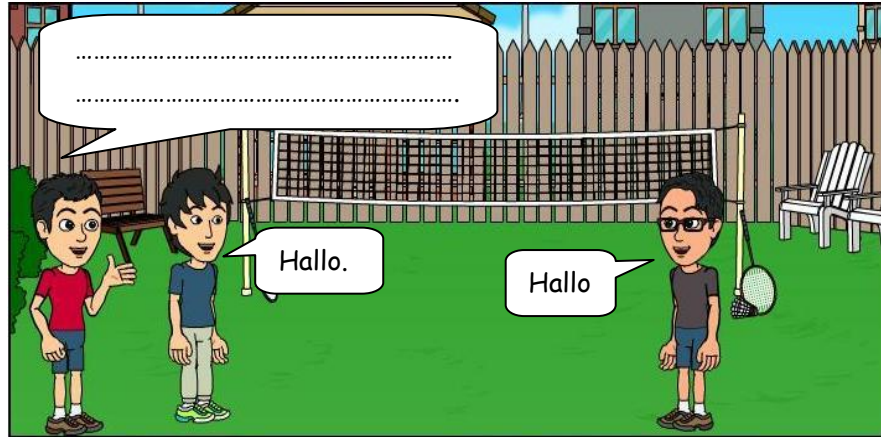
1. Dian and Wahyu are in futsal arena, they don't know each other so they want to introduce their self. (*Dian dan Wahyu sedang di lapangan futsal, mereka belum saling kenal maka mereka memperkenalkan diri mereka*).



2. Hani and Rani are in the class and they are new student, they introduce their self each other. *(Hani dan Rani berada di kelas dan mereka adalah adalah murid baru mereka berkenalan satu sama lain)*



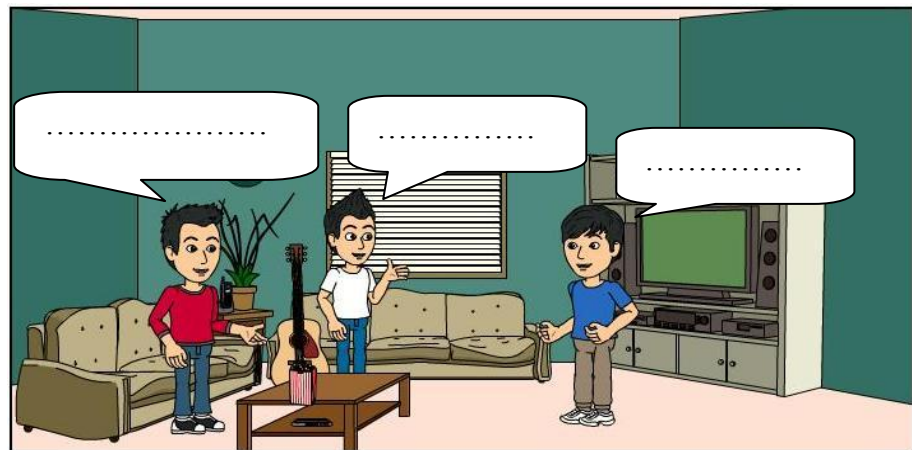
3. Rudi introduce his friend Anton to Dian. (Rudi memperkenalkan temannya yang bernama Anton).

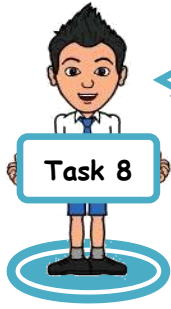


4. Siwi want to introduce Hani to Sinta at the school canteen.
(Siwi ingin memperkenalkan Hani kepada Sinta di kantin sekolah).



5. Wahyu want to introduce Andik to Roni. (*Wahyu ingin memperkenalkan Andik ke Roni*).

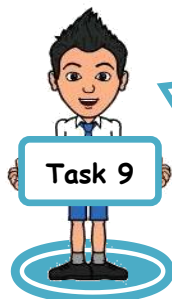
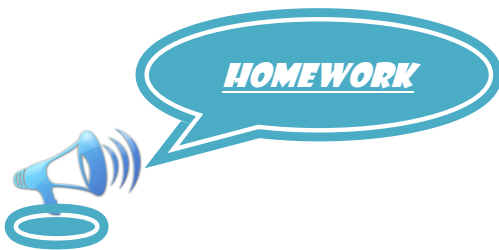




In group of three, make a simple dialogue of introducing yourself and introducing one to another and act them out based on the situation below. (*Dalam kelompok bertiga buat dialog sederhana tentang memperkenalkan diri dan*

1. You are a new student, introduce your self to your friend. (*Kamu adalah murid baru, perkenalkan dirimu kepada teman-teman*).
2. You want to introduce your brother to your friend. (*Kamu ingin memperkenalkan kakakmu pada temanmu*).
3. You meet new friend in school, you want to introduce your self. (*kamu bertemu teman baru di sekolah, kamu ingin memperkenalkan diri*).
4. You want to introduce your mother to your friend. (*kamu ingin memperkenalkan Ibu ke temanmu*).

c.



In group of three, make three simple dialog of introduce yourself and introduce one to another with various situation then act them out in front of the class. (*Dalam kelompok bertiga, buat dialog sederhana tentang memperkenalkan diri dan orang lain dengan beberapa situasi lalu praktekkan di depan kelas*)

D.

LET'S REVIEW



Let's review what you have learnt in this unit.

A. Introduce your self

You can say:

Allow me to introduce my self my name is

My name is

B. Introduce one to another

You can say:

Please meet my friend this is

I would like to introduce my friend

E.

WORDS LIST

English	Pronunciation	Indonesian Meanings
name	/neɪm/	nama
introduce	/ˌɪn.trəˈdjuːs/	perkenalkan
allow	/əˈlaʊ/	Perkenankan
myself	/maɪˈself/	diri sendiri
meet	/mi:t/	bertemu
nice	/naɪs/	bagus
friend	/frend/	teman
classmate	/ˈklaːs.meɪt/	teman kelas
brother	/ˈbrʌð.ə r /	saudara laki-laki
sister	/ˈsɪs.tə r /	saudara perempuan
new	/njuː/	baru
other	/ˈʌð.ə r /	lain
want	/wɒnt/	ingin
yourself	/jʊr-self/	dirimu sendiri
they	/ðeɪ/	mereka
He	/hi/	dia (laki-laki)
she	/ʃi/	dia (perempuan)
herself	/hɜː self/	dirinya (perempuan)
himself	/hɪm self/	dirinya (laki-laki)
know	/noʊ/	tahu
say	/seɪ/	berkata
Boy	/bɔɪ/	laki-laki
girl	/gɜːl/	perempuan

F.

SELF REFLECTION

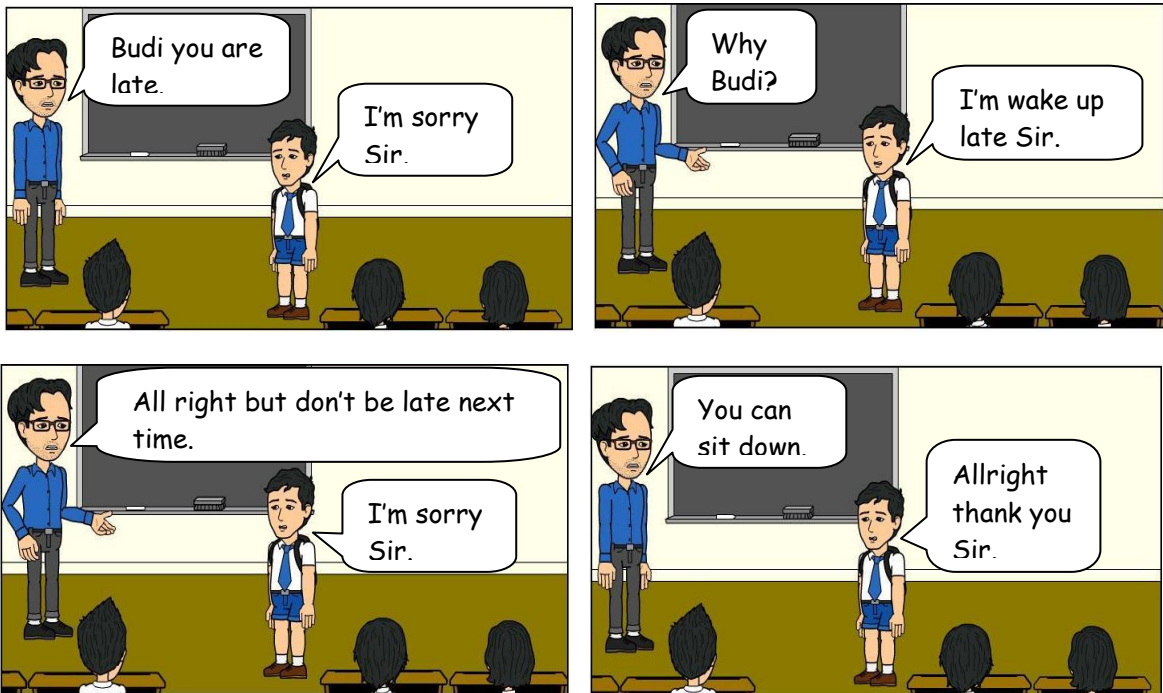
This is the time to reflect what you have learned so far. Have you understood all? Let's check. Give a tick (v) on the column of the statements related to what you have learned

- 1: Strongly Disagree
- 2 : Disagree
- 3 : Neutral
- 4: Agree
- 5 : Strongly Agree

No	Statements	Scale					Notes
		1	2	3	4	5	
1	I can introduce my self						
2	I can introduce one to another						

UNIT 3

I AM SORRY



You need to apologize when you make a mistake.
 In this unit you will learn how to apologize and
 aslo how to gratitude.

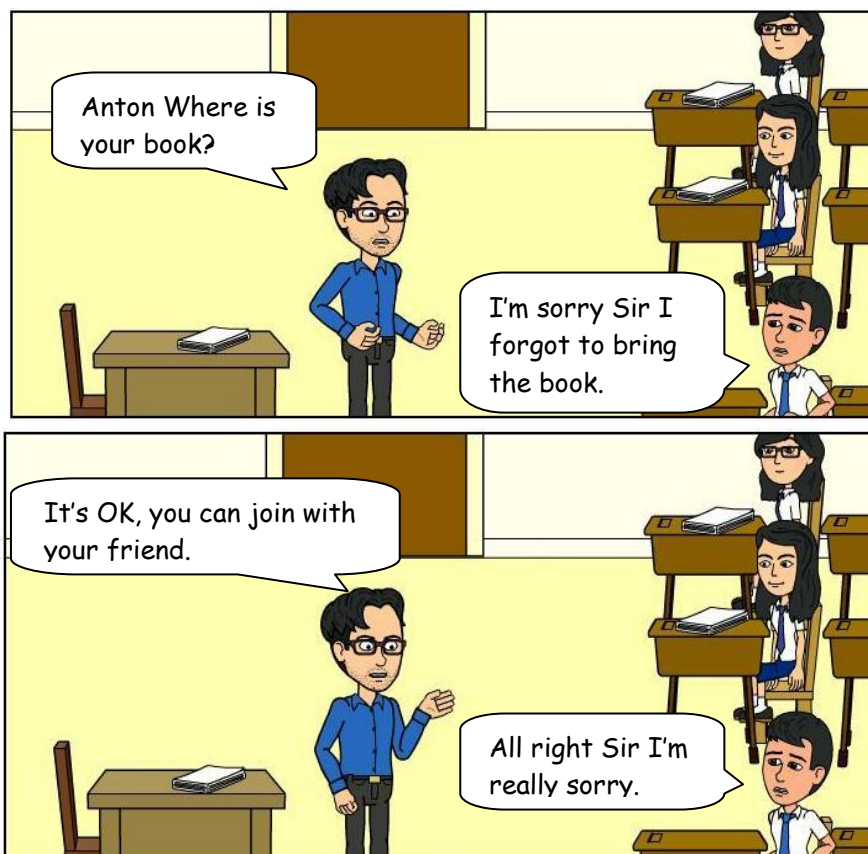


A.

GET READY

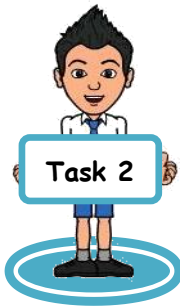
Task 1

Study the comic strips below and answer the following questions. *(Pelajari komik strip di bawah ini dan jawab pertanyaan).*



Questions

1. What happen to Anton?
2. What does Anton says to apologize?



Repeat after your teacher then do it by your self. (*tirukan apa yang guru ucapkan lalu ucapkan secara individu*).

I'm sorry

I'm really sorry

I'm so sorry

My mistake

It's OK

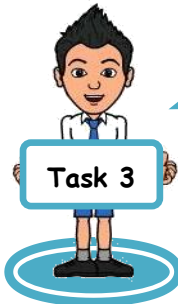
Never mind

Untuk meminta maaf kita bisa menggunakan **I'm sorry** or **I'm very sorry** lalu untuk meresponnya kita bisa menggunakan **It's OK** or **never mind**.



B.

LET'S TALK



Study, answer and act them out the following comic strips with your partner. (*Pelajari jawab dan praktekkkan komik strip di bawah ini bersama*)

1. Ratna forget watering the plants. She feel sorry to her Mom. (*Ratna lupa menyirami tanaman. Dia meminta maaf kepada ibunya.*)





Questions

1. What happen to Ratna?
2. What does Ratna say to her mother in apnel 2?
3. What does Mother say to Ratna inpanel 3?

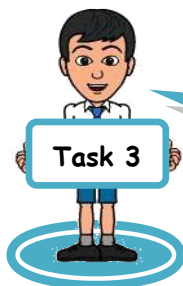
2. Rudi forget to clean up his beed room He fell sorry to his Mom. (Rudi lupa untuk merapikan kasurnya dia meminta maaf pada Ibunya).





Questions

1. What happen to Rudi?
2. What does Rudi say to his mother in panel 2?
3. What does mother say to Rudi in panel 3? ...



Repeat after your teacher then do it by your self. (*tirukan apa yang guru ucapkan lalu ucapkan secara individu*).

Thank you

Thank you very much

Thanks a lot

You're welcome

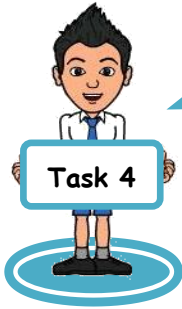
Don't mention it

My pleasure

Untuk berterima kasih kita bisa menggunakan **thank you**, **thank you very much** atau **thanks a lot**.

Untuk meresponnya kita bisa menggunakan **you're welcome**, **don't mention it** atau **my pleasure**





Study, answer and act them out the following comic strips with your partner. (*Pelajari jawab dan praktekan komik strip di bawah ini bersama*)

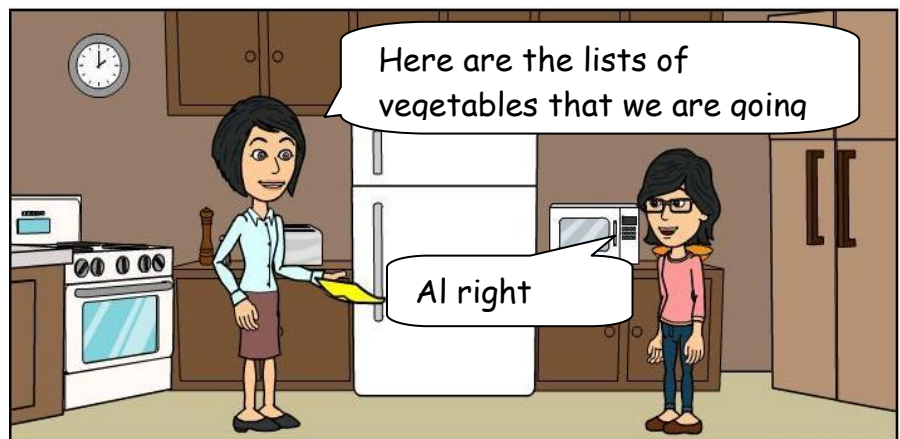
1. Budi forget to bring a pen he wants to boorow it form Dian. (*Budi lupa membawan pulpen lalu dia meminjam kepada Dian*).



Questions

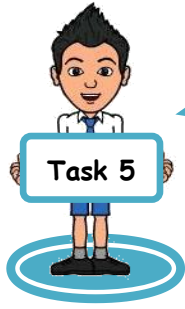
1. What happen to Budi?
2. What does Budi say to Dian in panel 3?
3. What does Dian say to Budi in panel 3? ...

3. Mom ask Sinta to buy some vegetables in the market.(Ibu menyuruh Sinta untuk membeli sayuran di pasar).



Questions

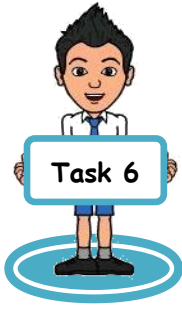
1. What does mother say in panel 1?
2. What does mother say in panel 3?
3. What does Sinta say in panel 3?



In pairs, study the expressions of apologizing and thanking. (*Secara berpasangan pelajari ekspresi tentang meminta maaf dan dan berterima kasih*)

Apologizing	Responses
I'm sorry	It's Ok
I'm so sorry	Never mind
I'm really sorry	Don't worry
My mistake	

Gratitude	Responses
Thank you	You're
Thank you very much	Don't

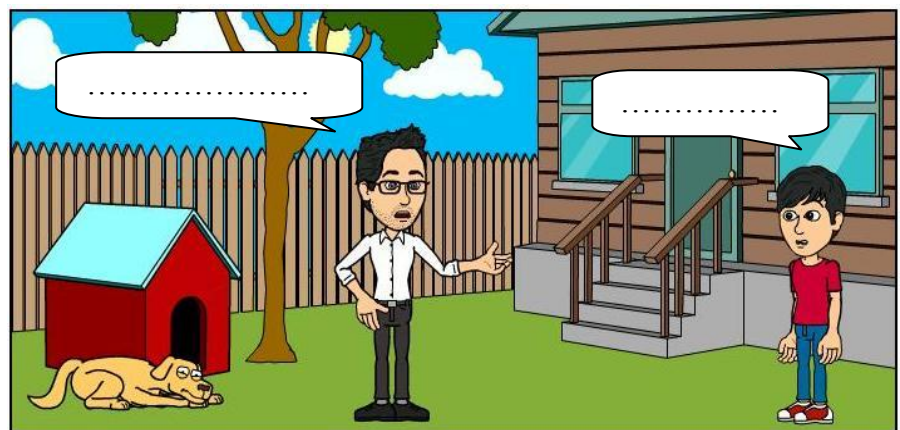
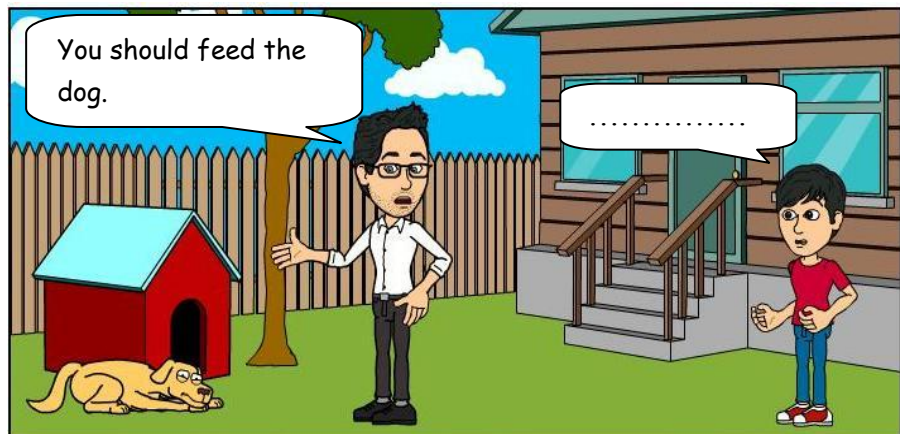
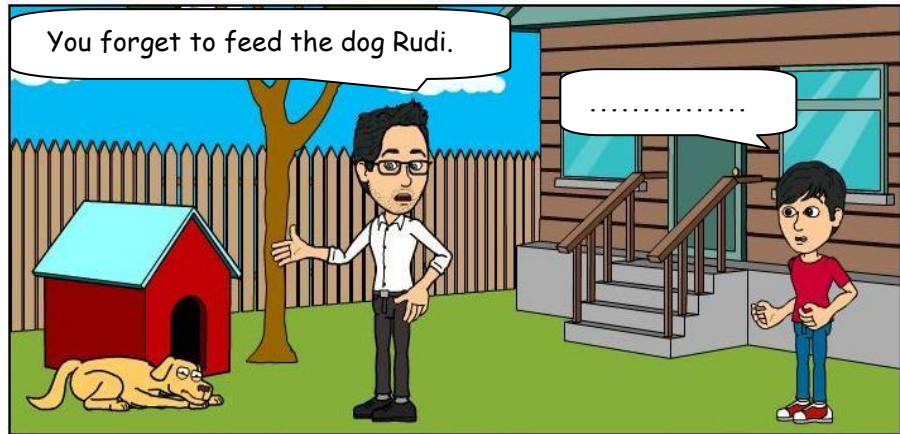


In pairs, complete the missing expressions in the following comic strips. Then act them out with your partner. (*Secara berpasangan lengkapi ekspresi yang hilang dalam komik berikut ini. Lalu praktekan dengan temanmu.*)

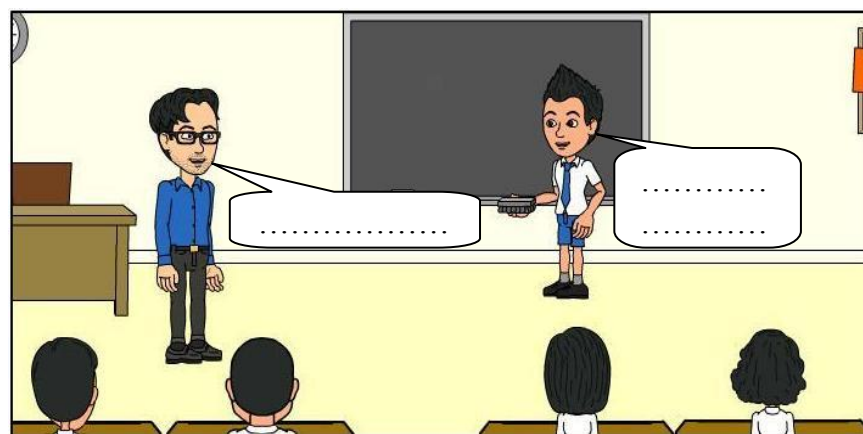
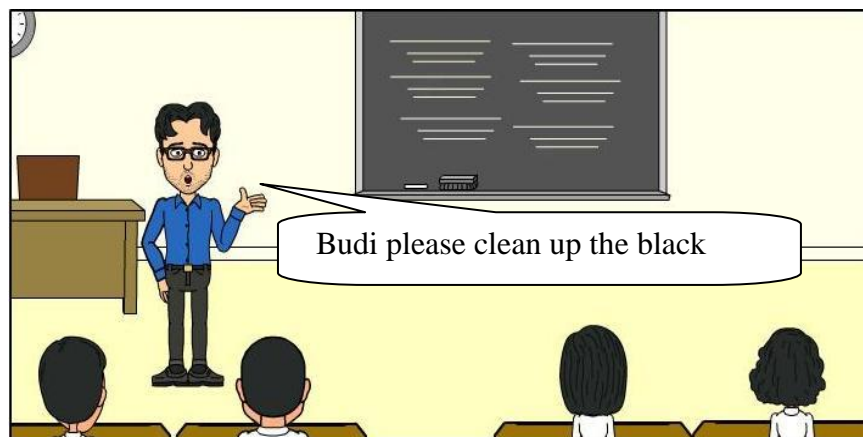
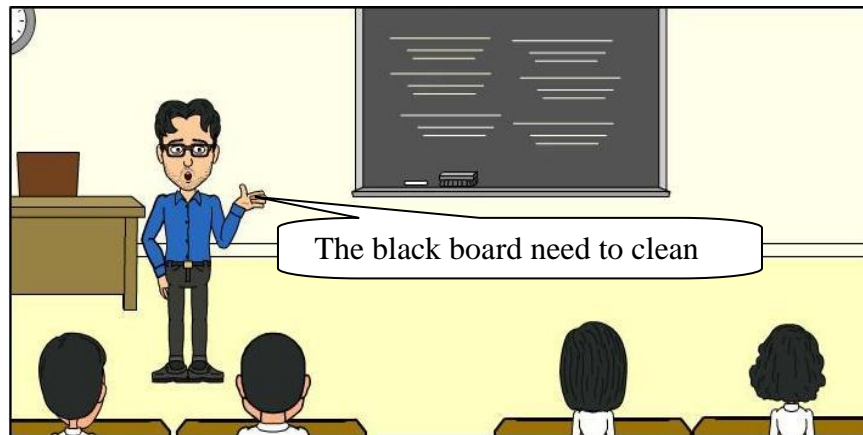
1. Rudi give presents to Sinta in her birthday. (*Rudi memberi hadiah kepada Sinta di ulang tahunnya.*)



2. Rudi apologize to his father because he forgot to feed the dog. (Rudi meminta maaf kepada ayahnya karena lupa memberi makan anjing).



3. The teacher ask Budi to erase and clean up te black board. (*Guru meminta Budi untuk menghapus papan tulis*).

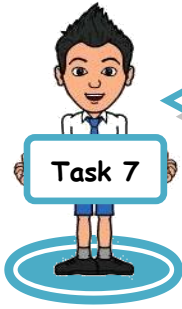


4. Father Wahyu to buy asks newspaper. (*Ayah menyuruh Wahyu untuk membeli Koran*).



5. Siwi forget to clean up the backyard, She feel sorry to her Mom. (Sinta lupa membersihkan halaman belakang, dia meminta maaf kepada Ibunya).



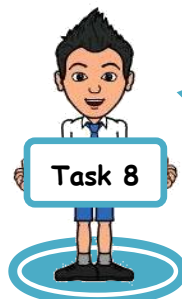


In pairs, make a simple dialogue of apologizing and thanking then act them out based on the situation below. *(Secara berpasangan buatlah dialog sederhana tentang meminta maaf dan berterima kasih berdasarkan situasi di bawah ini)*

1. You break the vase at home. *(kamu memecahkan vas bunga di rumah).*
2. You get the present from your parent in your birthday. *(kamu mendapatkan hadiah dari orang tua di hari ulang tahun).*
3. You forget to bring your home work when you are in a class. *(kamu lupa membawa pekerjaan rumah ke sekolah).*
4. You say thank you to your friend because you can borrow his/her book. *(kamu berterima kasih karena telah dipinjam buku oleh temanmu)*

c.

HOMEWORK



In pairs, make three simple dialog of apologizing and thanking with various situation then act them out in front of the class. *(Secara berpasangan, buat dialog sederhana tentang meminta maaf dan berterima kasih dengan beberapa situasi lalu praktekan di depan kelas)*

D.



LET'S REVIEW



Let's review what you have learnt in this unit.

A. Apologizing

You can say:

I'm sorry

I'm so sorry

I'm really sorry

My mistake

B. Thanking

You can say:

Thank you

Thank's a lot

Thank you very much

Respond

You're welcome

Don't mention it

E.

**WORDS LIST**

English	Pronunciation	Indonesian Meanings
sorry	/ˈsɔːr-/	Maaf
thank	/θæŋk/	terima kasih
feed	/fi:d/	memberi makan
buy	/baɪ/	membeli
give	/gɪv/	memberi
late	/leɪt/	terlambat
clean	/kli:n/	membersihkan
backyard	/ˌbækˈjɑ:d/	halaman belakang
plant	/plænt/	tanaman
bedroom	/ˈbed.rʊm/	kamar tidur
bring	/brɪŋ/	membawa
forget	/fəˈget/	lupa
book	/bʊk/	buku
why	/waɪ/	kenapa
next	/nekst/	berikutnya
apologize	/əˈpɒl.ə.dʒaɪz/	meminta maaf
borrow	/ˈbɔːr.ɒ/	meminjam
really	/ˈriː.ə-/	sungguh

F.

SELF REFLECTION

This is the time to reflect what you have learned so far. Have you understood all? Let's check. Give a tick (v) on the column of the statements related to what you have learned

- 1: Strongly Disagree
- 2 : Disagree
- 3 : Neutral
- 4: Agree
- 5 : Strongly Agree

No	Statements	Scale					Notes
		1	2	3	4	5	
1	I can apologize to people						
2	I can say thank you to people						

APPENDIX E
(EXPERT JUDGEMENT QUESTIONNAIRES)

Lembar Evaluasi Materi

UNIT 1: GOOD MORNING

Untuk ahli materi

Pengantar

Kuesioner ini merupakan instrument penilaian terhadap materi pembeajaran bahasa Inggris berbasis komik strip untuk kelas VII. Saya sangat mengharapkan kesediaan dan partisipasi Bapak/Ibu untuk mengisi kuisisioner ini sebagai masukan atas materi yang dikembangkan. Atas kesediaan dan partisipasinya saya sampaikan terima kasih.

Petunjuk Pengisian

Berikut ini adala butir-butir pernyataan yang berkaitan dengan materi bahasa Inggris yang telah dikembangkan. Bapak/Ibu dipersilahkan untuk member tanda centang (√) pada salah satu kolom SS,S,TS, atau STS pada tiap pernyataan yang ada pada table. Mohon ditulis saran perbaikan pada ruang yang disediakan

Ket

SS : Sangat setuju

TS : Tidak setuju

S : Setuju

STS : Sangat tidak setuju

I. Komponen Kelayakan Isi

No	Butir	SS	S	TS	STS
A. Kesesuaian Materi					
1	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.				
2	Materi yang dikembangkan sesuai dengan SK dan KD untuk kelas VII.				
3	Materi yang dikembangkan sesuai dengan kebutuhan bahasa Inggris siswa kelas VII.				
Saran perbaikan:					
B. Kedalaman materi					
4	Materi yang dikembangkan mengeksplorasi cukup banyak teks yang relevant dengan kehidupan sehari-hari peserta didik.				
5	Materi yang dikembangkan menguraikan teks secara rinci.				
6	Secara umum materi memberikan penjelasan mengenai unsur, struktur makna dan fitur linguistik secara jelas.				
Saran perbaikan:					

C. Keakuratan materi					
7	Materi mengajarkan siswa mengenai ungkapan-ungkapan yang digunakan untuk mengekspresikan <i>greeting and leave taking</i> .				
8	Teks-teks yang diberikan di dalam materi dapat membantu siswa dalam memahami.				
9	Materi mengajarkan siswa menggunakan ekspresi <i>greeting and leave taking</i> .				
10	Bahan ajar (teks,table,gambar, lampiran dll) diambil dari sumber-sumber yang relevan dengan topic yang dibahas.				
Saran perbaikan:					
D. Kemutakhiran materi					
11	Bahan ajar (teks,table,gambar dll) diambil dari sumber-sumber terbaru tentang topic yang dibahas.				
Saran perbaikan:					

II Kelayakan Bahasa

No	Butir	SS	S	TS	STS
A. Kesesuaian dengan tingkat perkembangan peserta didik					
1	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
2	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.				
3	Bahasa yang digunakan sesuai dengan perkembangan kemampuan bahasa peserta didik.				
Saran perbaikan:					
B. komunikatif					
4	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami oleh peserta didik.				
Saran perbaikan:					
C. Akurasi					
5	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang benar.				
Saran perbaikan:					
6	Materi yang disajikan dalam satu unit/aktifitas/paragraph/kalimat mencerminkan keruntutan penyampaian makna.				
7	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan.				
Saran perbaikan:					

III Komponen Kelayakan Penyajian

No	Butir	SS	S	TS	STS
A. Teknik Penyajian					
1	Materi yang dikembangkan menyajikan bagian pembuka,kegiatan inti,evaluasi,refleksi dan rangkuman secara konsisten pada setiap bab/unit.				
2	Tugas-tugas disajikan secara seimbang pada setiap unit/bab.				
3	Dalam bab/unit ini,tugas-tugas disusun/diurutkan berdasarkan kaidah-kaidah dalam pengembangan materi.				
4	Bentuk penugasan dalam unit ini disajikan secara beragam.				
Saran perbaikan:					
B. Penyajian Pembelajaran					
5	Penyajian tugas-tugas dalam materi yang dikembangkan mendorong terjadinya interaksi dalam bahasa Inggris.				
6	Tugas-tugas yang diberikan dalam unit ini mendorong siswa untuk berpartisipasi aktif di kelas.				
7	Penyajian materi dan tugas mendorong peserta didik dalam proses belajar mandiri.				

8	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris.				
Saran perbaikan:					

IV. Kefrafikan

No	Pernyataan				
A. Tata letak isi					
1	Penempatan unsur tata letak(judul,kata,pengantar,ilustrasi dll) pada setiap awal bab konsisten.				
2	Penempatan unsur tata letak pada setiap halaman mengikuti pola yang konsisten.				
3	Susunan teks pada akhir paragraf terpisah dengan jelas.				
Saran perbaikan:					
B. Ilustrasi Isi					
4	Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan.				
5	Ilustrasi yang diberikan memiliki ukuran yang proposional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud.				

6	Secara umum ilustrasi ditampilkan secara serasi dengan topik pembahasan.				
Saran perbaikan:					
C. Tipografi Materi					
7	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (<i>font</i>).				
8	Materi menggunakan jenis huruf yang mudah dibaca.				
9	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang dan memberikan tekanan pada susunan yang teks yang dianggap penting.				
Saran perbaikan:					

V. Kelayakan Komik Strip

No	Pernyataan	SS	S	TS	STS
A. Kelayakan isi					
1	Cerita dari panel satu ke yang lain saling berkaitan.				
2	Karakter dalam komik strip sesuai dengan cerita/tema.				
3	Antara balon teks dan teks di edit dengan benar dan di tulis dengan ejaan yang benar.				
B. Kelayakan visual					
5	Pewarnaan dan background mempunyai keberagaman warna.				
6	Font yang digunakan mudah di baca.				
7	Komik strip mempunyai daya tarik untuk pembaca.				

Lembar Evaluasi Materi
UNIT 2: MY NAME IS ANDY
Untuk ahli materi

Pengantar

Kuesioner ini merupakan instrument penilaian terhadap materi pembeajaran bahasa Inggris berbasis komik strip untuk kelas VII. Saya sangat mengharapkan kesediaan dan partisipasi Bapak/Ibu untuk mengisi kuisisioner ini sebagai masukan atas materi yang dikembangkan. Atas kesediaan dan partisipasinya saya sampaikan terima kasih.

Petunjuk Pengisian

Berikut ini adala butir-butir pernyataan yang berkaitan dengan materi bahasa Inggris yang telah dikembangkan. Bapak/Ibu dipersilahkan untuk member tanda centang (√) pada salah satu kolom SS,S,TS, atau STS pada tiap pernyataan yang ada pada table. Mohon ditulis saran perbaikan pada ruang yang disediakan

Ket

SS : Sangat setuju

TS : Tidak setuju

S : Setuju

STS : Sangat tidak setuju

I. Komponen Kelayakan Isi

No	Butir	SS	S	TS	STS
A. Kesesuaian Materi					
1	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.				
2	Materi yang dikembangkan sesuai dengan SK dan KD untuk kelas VII.				
3	Materi yang dikembangkan sesuai dengan kebutuhan bahasa Inggris siswa kelas VII.				
Saran perbaikan:					
B. Kedalaman materi					
4	Materi yang dikembangkan mengeksplorasi cukup banyak teks yang relevant dengan kehidupan sehari-hari peserta didik.				
5	Materi yang dikembangkan menguraikan teks secara rinci.				
6	Secara umum materi memberikan penjelasan mengenai unsur, struktur makna dan fitur linguistik secara jelas.				
Saran perbaikan:					

C. Keakuratan materi				
7	Materi mengajarkan siswa mengenai ungkapan-ungkapan yang digunakan untuk mengekspresikan <i>introducing</i> .			
8	Teks-teks yang diberikan di dalam materi dapat membantu siswa dalam memahami.			
9	Materi mengajarkan siswa menggunakan ekspresi <i>introducing</i> .			
10	Bahan ajar (teks,table,gambar, lampiran dll) diambil dari sumber-sumber yang relevan dengan topic yang dibahas.			
Saran perbaikan:				
D. Kemutakhiran materi				
11	Bahan ajar (teks,table,gambar dll) diambil dari sumber-sumber terbaru tentang topic yang dibahas.			
Saran perbaikan:				

II Kelayakan Bahasa

No	Butir	SS	S	TS	STS
A. Kesesuaian dengan tingkat perkembangan peserta didik					
1	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
2	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.				
3	Bahasa yang digunakan sesuai dengan perkembangan kemampuan bahasa peserta didik.				
Saran perbaikan:					
B. komunikatif					
4	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami oleh peserta didik.				
Saran perbaikan:					
C. Akurasi					
5	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang benar.				
Saran perbaikan:					
6	Materi yang disajikan dalam satu unit/aktifitas/paragraph/kalimat mencerminkan keruntutan penyampaian makna.				
7	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan.				
Saran perbaikan:					

III Komponen Kelayakan Penyajian

No	Butir	SS	S	TS	STS
A. Teknik Penyajian					
1	Materi yang dikembangkan menyajikan bagian pembuka,kegiatan inti,evaluasi,refleksi dan rangkuman secara konsisten pada setiap bab/unit.				
2	Tugas-tugas disajikan secara seimbang pada setiap unit/bab.				
3	Dalam bab/unit ini,tugas-tugas disusun/diurutkan berdasarkan kaidah-kaidah dalam pengembangan materi.				
4	Bentuk penugasan dalam unit ini disajikan secara beragam.				
Saran perbaikan:					
B. Penyajian Pembelajaran					
5	Penyajian tugas-tugas dalam materi yang dikembangkan mendorong terjadinya interaksi dalam bahasa Inggris.				
6	Tugas-tugas yang diberikan dalam unit ini mendorong siswa untuk berpartisipasi aktif di kelas.				
7	Penyajian materi dan tugas mendorong peserta didik dalam proses belajar mandiri.				

8	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris.				
Saran perbaikan:					

IV. Kefrafikan

No	Pernyataan				
A. Tata letak isi					
1	Penempatan unsur tata letak(judul,kata,pengantar,ilustrasi dll) pada setiap awal bab konsisten.				
2	Penempatan unsur tata letak pada setiap halaman mengikuti pola yang konsisten.				
3	Susunan teks pada akhir paragraf terpisah dengan jelas.				
Saran perbaikan:					
B. Ilustrasi Isi					
4	Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan.				
5	Ilustrasi yang diberikan memiliki ukuran yang proposional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud.				

6	Secara umum ilustrasi ditampilkan secara serasi dengan topik pembahasan.				
Saran perbaikan:					
C. Tipografi Materi					
7	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (<i>font</i>).				
8	Materi menggunakan jenis huruf yang mudah dibaca.				
9	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang dan memberikan tekanan pada susunan yang teks yang dianggap penting.				
Saran perbaikan:					

V. Kelayakan Komik Strip

No	Pernyataan	SS	S	TS	STS
A. Kelayakan isi					
1	Cerita dari panel satu ke yang lain saling berkaitan.				
2	Karakter dalam komik strip sesuai dengan cerita/tema.				
3	Antara balon teks dan teks di edit dengan benar dan di tulis dengan ejaan yang benar.				
B. Kelayakan visual					
5	Pewarnaan dan background mempunyai keberagaman warna.				
6	Font yang digunakan mudah di baca.				
7	Komik strip mempunyai daya tarik untuk pembaca.				

Lembar Evaluasi Materi

UNIT 3: I'M SORRY

Untuk ahli materi

Pengantar

Kuesioner ini merupakan instrument penilaian terhadap materi pembeajaran bahasa Inggris berbasis komik strip untuk kelas VII. Saya sangat mengharapkan kesediaan dan partisipasi Bapak/Ibu untuk mengisi kuisisioner ini sebagai masukan atas materi yang dikembangkan. Atas kesediaan dan partisipasinya saya sampaikan terima kasih.

Petunjuk Pengisian

Berikut ini adala butir-butir pernyataan yang berkaitan dengan materi bahasa Inggris yang telah dikembangkan. Bapak/Ibu dipersilahkan untuk member tanda centang (√) pada salah satu kolom SS,S,TS, atau STS pada tiap pernyataan yang ada pada table. Mohon ditulis saran perbaikan pada ruang yang disediakan

Ket

SS : Sangat setuju

TS : Tidak setuju

S : Setuju

STS : Sangat tidak setuju

I. Komponen Kelayakan Isi

No	Butir	SS	S	TS	STS
A. Kesesuaian Materi					
1	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.				
2	Materi yang dikembangkan sesuai dengan SK dan KD untuk kelas VII.				
3	Materi yang dikembangkan sesuai dengan kebutuhan bahasa Inggris siswa kelas VII.				
Saran perbaikan:					
B. Kedalaman materi					
4	Materi yang dikembangkan mengeksplorasi cukup banyak teks yang relevant dengan kehidupan sehari-hari peserta didik.				
5	Materi yang dikembangkan menguraikan teks secara rinci.				
6	Secara umum materi memberikan penjelasan mengenai unsur, struktur makna dan fitur linguistik secara jelas.				
Saran perbaikan:					

C. Keakuratan materi				
7	Materi mengajarkan siswa mengenai ungkapan-ungkapan yang digunakan untuk mengekspresikan <i>apologize and gratitude</i> .			
8	Teks-teks yang diberikan di dalam materi dapat membantu siswa dalam memahami.			
9	Materi mengajarkan siswa menggunakan ekspresi <i>apologize and gratitude</i> .			
10	Bahan ajar (teks,table,gambar, lampiran dll) diambil dari sumber-sumber yang relevan dengan topic yang dibahas.			
Saran perbaikan:				
D. Kemutakhiran materi				
11	Bahan ajar (teks,table,gambar dll) diambil dari sumber-sumber terbaru tentang topic yang dibahas.			
Saran perbaikan:				

II Kelayakan Bahasa

No	Butir	SS	S	TS	STS
A. Kesesuaian dengan tingkat perkembangan peserta didik					
1	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
2	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.				
3	Bahasa yang digunakan sesuai dengan perkembangan kemampuan bahasa peserta didik.				
Saran perbaikan:					
B. komunikatif					
4	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami oleh peserta didik.				
Saran perbaikan:					
C. Akurasi					
5	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang benar.				
Saran perbaikan:					
6	Materi yang disajikan dalam satu unit/aktifitas/paragraph/kalimat mencerminkan keruntutan penyampaian makna.				
7	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan.				
Saran perbaikan:					

III Komponen Kelayakan Penyajian

No	Butir	SS	S	TS	STS
A. Teknik Penyajian					
1	Materi yang dikembangkan menyajikan bagian pembuka, kegiatan inti, evaluasi, refleksi dan rangkuman secara konsisten pada setiap bab/unit.				
2	Tugas-tugas disajikan secara seimbang pada setiap unit/bab.				
3	Dalam bab/unit ini, tugas-tugas disusun/diurutkan berdasarkan kaidah-kaidah dalam pengembangan materi.				
4	Bentuk penugasan dalam unit ini disajikan secara beragam.				
Saran perbaikan:					
B. Penyajian Pembelajaran					
5	Penyajian tugas-tugas dalam materi yang dikembangkan mendorong terjadinya interaksi dalam bahasa Inggris.				
6	Tugas-tugas yang diberikan dalam unit ini mendorong siswa untuk berpartisipasi aktif di kelas.				
7	Penyajian materi dan tugas mendorong peserta didik dalam proses belajar mandiri.				

8	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris.				
Saran perbaikan:					

IV. Kefrafikan

No	Pernyataan				
A. Tata letak isi					
1	Penempatan unsur tata letak(judul,kata,pengantar,ilustrasi dll) pada setiap awal bab konsisten.				
2	Penempatan unsur tata letak pada setiap halaman mengikuti pola yang konsisten.				
3	Susunan teks pada akhir paragraf terpisah dengan jelas.				
Saran perbaikan:					
B. Ilustrasi Isi					
4	Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan.				
5	Ilustrasi yang diberikan memiliki ukuran yang proposional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud.				

6	Secara umum ilustrasi ditampilkan secara serasi dengan topik pembahasan.				
Saran perbaikan:					
C. Tipografi Materi					
7	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (<i>font</i>).				
8	Materi menggunakan jenis huruf yang mudah dibaca.				
9	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang dan memberikan tekanan pada susunan yang teks yang dianggap penting.				
Saran perbaikan:					

V. Kelayakan Komik Strip

No	Pernyataan	SS	S	TS	STS
A. Kelayakan isi					
1	Cerita dari panel satu ke yang lain saling berkaitan.				
2	Karakter dalam komik strip sesuai dengan cerita/tema.				
3	Antara balon teks dan teks di edit dengan benar dan di tulis dengan ejaan yang benar.				
B. Kelayakan visual					
5	Pewarnaan dan background mempunyai keberagaman warna.				
6	Font yang digunakan mudah di baca.				
7	Komik strip mempunyai daya tarik untuk pembaca.				

APPENDIX F
(EXPERT JUDGEMENT DATA)

The Expert Judgement Data

No	Evaluated aspects	Items	Score		
1	The Appropriateness of the Content of Unit 1	The developed materials are relevant with objectives of study.	3		
		The developed materials are in accordance with Standard of Competence and basic Competencies of Junior High School Grade VII 3.1 Expressing meaning of transactional conversation (<i>to get things done</i>) and interpersonal conversation using simple spoken language accurately, fluently and understandably.	4		
		The developed materials are relevant with the student's need of grade VII.	4		
		The developed materials explore relevant texts with student's daily life.	3		
		The developed materials resolved texts details.	3		
		Materials provide explanation of structure, meaning and linguistic features briefly.	4		
		Materials lead students to understand the expressions of greetings and leave taking.	4		
		Texts in the materials provide students in comprehending the expressions of greeting and leave taking.	4		
		Materials lead students to use expressions of greetings and leave taking.	4		
		Materials (text, figures, table etc) were taken from relevant sources to the topic being discussed.	4		
		Materials (text, figures, table etc) were taken from update sources to the topic being discussed.	3		
		Mean:			3.63
		2	The Appropriateness of the Presentation of Unit 1	Materials developed consist of opening activities, main activities, evaluation, reflection, and summary consistency every unit.	4
There is good balance among the tasks in a unit with the tasks in the next unit.	4				
The developed tasks are arranged and developed based on the principles of material development.	4				
The tasks in the developed materials are varied.	4				
The developed tasks encourage students to get interaction in English.	4				
The developed tasks encourage students to get involved and active in class.	4				
The developed tasks encourage students to learn independently.	4				
The developed materials provide evaluation form for the students to check their understanding.	4				

Mean:			4
3	The Appropriateness of the Language of Unit 1	The language used in instructions is relevant to students' cognitive development.	4
		The language used in explanations is relevant to students' cognitive development.	4
		The language used is relevant to students' language development.	4
		The language used can be easily understood by the students.	3
		The language used are developed in grammatical English.	3
		The units/activities/paragraphs/sentences are presented in good arrangement.	4
		Texts in the developed materials reflect as a good concept	4
Mean:			3.71
4	The Appropriateness of the Lay-out of Unit 1	The placement like title, word, introduction, illustration, etc is located consistently in every beginning of unit.	4
		The lay-out pattern is kept consistently in every page.	4
		Texts are clear separately at the end of paragraph.	4
		The illustration gives more understanding to the delivered information.	4
		The illustration has proportional format.	4
		Overall the illustration presents appropriately with the topic discussion.	4
		The developed materials not too much using font.	4
		Fonts in the developed materials are readable.	4
		The developed materials use various font (bold,italic,capital) to distinguish the stage and give stress of texts.	4
Mean:			4
5	The Appropriateness of Comic Strip of Unit 1	The story from one panel to another panel are connected	4
		Characters in the comic strip are suitable with the story	4
		Bubble text and text are well written and edited for punctuation, grammar and usage	4
		Pigmentation and background have various color	4
		Font is readable	4
		Comic strips are attractive for the reader	4
Mean:			4

No	Evaluated aspects	Items	Score
1	The Appropriateness of the Content of Unit 2	The developed materials are relevant with objectives of study.	3
		The developed materials are in accordance with Standard of Competence and basic Competencies of Junior High School Grade VII 3.2 Interacting with closest environment using expressions: greeting, introducing and command.	4
		The developed materials are relevant with the student's need of grade VII.	4
		The developed materials explore relevant texts with student's daily life.	4
		The developed materials resolved texts details.	4
		Materials provide explanation of structure, meaning and linguistic features briefly.	3
		Materials lead students to understand the expressions of greetings and leave taking.	3
		Texts in the materials provide students in comprehending the expressions of greeting and leave taking.	3
		Materials lead students to use expressions of greetings and leave taking.	3
		Materials (text, figures, table etc) were taken from relevant sources to the topic being discussed.	3
		Materials (text, figures, table etc) were taken from update sources to the topic being discussed.	4
		Mean:	
2	The Appropriateness of the Presentation of Unit 2	Materials developed consist of opening activities, main activities, evaluation, reflection, and summary consistency every unit.	4
		There is good balance among the tasks in a unit with the tasks in the next unit.	4
		The developed tasks are arranged and developed based on the principles of material development.	4
		The tasks in the developed materials are varied.	4
		The developed tasks encourage students to get interaction in English.	4
		The developed tasks encourage students to get involved and active in class.	4
		The developed tasks encourage students to learn independently.	4
		The developed materials provide evaluation form for the students to check their understanding.	4
Mean:			4
3	The Appropriateness of the Language of	The language used in instructions is relevant to students' cognitive development.	3
		The language used in explanations is relevant to students'	3

	Unit 2	cognitive development.	
		The language used is relevant to students' language development.	3
		The language used can be easily understood by the students.	4
		The language used are developed in grammatical English.	4
		The units/activities/paragraphs/sentences are presented in good arrangement.	4
		Texts in the developed materials reflect as a good concept	4
Mean:			3.57
4	The Appropriateness of the Lay-out of Unit 2	The placement like title, word, introduction, illustration, etc is located consistently in every beginning of unit.	4
		The lay-out pattern is kept consistently in every page.	4
		Texts are clear separately at the end of paragraph.	4
		The illustration gives more understanding to the delivered information.	4
		The illustration has proportional format.	4
		Overall the illustration presents appropriately with the topic discussion.	4
		The developed materials not too much using font.	4
		Fonts in the developed materials are readable.	4
		The developed materials use various font (bold,italic, capital) to distinguish the stage and give stress of texts.	4
Mean:			4
5	The Appropriateness of Comic Strip of Unit 2	The story from one panel to another panel are connected	4
		Characters in the comic strip are suitable with the story	4
		Bubble text and text are well written and edited for punctuation, grammar and usage	4
		Pigmentation and background have various color	4
		Font is readable	4
		Comic strips are attractive for the reader	4
Mean:			4

No	Evaluated aspects	Items	Score
1	The Appropriateness of the Content of Unit 3	The developed materials are relevant with objectives of study.	3
		The developed materials are in accordance with Standard of Competence and basic Competencies of Junior High School Grade VII 3.3 Expressing meaning of transactional conversation (to get things done) and interpersonal using simple spoken language accurately, fluently, and understandably to interact with closest environment which involve: asking and giving information, gratitude and apologizing.	4
		The developed materials are relevant with the student's need of grade VII.	4
		The developed materials explore relevant texts with student's daily life.	4
		The developed materials resolved texts details.	4
		Materials provide explanation of structure, meaning and linguistic features briefly.	3
		Materials lead students to understand the expressions of greetings and leave taking.	3
		Texts in the materials provide students in comprehending the expressions of greeting and leave taking.	3
		Materials lead students to use expressions of greetings and leave taking.	3
		Materials (text, figures, table etc) were taken from relevant sources to the topic being discussed.	3
		Materials (text, figures, table etc) were taken from update sources to the topic being discussed.	4
		Mean:	
2	The Appropriateness of the Presentation of Unit 3	Materials developed consist of opening activities, main activities, evaluation, reflection, and summary consistency every unit.	4
		There is good balance among the tasks in a unit with the tasks in the next unit.	4
		The developed tasks are arranged and developed based on the principles of material development.	4
		The tasks in the developed materials are varied.	4
		The developed tasks encourage students to get interaction in English.	4
		The developed tasks encourage students to get involved and active in class.	4
		The developed tasks encourage students to learn independently.	4
		The developed materials provide evaluation form for the students to check their understanding.	4

Mean:			4
3	The Appropriateness of the Language of Unit 3	The language used in instructions is relevant to students' cognitive development.	3
		The language used in explanations is relevant to students' cognitive development.	3
		The language used is relevant to students' language development.	3
		The language used can be easily understood by the students.	4
		The language used are developed in grammatical English.	4
		The units/activities/paragraphs/sentences are presented in good arrangement.	4
		Texts in the developed materials reflect as a good concept	4
Mean:			3.57
4	The Appropriateness of the Lay-out of Unit 3	The placement like title, word, introduction, illustration, etc is located consistently in every beginning of unit.	4
		The lay-out pattern is kept consistently in every page.	4
		Texts are clear separately at the end of paragraph.	4
		The illustration gives more understanding to the delivered information.	4
		The illustration has proportional format.	4
		Overall the illustration presents appropriately with the topic discussion.	4
		The developed materials not too much using font.	4
		Fonts in the developed materials are readable.	4
		The developed materials use various font (bold,italic, capital) to distinguish the stage and give stress of texts.	4
Mean:			4
5	The Appropriateness of Comic Strip of Unit 3	The story from one panel to another panel are connected	4
		Characters in the comic strip are suitable with the story	4
		Bubble text and text are well written and edited for punctuation, grammar and usage	4
		Pigmentation and background have various color	4
		Font is readable	4
		Comic strips are attractive for the reader	4
Mean:			4

APPENDIX G
(FINAL DRAFT OF MATERIALS)

UNIT 1

GOOD MORNING!



When you meet people, you need to greet them. There are some expressions of greeting. In this unit, you will learn how to greet people, say goodbye and how to respond to them.



A.

GET READY

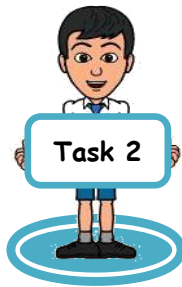


Study the comic strips below and answer the questions. (Pelajari komik strip di bawah ini dan jawab pertanyaan).



Questions

1. What does the teacher say in panel 1?
2. What do the students say in panel 1?
3. What does the teacher say in panel 2?
4. What do the students say in panel 2?
5. What is the meaning of "good morning"?



Repeat after your teacher then express them individually. (*Tirukan apa yang guru ucapkan lalu ucapkan secara individu*).

Hello.

Good morning.

Good evening.

Good

Good night.

How are you?

Hi.

I'm fine.

Note

Good morning (selamat pagi) diucapkan antara pukul 00-00 - 12.00.

Good afternoon (selamat siang) diucapkan antara pukul 12.00 - 18.00.

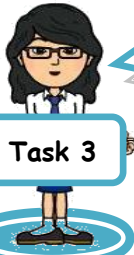
Good evening (selamat sore) diucapkan antara pukul 18.00 - menjelang tidur.

Good night (selamat malam) diucapkan saat berpisah pada malam hari atau akan tidur.



B.

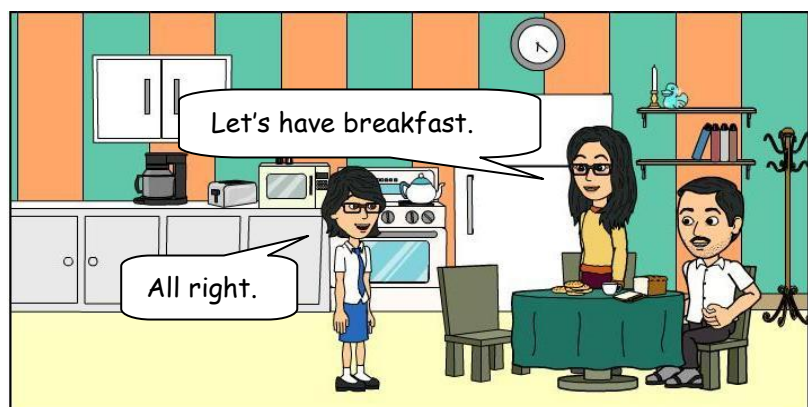
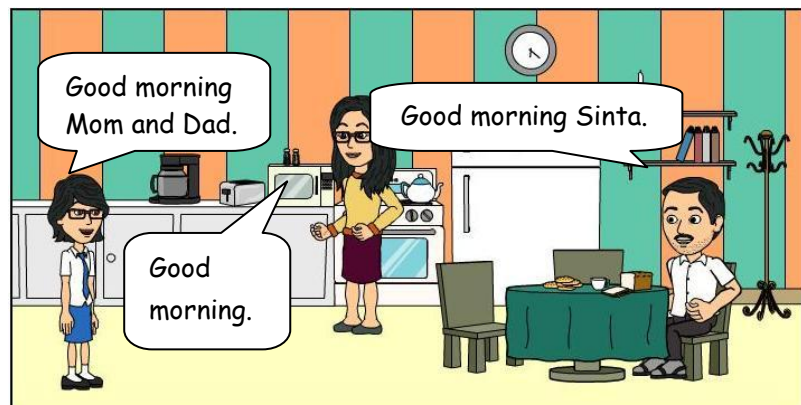
LET'S TALK



Task 3

Study the following comic strips and answer the questions. Then act them out with your partner.
 (Pelajari komik strip berikut dan jawab pertanyaan.
 Lalu naktekkan bersama temanmu)

1. Sinta greets her Mom and Dad in the morning. (Sinta menyapa Ibu dan Ayah di pagi hari).



Questions

1. What does Sinta say in panel 1?
2. What do Mom and Dad say in panel 1?
3. What is the meaning of "breakfast"?

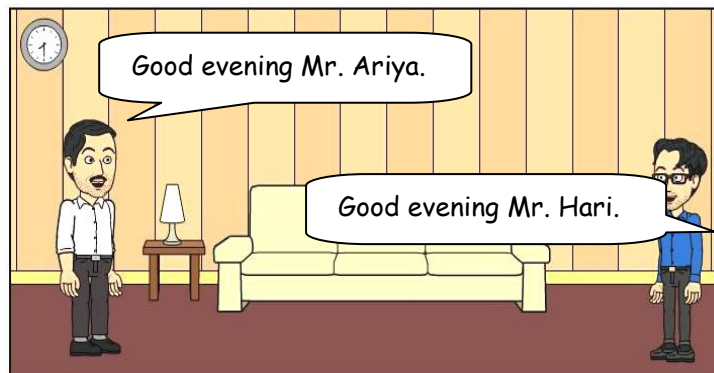
2. Budi, Wahyu, Hani and Dewi meet their teacher in the afternoon after school. *(Budi, Wahyu, Hani dan Dewi bertemu gurunya di siang hari setelah pulang sekolah).*

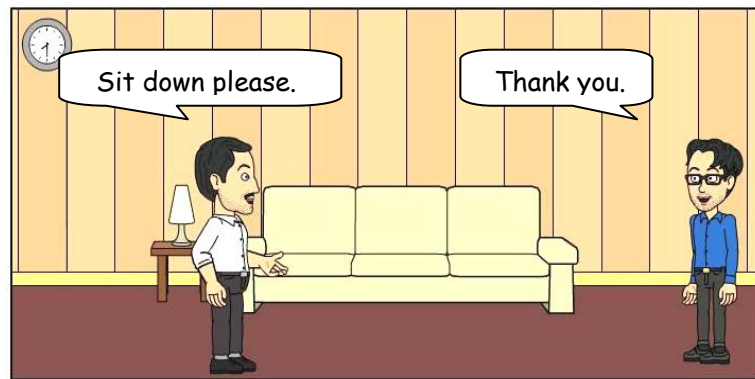


Questions

1. What does the teacher say in panel 1?
2. What do the students say in panel 1?
3. What do the students say in panel 2?
4. What does the teacher say in panel 2?
5. What is the meaning of "good afternoon"?
6. What is the meaning of "good bye"?

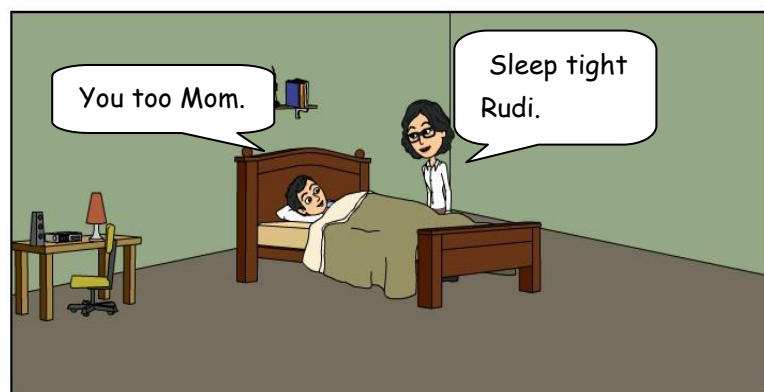
3. **Mr. Ariya visits Mr. Hari's house in the evening.**
(Pak Ariya berkunjung ke rumah Pak hari pada malam hari).





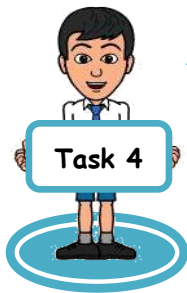
Questions

1. What does Mr. Hari say in panel 1?
2. What does Mr. Ariya say to Mr. Hari in panel 1?
3. What is the meaning of "good evening"?
4. **Mother says good night to Rudi before he sleep. (*Ibu menyapa Rudi sebelum dia tidur*).**



Questions

1. What does mother say to Rudi in panel 1?
2. What does Rudi say to his mother in panel 1?
3. What is the meaning of "sleep tight"?



Repeat after your teacher then do it by your self. (*tirukan apa yang guru ucapkan lalu ucapkan secara individu*).

Bye.

Goodbye.

See you.

See you

Be careful.

Note

Goodbye diucapkan ketika kita hendak berpisah kepada seseorang.

See you tomorrow diucapkan kepada orang yang sekiranya kita bisa berjumpa lagi





Study the following comic strips and answer the questions. Then act them out with your partner.
(Pelajari komik strip berikut dan jawab pertanyaan. Lalu praktekan bersama temanmu)

1. Wahyu says goodbye to his parents before he goes to school. (Wahyu berpamitan kepada orang tuanya sebelum berangkat ke sekolah).



Questions

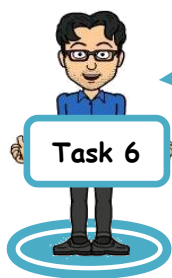
1. What does Wahyu say to his parents in panel 1?
2. What does say to his parents in panel 2?
3. What does father say in panel 1?
4. What is the meaning of "be careful"?

2. Andik wants to go home and says good bye to his friend after they play basket ball. (*Andik ingin pulang dan berpamitan kepada teman temanya setelah bermain bola basket*).



Questions

1. What does Andik say to his friends in panel 1?
2. What does Andik say to his friends in panel 2? ...
3. What is the meaning of "see you tomorrow" in panel 2?

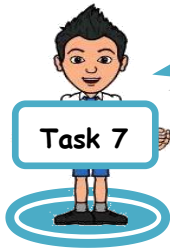


In pairs, study the expressions of greeting, leave taking and how to respond to them. (*Secara berpasangan pelajari ekspresi tentang greeting, leave taking dan bagaimana meresponnya*).

Greetings	Responses
Hi.	Hi.
Hello.	Hello.
Good morning.	Good morning.
Good afternoon.	Good afternoon.
Good evening.	Good evening.
Good night.	Good night.
How are you?	Fine, thanks.















Formal Greetings	Informal Greetings
Good morning.	Hi.
Good afternoon.	Hello.
Good evening.	
Good night.	

Leave taking	Responses
Goodbye	Goodbye
See you tomorrow	See you tomorrow



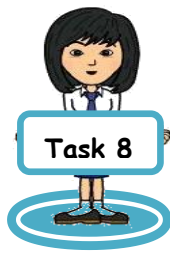
Match the correct response of each greeting and leave taking. *(Pasangkan secara benar tentang ekspresi greeting, leave taking dan*

(example)

	Good		
	Good morning.		
	How are		
	Good		
	Hello.		
	Good		
	Good bye.		

		Hello	
		Good bye.	
		Good	
		Good	
		I'm fine.	
		Good	
		Good	

Note: An arrow points from the 'Good' response in the example row to the 'Good' response in the second row of the right column.



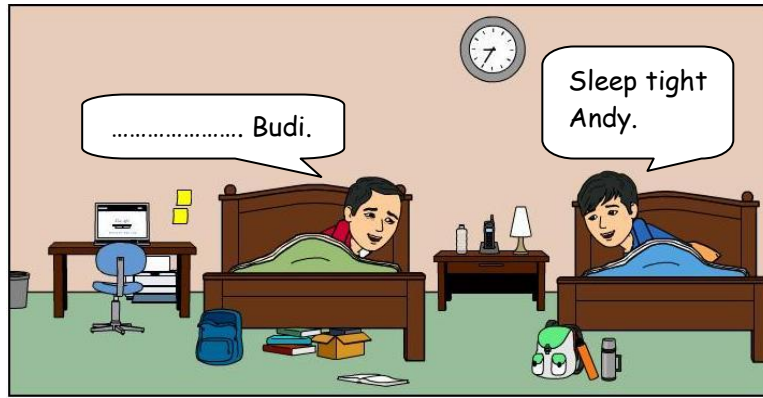
In pairs, complete the missing expressions in the following comic strips. Then act them out with your partner. (*Secara berpasangan lengkapi ekspresi yang hilang dalam komik strip di berikut ini. Lalu praktekan dengan temanmu.*)

1. Hani greets Dewi in the morning. (*Hani menyapa Dewi di pagi hari.*)



2. Andy says good night to his brother Budi before they sleep. (*Andy mengucapkan selamat malam kepada Adiknya Budi sebelum mereka tidur.*)

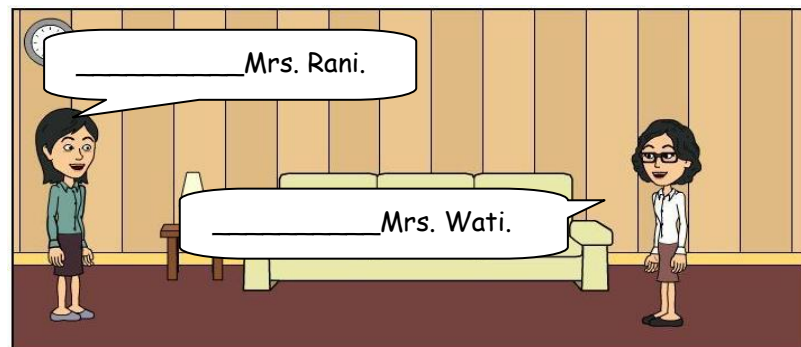


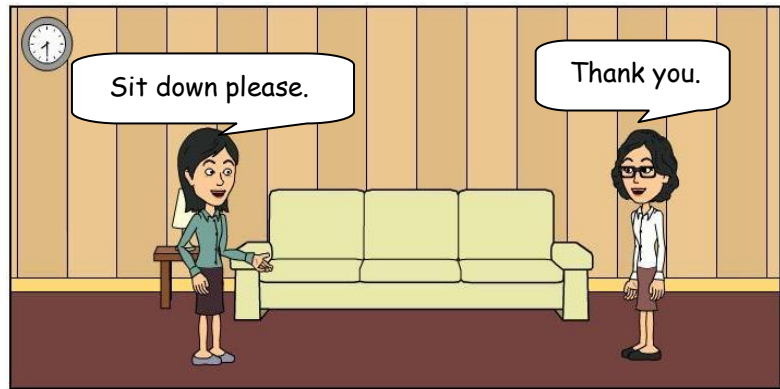


3. Wahyu meets the teacher in the afternoon. (*Wahyu bertemu gurunya pada siang hari*).



4. Mrs. Rani visits Mrs. Wati's house in the evening. (*Ibu Rani berkunjung ke rumah Ibu Wati pada malam hari*).

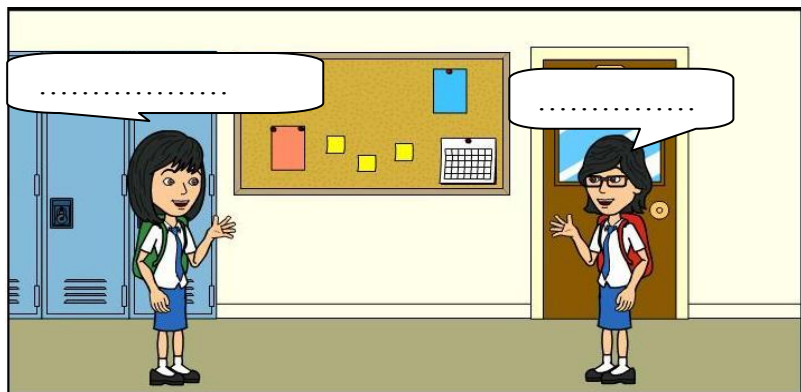
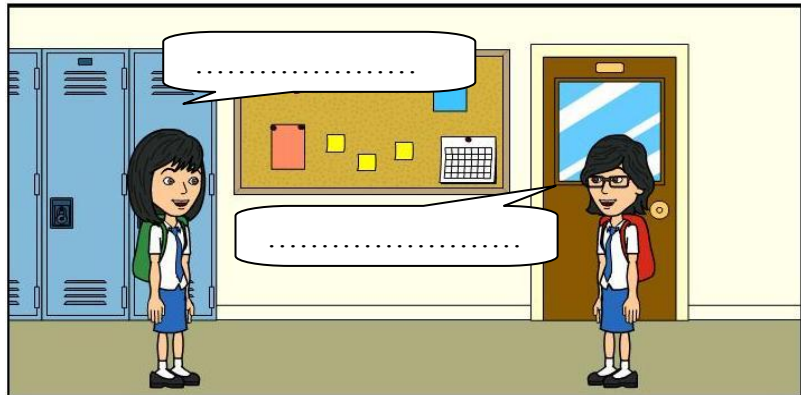




5. Wahyu wants to go home and says good bye to Dani. (Wahyu ingin pulang dan berpamitan kepada Dani)



6. Rani says goodbye to Hani after school. (*Rani berpamitan kepada Hani setelah pulang sekolah.*)



7. Teacher says goodbye to the students at the end of the lesson. (*Guru berpamitan pada murid-murid pada akhir pelajaran.*)





8. Father says goodbye to Mother before he goes to work. (Ayah berpamitan kepada Ibu sebelum berangkat kerja).

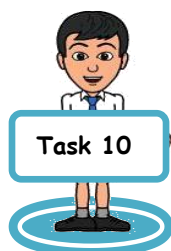




In pairs, make a simple dialogue based on the situations below. Use the expressions of greetings and leave taking. Then act them out with your partner in front of the class. (Secara berpasangan buatlah dialog sederhana berdasarkan situasi di bawah ini. Gunakan ekspresi dalam *greetings* dan *leave taking*. Lalu praktekan di depan kelas dengan temanmu).

1. **You meet your friend in the morning on your way to school.** (*Kamu bertemu temanmu di pagi hari pada saat berangkat ke sekolah*).
2. **You meet Mr. Rizal your neighbor in the afternoon on your way home after school.** (*Kamu bertemu tetangga kamu Pak Rizal pada siang hari pada saat kamu pulang dari sekolah*).
3. **At the evening your father come home from the work and you want to greet him.** (*Pada malam hari Ayah kamu baru pulang dari kerja dan kamu ingin menyapanya*).
4. **Pambudi wants to greet his mother before he sleep.** (*Pambudi ingin menyapa Ibunya sebelum dia tidur*).
5. **You want to go home after you play badminton. You say good bye to them.** (*Kamu ingin berpamitan kepada teman teman kamu setelah kalian bermain bulu tangkis*).

C.

HOMEWORK

Task 10

Greet your friend or family. Then write down their name and the expressions of greeting. Number one is done for you. (*Sapa temanmu, tetangga atau keluarga. Kemudian catat nama mereka dan ekspresi apa yang kamu gunakan. Contoh nomor 1*)

No	Name	Greeting
1	Fredi	Good morning

D.

LET'S REVIEW

Let's review what you have learnt in this unit.

A. Greetings and how to respond to them

Greetings	Responses
Hi.	Hi
Hello.	Hello
Good morning.	Good morning.
Good afternoon.	Good afternoon.
Good evening.	Good evening.
Good night.	Good night.
How are you?	Fine, thanks.

B. Formal Greetings Informal Greetings

<i>Good morning.</i>	Hi.
<i>Good afternoon.</i>	Hello.
<i>Good evening.</i>	
<i>Good night.</i>	
<i>How are you?</i>	

C. Leave taking

<i>Good bye</i>
<i>See you tomorrow</i>

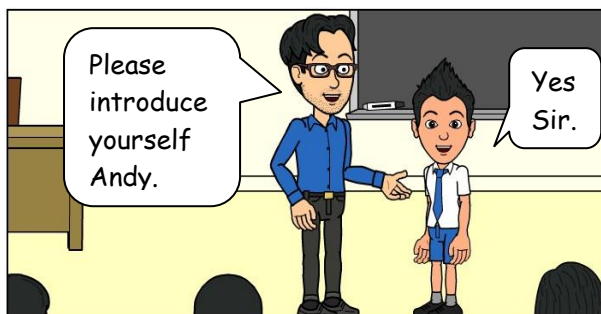
E.

WORDS LIST

English	Pronunciation	Indonesian Meanings
Hello	/hel ^l əʊ/	Halo
Fine	/faɪn/	baik (keadaan)
morning	/ ^m ɔː.nɪŋ/	Pagi
afternoon	/, ^a f.tə ⁿ uːn/	Siang
evening	/ ⁱ v.nɪŋ/	Sore
night	/naɪt/	Malam
teacher	/ ^t iː.tʃə r/	Guru
student	/ ^s tjuː.d ə nt/	Murid
neighbor	/ ⁿ eɪ.bə r/	Tetangga
greeting	/ ^g riː.tɪŋ/	Sapaan
response	/rɪ ^s pəʊnd/	Merespon
tomorrow	/tə ^m ɒr.əʊ/	Besok
goodbye	/ ^g ʊd.baɪ/	selamat tinggal
son	/sʌn/	anak(laki-laki)
greet	/griːt/	Menyapa
meet	/miːt/	Bertemu
visit	/ ^v ɪz.ɪt/	Mengunjungi
ready	/ ^r ed.i/	Siap
today	/tə ^d eɪ/	hari ini
open	/ ^ə ʊ.p ə n/	Buka
before	/bɪ ^f ɔː r /	Sebelum
after	/ ^æ f.tə/	Sesudah
parent	/ ^p er. ə nt/	orang tua
answer	/ ^æ n t .sə/	Jawab
question	/ ^k wes.tʃən/	Pertanyaan

UNIT 2

MY NAME IS ANDY.



You need to introduce yourself when you meet new people or friend. In this unit, you will learn how to introduce yourself and one to another.

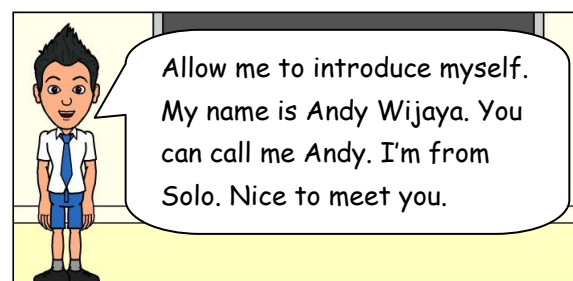
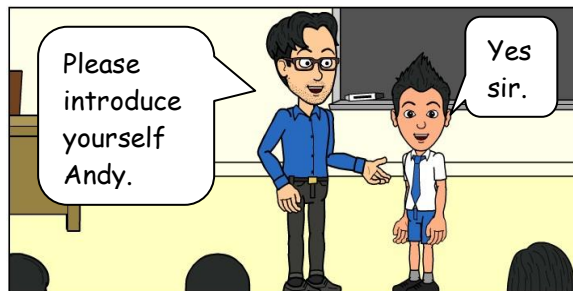
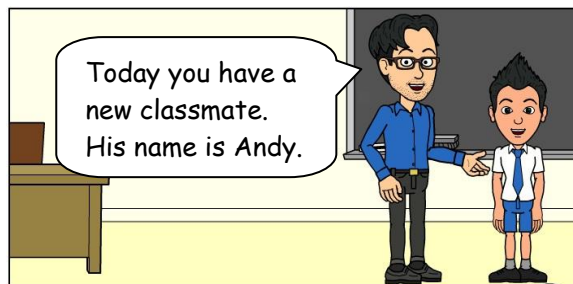


A.


GET READY

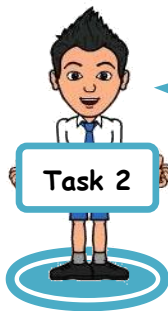
Task 1

Study the comic strips below and answer the following questions. *(Pelajari komik strip di bawah ini dan jawab pertanyaan).*



Questions

1. Who is Andy?
2. What does Andy say to introduce himself?



Repeat after your teacher then express them individually. (*Tirukan apa yang guru ucapkan lalu ucapkan secara individu*).

My name is

I'm

Nice to meet you

Note

Dalam memperkenalkan diri kita bisa menyapanya (*greet*) terlebih dahulu seperti (*hi, hallo, good morning etc*) baru kita memperkenalkan diri kita.

Untuk memperkenalkan diri kita bisa menggunakan

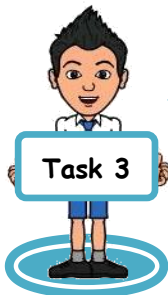
hello my name is ...

atau langsung saja **my name is ...**



B.

LET'S TALK



Study the following comic strips and answer the questions. Then act them out with your partner.
 (Pelajari komik strip berikut dan jawab pertanyaan.
 Lalu praktekan bersama temanmu)

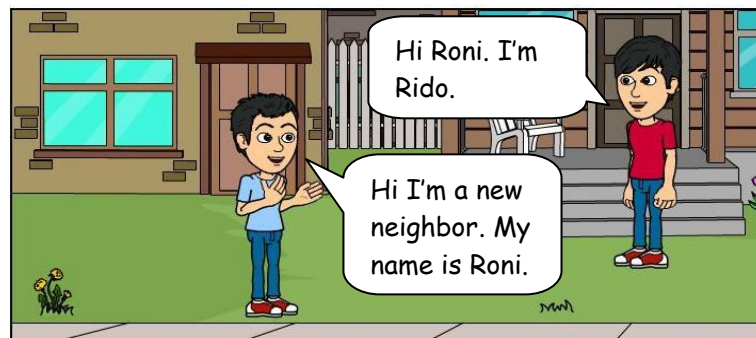
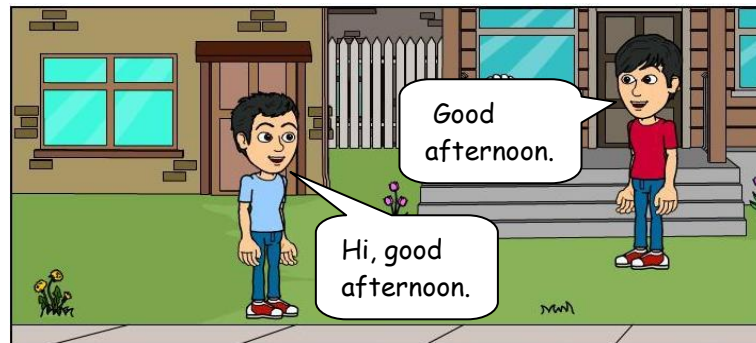
1. Wahyu is a new student he introduces himself in front of the class. (Wahyu adalah murid baru dia memperkenalkan dirinya di depan kelas).



Questions

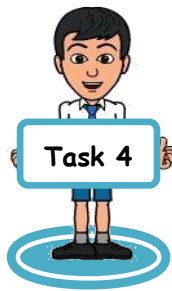
1. Who is Wahyu?
2. How does Wahyu greet the class?
3. What does Wahyu say to introduce him self?
4. What do the students say to Wahyu in panel 2?

2. **Roni is a new neighbour he meets Rido his neighbour then he greets and introduces himself.** *(Roni adalah tetangga baru dia bertemu Rido tetangganya lalu Roni menyapa dan memperkenalkan diri).*



Questions

1. Who is Roni?
2. What is the meaning of "neighbor"?
3. What does Roni said to introduce himself? ...



Repeat after your teacher then do it by your self. (*Tirukan apa yang guru ucapkan lalu ucapkan secara individu*).

I would like to introduce you to my friend. He/she

Anton, please meet my friend Andy, Anton this is

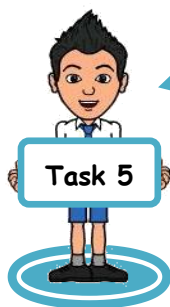
I would like you to meet my friend. He/She is

Note

Untuk memperkenalkan dua orang khususnya teman, kita bisa menggunakan **I would like introduce you to my friend she/he is**

Atau bisa menggunakan langsung, misalnya kamu ingin mempekanlkan Andy ke Anton kamu bisa menggunakan **Anton please meet my friend Andy, Anton this is Andy.**





In groups of three, study the following comic strips and answer the questions. Then practice dialogue with your partner. (*Bentuk kelompok bertiga, pelajari dan jawab komik strip di bawah ini tentang memperkenalkan orang lain lalu praktekkan*)

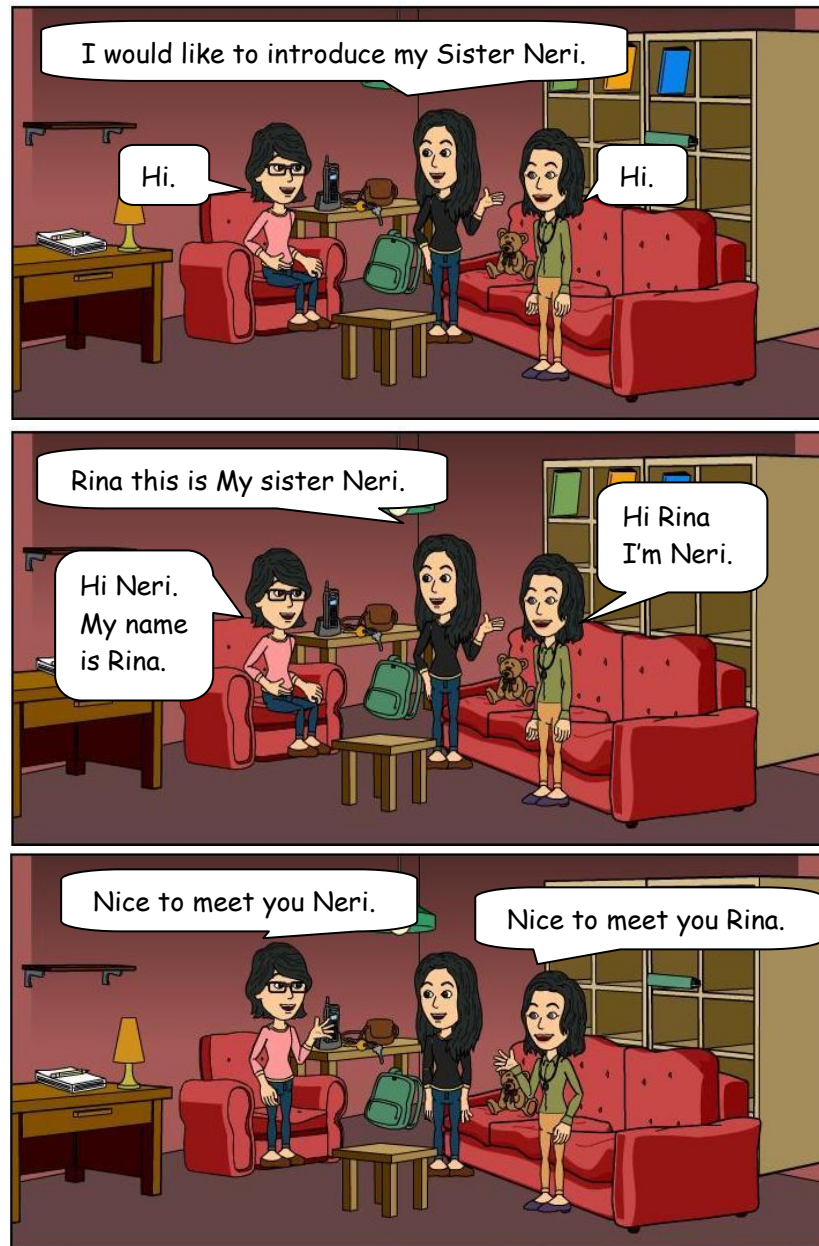
1. Andi meets Wahyu in the school canteen. Wahyu wants to introduce Hani to Andi. (*Andi bertemu Wahyu di kantin sekolah. Wahyu ingin memperkenalkan Hani pada Andi*).



Questions

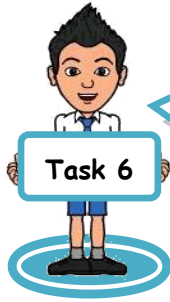
1. There are three students in the comic strip. Who are they?
2. What is Wahyu doing?
3. What does Wahyu say to introduce Hani to Andi? ...

2. Sinta introduces her sister Neri to Rina. (*Sinta memperkenalkan kakaknya yang bernama Neri kepada Rina*)

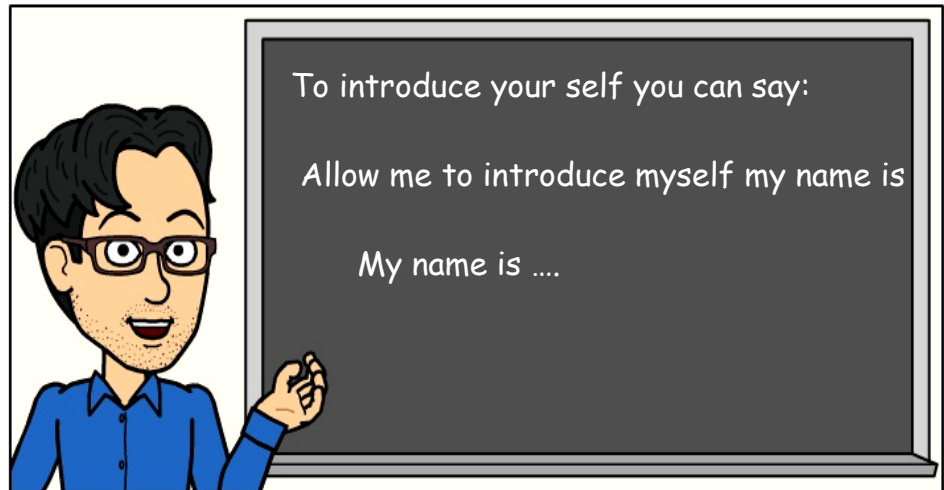


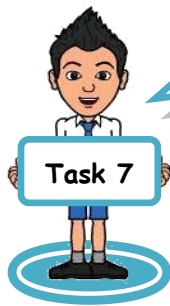
Questions

1. There are three girls in the comic strip. Who are they?
2. What is Sinta doing?
3. What does Sinta say to introduce Neri to Rina? ...



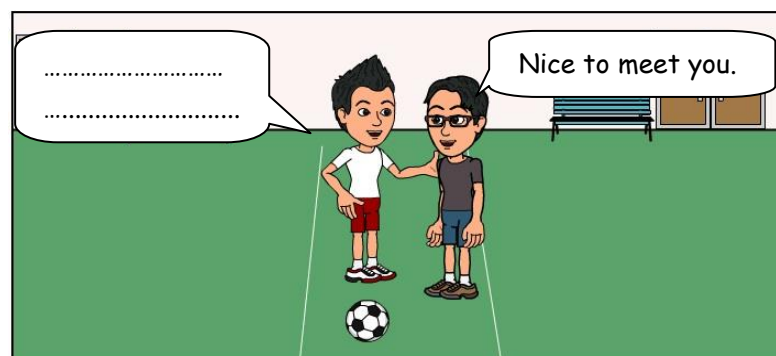
In pairs, study the expressions of introducing one self and introducing one to another. (*Secara berpasangan pelajari ekspresi tentang memperkenalkan diri dan dan memperkenalkan orang lain*)





In pairs, complete the missing expressions of introducing in the following comic strips. Then act them out with your partner. (*Secara berpasangan lengkapi ekspresi perkenalann yang hilang dalam komik strip di bawahini. Lalu praktekkkan dengan temanmu*).

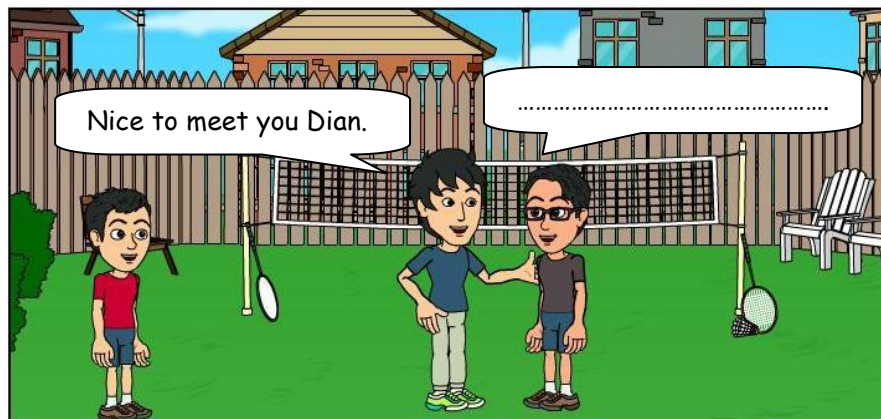
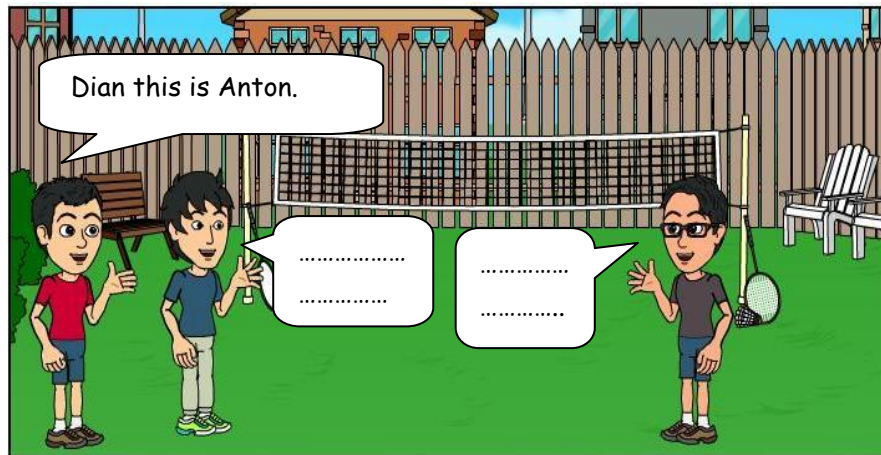
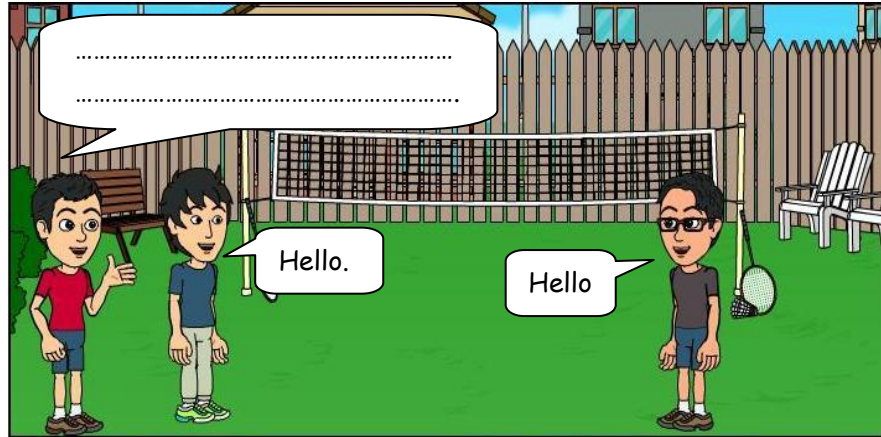
1. Dian and Wahyu are in futsal arena. They don't know each other so they want to introduce theirself. (*Dian dan Wahyu sedang di lapangan futsal, mereka belum saling kenal maka mereka memperkenalkan diri mereka*).



2. Hani and Rani are in the classroom and they are new students. They introduce themselves each other. (*Hani dan Rani berada di kelas dan mereka adalah murid baru mereka berkenalan satu sama lain*).



3. Rudi introduces his friend Anton to Dian. (Rudi memperkenalkan temannya yang bernama Anton).

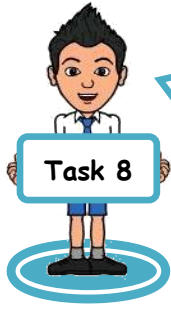


4. Siwi wants to introduce Hani to Sinta at the school canteen. (Siwi ingin memperkenalkan Hani kepada Sinta di kantin sekolah).



5. Wahyu wants to introduce Andik to Roni. (*Wahyu ingin memperkenalkan Andik ke Roni*).



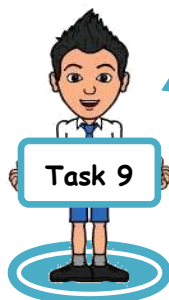


In groups of three, make a simple dialogue of introducing yourself and introducing one to another and act them out based on the situation below. *(Dalam kelompok bertiga buat dialog sederhana tentang perkenalan diri dan memperkenalkan orang lain berdasarkan situasi di bawah ini).*

1. **You are a new student. Introduce your self to your friend.** *(Kamu adalah murid baru, perkenalkan dirimu kepada teman-teman).*
2. **You want to introduce your brother to your friend.** *(Kamu ingin memperkenalkan kakamu pada temanmu).*
3. **You meet a new friend in school. You want to introduce your self.** *(Kamu bertemu teman baru di sekolah, kamu ingin memperkenalkan diri).*
4. **You want to introduce your mother to your friend.** *(Kamu ingin memperkenalkan Ibumu ke temamu).*

c.

HOMEWORK



In groups of three, make three simple dialogs of introducing yourself and introducing one to another with various situations then act them out in front of the class. *(Dalam kelompok bertiga, buat dialog sederhana tentang memperkenalkan diri dan orang lain dengan beberapa situasi lalu praktekkkan di depan kelas)*

D.



LET'S REVIEW



Let's review what you have learnt in this unit.

A. Introduce your self

You can say:

Allow me to introduce my self my name is

My name is

B. Introduce one to another

You can say:

Please meet my friend this is

I would like to introduce my friend

E.


WORDS LIST

English	Pronunciation	Indonesian Meanings
name	/neɪm/	nama
introduce	/ˌɪn.trəˈdjuːs/	perkenalkan
allow	/əˈlaʊ/	Perkenankan
myself	/maɪˈself/	diri sendiri
meet	/mi:t/	bertemu
nice	/naɪs/	bagus
friend	/frend/	teman
classmate	/ˈklɑːs.meɪt/	teman kelas
brother	/ˈbrʌð.ə r /	saudara laki-laki
sister	/ˈsɪs.tə r /	saudara perempuan
new	/njuː/	baru
other	/ˈʌð.ə r /	lain
want	/wɒnt/	ingin
yourself	/jʊr-self/	dirimu sendiri
they	/ðeɪ/	mereka
He	/hi/	dia (laki-laki)
she	/ʃi/	dia (perempuan)
herself	/hɜː self/	dirinya (perempuan)
himself	/hɪm self/	dirinya (laki-laki)
know	/noʊ/	tahu
say	/seɪ/	berkata
Boy	/bɔɪ/	laki-laki
girl	/gɜːl/	perempuan

F.

SELF REFLECTION

This is the time to reflect what you have learned so far. Have you understood all? Let's check. Give a tick (v) on the column of the statements related to what you have learned.

1: Strongly Disagree

2 : Disagree

3 : Neutral

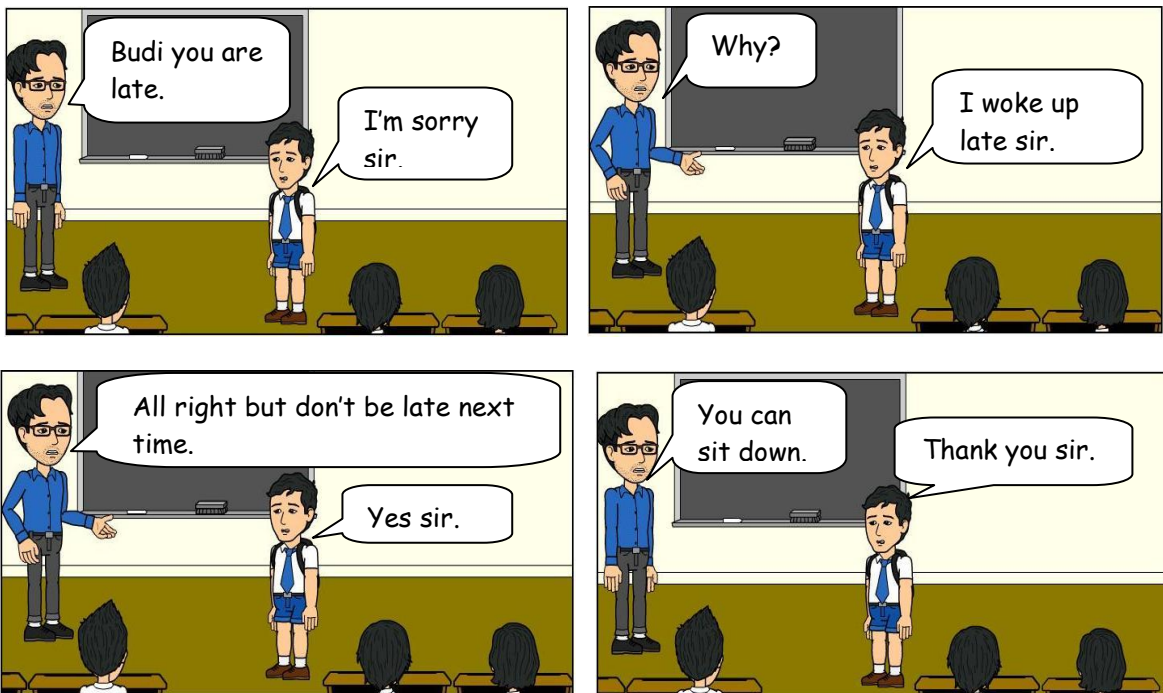
4: Agree

5 : Strongly Agree

No	Statements	Scale					Notes
		1	2	3	4	5	
1	I can introduce myself.						
2	I can introduce one to another.						

UNIT 3

I AM SORRY.



You need to apologize when you make a mistake.
In this unit you will learn how to apologize and
also how to say gratitude.



A.

GET READY

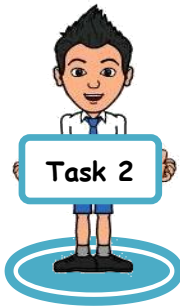
Task 1

Study the comic strips below and answer the following questions. *(Pelajari komik strip di bawah ini dan jawab pertanyaan).*



Questions

1. What happens to Anton?
2. What does Anton say to apologize?



Repeat after your teacher then do it by your self. (*Tirukan apa yang guru ucapkan lalu ucapkan secara individu*).

I'm sorry

I'm really sorry

I'm so sorry

My mistake

It's OK

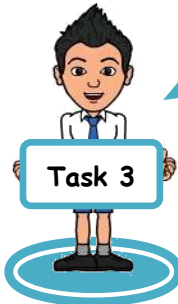
Never mind

Untuk meminta maaf kita bisa menggunakan **I'm sorry** or **I'm very sorry** lalu untuk meresponnya kita bisa menaakan **It's OK** or **never mind**.



B.

LET'S TALK



Study the following comic strips and answer the questions. Then act them out with your partner.
(Pelajari komik strip berikut dan jawab pertanyaan. Lalu praktekan bersama temanmu).

1. Ratna forget to water the plants. She feel sorry to her Mom. *(Ratna lupa menyirami tanaman. Dia meminta maaf kepada ibunya).*





Questions

1. What does happen to Ratna?
2. What does Ratna say to her mother in panel 2?
3. What does Mother say to Ratna in panel 3?

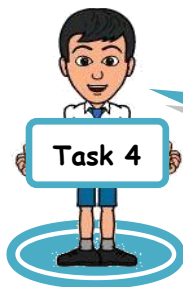
2. Rudi forgets to clean up his beed room. He feel sorry to his Mom. (Rudi lupa untuk merapikan kasurnya dia meminta maaf pada Ibunya).





Questions

1. What does happen to Rudi?
2. What does Rudi say to his mother in panel 2?
3. What does mother say to Rudi in panel 3? ...



Repeat after your teacher then express them individually. (*Tirukan apa yang guru ucapkan lalu ucapkan secara individu*).

Thank you

Thank you very much

Thanks a lot

You're welcome

Don't mention it

My pleasure

Untuk berterima kasih kita bisa menggunakan **thank you**, **thank you very much** atau **thanks a lot**.

Untuk meresponnya kita bisa menggunakan **you're welcome**, **don't mention it** atau **my pleasure**





Study the following comic strips and answer the questions. Then act them out with your partner.
(Pelajari komik strip berikut dan jawab pertanyaan. Lalu praktekkan bersama temanmu).

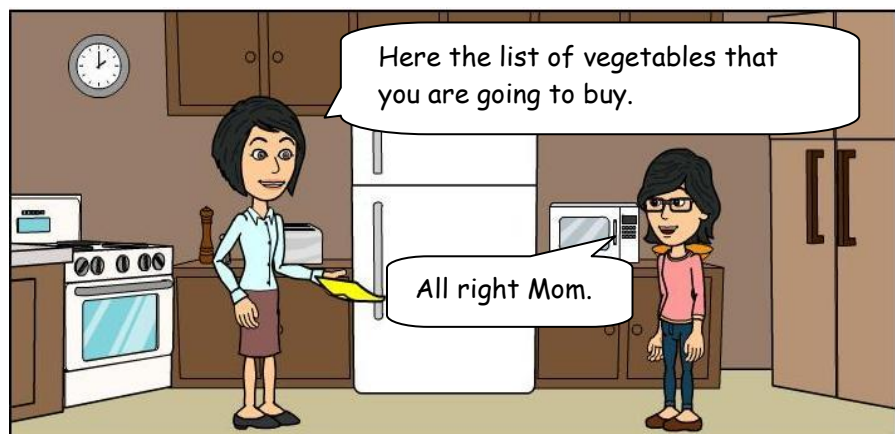
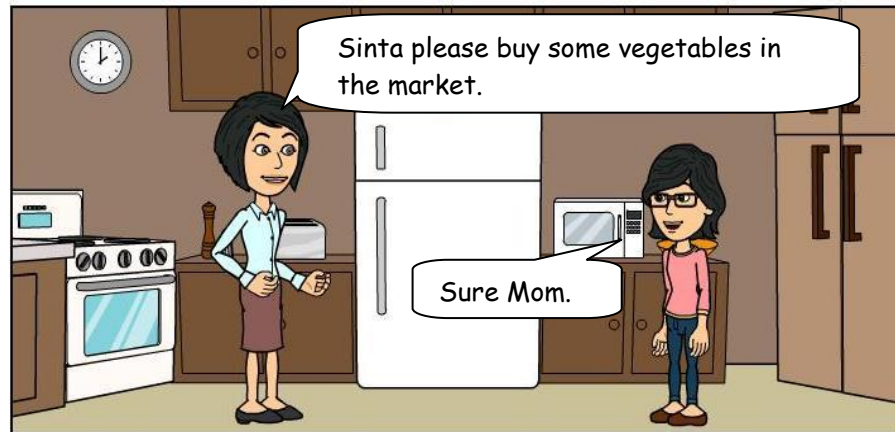
1. Budi forgets to bring a pen he wants to boorrow it form Dian. (Budi lupa membawan pulpen lalu dia meminjam kepada Dian).



Questions

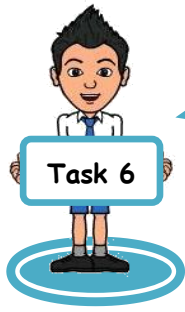
1. What does happen to Budi?
2. What does Budi say to Dian in panel 3?
3. What does Dian say to Budi in panel 3? ...

3. Mom asks Sinta to buy some vegetables in the market. (Ibu menyuruh Sinta untuk membeli sayuran di pasar).



Questions

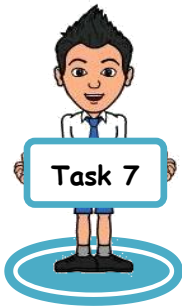
1. What does mother say in panel 1?
2. What does mother say in panel 3?
3. What does Sinta say in panel 3?



In pairs, study the expressions of apologizing and thanking. *(Secara berpasangan pelajari ekspresi tentang meminta maaf dan dan berterima kasih.*

Apologizing	Responses
I'm sorry	It's Ok
I'm so sorry	Never mind
I'm really sorry	Don't worry
My mistake	

Gratitude	Responses
Thank you	You're
Thank you very much	Don't

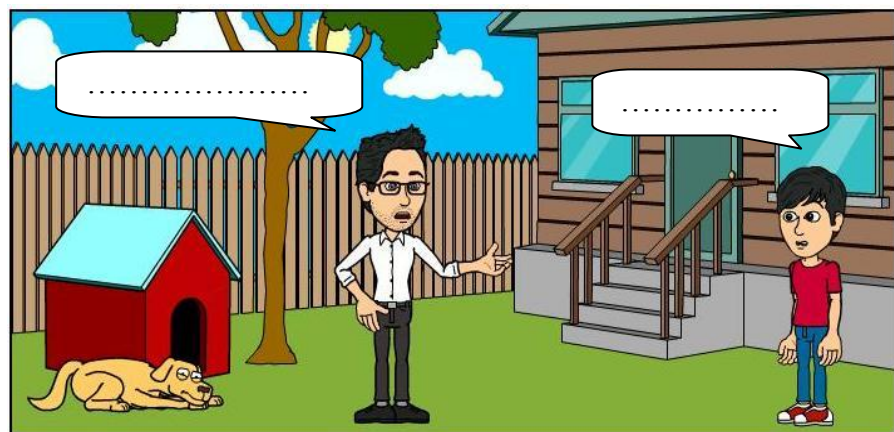
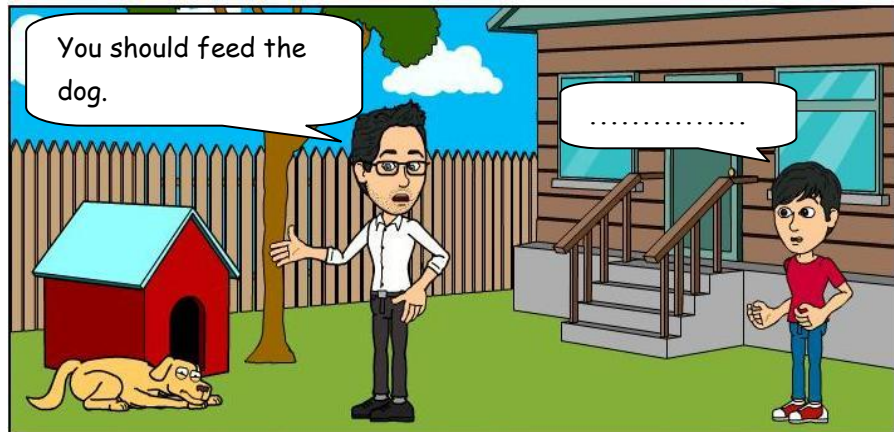
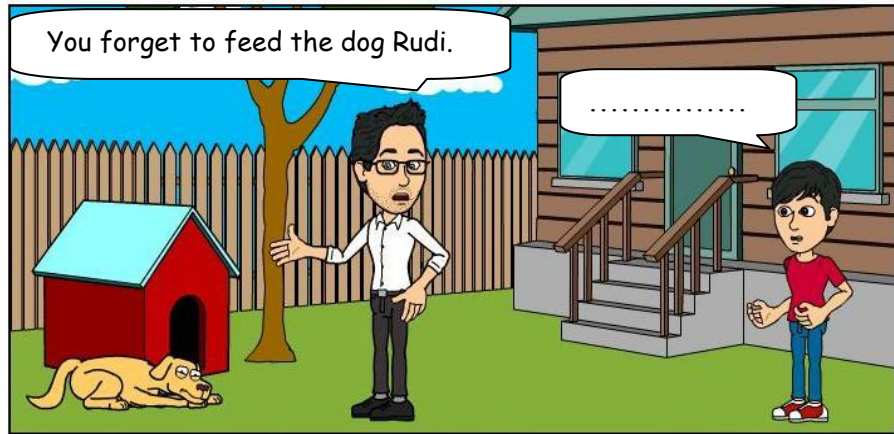


In pairs, complete the missing expressions in the following comic strips. Then act them out with your partner. (*Secara berpasangan lengkapi ekspresi yang hilang dalam komik berikut ini. Lalu praktekkkan dengan temanmu.*)

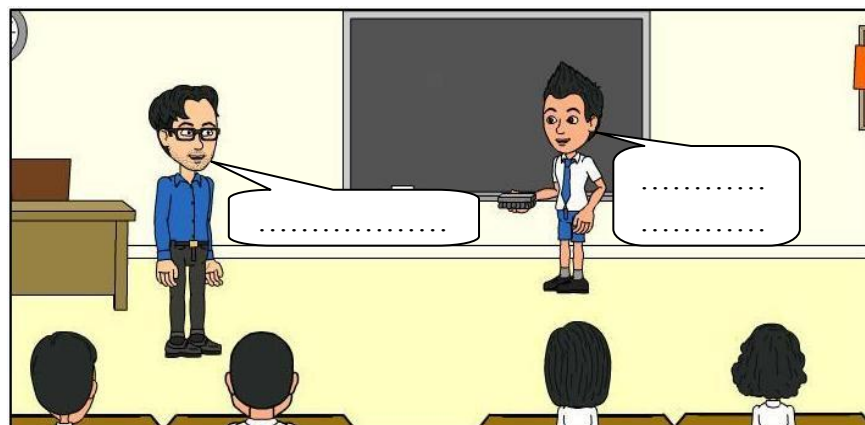
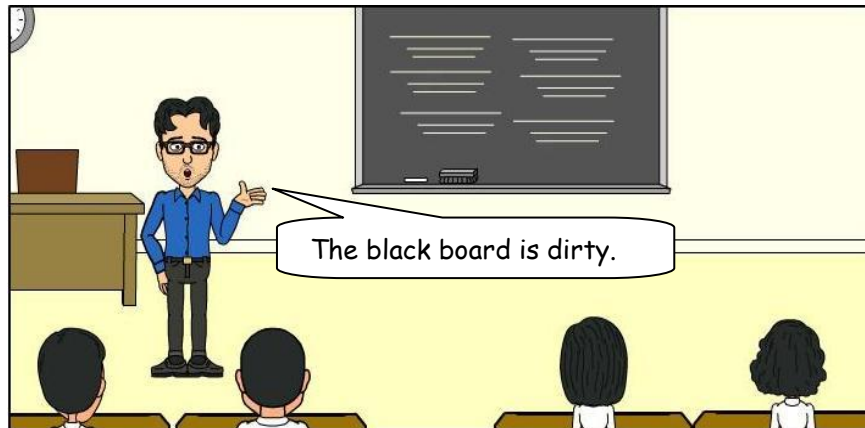
1. Rudi gives presents to Sinta in her birthday. (*Rudi memberi hadiah kepada Sinta di ulang tahunnya.*)



2. Rudi apologizes to his father because he forgot to feed the dog. (Rudi meminta maaf kepada ayahnya karena lupa memberi makan anjing).



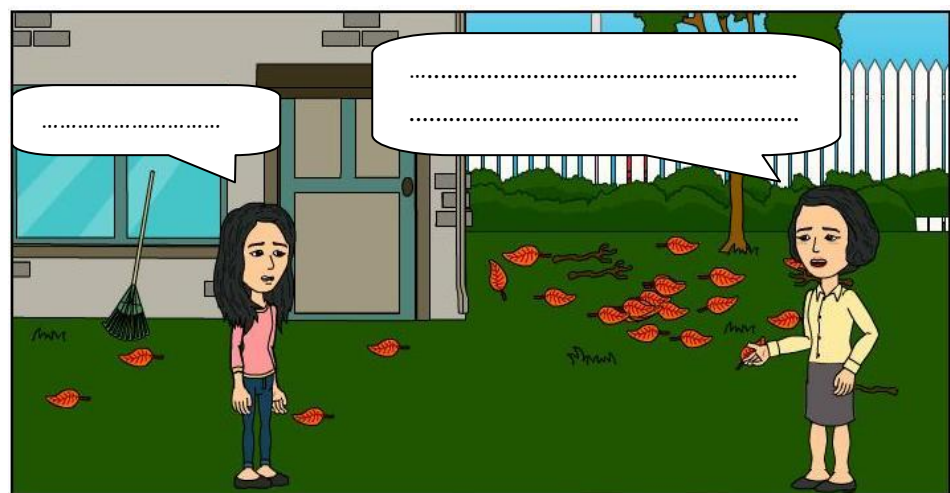
3. The teacher asks Budi to erase and clean up the black board. (*Guru meminta Budi untuk menghapus papan tulis*).

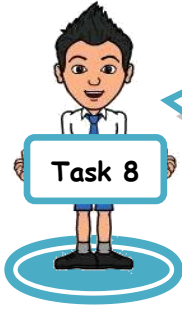


4. Father asks Wahyu to buy newspaper .(*Ayah menyuruh Wahyu untuk membeli Koran*).



5. Siwi forget to clean up the backyard, She feel sorry to her Mom. (Sinta lupa membersihkan halaman belakang, dia meminta maaf kepada Ibunya).



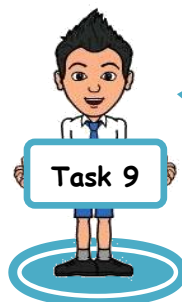


In pairs, make three simple dialogues of apologizing and thanking then act them out based on the situation below. *(Secara berpasangan buatlah dialog sederhana tentang meminta maaf dan berterima kasih berdasarkan situasi di bawah ini).*

1. You break the vase at home. *(Kamu memecahkan vas bunga di rumah).*
2. You get the present from your parent in your birthday. *(Kamu mendapatkan hadiah dari orang tua di hari ulang tahun).*
3. You forget to bring your home work when you are in a class. *(Kamu lupa membawa pekerjaan rumah ke sekolah).*
4. You say thank to your friend because you can borrow his/her book. *(Kamu berterima kasih karena telah dipinjam buku oleh temanmu)*

c.

HOMEWORK



In pairs, make three simple dialogs of apologizing and thanking with various situations. Then act them out in front of the class. *(Secara berpasangan, buat tiga dialog sederhana tentang meminta maaf dan berterima kasih dengan beberapa situasi lalu praktekan di depan kelas)*

D.

LET'S REVIEW

Let's review what you have learnt in this unit.

A. Apologizing

You can say:

I'm sorry

I'm so sorry

I'm really sorry

My mistake

B. Thanking

You can say:

Thank you

Thank's a lot

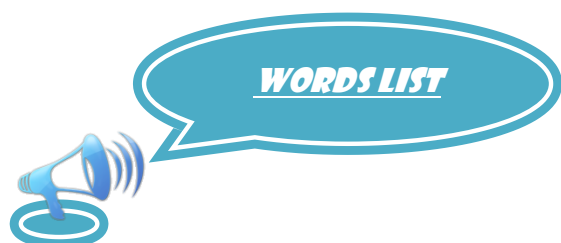
Thank you very much

Respond

You're welcome

Don't mention it

E.

**WORDS LIST**

English	Pronunciation	Indonesian Meanings
sorry	/ˈsɔːr-/	Maaf
thank	/θæŋk/	terima kasih
feed	/fiːd/	memberi makan
buy	/baɪ/	membeli
give	/gɪv/	memberi
late	/leɪt/	terlambat
clean	/kliːn/	membersihkan
backyard	/ˌbækˈjɑːd/	halaman belakang
plant	/plænt/	tanaman
bedroom	/ˈbed.rʊm/	kamar tidur
bring	/brɪŋ/	membawa
forget	/fəˈget/	lupa
book	/bʊk/	buku
why	/waɪ/	kenapa
next	/nekst/	berikutnya
apologize	/əˈpɒl.ə.dʒaɪz/	meminta maaf
borrow	/ˈbɔːr.ɒʊ/	meminjam
really	/ˈriː.ə-/	sungguh

F.

SELF REFLECTION

This is the time to reflect what you have learned so far. Have you understood all? Let's check. Give a tick (v) on the column of the statements related to what you have learned.

1: Strongly Disagree

2 : Disagree

3 : Neutral

4: Agree

5 : Strongly Agree

No	Statements	Scale					Notes
		1	2	3	4	5	
1	I can apologize to people.						
2	I can say thank you to people.						

