

**DESIGNING A COMIC BOOK FOR EXTENSIVE
READING MATERIAL FOR 8th GRADE STUDENTS
OF SMP N 2 SANDEN**

A Thesis

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



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MOTTOS



The Amazing Spider-Man Special: Inhuman Error



Uncanny X-men #18

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

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

Yogyakarta, 1 Juli 2015

Penulis,

Deny Gustaf P

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I expect that my thesis can contribute to the advancement of the English teaching and learning process at school. However, I realize that this thesis writing is far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, July 1st 2015



Dery Gustaf P

DEDICATIONS

I DEDICATE THIS THESIS TO:

*My 13 years-old-self for giving me the
inspiration to start this project*

and

*My future-Self for giving me the
inspiration to finish*

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DESIGNING A COMIC BOOK FOR EXTENSIVE READING MATERIAL FOR 8th GRADE STUDENTS OF SMP N 2 SANDEN

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ABSTRACT

The aims of this research were: (1) to find the target needs of the students, (2) to find learning needs of the students, and (3) to design an appropriate comic book for based extensive reading material for 8th grade students of SMP N 2 Sanden.

This research was a research and development (R & D) study. The subjects of the research were the students of VIII C of SMP N 2 Sanden 2013/2014. This research was conducted with some adjustment. The first step was a needs analysis done by distributing questionnaire to the students, and the result of the need analysis was the basis for developing a syllabus. The syllabus was used as the guideline to develop the first draft of the learning materials. The first draft was evaluated by material evaluators by distributing the second questionnaire. The result of the evaluation was analyzed through descriptive statistics and used for finalizing the material.

Four story chapters of materials were developed in this research. Each chapter contains a story based on the competences of the 2013 curriculum. The stories are focused on Ziggy, an Indonesian boy who just moved to New York City. The first story tells about Ziggy in his first day at his new school. The second chapter tells about the Ziggy's writing task about the experiences when he visited Central Park Zoo. The third chapter is Cooking Demonstration. It is a procedure video demonstration about cooking simple pancakes. The last chapter is entitled Space Oddity. This is a visualization of a song lyric entitle Space Oddity narrated as Ziggy's dream. There are some tasks at the end of each chapter. The tasks focus on developing student's reading skills. The students were expected to read a lot and participate actively by studying more outside the class. Based on the research findings of the expert, the contents of the developed materials were appropriate. The mean score of all aspects of the developed materials was 3.44 which was categorized as very good.

CHAPTER I

INTRODUCTION

A. Background of the Study

SMP N 2 Sanden, Bantul, Yogyakarta is located in Srigading Sanden Bantul which has more than 640 students. SMP N 2 Sanden, Bantul has 24 classes, each class has eight parallel classes (A, B, C, D, E, F, G, H). There is a library in this school which provides English text books and English dictionaries collections.

In their English learning process, students of SMP N 2 Sanden only rely on their textbook and LKS (*lembar Kerja Siswa*). Whereas the government has finally decided to try out the new designed curriculum, the 2013 curriculum. The 2013 curriculum requires students to learn their school subjects not only from the intensive text books and LKS provided by their school teacher but also from any other sources and media around them.

The other sources of media for students to learn English are various. They could be newspapers fully written in English, or some English articles on the internet which are more accessible. The students' sources of entertainment can also be potential sources for them to gain their English skills, for example: Comic books, Animation movies, and video games.

Comic Book is one of the oldest entertainment media that successfully attracts children and teenagers. For decades comic books have been something believed as the moral destructor for children and teenager, but now by the change of paradigm of education, comic books can be transformed into learning media that have force in the development of literacy, especially for teenagers. Furthermore, because of the format of comic is a combination of images and texts, comics can attract teenagers' attention longer than other general reading materials.

Children and teenagers in Indonesia read Japanese comic books which are also known as "Manga." Almost all comic books published in Indonesia are translated manga. Unlike the US comic book, manga has more variety of genres including drama, romance, fantasy, adventure, and even sports. Those varieties Manga genres make it more attractive to Indonesian children, both male and female.

In line with this, the present study is an attempt to design a comic book for extensive reading material. It is expected that the outcome of this study will be beneficial for students.

B. Identification of the Problem

Based on the background of the problem, there are some occurring problems related to the selection appropriate media to support students' language learning. Those problems are the lack of learning sources.

Students do not have any other source of learning except the text book and LKS provided by their teacher. There are no supporting media like pictures,

flashcards, and authentic materials, etc. that attract the students' attention. It made the students easily get tired, bored, and not motivated in learning English. The upcoming Curriculum 2013 also required students to actively find other sources of learning.

The lack of appropriate media to support teaching reading is possibly caused by the teacher dependency to text books and LKS. This situation made the teaching and learning process not effective. Moreover, in teaching reading, the instructional media have important role in the class.

Comic book could be the answer to the lack of appropriate media to support teaching reading, but it is rarely been found a comic book which is designed solely to enhance Indonesian children's reading motivation and reading skill. Based on the observation, there is already an English educational comic book for 7th grade students published by Directorate of Junior High School of Indonesia. The Comic book is not so popular among the students. The comic was not graphically drawn well, the paneling is placed orthodoxly, besides the story of is too common which tells a daily life with no variation. Since the teaching of reading requires reading sources that support the activities, appropriate and attractive reading material such as comic books are needed.

C. Limitation Problem

This study focuses on designing a comic book for extensive reading material for 8th grade students of SMP N 2 Sanden, Bantul, Yogyakarta.

D. Problem Formulation

Based on the discussion on the research background, problem identification, and limitation on the problem, the formulation of the problem can be stated as follows.

1. What are the English learners' needs and learning needs of 8th grade students of SMP N 2 Sanden?
2. What are the appropriate comic book for extensive reading material for 8th grade students SMP N 2 Sanden?

E. Objective of the Study

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

1. Finding the target needs and learning needs of 8th grade students of SMP N 2 Sanden.
2. Designing an appropriate comic book for extensive reading material for 8th grade students of SMP N 2 Sanden

F. Significance of Research

This research is expected to provide some contribution as follows:

1. For the 8th grade students of SMP N 2 Sanden, it would be an effort to enrich their comprehension of English lesson, and for a source of entertainment.

2. For the English teachers of of SMP N 2 Sanden, it would help them in providing reading material for students, both inside and outside the classroom
3. For the Headmaster of SMP N 2 Sanden, it would be a beginning step to do the efforts in enriching students' comprehension of English lesson.
4. For English material designers, 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. The Characteristics of The 8th Grade Junior High School Students

The 8th Grade Junior High School students commonly are in the range of age between 13-14 years old. Based on their age 8th Grade students can be categorized as teenagers. They belong to adolescent learners. In this period, teenagers are most likely love to spend time for hanging around, and often disruptive behavior in class. However, they may have great capacity in learning if the teacher can engage them by the things that trigger their curiosity. The characteristics of adolescent learners according to Harmer (2001:38) are:

- a. They seem to be less lively and humorous than adults.
- b. Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher.
- c. They would be much happier if such problem did not exist.
- d. They may be disruptive in class.
- e. They have a great potential creativity, and a passionate commitment to things that interest them.

Based on the explanation above, it can be concluded that adolescent is a period of transition from child into adult. In this stage adolescents tend to have big curious to find new experiences, Schools and teachers should provide adolescents

with opportunities to explore and experiment in a stable and supportive atmosphere. The teacher's job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts, which they can resolve by themselves though the teacher's guidance is still needed.

2. The Nature of Reading

There are many definitions of reading delivered by different experts. Carrel (1993:12) points out that reading is a receptive language process. The writer encodes his thought as a language and readers decodes the language by interpreting the written symbols. This definition illustrates that in reading, the writer conveys their ideas via language he encrypted and the reader decrypted the language to understand the writer's idea

Reading is a complex and interactive process. Celce-Murcia (2001:154) states that reading involves a text, a reader and social context in which reading takes place. In reading, meaning is constructed through the interpretation of written symbol that represent language. This interpretation influenced by the reader experiences, language background, reader's culture, as well as the reader's purpose of reading

Meanwhile, Alderson (2000:3) defines reading as the interaction between the reader and the text. In that process of reading, the reader also think about what it means to her/him. How it relates to things she/he knows and what she/he expects to come next into text

Furthermore, Johnson and Mikulecky (1990:2) define reading as more than an interaction between the reader and the text. They define reading as complex behavior that involves conscious and unconscious use of various strategies to build the meaning which writer intended.

Based on those definitions above, it can be concluded that reading is an active cognitive activity of getting writer's idea through interpreting the written symbols. In the process of reading, the reader is affected by his/her experience, language background, cultural background, and purpose for reading.

3. Extensive Reading

Harris and Sipay (1990:655) point out that extensive reading is an approach to the teaching and learning language, where the learners read a large number of books and any other material that within their linguistic competences. They added that extensive reading needs superior materials, teachers who love to read themselves, time, and effort to develop their reading habit.

Furthermore, Day and Bamford (1998:7) states that extensive reading has some characteristics:

1. Students read as much as possible, both inside and outside the classroom.
2. Materials on a wide range of topics is available to encourage reading for different reasons and ways.
3. Students select what they want to read and given freedom to stop reading the material that fails to interest them.

4. The purposes of reading are for pleasure, find information, and general understanding, these purposes are determined by students' interest and the nature of the materials.
5. Reading is its own reward. It means after the reading process is finished there will be little or no exercise.
6. The reading materials are within the students' linguistic competence level in terms of vocabulary and grammar. Here, dictionaries are rarely used while reading to enhance fluent reading.
7. Reading is individual and silent.
8. Reading speed is usually faster when students read books of materials they find easy to understand.
9. Teachers give orientation of the goals of the extensive reading program to the students. Keep track of what each student reads, and guide them in getting the program
10. The Teacher is the role model of a reader for students.

Based on those definition above, it can be conclude that extensive reading is an approach to the teaching and learning language by asking the student to rapidly read books they want as much as possible. The purposes of extensive reading are for pleasure, find information, and general understanding, the purposes are determined by students' interest and the nature of the materials.

4. Materials Development

Materials are defined as anything which is used by the teachers and learners to facilitate the learning of a language. Materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake (Tomlinson, 1998: 2)

Moreover, Tomlinson (1998:7-21) proposes eight principles that are relevant to the development of materials for language teaching, as follows:

- 1) Materials should achieve impact;
- 2) Materials should help learners to feel at ease;
- 3) Materials should help the learners to develop confidence;
- 4) What is being taught should be perceived by learners as relevant and useful;
- 5) Materials should require and facilitate learners' self-investment;
- 6) Materials should expose the learners to language in authentic use;
- 7) Materials should provide the learners with the opportunity to use the target language;
- 8) Materials should take into account that learners differ in learning style.

Based on those definition above, it can be conclude that material development is a process of anything which is done by writers, teachers or learners to provide sources of language input. Material developers can produce texts, course books, tasks, and other materials for their students. The materials

should reflect the learners needs, therefore the material developer has to know what students needs first.

5. Comics

a. Definition of Comic

The precise definition of comic is still remains a subject of debate among some scholars. They insist that comic's printed nature is crucial to the definition, or that they should be defined by the interdependence of images and texts. The godfather of comic, Will Eisner (1985) frequently referring comic by a simple terms "squential art" it contains both art and literary form. Eisner stated that comic or sequential art is a distinct discipline that deals with the arrangement of pictures and images to narrate story or dramatize ideas.

Meanwhile, cccording to Scott McCloud in his book *Understanding Comic* (1993:9), comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. By this definition, single panelled illustrations cannot be defined as comics, but defined as cartoon.

Furthermore, 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. Duncan and Smith (2009) states comic book is a volume in which all aspects of the narrative are

represented by pictorial and linguistic images encapsulated in a sequence of juxtaposed panels and pages.

Based on those definitions above, it can be concluded that comics is an art form using a series of static images in fixed sequence, written text is often incorporated. The three most common forms of comics are comic strips (as appear in newspaper), comic books (also popularly called “manga” when referring to Japanese comic books) and Graphic Novels. Comic strips are serial comics that are published in a newspaper. Whereas comic books are weekly or monthly magazine containing purely stories that served in comic form. The last form is Graphic novel. Comic books sometime come using a different term, *graphic novel*, to describe the more ambitious works in the art form. For creators, labeling their work a graphic novel allows them to distance themselves from the commercial and periodical connotations associated with comic books.

b. Components of Comic

According to McCloud (2003) comic has several fundamental components: Panel, Gutter or ditch, word balloon, narration, and effect

1) Panel

The panel is a field limit part on the comic page. There are two kinds of panel, closed panel and open panel.

- a) Closed panel is a panel that is bounded by the boundary lines. These lines are called frames. The kind of panel is mostly used by the European comic maker



Figure 1. Example of Closed Panel. The Adventures of Tintin: The Secret of the Unicorn (French: Le Secret de la Licorne) by Hergé (1946)

- b) Open panel is panel without borders surround it. This panel variant is commonly used in recent comic book.

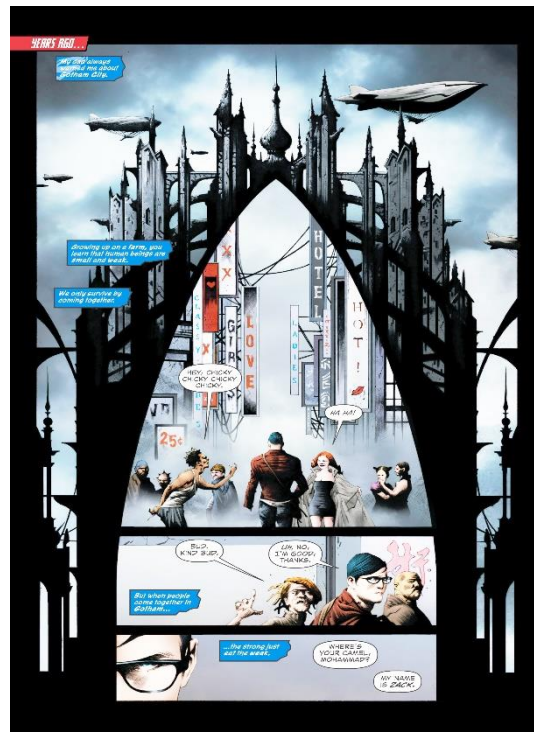


Figure 2. Example of Open Panels. Taken from Batman-Superman #1 art By Jae Lee (2013)

2) Gutter or Ditch

Gutter is a blank space or distance that exists among panels in the comic page.

Gutter will rarely be found in comic book which use mostly open panels

3) Words Balloon

Words balloon is a space that contain direct speech uttered by the comic book character. It shows that a character is speaking and this makes the reader's involvement in the story much deeper. The balloons may report speech or thought. The tail of the balloon indicates which character is speaking or thinking.



Figure 3. Example of Words Balloon, taken from Ms Marvel #1 written by G. Willow Wilson (2013)

4) Narration

Narration is the description that mostly located in the corner of the panel to help the reader understand the scene or storyline.

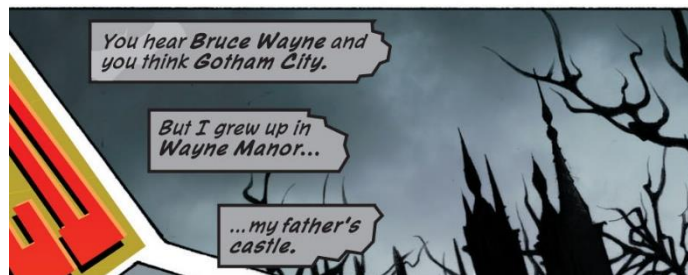


Figure 4. Example of narration, taken from Batman-Superman #1 written by Greg Pak (2013)

5) Effect

Effect or sound effect in comic is letters or words that phonetically imitates the source of the sound that it describes. Sound effect is written outside the word balloon.



Figure 5.Example of Sound Effect. Taken from Spider-Man Blue. Written by Jeph Loeb art by Tim Sale (2002)

Based on the components mentioned above, it can be concluded that a comic book contain those five elements as the requirement of appropriateness.

Each component has its own function in mixing written dialogue and a series of pictures into a comic book.

c. Making Comic Steps

The steps of making comic book according to Bendis (2014) can be explained as follows.

1) The Story Outline

The First step in making comic is creating the story outline. Comic outline is a quick one or two paragraph document that describes the story or series the writer is trying to tell. A comic story outline is involved document that goes into more detail about story and character arcs. The writer are basically writing a book report for a book that does not exist, a synopsis of something that is only in writer's head.

2) The Script

Comic script writing is divided into two categories. They are "Full Script," and the one that universally referred as "Marvel Style." A Full Script consist of the descriptions of comic book pages and panels. The draft of the narration and dialogue is also included. It can resemble something close to a screenplay or teleplay. A full script, if it is overly descriptive, can stifle the artist's creativity. *Marvel Style* is named after the working relationship that started between Stan Lee and his many collaborators in the 1960s, during the birth of modern Marvel Comics. A Marvel Style script is usually a page or a page and a half description of the entire story.

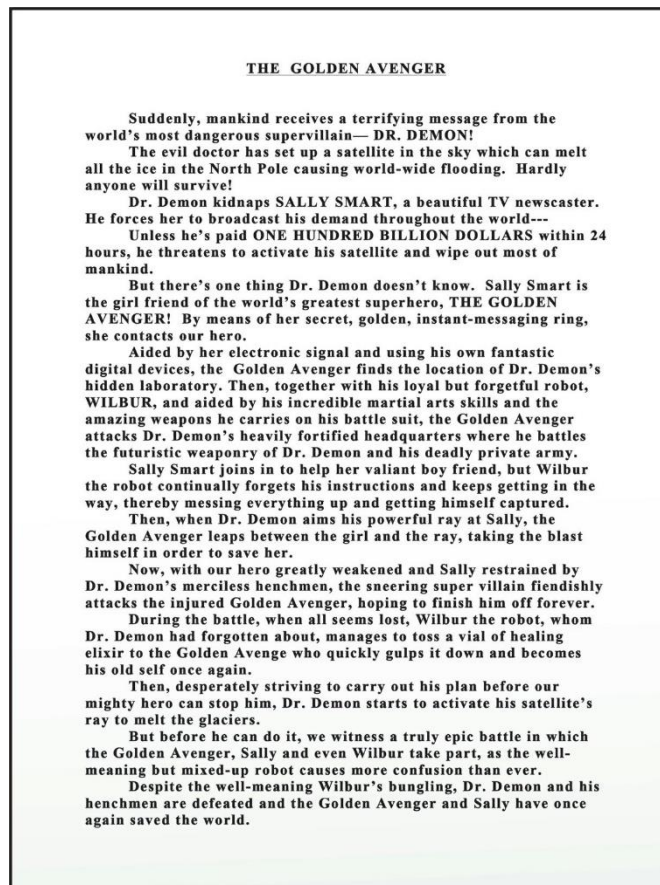


Figure 6. The script of The Golden Avenger (1963) written by Stan Lee

A Marvel Style script can provide a very freeing and creative experience for the artists, as they are in charge of so much visual depiction.

3) The Art

The next step is the artwork. The most traditional way a comic book page is illustrated is by a Penciller pencils art, then the pages are handed off to an embellisher or an inker. Traditionally, comic art is drawn on 11 × 17 Bristol board. The artwork is then shrunk down to comic book size causing it to feel more detailed. Comic art does not have to be inked line art. It can be painting, etching, photography, multimedia, or any combination of the. In modern day so many

comic book artist is working the art digitally using computer program like Photoshop or Corel Painting, it can be said that there is no physical artwork.

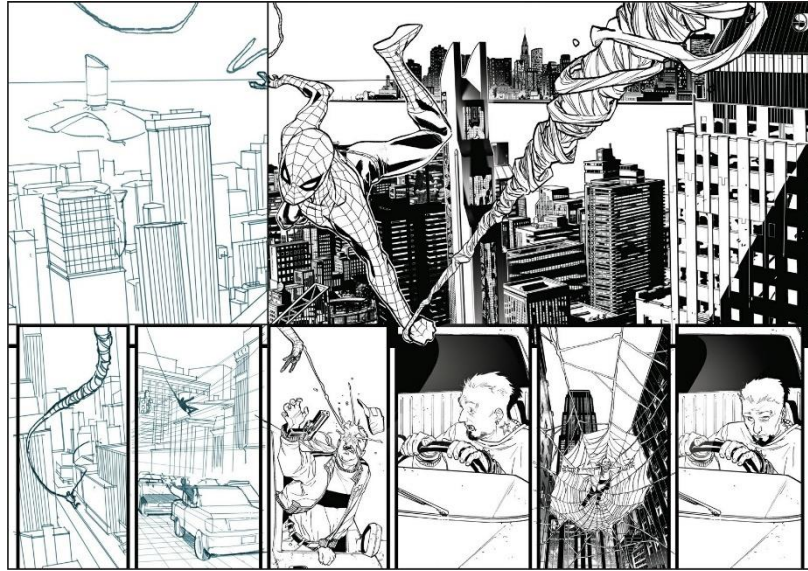


Figure 7. Panels from All-New Spider-Man (2012) art by Sara Pichelli

4) Merging The Arts and Writings

Soon after the art are finished, the artist sends the art back to the writer to be examined accordingly.

5) Lettering

The Last Step is lettering by a Letterer. A letterer is a graphic artist who produces all of the type, word balloons, and sound effect fonts. Sometimes the artist is the letterer and does the lettering right on the artwork as part of that step. But in most commercial situations, the letterer is a separate person making a separate and important contribution. Similar to art making process, by the recent technology the lettering are mostly done by digital devices.

Based on the steps above, it can be concluded that making comic processes are commonly done by a team consist of more than two persons. Each step in making comic are handled by the professionals in particular fields such as writer, artist/penciler, and letterer.

d. The Strength of Comic in Education

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 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.

B. Review of Related Studies

There are several related studies which can show the effective use of comic for enrichment. The first one is the study done by Liu (2004). In this study Liu investigated the effects of comic strips in second language learners’ reading comprehension. From the study, it is found that among the genres (visual) comic 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 are also done by Muniran and Yusof (2008) and Tiemensma (2009). In their study, Muniran and Yusof gave 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 investigated 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

To build students' interest and motivation in learning English, the English teacher should use interesting, fun and appropriate media in teaching and learning process in classroom. Csabay (2007) stated that comic is one of media which can help students deal with both written and spoken language. The comic characters' facial expressions inspire students to interpret their thought based on the expression and the story in comic provides the student with something to narrate or describe. Comic is one medium which can arise the students' motivation in the English language class.

Many researchers and teachers agree that motivation is crucial in language teaching. According to Csabay (2006: 24) comic 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 in teaching language. The first is comic provide image of the character, so they can help the students to deal with spoken and even informal language. Second, comic 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 very impressive and interesting so that the information presented by comics will stay longer in the student's mind.

Furthermore, the some related theories which support the development of comic book for extensive reading material are considered. Those are theories of reading, extensive material, the nature of 8th grade High Scholl students, and comic book as a medium. By considering those theoretical theories, it is expected that a set of comic book can be produced for extensive reading materials for 8th grade students.

CHAPTER III

RESEARCH METHOD

A. Type of Research

As the purpose of this study is to design a comic book for extensive reading material, this research is classified as Research and Development (R & D). Borg and Gall (1983: 772) define the term R & D as a process used to develop and validate educational products used in the field by following the methodological steps. The term “Educational Products” may refer to materials any, such as books, pictures, screenplay, video, enrichment materials, supplementary materials, task books, videos, softwares, etc.

The educational product result of this research is a comic book for enrichment for the 8 grade students of SMP 2 Sanden Bantul. The comic book is not completely an educational product but also follows the steps of making comic suggested by Bendis (2014).

B. Setting

The research study was conducted in late November 2013 at SMP 2 Sanden. The School is located in Srigading Sanden Bantul Yogyakarta.

C. Research Subject

The subject of the study is 8th grade students in the range of age above thirteen years old which is the common age of teenage comic book readers. There are 27 students participating in the questionnaire filling. This class was chosen

because according to some teachers the class has interest in visual object, and some students are readers of Japanese comics.

D. Research Procedures

As this research study was categorized into R & D, the research procedure followed the R & D cycle proposed by Borg and Gall (1983: 775) with some adaptation to meet the conditions of the research. The research procedures were describes as follows:

1. Conducting The Needs Analysis

Conducting a needs analysis was the first step in doing this research. This step was used to obtain the information on the learners' English proficiency, the learners' habit on reading comic, intrinsic elements of comics, and learning needs in learning English. The information was gathered in the previous step before writing the screenplay dialogue and the chapter design. The learners' needs in terms of necessities were analyzed for design a comic book for extensive reading material for 8 grade students.

2. Writing the Syllabus

The results of the need analysis questionnaire were used to write the syllabus and story outline. The syllabus consists of Standard of Competence and Basic Competencies of 2013 Curriculum.

The product is supposed to be a comic book, the syllabus was also converted into story outline, screenplay script, and then the storyboard drawings. The screenplay contains the dialogue among the characters of the

comic book and storyboard explains the details in pictures. The content of the screenplay was following the curriculum years of 2013 for 8 grade students, but the theme and the story were based on students' interest. It includes elements of comics, and learning needs in learning English.

3. Designing The Material

From the syllabus, the stories were transformed into a comic book. There are four story chapters in the comic book that implicitly apply the basic competencies of 2013 curriculum for 8th grade students. The first chapter entitled "first day at new school" which is introducing the main character of the comic. The second chapter is a combination between an experience recount story and animals' description entitled "The School Trip". The third chapter is a story of procedure entitled "Cooking Demonstration". The last chapter is a visual narration of a song by David Bowie. The title of the chapter is Space Oddity, named after the original title of the song.

4. Materials Evaluation (Expert judgment)

The first draft of the developed materials was evaluated by experts using the questionnaire provided. The questionnaire for materials evaluation is adapted from *Pusbuk* 2007. The questionnaire was being used to check whether there are some parts of the developed materials that need to be changed or refined, in terms of grammatical, practicality, lay out, and so on as provided in the guideline of materials evaluation.

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. Research Instruments

The data collected in this research are obtained through questionnaires. There are two types of questionnaires used in this research. The needs analysis was conducted in December 2013. The data were collected using questionnaires. The questionnaire contains several questions, including the level of the student, students' experiences to comic book, intrinsic element in comic book that they want, and what they expect to learn from the comic book. The questionnaire's organization is presented in the following table:

Table 1. The Organization of the Questionnaire

Aspect	Number of items	Indicator Purpose of the questions	Reference
Target Needs	1	To find students goal in learning english	Brown (2001:142) Nunan (2004:174)
	2	To find the level of English proficiency of the student.	Brown (2001:142) Nunan (2004:174)

(Continued)

(Continued)

Aspect	Number of items	Indicator Purpose of the questions	Reference
	3	To find out what students want to learn.	Brown (2001:142) Nunan (2004:174)
Comic Intrinsic Input	4	To find out the students' orientation of comic book, whether it is an American comic book, European, Japanese, or Indonesia.	McCloud (2007)
	5	To find out what comic themes the students most interested.	McCloud (2007)
	6	To find out what main character the students most interested.	McCloud (2007)
	7	To find out what location setting the students most interested	McCloud (2007)
Comic Extrinsic Input	8	To decide the size of the comic book	McCloud (2007)
	9	To decide which font for comic book lettering	McCloud (2007)
	10	To find out how much panel per page	McCloud (2007)
Student habits in reading comic	11	To find how often the students reading comic books.	McCloud (2007)
	12	To find out student experience with full English comic book.	McCloud (2007)

The second instrument is questionnaire that is used to evaluate the materials (Expert Judgment). There were two questionnaires for expert judgment. The first questionnaire is used to gain evaluation of the contents of the materials designed and the second questionnaire is used to evaluate the comic book. There are 24 questions for content questionnaire that are adapted from *Pusbuk* (2007) and Bendis (2014) and 15 questions for comic appropriateness aspects of comic book adapted from *Making Comic* by McCloud (2007). The first questionnaire is

given to a material expert while the second questionnaire is given to comic illustration expert.

Table 2. The Organization of the Second Questionnaire

Aspects	The Aim of the Questions	Item Number	References
Content	To validate the appropriateness of materials with the core competence and basic competencies	1-6	Pusbuk (2007)
	To validate the accuracy	7-9	Pusbuk (2007)
Language	To validate the Communicative/ accuracy	10-12	Pusbuk (2007)
	To validate the appropriateness of the developmental level of Students	13-14	Pusbuk (2007)
	To validate cohesiveness	15	Pusbuk (2007)
Presentation	To validate presentation technique	16-19	Pusbuk (2007)
	To validate learning presentation	20-21	Pusbuk (2007)
	To validate story presentation	22-23	Bendis (2014)

Table 3. The Organization of the Third Questionnaire

Aspects	The Aim of the Questions	Item Number	References
Illustration	To validate Illustration Appearance.	1,2.	McCloud (2007)
	To validate Illustration Proportion.	3,4.	McCloud (2007)
	To validate Illustration Consistency.	5.	McCloud (2007)

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Aspects	The Aim of the Questions	Item Number	References
Paneling	To validate panel dynamism.	6,7.	McCloud (2007)
	To validate gutter proportion.	8.	McCloud (2007)
Lettering	To validate words balloon function/choice and placing.	9,10,11	McCloud (2007)
	To validate fonts choice	12,13	McCloud (2007)
	To validate sound effects choice	14,15.	McCloud (2007)

F. Data Collection 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 this formula:

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

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

b. The second questionnaire (Expert Judgment)

The next quantitative data were data material evaluation. The data from the results of the questionnaire are calculated by using mean and

analyzed by using the formula proposed by Suharto (2008: 14) as follows.

$$Mn = \frac{\sum fx}{N}$$

In classifying the category of mean, theory proposed by Suharto (2006) about quantitative data conversion was used

$$R = \frac{(Xt - Xr)}{4}$$

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

Table 4. Data Conversion Table (Suharto, 2006: 52 - 53)

Scales	Interval	Categories
4	$3.25 \leq X \leq 4.00$	Very Good
3	$2.25 \leq X \leq 3.24$	Good
2	$1.75 \leq X \leq 2.24$	Fair
1	$1.00 \leq X \leq 1.74$	Poor

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

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

A. Research Findings

1. The Results of The 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 November 2013.

a. Description of the Learners

The 8-C students of SMP 2 Sanden Bantul were taken as subjects. It is only one single class. The class consists of 27 students. Below is the information about the students.

Table 5. Data of respondents from the 8-C students of SMP 2 Sanden Bantul

Group	Number of students	Gender		Age	Dwellings
		Male	Female		
8-C	27	13	14	13-14 Years old	Sanden, Srandaka, Bantul Yogyakarta and surrounding area

b. Target Needs

Target needs are defined as learners' view on 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 learn).

1) 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 shows SMP N 2 Sanden students' view about the demand of their target situation

Table 6. The Student's View about Target Goals

Items	Student's View about Target Goals	N	F	Percentage
main goal of studying English	a. To get success in English examination	27	19	70.4 %
	b. To get equipped with sufficient English ability	27	6	22.2%
	c. To get equipped with sufficient English ability in order to join some training/course programs after graduating from high school	27	2	7.4%
	d. Others	27	0	0%

In terms of the goal, the tendency as shown on the table shows that 70.4 % of the students claimed that passing the English examination was their main goal.

2) 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 7. Students' Difficulties in Learning English

Items	Proficiency levels	N	F	Percentage
Student's English proficiency level?	a. Beginner, mastering some vocabulary and being able to communicate in daily life context.	27	25	92.6%
	b. Intermediate, being able to communicate in any kinds of discourse	27	2	7.4%
	c. Advanced, being able to communicate in English in any discourse fluently and accurately	27	0	0%

In terms of students' English proficiency it is shown that most of the students were at the level of beginner (93%), in which they were mastered some vocabulary and were able to communicate in daily life context. While only 7% of the students claimed that they were in intermediate level of English proficiency

3) 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 8. Students' Wants in learning English

Items	Learning subjects	N	F	Percentage
Student's learning subject preference from an English comic book	a. Grammar	27	5	18.5%
	b. English Expressions	27	9	33.3%
	c. Genre of Texts	27	13	48.1%
	d. Others	27	0	0

There are 48.1% of the students who chose obtaining knowledge about genre of texts. Meanwhile, the other 33.3% Students want to obtain knowledge about English expressions.

c. 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)

1) 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 inputs

to build a comic book are divided into two types, intrinsic elements input and extrinsic elements input. The intrinsic elements will deal with everything related to the story of the comic book. Meanwhile, the extrinsic elements will be the guideline in shaping the comic book medium as the story container.

a) Comic Book Intrinsic Element Input

McCloud (2003) once divides comic book styles based on origin country where they made. They are American, Japanese, and European (Franco-Belgian). There are four kinds of comic book style revolved in Indonesia. The following table will show which country origin styles that most familiar to the students.

Table 9. Students' familiar comic book style

Items	Student's familiar comic book style	N	F	Percentage
List of comic books based on origin country that familiar to the students	a. American Comic Book (Batman, Superman, Spider-Man, Betty & Veronica, Archie)	27	4	14.8%
	b. Japanese comic book (Naruto, One Piece, Bleach, Doraemon, Dragon Ball)	27	17	62.9%
	c. European Comic Book (The Adventure of Tin Tin, Smurf, Asterix & Obelix, Michael Valiant)	27	6	22.2%

(Continued)

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Items	Student's familiar comic book style	N	F	Percentage
	d. Indonesian Comic Book (Si Buta dari Gua Hantu, Gundala, Panji Koming, 5 Menit Sebelum Tayang, Makko)	27	0	0%

Based on the result above, it can be seen that most of the students are familiar with Japanese comic book (63%). It might be affected by some Japanese animation program aired by Indonesian TV stations that was adapted from Japanese comic or Manga, followed by American comic (15%).

Story themes were also asked to the students to know what kind of story that would entertain them. The story theme options are restricted to the stories that familiar with the current popular comic theme.

Table 10. Student's Favorite Story Theme

Items	Students' Favorite Story Theme	N	F	Percentage
Student' comic book theme preference	a. Adventure	27	3	11.1%
	b. Superhero	27	6	22.2%
	c. Daily life	27	8	29.6%
	d. Folklore/Warrior story	27	0	0%
	e. Humor	27	1	3.7%
	f. Teenage	27	9	33.3%

	e. Others	27	0	0%
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From the table, it can be seen that most of the students like teenager themed comic book (33.3%). Adventure theme is also popular (29.6%).

The comic book character should value the readers, treat the reader as an intelligent reader (Stan Lee, 2011). The characterization is very important in comic book writing. Characterization in comic book is different with any other medium because the characters are depicted by drawings art. The following table will show what character students want as the main characters of the story.

Table 11. Comic book main characters

Questions	Comic book main characters	N	F	Percentage
Student's comic book characters preferences	a. Adult	27	2	7.4%
	b. Kids of your age	27	19	70.3%
	c. Animal	27	0	0%
	d. Robots, Extra Terrestrial creatures	27	6	22.2%
	e. Others	27	0	0%

Based on the result above, for the comic book main characters, most of the students consider kids in their range as the main characters (70.3%). Meanwhile, other students prefer robots, Extra Terrestrial creatures (22.2%).

Story setting is bounded to the character. Each character should spur unique ideas so that the stories are tailored to their particular setting (Stan Lee, 2011). The following table will show which location setting students want as the setting for the comic book story.

Table 12. Story setting

Questions	Story setting	N	F	Percentage
Student's story setting preferences	a. Your neighbor	27	2	7.4%
	b. Foreign country	27	15	55.6%
	c. Fictional fantasy world	27	1	3.7%
	d. Outer Space	27	9	33.3%
	e. Others	27	0	0%

From the table, it can be seen that most of students like Foreign Country setting (55.6%). Other students prefer Outer Space as the story setting (33.3%).

b) Comic Book Extrinsic Elements Input

The first aspect of extrinsic elements of comic book being asked to the students is comic book format size. Comic books are printed in various sizes. The size of comic books can be classified from which countries where they come. The countries are France/Belgium (European), American, and Japan (Manga). A Franco-Belgian trade paperback comic book are printed in a size of magazine. An American Comic Books are also magazine formatted, but the size is smaller than the Franco-Belgian size. The size makes an American comic book handier than

the Franco-Belgian size. Japanese comic books have the smaller size. A Japanese comic book can be put in pocket pants. It makes the Japanese size become the handiest among other comic book sizes formats.

Table 13. Comic book size

Questions	Comic book size	N	F	Percentage
Students' comic book pages size preference	a. Franco-Belgian (European) comic book common format size (21cm x 27cm)	27	4	14.8%
	b. American comic book common format size (17cm x 25cm)	27	15	55.5%
	c. Japanese comic book common format size (11cm x 17cm)	27	8	29.6%

From the table, it can be seen that most of students like American comic book format size (55.5%). Other students prefer Japanese comic book format size (33.3%).

The second aspect of extrinsic element is lettering. Lettering is also a part of comic art. Lettering works make words from writer fit, look good, and sound more important (Stan Lee, 2011). Nowadays, manual lettering had been replaced by digital fonts, but it doesn't reduce the role lettering as the part of comic art. The students' font choice will be shown in the table below.

Table 14. Font choice

Questions	Font choices	N	F	Percentage
Students' font preferences	a. <i>The quick brown fox jumps over the lazy dog</i> (Comic Sans MS)	27	7	25.9%
	b. <i>The quick brown fox jumps over the lazy dog</i> (Papyrus)	27	0	0%
	c. <i>The quick brown fox jumps over the lazy dog</i> (Komika Text)	27	19	70.3%
	d. The quick brown fox jumps over the lazy dog (Kristen ITC)	27	1	3.7%

From the table, it can be seen that most of The students like Komika Text (70.3%). Other students prefer Comic Sans (25.9%).

The last aspect of the extrinsic element is the number of panels per page. Each comic panel contain one scene of the comic. A page of a comic book with too many panels will make the story feel shorter, and the size of panels become smaller. The students' choice of how much average panels per page will be shown in the table below.

Table 15. Frequency of Panel per Page

Questions	Panels per page	N	F	Percentage
Students' panel quantity for each page	a. 4	27	10	37.0%
	b. 5	27	13	48.1%
	c. 6	27	4	14.8%

preferences	d. 7	27	0	0
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For the length of the panel, most of the students considered five panels per page (48.1%). Meanwhile, other students prefer four panels per page (37.0%).

2) Students' Habit in Reading Comic books

In arranging the complexity of paneling lay-out, it is necessary to know the students' frequency, habit, and experience in reading comic. A beginner comic book reader will easily accept a comic book with simple paneling complexity meanwhile a routine comic book reader will get bored easily by simple paneling complexity (McCloud, 2003). The results below show the students' frequency in reading comic book in general and students' experience in reading English comic book. The following table will show which country comic book size format that students want.

Table 16. Students' frequency in reading comics in general

Question	frequency in reading comics in general	N	F	Percentage
Students' frequency in reading comic book	a. Never	27	0	0%
	b. Seldom	27	2	7.4%
	c. Often	27	18	66.7%
	d. Routinely	27	7	25.9%

From the result above, it can be seen that most of the students are often to read comic book (66.7%). Other (25.9%) students routinely read comic books.

Table 17. Student's experience in reading English Comic book

Question	experience in reading English Comic book	N	F	Percentage
Students' experience in English comic book	a. Ever	27	16	59.2%
	b. Never	27	11	40.8%

From the result above, it can be seen that most of the students have experience in reading English comic book (59.2%). Meanwhile, other students have not experienced in reading English comic book (40.8%).

B. Syllabus

After an analysis on the learners' needs and learning needs had been done, the next step was writing the syllabus. The syllabus was used as a guideline in designing units of materials. The syllabus is designed by referring to the result of the questionnaire by picking the highest percentage of the respondents. The developed syllabus consists of the identity of the syllabus, 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 design a comic book for extensive reading material for 8th grade students of SMP N 2 Sanden, Bantul, Yogyakarta.

It has been stated that the material would be in the form of comic book. Then, because of the product is supposed to be a comic, the syllabus was also converted into story outline and screenplay script.

1. Syllabus of Unit 1 (Chapter 1)

The issue of this unit is derived from the basic competences of understanding the texts for asking for attention, checking for comprehension, giving compliments, and asking for permission, and understand the purpose, structure, and linguistic elements from a particular spoken/written text in the form of personal invitation, greeting card, and simple short message notice. the indicators are student are able to understand simple expressions of asking attention, checking comprehension, giving compliment, asking permission, understanding the purpose of greeting card and simple sort notice. The title of this chapter is “*The First Day at The New School*”. The story of this chapter tells about the first day activities of an Indonesian boy who just moved to New York City. The story is started in the morning when he woke up until the afternoon when he went home. The unit consist of two activities

2. Syllabus of Unit 2 (Chapter 2)

The issue of this unit is derived from the basic competences of understanding the purpose, the structure of the text, and the literary elements of spoken and written descriptive text about people/animals/objects and understanding the purpose, the structure of the text, and the literary elements of spoken and written recount text about experience/activities/event. The indicators are student are able to understand the purposes, text structures and linguistics features of short description text and recount text. The title of this chapter is “*A School Trip to The Zoo*”. The story of this chapter tells about the Indonesian boy,

the main character writing a text in his laptop about his experience at The Central Park Zoo in New York City that he visited on a school trip several weeks before. The story also contains the descriptions of animals that the main character met when he was at the zoo. The unit consists of two activities.

3. Syllabus of Unit 3 (Chapter 3)

The issue of this unit is derived from the basic competence of understanding the purpose, the structure of the text, and literary elements of spoken and written procedure text in the form of recipes and manual. The indicators are student are able to understand the purposes, text structures and linguistics features of procedure text. The title of this chapter is “*Cooking Demonstration*”. The story of this chapter tells about the main character and the second main character making video of cooking pancake demonstration. The unit consist of only two activities.

4. Syllabus Unit 4 (Chapter 4)

The issue of this unit is derived from the basic competences of understanding the purpose, the structure of the text, and literary elements of spoken and written narrative text and understanding a song. The indicators are combination of understanding narrative text and understanding the meaning of a song lyric. The title of this chapter is “*A Space Oddity*”, basically it is a hit song

entitled “*Space Oddity*” written and sung by David Bowie in 1969. The story is the visualization of the song lyric about Spaceship mission of an astronaut named Major Tom. The unit consists of two activities.

C. The Units Design

The next step after writing the syllabus was designing a comic book for extensive reading material. The reading material were developed into four units. Each unit was developed using the same procedure.

1. Writing the Story Outline and Dialogue

In order to make the story interesting to the students, every intrinsic element of the story is chosen according to students’ choices. The theme of story is teenage story which is chosen by the most of the students. The story would be focused on a teenage boy named Damian Sigit “Ziggy” Syaf.

Sigit “Ziggy” Syaf was given to the main character with some consideration. The given name, Damian is the name of Bruce Wayne’s (Batman) son, Damian Wayne. The middle name is taken from a song entitled Ziggy Stardust. Then, the name Ziggy adapted to Indonesian name as Sigit. The family name, Syaf is taken from Indonesian acclaimed comic book artist Ardian Syaf who live in Tulungagung East Java. The second main character is a teenage girl in the same age named Sunny Gho. The name Sunny Gho is taken from other Indonesian acclaimed comic artist, Sunni Gho.

The story tells about Ziggy, an Indonesia boy who just moved to New York City because of his father's business. In New York City, Ziggy has to adapt with the new language and neighborhood. As had been stated before, the story would be divided into four chapters that implicitly apply the basic competencies of 2013 curriculum for 8th grade students.

The first chapter entitled "*First Day at New School*". The story started when Ziggy woke up from his dream, greeted his family, went to the school, met his first friend, met his teacher, and invited his friend to visit his home.

The second chapter is a combination between an experience recount story and animals' description entitled "*The School Trip to The Zoo*". Ziggy was retelling his story through his writing that later shown as narrative box in the comic. Meanwhile, his teacher, Mr Wedhon who became their tour guide explain about the animals they met at the Zoo

The third chapter is a story of procedure entitled "*Cooking Demonstration*". Sunny Gho, the female main character and Ziggy was making a video demonstration. Sunny took the role as the cook who explain the cooking process, while Ziggy was taking the picture.

The last chapter is a visual narration of a song by David Bowie, the title of the chapter is "*A Space Oddity*", named after the original title of the song. Ziggy fell asleep on the couch while listening *Space Oddity* song. Then, Ziggy started dreaming about the story of the song.

Later, when story outlines were finished, the next process was writing the script. Dark Horse Comic Script style was used because it is similar to common screenplay of drama or movie script.

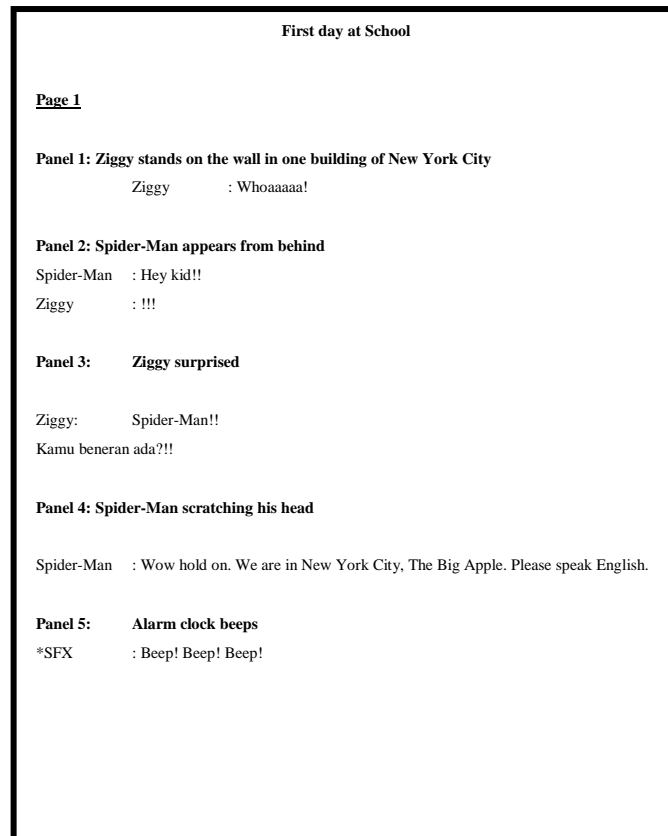


Figure 8. One of the Comic Scripts Page

2. Drawing the comic storyboard

The storyboard drawings are needed as a guideline in panel arrangement and reading sequence. The panel was arranged according to the script. The size of each panel is different with the other.

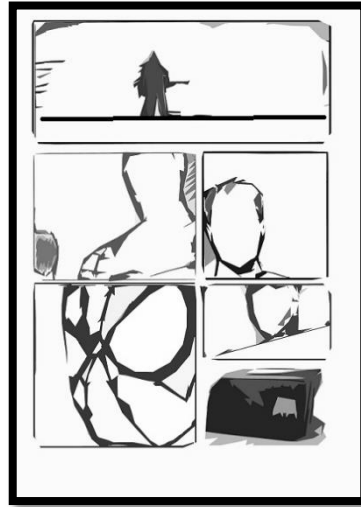


Figure 9.One of the Comic Storyboards

3. Drawing the final illustration

The comic book drawing style was adopting the Japanese comic book style which is uncolored. The character illustrations tend to look more realistic rather than cartoon. In this step, everything is done digitally. There are 52 pages of comic. All character pictures were drawn using *Adobe Photoshop Creative Cloud* and pen tablet *Bamboo* from *WACOM*. Some backgrounds were taken from the internet and then edited by using the cutout filter from *Adobe Photoshop Creative Cloud*.



Figure 10. Comic illustrating process

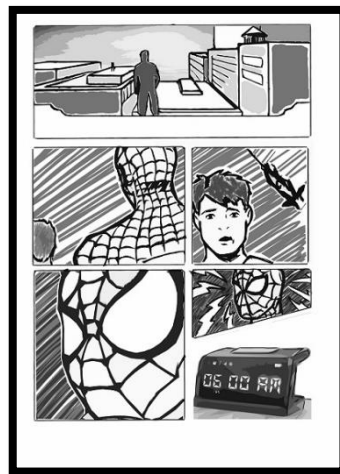


Figure 11. Comic final illustration

4. Lettering

Lettering is the final phase in making the comic. This is the process of transferring words from the script into the comic book. A different particular software, Comic Life 3 was used for the lettering process.

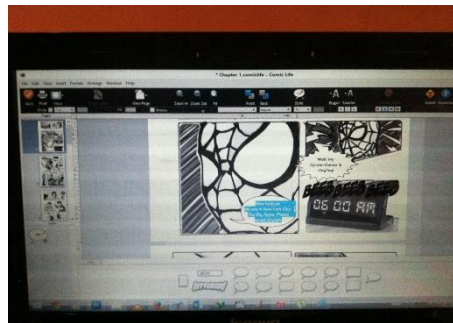


Figure 12. Lettering process using Comic Life 3 soft ware

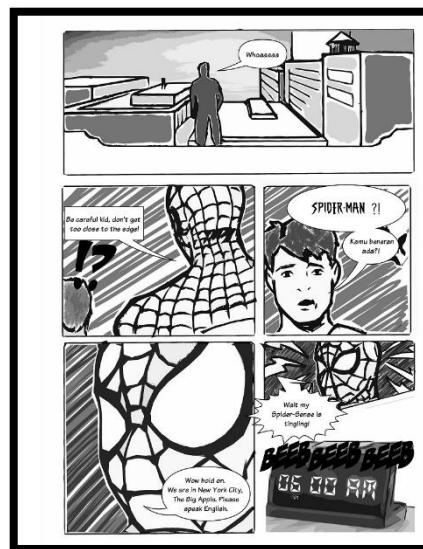


Figure 13. Lettering process

5. Making the exercise pages

The Comic book consists of one page of exercise in the end of each chapter. The exercise were simple questions related to the story. The students are expected to answer the question orally. The exercise pages contain the simplified picture of the main character asking some questions related to the story that students just read.

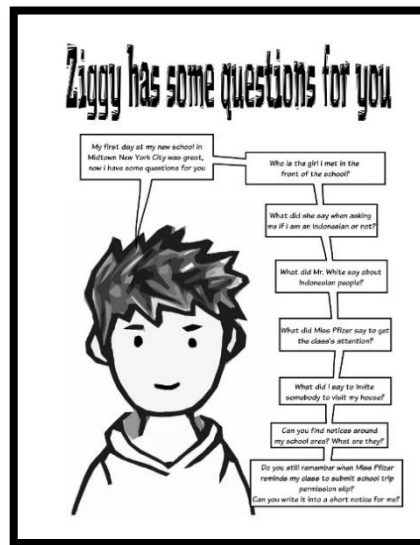


Figure 14. Exercise page

D. The Expert Judgment

After the materials were developed, the materials then were evaluated by some experts. The materials evaluation was conducted by distributing questionnaires to the experts. The items of the questionnaires were adapted from *Pusbuk* (2007) and BSNP (2013) for content appropriateness, language appropriateness, and from McCloud 2006 for comic presentation appropriateness and art illustration appropriateness.

The expert judgment was done by distributing the expert judgment questionnaires to the content and comic art illustration experts. There were two kinds of questionnaires. The first is questionnaire for the content expert and the second is questionnaire for comic art illustration expert. 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 judgment, list of revisions and materials validation.

1. The Results of Expert Judgment Related to the Content of Each Chapter

a. The Results of Expert Judgment and Revisions of Chapter 1

1) The Appropriateness of the Content of Chapter 1

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

Table 18. The Appropriateness of the Content of Chapter 1

No	Items	Score
1	Material designed are appropriate with English Standards and basic competence of 8 th grade based on Curriculum 2013: Standards 1,2,3 and basic Competence 1.1,2.1,2.2,3.1,3.2	3
2	The materials designed contain texts which are relevant to students' daily life	3
3	The materials designed give explanation about social functions of texts or expressions	3
4	The materials developed show situational context of expressions for asking attention, checking comprehension, complimenting, and asking for permission	3

(Continued)

(Continued)

No	Items	Score
5	The materials developed show situational context of texts both spoken or written about personal invitation, short message, short notice very short and simple	3
6	The materials developed lead and motivate students to communicate in English with	3
7	The materials developed lead student to think systematically	3
8	The materials developed include texts, illustration that motivate the students to read more English text	3
9	Materials developed lead student to communicate using accurate English	3
Mean		3.00

Table 18 shows that, the mean value related to the content aspects of the developed materials was 3.00. It is categorized “Good “due to its position in the interval $2.25 \leq X \leq 3.24$. In terms of content of Chapter 1 there is a specific suggestion given by the expert to add one more short notice picture inside the comic panel. The expert has agreed that the tasks are well organized.

2) The Appropriateness of the Language of Chapter 1

The next aspect to evaluate was the appropriateness of the language in the comic. The table below shows the analysis of language appropriates in chapter 1.

Table 19. The Appropriateness of language of Chapter 1

No	Items	Score
1	The dialogue among the characters is developed in grammatical English	3
2	The dialogue among the characters is developed with right spelling	3
3	The dialogue among the characters is developed with right choice of words	3
4	The dialogue among the characters is relevant to students' cognitive development	3
5	The dialogue among the characters is relevant to students' language proficiency	3
6	The dialogue among the characters shows a meaning relationship in each part	3
Mean		3.00

Table 19 indicates that the mean value related to the language aspects of the developed materials was 3.00. It is categorized “Good “due to its position in the $2.25 \leq X \leq 3.24$. In terms of language of Unit 1 there are some specific suggestions given by the expert related to punctuation inside the words balloon.

3) The Appropriateness of the Presentation of Comic of Chapter 1

The third aspect to evaluate is the appropriateness of the presentation of the comic book materials. The following table shows the results of the presentation appropriateness of Chapter 1 of the developed materials.

Table 20. . The Appropriateness of the Presentation of Comic of Chapter 1

No	Items	Score
1	The story is suitable for students' cognitive development	3
2	The story presentation helps in self direct learning process	3
3	The story motivate student to communicate both written and spoken	3
4	The story help students to reflect in their English learning activities	3
5	There are some tasks that are easy for students	3
6	There are some tasks that are not to many for students	3
7	Materials from Curriculum 2013 basic competences served in a good story	3
8	The Story is visualized into comic in the good way	3
Mean		3.00

Table 20 indicates that the mean value related to the presentation of the comic book materials was 3.00. It is categorized “Good “due to its position in the $2.25 \leq X \leq 3.24$. 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.

4) The Revisions of Chapter 1

Based on the result of expert judgment and suggestions proposed by the experts, there are some aspects should be refined. The first aspect is adding short notice poster “No Litters” among school scene panels. The second aspect is adding some marks uttered by the character. The detailed description about the revision can be seen in the Appendix.

b. The Results of Expert Judgment and Revisions of Chapter 2

1) The Appropriateness of the Content of Chapter 2

The first aspect to evaluate is the appropriateness of the content. Table shows the analysis of content appropriateness of Chapter 2 of the developed materials.

Table 21. The Appropriateness of the Content of Chapter 2

No	Items	Score
1	Material designed are appropriate with English Standards and basic competence of 8 th grade based on Curriculum 2013: standards 1,2,3 and basic Competence 2.1,2.2,2.3,3.3,3.4.	3
2	The materials designed contain texts which are relevant to students' daily life	3
3	The materials designed give explanation about social functions of texts or expressions	3
4	The materials developed show situational context of recount texts and descriptive texts	3
5	The materials developed show understanding guidance about social functions of recount text and descriptive texts	3
6	The materials developed show understanding guidance about elements , meaning and linguistic features of recount text and descriptive text	3
7	The materials developed lead student to think systematically	3
8	The materials developed include texts, illustration that motivate the students to read more English texts	3
9	Materials developed lead student to communicate using accurate English	3
Mean		3.00

Table 21 shows that, the mean value related to the content aspects of the developed materials was 3.00. It is categorized “Good” due to its position in the interval $2.25 \leq X \leq 3.24$. In terms of content of chapter 2 there are specific suggestions given by the expert to add a page of glossary that contain specific term related to the animals. The expert has agreed that the tasks are well organized.

2) The Appropriateness of the Language of Chapter 2

The next aspect to evaluate was the appropriateness of the language in the comic. The table below shows the analysis of language appropriates in chapter 2.

Table 22. The Appropriateness of the Language of chapter 2

No	Items	Score
1	The dialogue among the characters is developed in grammatical English	3
2	The dialogue among the characters is developed with right spelling	3
3	The dialogue among the characters is developed with right choice of words	3
4	The dialogue among the characters is relevant to students' cognitive development	3
5	The dialogue among the characters is relevant to students' language proficiency	3
6	The dialogue among the characters shows a meaning relationship in each part	3
Mean		3.00

Table 22 indicates that the mean value related to the language aspects of the developed materials was 3.00. It is categorized “Good” due to its position in the $2.25 \leq X \leq 3.24$. In terms of language of Unit 2, there is a specific suggestion given by the expert related to the use of capital letters in the beginning of a sentence.

3) The Appropriateness of the Presentation of Comic of Chapter 2

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

Table 23. The Appropriateness of the Presentation of Comic of Chapter 2

no	Items	score
1	The story is suitable for students' cognitive development	3
2	The story presentation helps in self direct learning process	3
3	The story motivate student to communicate both written and spoken	3
4	The story help students to reflect in their English learning activities	3
5	There are some task that easy for students	3
6	There are some task that not to many for students	3
7	Materials from Curriculum 2013 standards competences served in a good story	3
8	The Story is visualized into comic in the good way	3
Mean		3.00

Table indicates that the mean value related to the presentation of the comic book materials was 3.00. It is categorized “Good “due to its position in the $2.25 \leq X \leq 3.24$. In terms of Presentation of Comic of Chapter 2 there is specific suggestion given by the expert to change the picture of the rattle snake because it is too crowded.

4) The Revisions of Chapter 2

Based on the result of expert judgment and suggestions proposed by the experts, there are some aspects to be refined. The first aspect is adding a page glossary containing specific words related to fauna. The second aspect is replacing letter with capital letter in the beginning of sentence. The last is changing the picture of the rattle snake.

c. The Results of Expert Judgment and Revisions of Chapter 3

1) The Appropriateness of the Content of Chapter 3

The first aspect to evaluate is the appropriateness of the content. The following table shows the analysis of content appropriateness of Chapter 3 of the developed materials.

Table 24. The Appropriateness of the content of Chapter 3

No	Items	Score
1	Material designed are appropriate with English standards and basic competence of 8 th grade based on Curriculum 2013: Standards 1,2,3 and basic Competence 2.1,2.2,2.3,3.5.	3
2	The materials designed contain texts which are relevant to students' daily life	3
3	The materials designed give explanation about social function of texts or expressions	3
4	The materials developed show situational context of procedure texts	3
5	The materials developed show understanding guidance about social function of procedure text	3
6	The materials developed show understanding guidance about elements , meaning and linguistic features of procedure text	3
7	The materials developed lead student to think systematically	3
8	The materials developed include texts, illustration that motivate the students to read more English text	3
9	Materials developed lead student to communicate using accurate English	3
Mean		3.00

Table 24 indicates that the mean value related to the language aspects of the developed materials was 3. It is categorized “Good” due to its position in the $2.25 \leq X \leq 3.24$. In terms of language of Chapter 3 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

3) The Appropriateness of the Presentation of Comic of Chapter 3

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

Table 25.The Appropriateness of the Presentation of Comic of Chapter 3

No	Items	Score
1	The story is suitable for students' cognitive development	3
2	The story presentation helps in self direct learning process	3
3	The story motivate student to communicate both written and spoken	3
4	The story help students to reflect in their English learning activities	3
5	There are some tasks that are easy for students	3
6	There are some tasks that are not to many for students	3
7	Materials from Curriculum 2013 standards competences served in a good story	3
8	The story is visualized into comic in the good way	3
Mean		3.00

Table 25 indicates that the mean value related to the presentation of the comic book materials was 3.00. It is categorized "Good" due to its position in the $2.25 \leq X \leq 3.24$. In terms of presentation of Chapter 3 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

4) The Revisions of Chapter 3

Based on the result of expert judgment and suggestions proposed by the experts, There is an aspect need to be refine by adding some connectors in the beginning of words balloon. Then, the connector were added and the detailed description about the revision can be seen in the Appendix.

d. The Results of Expert Judgment and Revisions of Chapter 4

1) The Appropriateness of the Content of Chapter 4

The first aspect to evaluate is the appropriateness of the content. The following table shows the analysis of content appropriateness of Chapter 4 of the developed materials.

Table 26. The Appropriateness of the content of Chapter 4

No	Items	Score
1	Material designed are appropriate with English standards and basic competence of 8 th grade based on Curriculum 2013: Standards 1,2,3and basic Competence 1.1,2.1,2.2,3.1,3.2	3
2	The materials designed contain texts which are relevant to students' daily life	3
3	The materials designed give explanation about social function of texts or expressions	3
4	The materials developed show situational context of expressions for asking attention, checking comprehension, complimenting, and asking for permission	3

(Continued)

(Continued)

No	Items	Score
5	The materials developed show situational context of texts both spoken or written about personal invitation, short message, short notice very short and simple	3
6	The materials developed lead and motivate students to communicate in English with	3
7	The materials developed lead student to think systematically	3
8	The materials developed include texts, illustration that motivate the students to read more English text	3
9	Materials developed lead student to communicate using accurate English	3
Mean		3.00

Table 26 shows that, the mean value related to the content aspects of the developed materials was 3.00. It is categorized “Good” due to its position in the interval $2.25 \leq X \leq 3.24$. In terms of content of Chapter 4 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

2) The Appropriateness of the Language of Chapter 4

The next aspect to evaluate was the appropriateness of the language in the comic. The table below shows the analysis of language appropriateness of Chapter 4.

Table 27. The Appropriateness of the Language of chapter 4

No	Items	Score
1	The dialogue among the characters is developed in grammatical English	3
2	The dialogue among the characters is developed with right spelling	3
3	The dialogue among the characters is developed with right choice of words	3
4	The dialogue among the characters is relevant to students' cognitive development	3
5	The dialogue among the characters is relevant to students' language proficiency	3
6	The dialogue among the characters shows a meaning relationship in each part	3
Mean		3

Table 27 indicates that the mean value related to the language aspects of the developed materials was 3. It is categorized “Good” due to its position in the $2.25 \leq X \leq 3.24$. In terms of the language of Chapter 4 there is no specific suggestion given by the expert. The expert has agreed that the tasks are well organized.

3) The Appropriateness of the Presentation of Comic of Chapter 4

The third aspect to evaluate is the appropriateness of the presentation of the comic book materials. The following table shows the results of the presentation appropriateness of Chapter 4 of the developed materials.

Table 28. The Appropriateness of the Presentation of Comic of Chapter 4

No	Items	Score
1	The story is suitable for students' cognitive development	3
2	The story presentation helps in self direct learning process	3
3	The story motivate student to communicate both written and spoken	3
4	The story help students to reflect in their English learning activities	3
5	There are some task that easy for students	3
6	There are some task that not to many for students	3
7	Materials from Curriculum 2013 standards competences served in a good story	3
8	The Story is visualized into comic in the good way	3
Mean		3.00

Table 28 indicates that the mean value related to the presentation of the comic book materials was 3.00. It is categorized “Good” due to its position in the $2.25 \leq X \leq 3.24$. In terms of comic presentation of Chapter 4 there is specific suggestion given by the expert to add foot note in the corner of a panel containing the definition of idiom “and the papers want to know whose shirt you wear”, but after all the expert has agreed that the tasks are well organized.

4) The Revisions of Chapter 4

Based on the result of expert judgment and suggestions proposed by the experts, there and aspects should be refined. The aspect is adding definition of idiom “and the papers want to know whose shirt you wear” in the corner of the panel that contains this idiom.

2. Result of Expert Judgment Related to Comic Book Form in General

The second reviewer is a senior Lecturer of Design Visual Communication in Art Education Department of Yogyakarta State University

a) Art Illustration

The first aspect to evaluate is the appropriateness of art illustration in general. The following table shows the analysis of art illustration appropriateness of the comic book in general.

Table 29. The Appropriateness of Comic Illustration in General

No	Items	Score
1	The illustrations are exciting	4
2	The art illustration of each panel is relevant with the dialogue	4
3	Illustrations are proportional and well depicting the dialogue contexts	4
4	The shapes and scales are realistic	4
5	The illustration are neat and consistent	4
6	The main character can be identified easily	4
7	The facial expression of the characters are depicted clearly and suitable with situational contexts	4
8	The gesture of the characters depicted clearly and suitable with situational contexts	4
Mean		4

Table 29 shows that, the mean value related to the content aspects of the developed materials was 4.00. It is categorized “Very Good” due to its position in

the interval $3.25 \leq X \leq 4.00$. In term of art illustration in general there is a suggestion by the expert to improve character's facial details, but after all the expert has agreed that the tasks are well organized.

b) Paneling

The next aspect to evaluate was paneling in general. The following table shows the analysis of paneling appropriateness of the comic book in general.

Table 30.The Appropriateness of Comic Paneling in General

No	Items	Score
1	Paneling locations are dynamic in serving comic as a juxtaposed art	4
2	Panels shape are varies (use both closed and opened panel)	4
3	The distance among the panel are suitable and not too far	4
Mean		4

Table 30 shows that, the mean value related to the content aspects of the developed materials was 4.00. It is categorized “Very Good” due to its position in the interval $3.25 \leq X \leq 4.00$. In term of paneling in general there is a suggestion given by expert to add more opened panels, but after all the expert has agreed that the tasks are well organized

c) Lettering

The next aspect to evaluate was lettering in general. The following table shows the analysis of lettering appropriateness of the comic book in general.

Table 31. The Appropriateness of Comic Lettering in General

No	Items	Score
1	The Use of words balloon	4
2	The positioning of word balloon	4
3	The font choice	4
4	The font size	4
5	The use of sound effects	4
6	The size of sound effects	4
7	The font choice for sound effects	4
Mean		4

Table 32 shows that, the mean value related to the content aspects of the developed materials was 4.00. It is categorized “Very Good “due to its position in the interval $3.25 \leq X \leq 4.00$. In term of lettering in general there is no specific suggestion given by expert.

E. 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 book for extensive reading material for 8th grade students. This research took place at SMP N 2 Sanden and the respondents were 27 students from class 8 C. In order to develop an appropriate product, a needs analysis is conducted to consider students’ needs.

The needs analysis was conducted in November 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*. The result of the target needs will be considered as the basis for designing a comic book for extensive reading material.

The Second part of the needs analysis refers to the learning needs. The learning needs cover some key elements considered as the components in building story of the designed product.

Based on the result of need analysis, most of the students are familiar with Japanese comic book. For the main theme of the story the students wanted to have a teenage life themed comic book. In term of character choices, student preferred kids of their range age as the main character. In terms of story setting, students preferred foreign country as the story setting.

Students' preferences regarding extrinsic elements are summarized as follows. For the size of the comic book, most of students prefer to have American comic book standard (17cm x 25cm). For the lettering most of students prefer a font named Komika Text. For average panels of each page, students want their comic to have five panels per page.

The next step after analyzing student's needs was developing a syllabus and then the first draft of materials was developed using appropriate steps in making comic. There are four story chapter in this learning material. Unit 1 discusses greeting and leave taking. The title of chapter 1 is "The first day at the

New School”. Chapter 2 discusses recount text and descriptive text. The title of Chapter 2 is “A School Trip to The Zoo”. Chapter 3 discusses procedure text. This chapter is entitled “Cooking Demonstration”. The last, Chapter 4 discusses narrative text and understanding song lyric. This chapter is entitled “Space Oddity”

After the materials were developed, the materials were evaluated by materials experts. The evaluation process was done by distributing the questionnaire. The first questionnaire was for the content expert. The items of the questionnaire were developed based on the *Pusbuk*. The aspects that evaluated by the first questionnaire are: content appropriateness, language appropriateness and comic presentation appropriateness. The next questionnaire is general comic book art illustration. The items of the questionnaire were adapted from Scott McCloud’s *Making Comic*. The aspects that evaluated by the first questionnaire are: art illustration, paneling and lettering. Based on the result of those two questionnaire, the comic book for extensive reading material is 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 book for extensive reading for 8th grade students of SMP N 2 Sanden with 2013 curriculum. 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 the needs analysis questionnaire it can be concluded that the target needs (students' view about target situation) can be listed as follows:

- a. Most of the students' goal in learning English is accomplishing good mark at the National Examination.
- b. Most of the students considered that their recent English proficiency were at the level of beginner, which means that they could only communicate at the level of Basic English.
- c. Most of students' wants after learn English was that they would be able to master the genre of text

2. Learning Needs

The student learning needs are divided into two components. The first component is the input for intrinsic elements of the comic book. Students want to have a comic book that are similar to the common comic book they usually read. The Japanese comic book style is chosen by most of students. The theme or genre of the comic book that mostly chosen is adventure themed, the second most chosen theme is teenagers theme. Students want the main characters of the comic book to be children in their ages between late thirteen and early fourteen years old teenagers. For the location setting of the comic book story most of students prefer foreign country.

Students' preferences regarding extrinsic elements of the comic book are summarized as follows. For the page sizing, almost all of the students prefer the standardized size of monthly American comic magazine (17 cm x 25 cm). Students want the pages of the comic book consists of three to four panels. For the font, students prefer to have Comic Sans for the dialogue balloon and Badaboom for the sound effect.

The complexity of the comic book would be adjusted to the students by considering students' experience and frequency in reading the comic book. The needs analysis shows that most of the students are frequent comic book readers, and there are more than a half of the students have ever read Comic book in English language.

3. Characteristics of the Comic Book for Extensive Reading Material for 8th Grade Students of SMP 2 Sanden

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 comic book is entitled *Ziggy in New York City*. It consists of 4 chapters. The first chapter of the comic book entitled *First Day at New School*. This chapter tells about Damian's adaptation in his first day at his new school in Manhattan, New York City, how do he greeted people he meet, how people around him ask for attention, what short notices he met when he is at school.

The second chapter is *School Trip to the Zoo*. This chapter is about Ziggy's writing task about experience when he visited Central Park Zoo. The comic presented in a recount text with description of any animal he met in the location

The third chapter is *Cooking Demonstration*. This chapter is about Ziggy and his friend, Sunny making a video demonstration for their school project about cooking simple pancakes. Each step of pancake cooking is presented into comic panel.

The last chapter is entitled *A Space Oddity*, This is the visualization of a song lyric entitle Space Oddity, written and sung by David Bowie. The song is

about a space ship mission of Major Tom. The story is narrated as Damian's dream.

B. Suggestions

The final product of this research is a comic book for extensive reading material for the 8th grade students of SMP 2 Sanden. 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 students' needs and backgrounds. It is suggested that English teachers to develop appropriate materials based on the needs analysis. Conducting the need analysis an 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 judgment), by proposing the developed materials to materials expert.

2. Others Materials Developer

There are some suggestions for other materials developers, especially for those who is working on making comic as extensive reading material.

The first suggestion is the importance of conducting needs analysis. Before developing a certain English materials, the materials developers should consider the students' needs.

Second, considering students' background knowledge, recent ability, and interests is also essential. The materials will not be helpful if it cannot serve something that student cannot understand. In comic story writing, it is very important to adjust the story to be comprehensible by the target students.

The third suggestion is for other materials developers especially for those who is working on comic books is that they should understand the nature of comic as a medium in delivering story. They also should be able to make good story and good art illustration that attract students' attention.

The last, the authenticity of the content 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 QUESTION)



Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni

Universitas Negeri Yogyakarta

Kepada Siswa – Siswa Kelas Delapan

Di SMP N 2 Sanden Bantul, Yogyakarta

Dalam rangka penelitian tentang pengembangan materi pembelajaran *speaking* Bahasa Inggris berbasis komik strip untuk kelas delapan SMP N 2 Sanden Bantul, 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 N 2 Sanden kelas delapan. 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, November 2013

Peneliti

Deny Gustaf P.

08202244044

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. Apa tujuan utama adik-adik sekalian dalam belajar bahasa Inggris?
 - a. Agar mendapat nilai bagus dalam ujian bahasa Inggris
 - b. Bisa berbahasa Inggris
 - c. Untuk mempersiapkan diri untuk lanjut ke jenjang berikutnya
 - d. Lain-lain
2. Menurut kalian pribadi kemampaun berbahasa Inggris kalian berada pada level apa?
 - a. Beginner (Mengetahui kosa kata bahasa Inggris dan mampu melakukan komunikasi menggunakan dialog sederhana dalam bahasa Inggris)

- b. Intermediate (Menguasai kosa kata bahasa Inggris dan mampu melakukan komunikasi dalam kehidupan sehari-hari dalam bahasa Inggris)
 - c. Advance (Mampu berkomunikasi dalam berbagai situasi secara akurat dan lancar baik secara lisan maupun tertulis)
3. Apa yang kalian harapkan ketika belajar Bahasa Inggris?
- a. Tata bahasa
 - b. Ekspresi-ekspresi dalam bahasa Inggris (Misal: Menyapa, meminta perhatian, memuji, meminta izin)
 - c. Jenis-jenis teks
 - d. Lain Lain
4. Berdasarkan asal negaranya komik manakah yang lebih kalian suka?
- a. Amerika (Spider-Man, Superman, Batman, Archie)
 - b. Jepang (Naruto, One Piece, Bleach, Doraemon)
 - c. Eropa (Asterix, Smurf, Tin Tin, Michael Valiant)
 - d. Indonesia (Si Buta dari Gua Hantu, Gundala, Panji Koming, Makko)
 - e. Lain Lain
5. Apakah tema komik yang menurut kalian paling menarik?
- a. Petualangan
 - b. Superhero
 - c. Kehidupan sehari-hari
 - d. Cerita rakyat/Pendekar
 - e. Humor
 - f. Cerita remaja
 - g. Lain-lain

6. Tokoh komik yang seperti apa yang menurut kalian paling menarik?
 - a. Orang Dewasa
 - b. Seumur-an
 - c. Hewan
 - d. Robot/Mahluk luar Angkasa
 - e. Lain-lain
7. Lokasi manakah yang menurut kalian paling bagus untuk di jadikan setting lokasi dalam komik?
 - a. Lingkungan sekitar
 - b. Luar negeri
 - c. Negeri fantasi
 - d. Luar angkasa
 - e. Lain-lain
8. Berapa ukuran halaman komik yang lebih kalian suka?
 - a. Ukuran standar komik jepang (11 cm x 17 cm)
 - b. Ukuran standar komik amerika (17 cm x 25 cm)
 - c. Ukuran standar komik eropa (21 cm x 27 cm)
9. Font manakah yang lebih kalian suka penulisan balon kata komik?
 - a. **The quick brown fox jumps over the lazy dog** (Comic Sans MS)
 - b. The quick brown fox jumps over the lazy dog (Papyrus)
 - c. **The quick brown fox jumps over the lazy dog** (Komika Text)
 - d. **The quick brown fox jumps over the lazy dog** (Kristen ITC)
10. Berapa rata-rata jumlah panel yang kalian inginkan dalam 1 halaman komik? (semakin banyak jumlah panel perhalamana semakin kecil ukuran gambar)
 - a. 4
 - b. 5
 - c. 6
 - d. 7
11. Seberapa sering kalian membaca komik?
 - a. Tidak Pernah
 - b. Jarang
 - c. Sering
 - d. Rutin

12. Pernahkah kalian membaca komik dalam bahasa Inggris?

- a. Tidak Pernah sama sekali
- b. Pernah

APPENDIX B
(THE RESULT OF NEED ANALYSIS)

No	Question	Items	N	F	Percentage
1	What is your main goal of studying English?	a. To get success in English examination	27	19	70.4 %
		b. To get equipped with sufficient English ability	27	6	22.2%
		c. To get equipped with sufficient English ability in order to join some training/course programs after graduating from high school	27	2	7.4%
		d. etc	27	0	0%
2	Based on your personal view, what is your English proficiency level?	a. Beginner, mastering some vocabulary and being able to communicate in daily life context.	27	25	92.6%
		b. Intermediate, being able to communicate in any kinds of discourse	27	2	7.4%
		c. Advanced, being able to communicate in English in any discourse fluently and accurately	27	0	0%
3	What do you expect to learn from an English comic book	a. Grammar	27	5	18.5%
		b. English Expressions	27	9	33.3%
		c. Genre of Texts	27	13	48.1%
		d. Others	27	0	0
4	Based on the origin countries, what comic do you often read?	e. American Comic Book (Batman, Superman, Spider-Man, Betty & Veronica, Archie)	27	4	14.8%
		f. Japanese comic book (Naruto, One Piece, Bleach, Doraemon, Dragon Ball)	27	17	62.9%
		g. European Comic Book (The Adventure of Tin Tin, Smurf, Asterix &	27	6	22.2%

		Obelix, Michael Valiant)			
		h. Indonesian Comic Book (Si Buta dari Gua Hantu, Gundala, Panji Koming, 5 Menit Sebelum Tayang, Makko)	27	0	0%
5	What story theme do you like most?	a. Adventure	27	3	11.1%
		b. Superhero	27	6	22.2%
		c. Daily life	27	8	29.6%
		d. Folklore/Warrior story	27	0	0%
		e. Humor	27	1	3.7%
		f. Teenage	27	9	33.3%
		e. Others	27	0	0%
6	What is the main character do you prefer?	a. Adult	27	2	7.4%
		b. Kids of your age	27	19	70.3%
		c. Animal	27	0	0%
		d. Robots, Extra Terrestrial creatures	27	6	22.2%
		e. Others	27	0	0%
7	Where is The setting location do you prefer?	a. Your neighbor	27	2	7.4%
		b. Foreign country	27	15	55.6%
		c. Fictional fantasy world	27	1	3.7%
		d. Outer Space	27	9	33.3%
		e. Others	27	0	0%
8	What is the size of comic book pages do you prefer	d. Franco-Belgian (European) comic book common format size (21cm x 27cm)	27	4	14.8%
		e. American comic book common format size (17cm x 25cm)	27	15	55.5%

		f. Japanese comic book common format size (11cm x 17cm)	27	8	29.6%
9	Which font do you prefer	e. The quick brown fox jumps over the lazy dog (Comic Sans MS)	27	7	25.9%
		f. The quick brown fox jumps over the lazy dog (Papyrus)	27	0	0%
		g. <i>The quick brown fox jumps over the lazy dog</i> (Komika Text)	27	19	70.3%
		h. The quick brown fox jumps over the lazy dog (Kristen ITC)	27	1	3.7%
10	Have you ever read an English comic book	a. Never	27	0	0%
		b. Seldom	27	2	7.4%
		c. Oftentimes	27	18	66.7%
		d. Routinely	27	7	25.9%
11	How much average panels do you want for?	a. 4	27	10	37.0%
		b. 5	27	13	48.1%
		c. 6	27	4	14.8%
		d. 7	27	0	0
12	Have ever read an English comic book	a. Ever	27	16	59.2%
		b. Never	27	11	40.8%

APPENDIX C (SYLLABUS)

SYLLABUS

Name of school : SMP N 2 Sanden Bantul
Subject : English
Class/semester : VIII/ I
Standard Competence : Understanding and applying (factual, conceptual, and procedural). Based on their curiosity about science, technology, art, related to phenomena and related issues

Unit	Theme	Basic Competence	Goals	Materials	Key Vocabulary	Activities
1	First Day at New School	<ul style="list-style-type: none"> Understand the texts for asking for attention, checking for comprehension, giving compliments, and asking for permission Understand the purpose, structure, and linguistic elements from a particular spoken/written text in the form of personal invitation, greeting card, and simple short message notice 	Students are able to: <ul style="list-style-type: none"> Understand how to ask for permission Understand short notice Give compliments Invite their friends 	<ul style="list-style-type: none"> Greeting expression Expressions of asking attention Short notice Dialogue text in the form of comic strips 	<ul style="list-style-type: none"> Good morning, Good Bye, See you, Don't forget to... Be home on time You are No cellphone 	<ul style="list-style-type: none"> Reading comic book Answering the questions

Unit	Theme	Basic Competence	Goals	Materials	Key Vocabulary	Activities
2	School Trip to the Zoo	<ul style="list-style-type: none"> Understand the purpose, the structure of the text, and the literary elements of spoken and written descriptive text about people/animals/objects. Understand the purpose, the structure of the text, and the literary elements of spoken and written recount text about experience/activities/event. 	<p>Students are able:</p> <ul style="list-style-type: none"> Describe animals based on their appearance Understand the purpose and linguistic elements of recount text 	<ul style="list-style-type: none"> Recount text in the form of comic book Animals' characteristic description 	<ul style="list-style-type: none"> Was, were Visited Fur Cage Tropic Climate Gallery 	<ul style="list-style-type: none"> Reading comic book Answering the questions

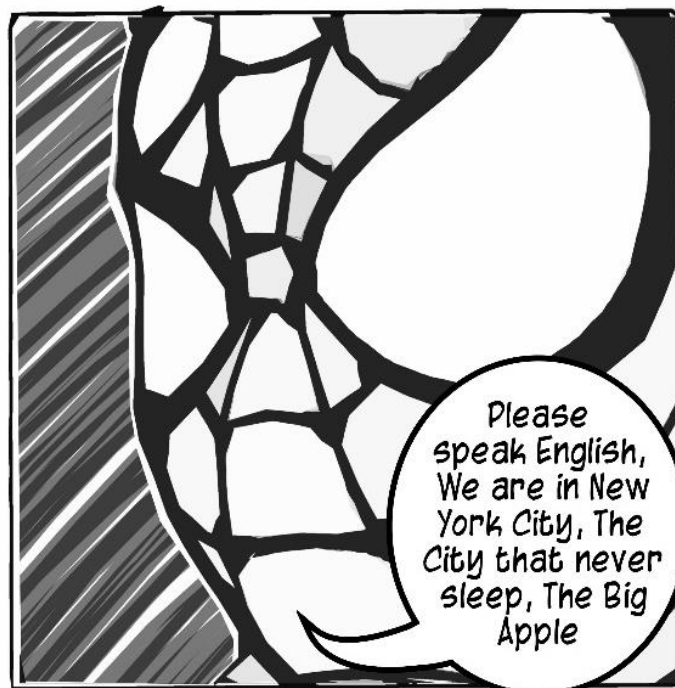
Unit	Theme	Basic Competence	Goals	Materials	Key Vocabulary	Activities
3	Cooking demonstration	<ul style="list-style-type: none"> Understand the purpose, the structure of the text, and literary elements of spoken and written procedure text in the form of recipes and manual 	Students are able to understand purpose and linguistic elements of procedure text	<ul style="list-style-type: none"> A procedure text in the form of comic book 	<ul style="list-style-type: none"> First second Kitchen sets Ingredients Batter 	<ul style="list-style-type: none"> Reading the comic book Answering the questions

Unit	Theme	Basic Competence	Goals	Materials	Key Vocabulary	Activities
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4	Space Oddity	<ul style="list-style-type: none"> Understand the purpose, the structure of the text, and literary elements of spoken and written narrative text Understanding song 	<p>Students are able:</p> <ul style="list-style-type: none"> Understand the purpose and linguistic elements of Narrative Song Understand the story behind the song 	<ul style="list-style-type: none"> A story based on a song entitle “space oddity” Served in the comic medium “Space Oddity” song written and sung by David Bowie 	<ul style="list-style-type: none"> Ground control Oddity Space Ship 	<ul style="list-style-type: none"> Reading comic book Listening to the song Answering the questions
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APPENDIX D
(FIRST DRAFT OF MATERIALS)

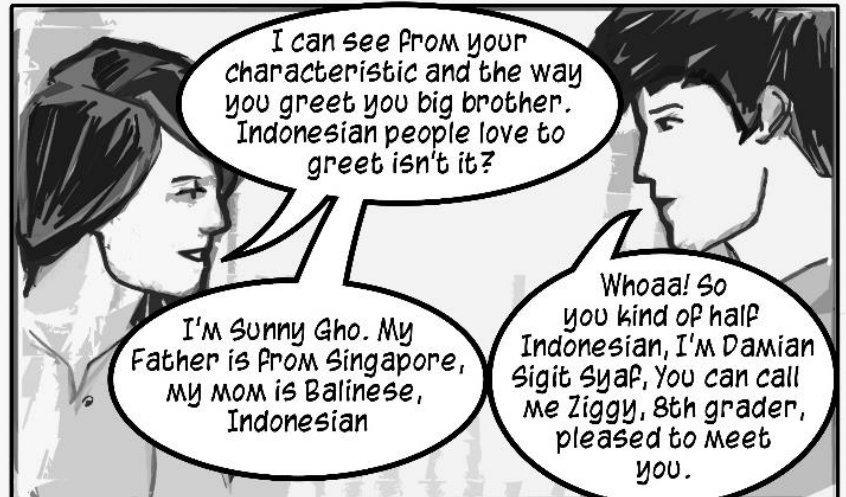








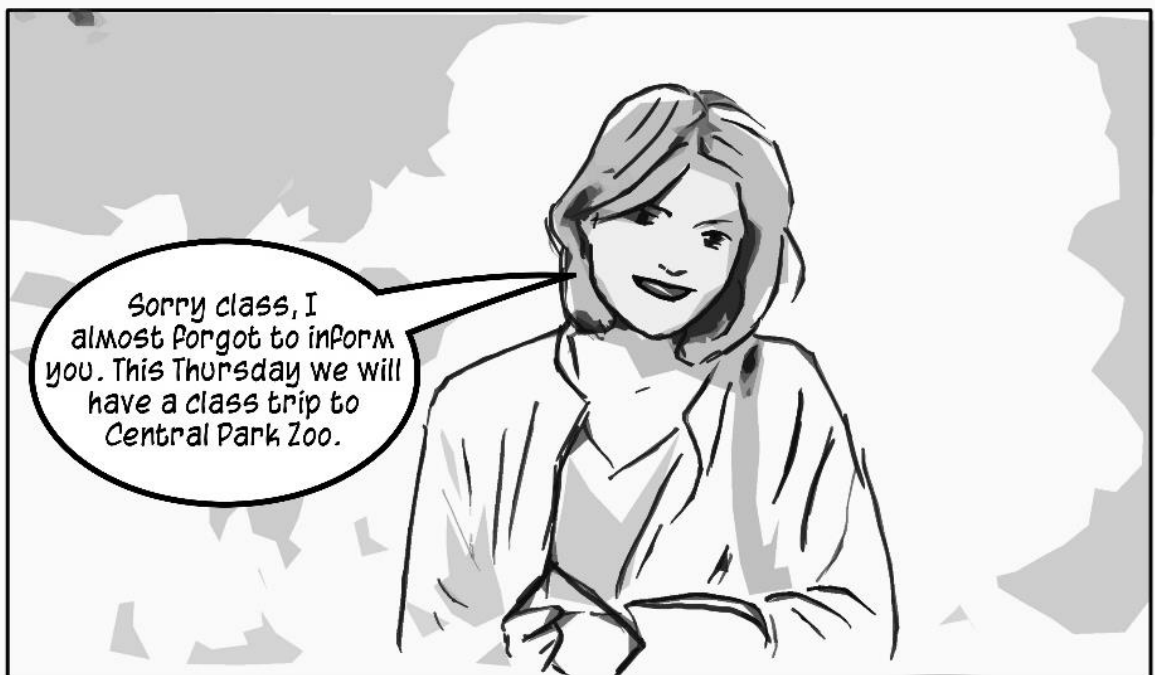




















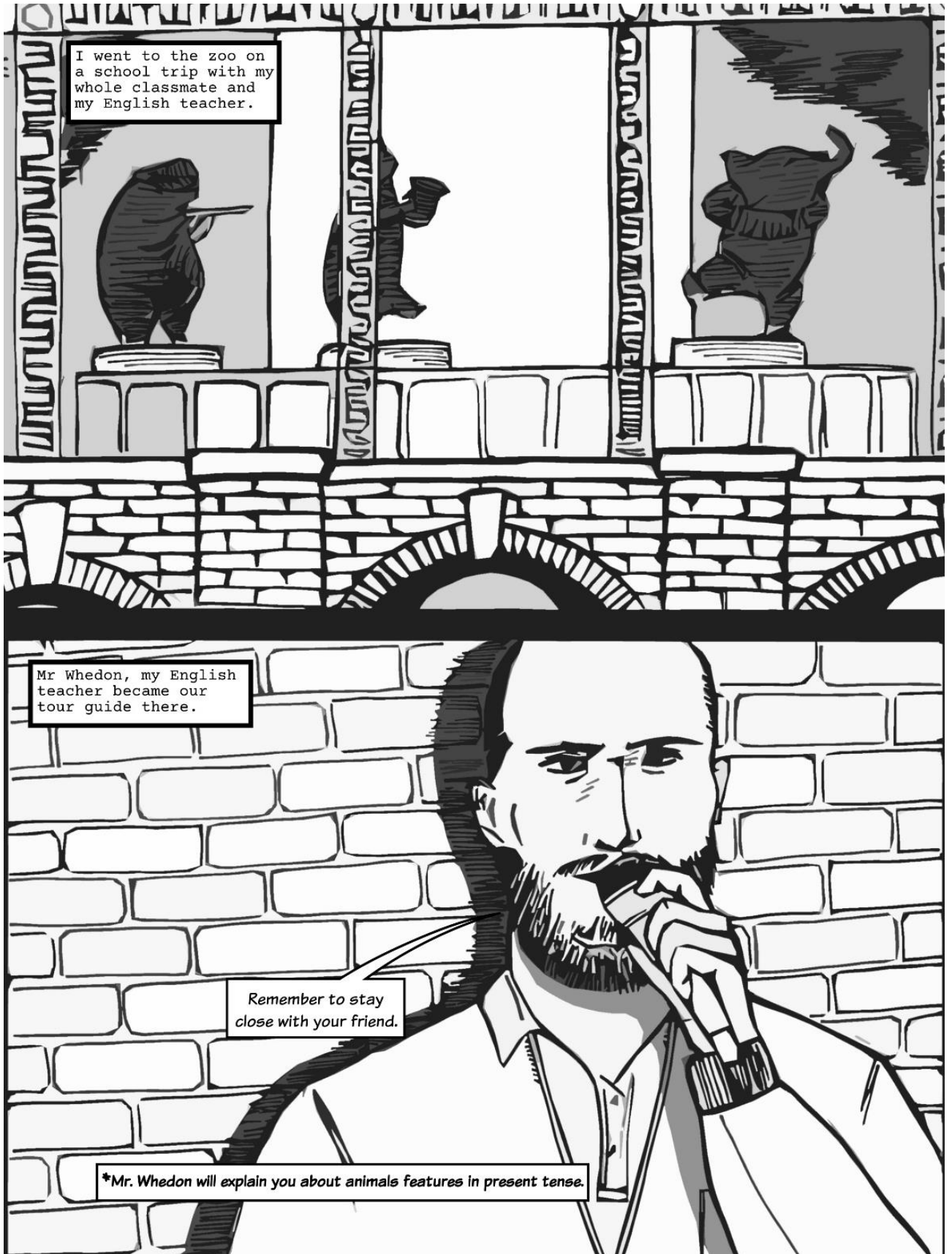
Chapter 2:

A School Trip to the Zoo

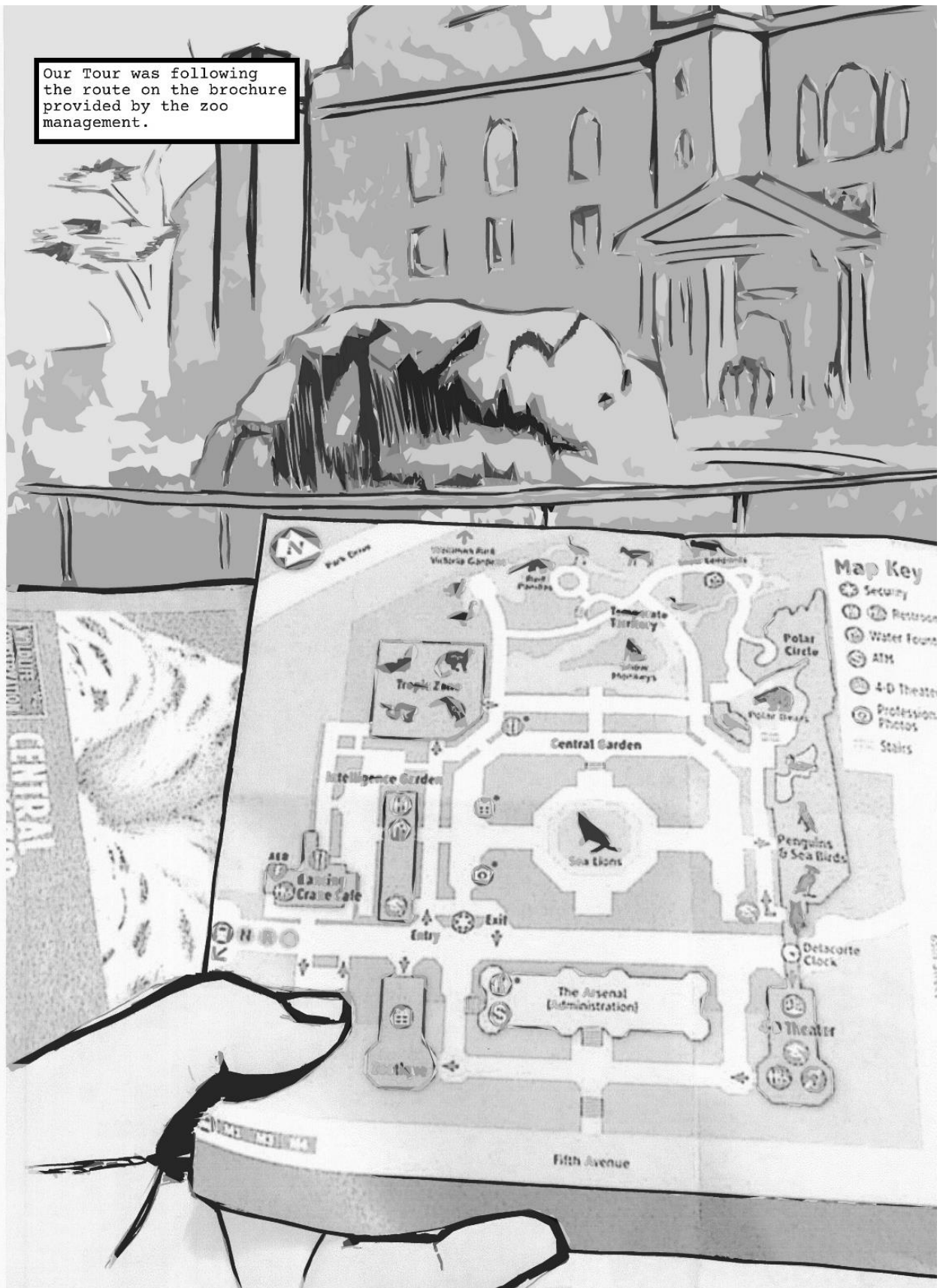
Last week, for the first time I visited the Central Park Zoo, the Most Famous Zoo in the World. the zoo is located in the center of Manhattan Island of New York City. It is famously known since it became the setting of an animation movie entitled The Madagascar.



*Ziggy is retelling his school trip story mostly with "past-tense."



Our Tour was following the route on the brochure provided by the zoo management.



The first place we visited is The Gallery, the house of reptile and amphibian.

GALLERY

WELCOME

On the other side of the gallery room, I saw snakes in glass cages.

I was so excited, but honestly I don't really like snake

There, I was amazed by the zoo's frog collection. I thought the zoo has any kinds of frog in the world.

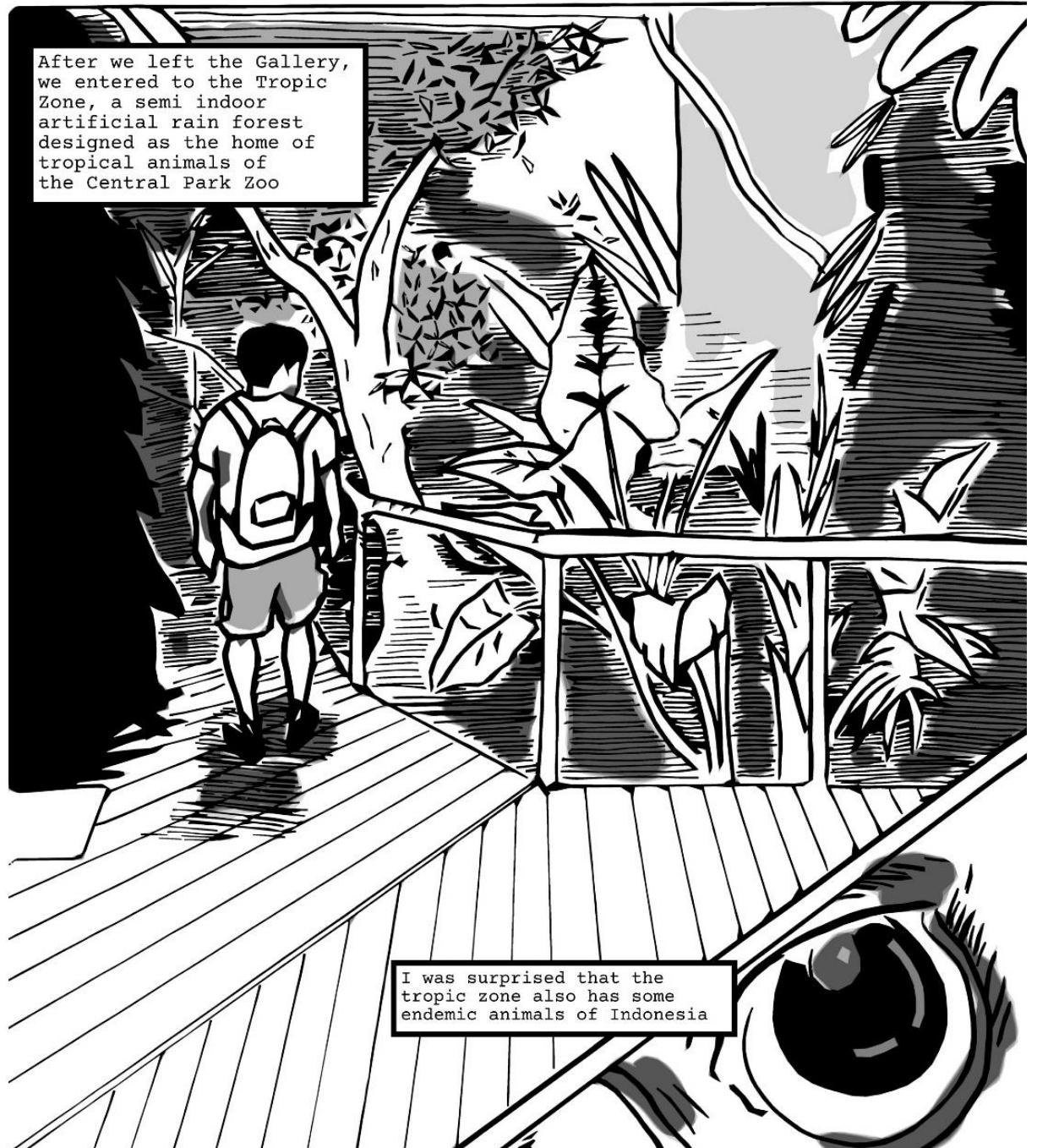
This frog is called Dart Frog. as you see, it has beautifully colorful skin. Its size is not bigger than a matchbox. But remember this frog is extremely poisonous.

This one is Rattle Snake. Getting its name because it has a rattle in its tail tip. Its color is similar to dried leaves to help it blend with the environment.

Rattlesnakes are found in the southern parts of the United States, from the deserts to the mountains and grow between 3 and 4 feet (0.9 to 1.2 m) long.

TROPIC ZONE

After we left the Gallery, we entered to the Tropic Zone, a semi indoor artificial rain forest designed as the home of tropical animals of the Central Park Zoo



I was surprised that the tropic zone also has some endemic animals of Indonesia

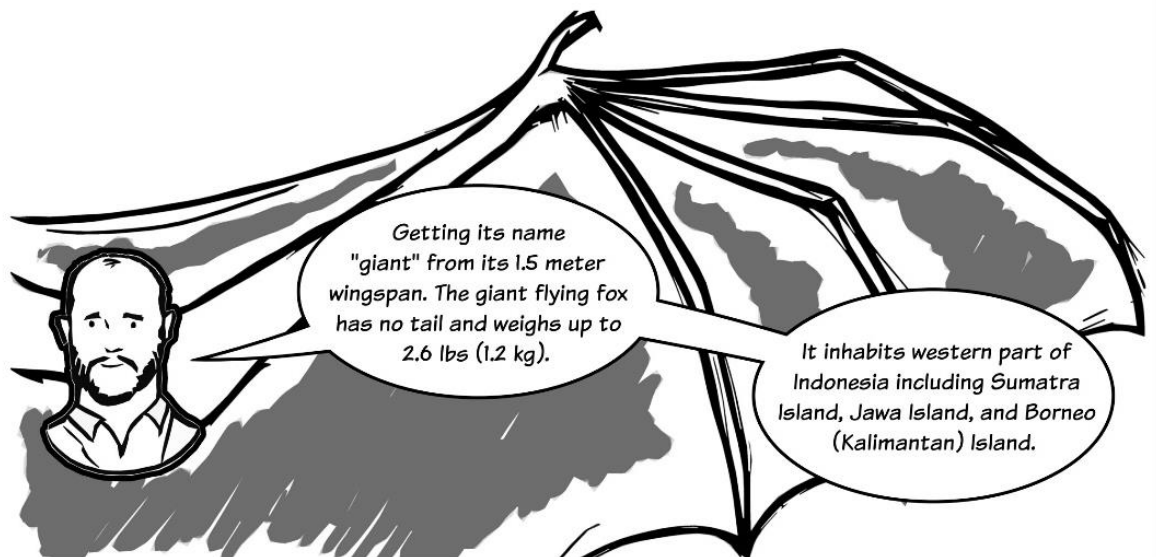
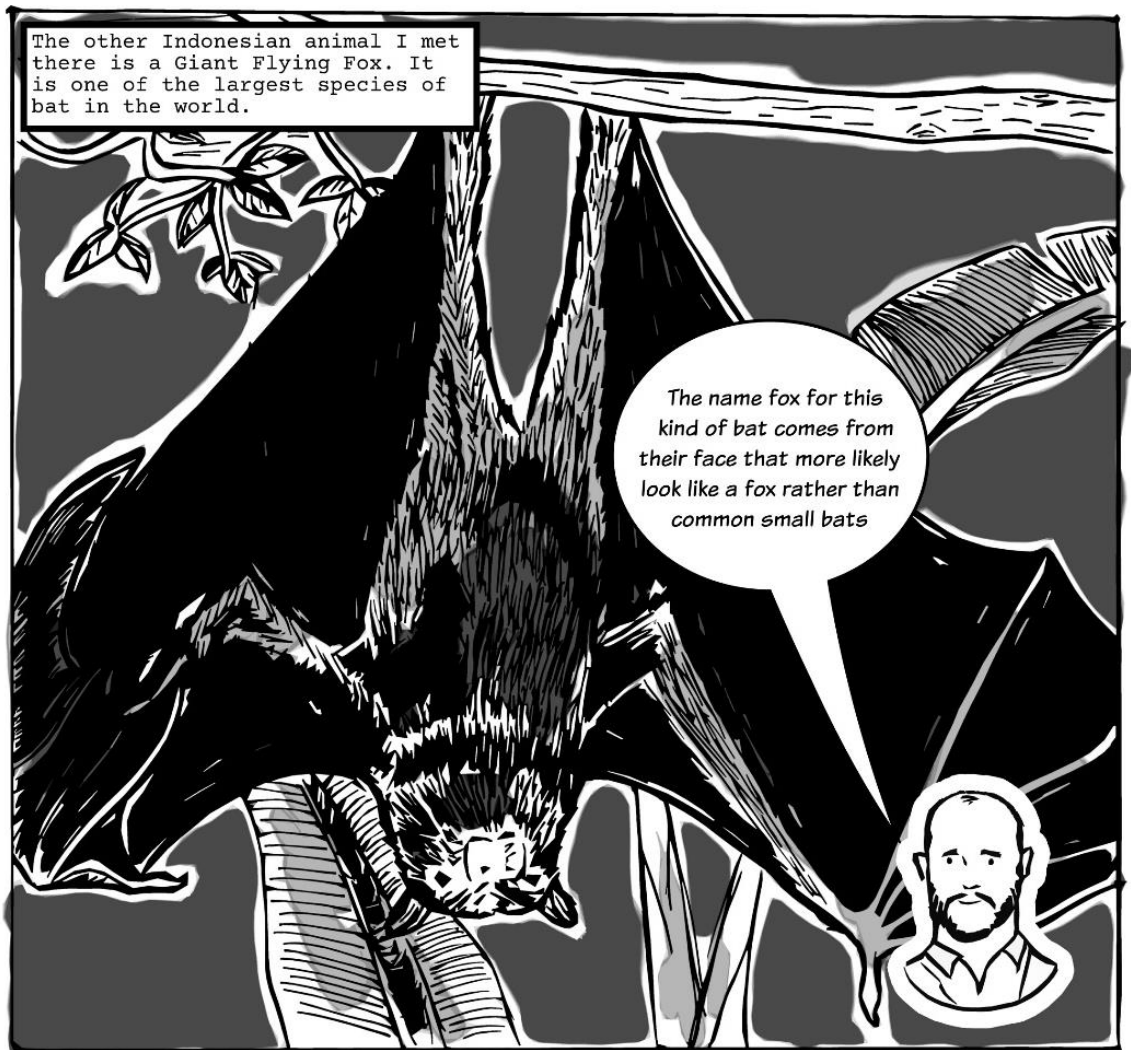
One of the Indonesian animals I found there is Bali Starlings, or Balinese Mynah bird, locally known as Jalak Bali.

This bird has wholly white wings and tail. The bird also has blue skin around the eyes, grayish legs and a yellow bill.



The bird is originated from Bali, a paradise island of Indonesia.

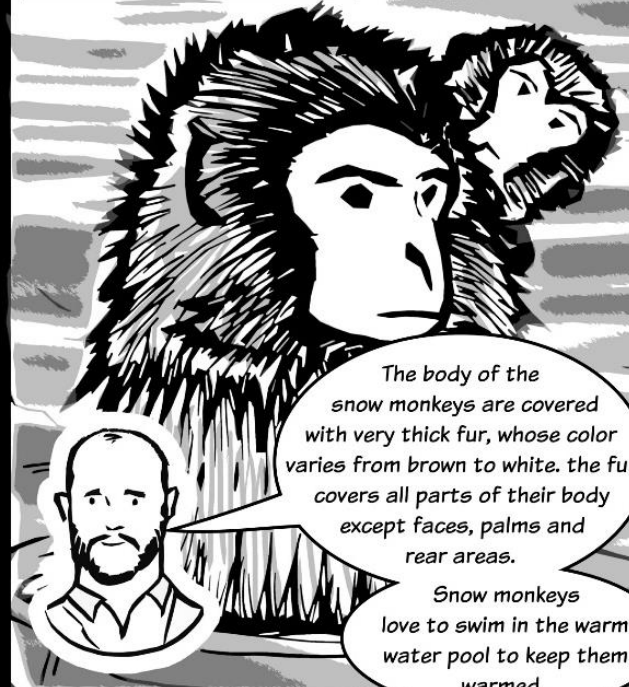




After the tropic zone, we moved to the Temperate Territory, which has the cold climate of New York City.

Temperate
Territory

Snow monkeys were our first animal we meet in The Temperate Territory.



The body of the snow monkeys are covered with very thick fur, whose color varies from brown to white. the fur covers all parts of their body except faces, palms and rear areas.

Snow monkeys love to swim in the warm water pool to keep them warmed.

Then, we walked few meters from Snow Monkeys pool to see a couple of Red Pandas.

Red Panda does not look like a Panda. it is even not categorized as bear. It looks more similar to raccoon.

its soft, dense fur cover its entire body even the soles of its feet.

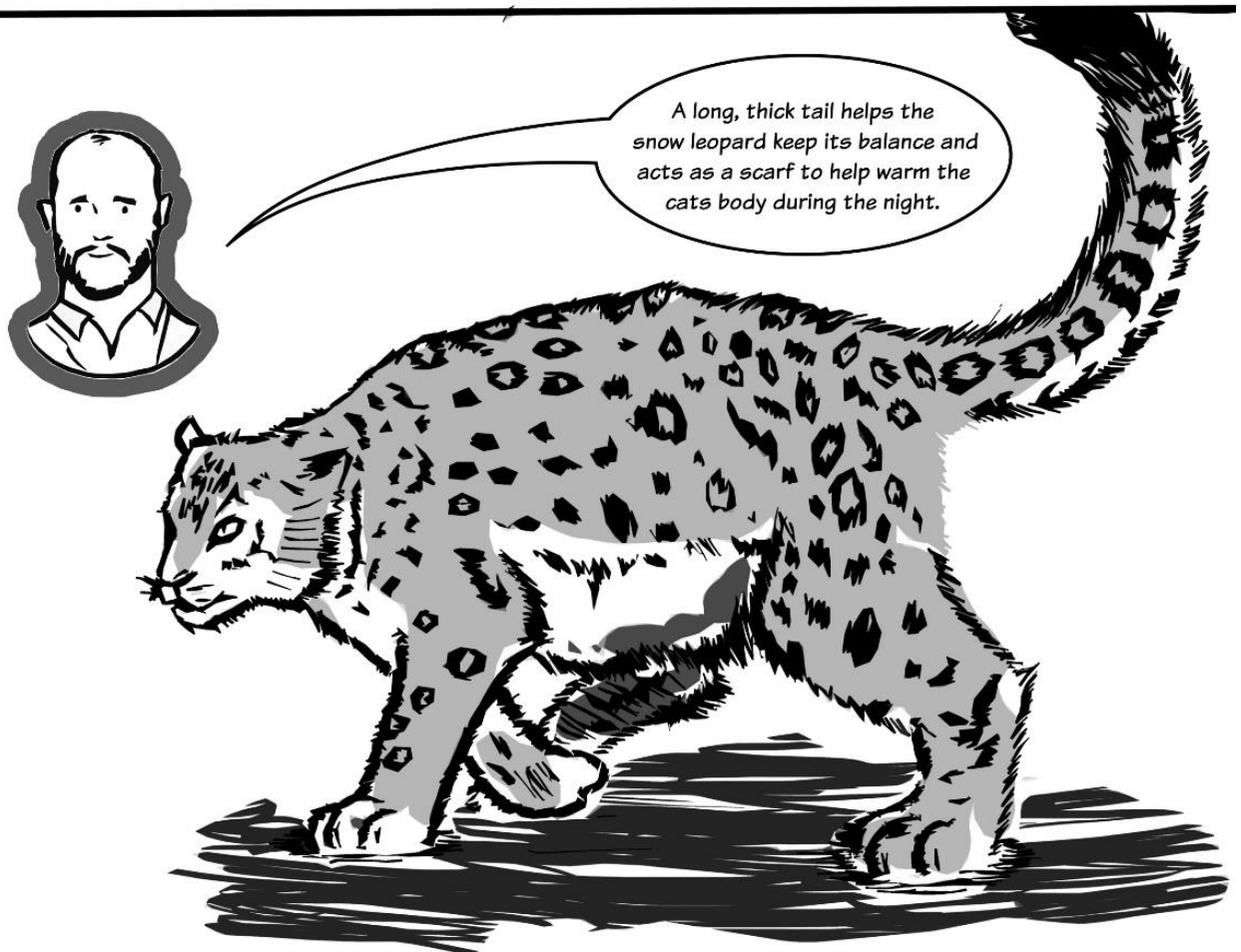


In the last part of temperate territory there was the Cage of Snow Leopard.

Snow leopard is covered in soft, dense fur with hair as long as 12 cm covering its body. This hair grows even thicker during the fall and winter months and helps to keep the cat warm in its cold habitat.



It has extra large paws to help the cat from sinking into the snow.



The route brought us to the last part of the zoo, The Polar Circle.

On our way to Polar Circle we saw Sea Lions.

Sea Lion is covered with shiny dark gray fur. It also has four legs that have been adapted into fins.

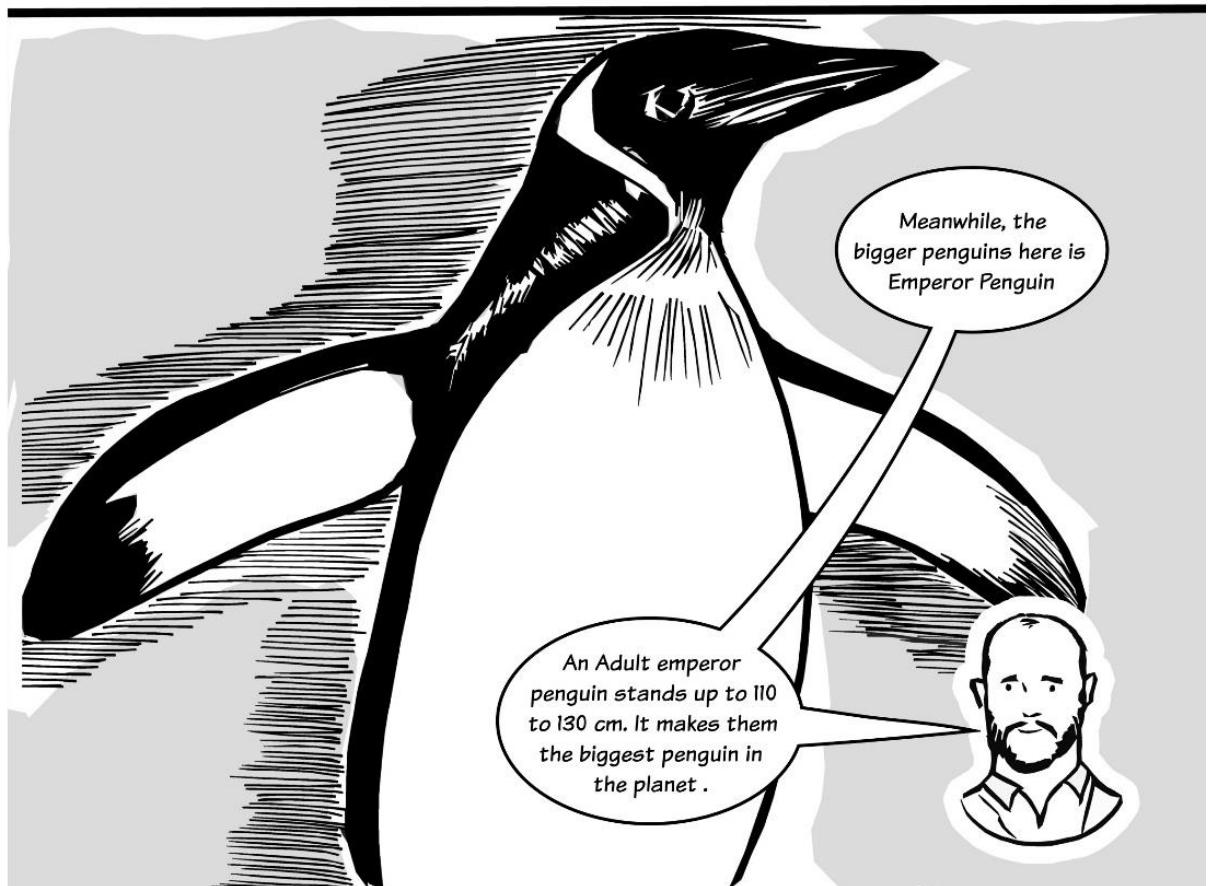
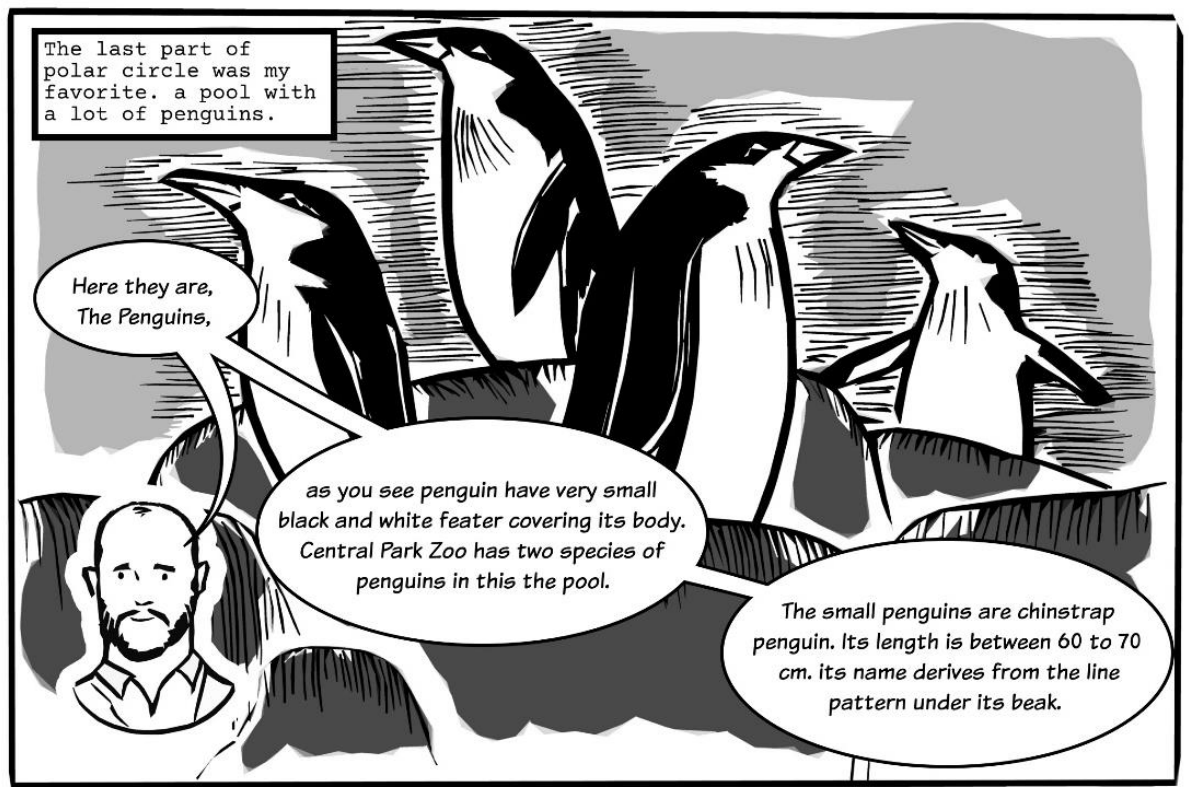


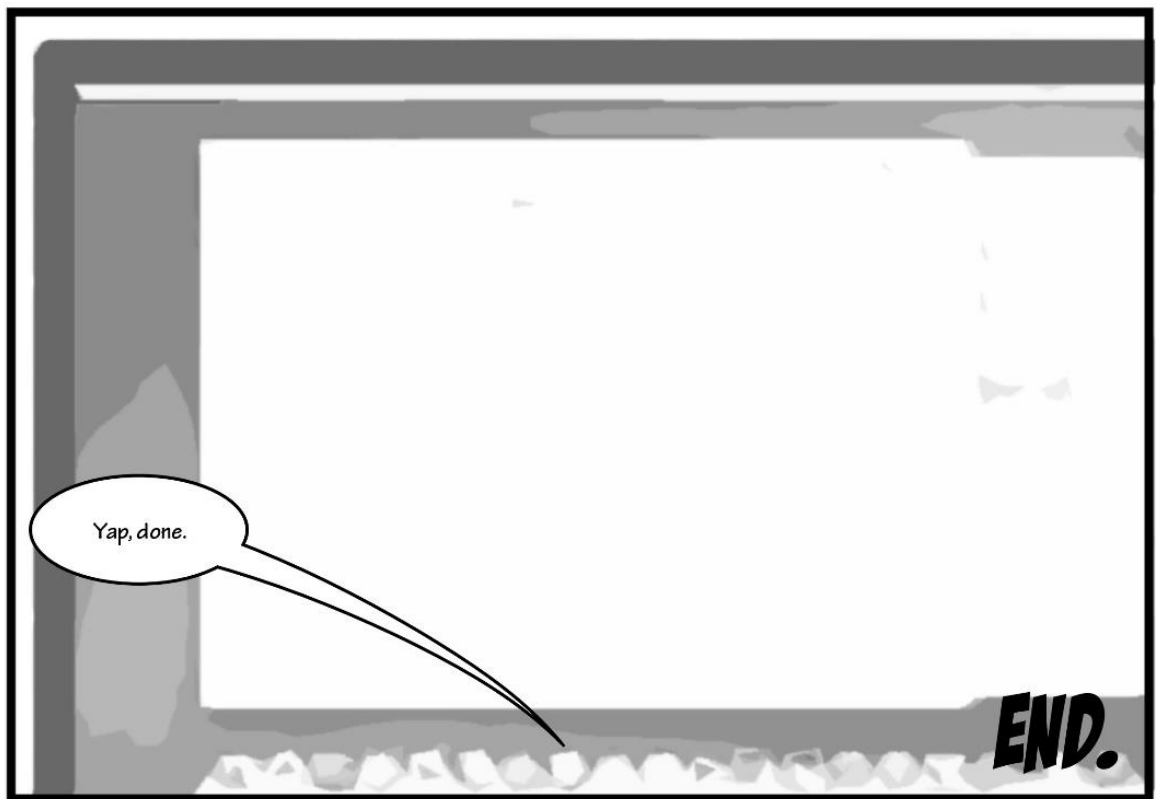
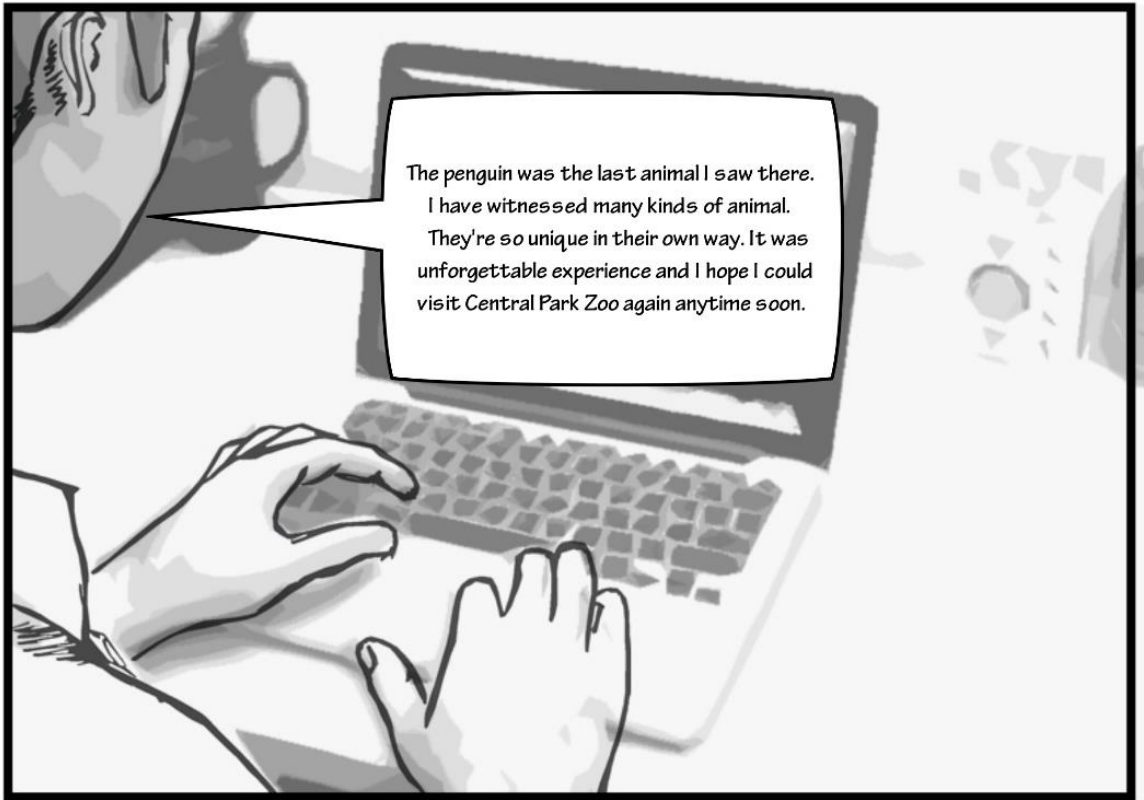
We arrived to the polar circle. Mr Whedon explained that The Polar Circle is the place for subarctic and Humid continental climate animals. It was designed that way so animals like Polar Bear and some kinds of Penguin are able to live.

The polar bear is one of the biggest bears in the world. The bear is fully covered with transparent fur. The density makes the fur look white.

These bears are three meters long, and weight 450 kilos. They can stand up on their back legs because they have very wide feet. They can use their front legs like arms.

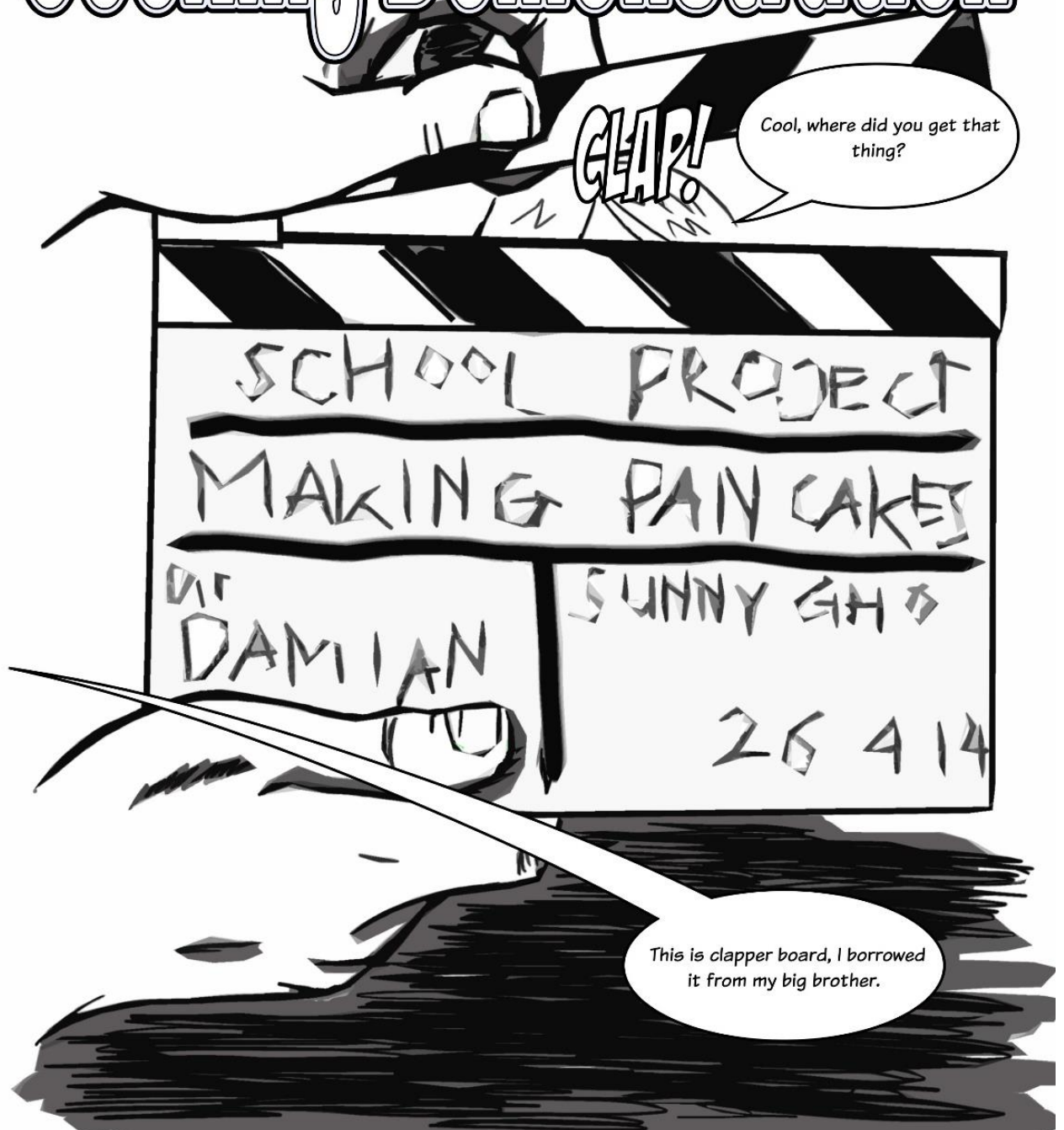


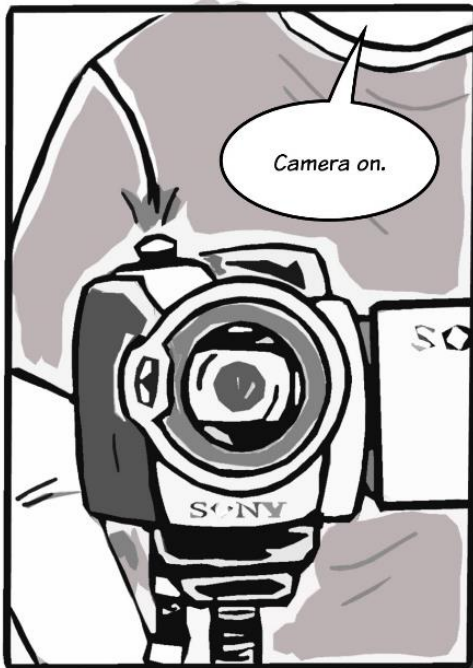




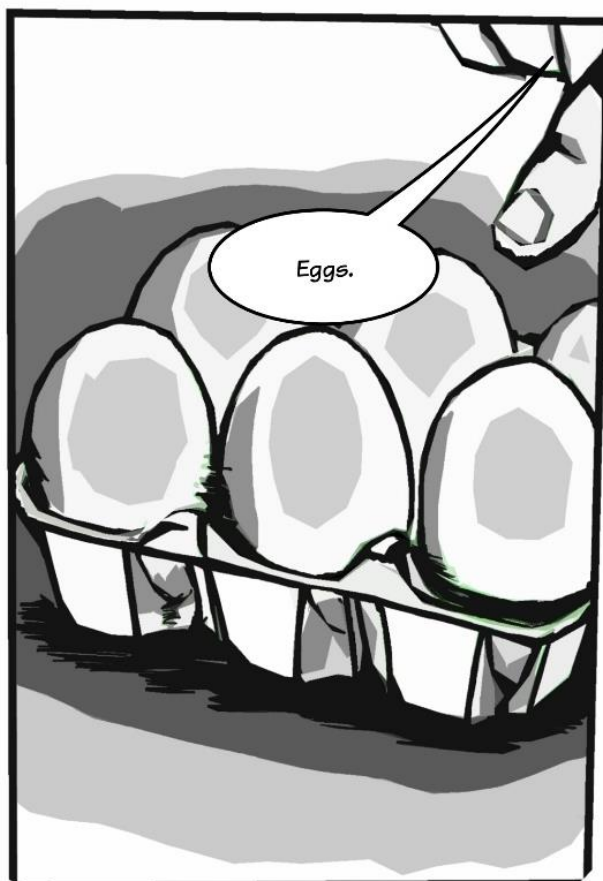
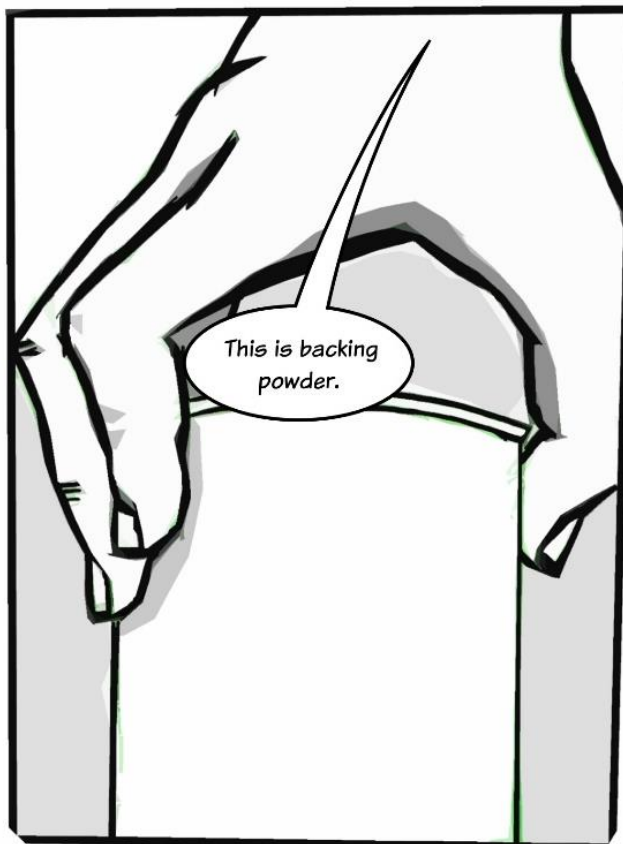
Chapter 3:

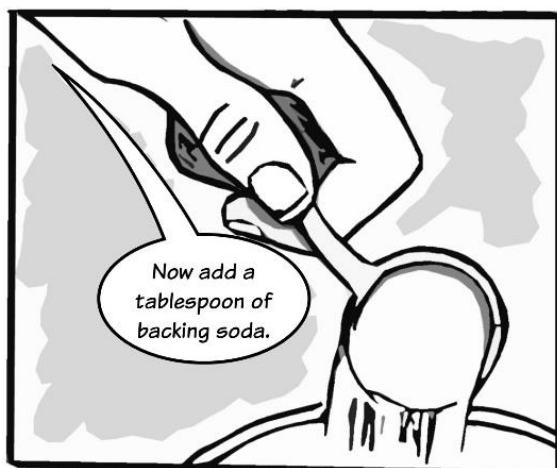
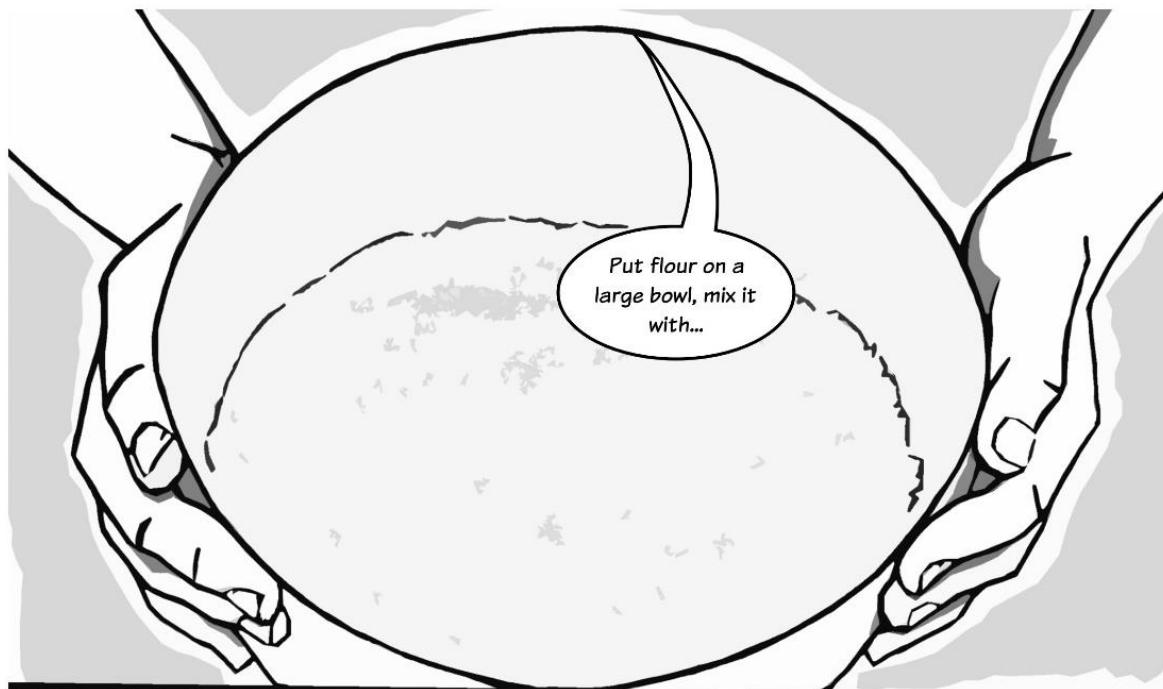
Cooking Demonstration



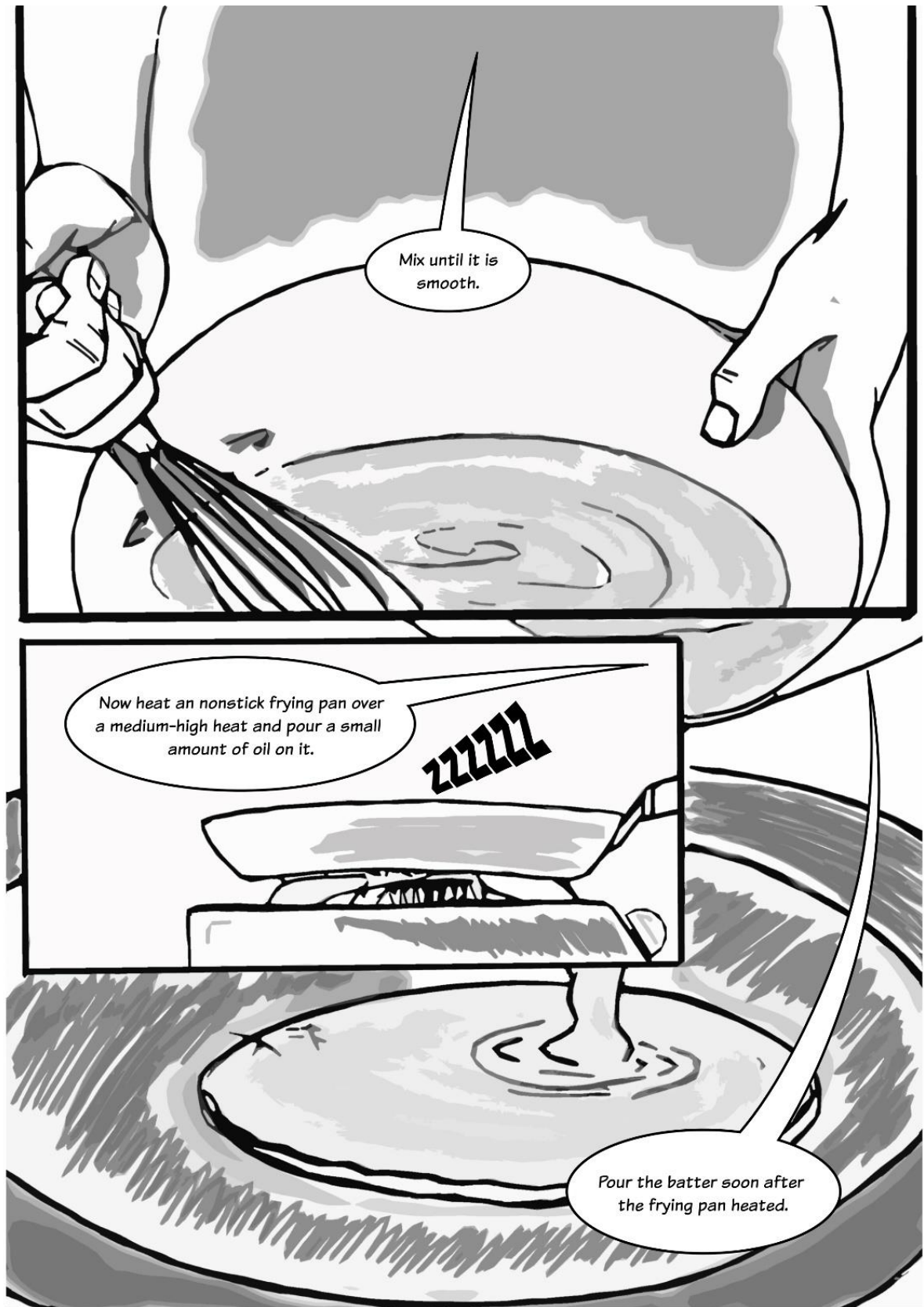


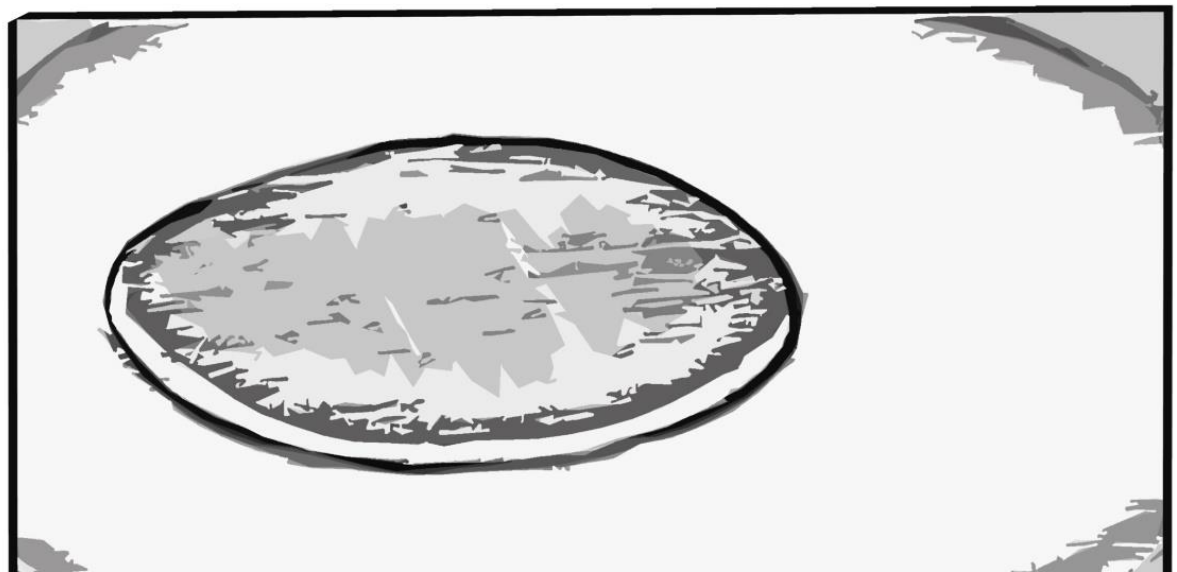


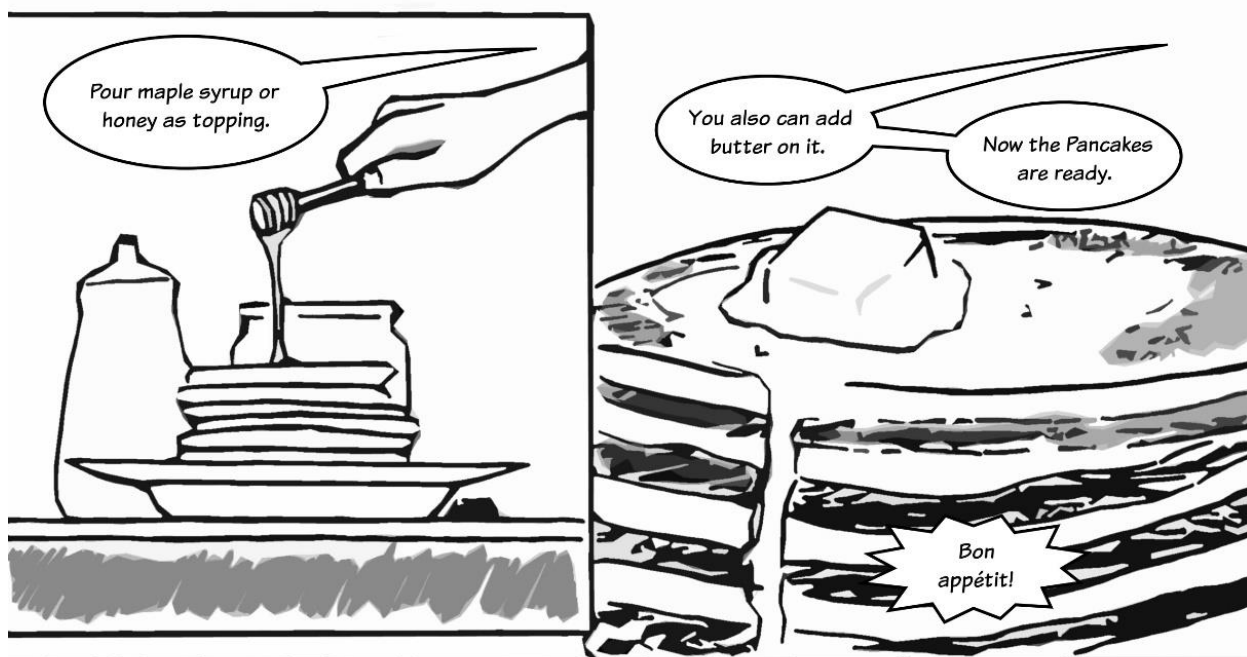
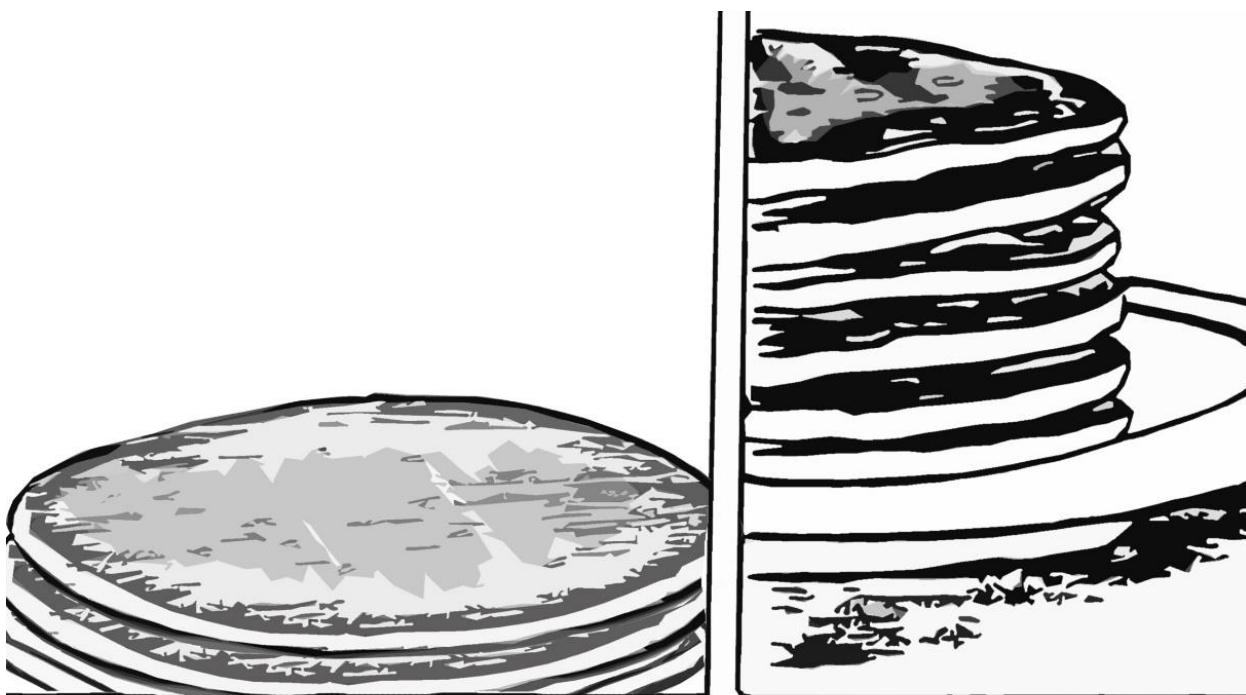












CUT!!



End

SUNNY HAS SOME QUESTIONS FOR YOU

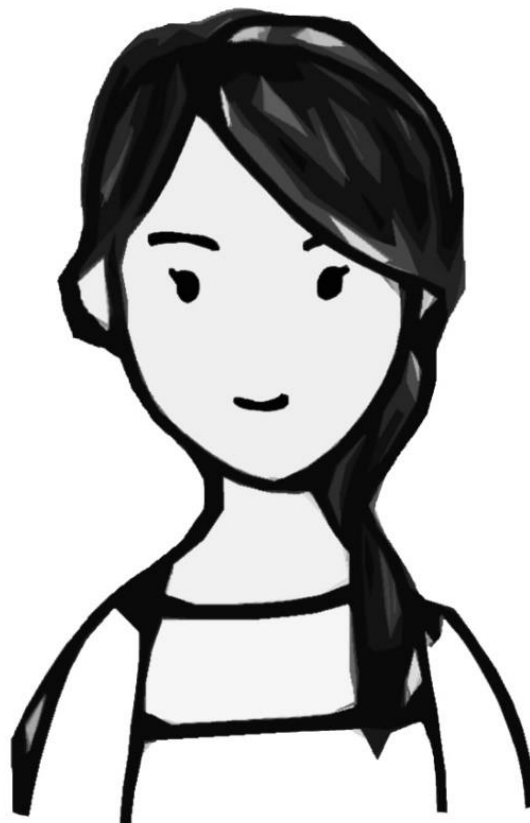
Hi again, now I have
some questions for
you

What is the name of the
menu that I made in the
cooking demonstration
before?

Can you tell me again,
what the ingredients
are?

Can you tell me again,
how to make it step by
step?

Can you find at least eight
action verbs that I said on
the cooking demonstration
before?



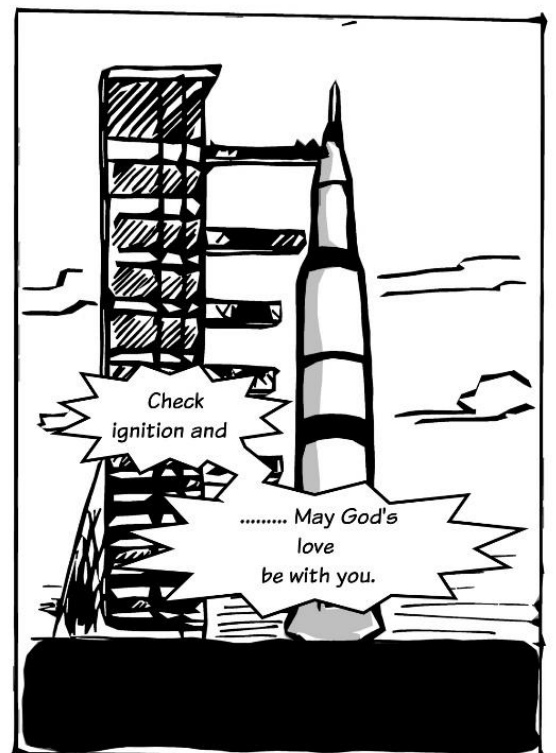
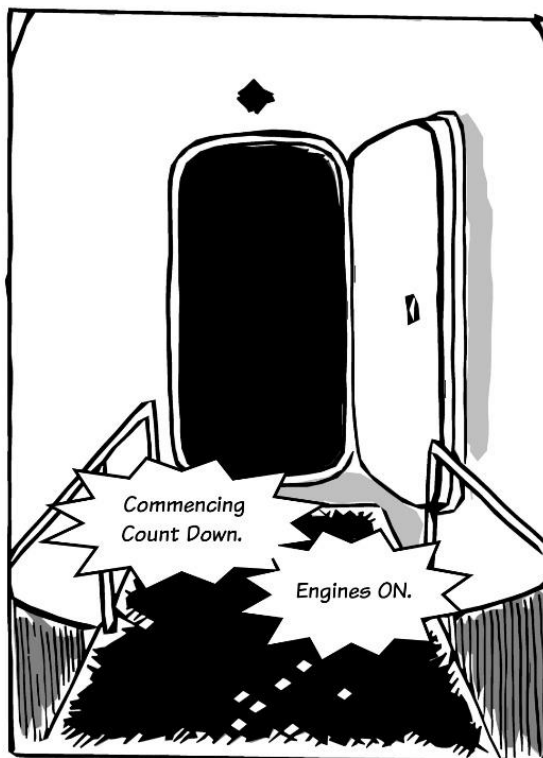
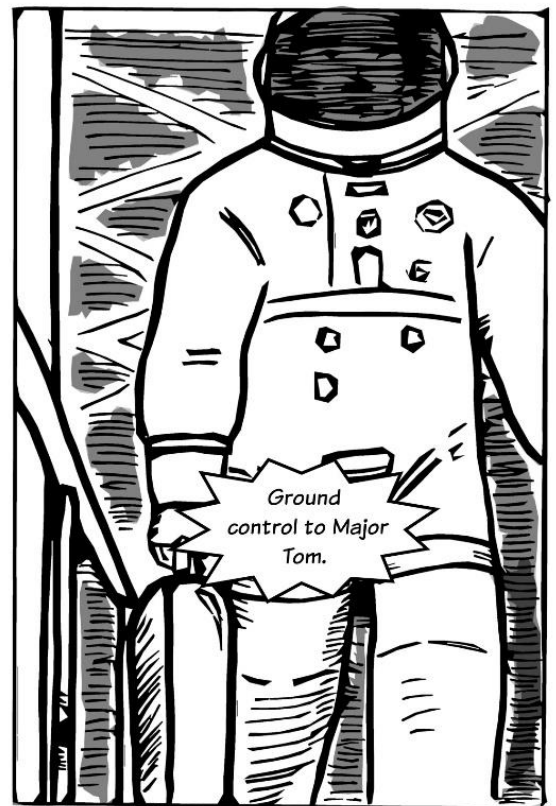


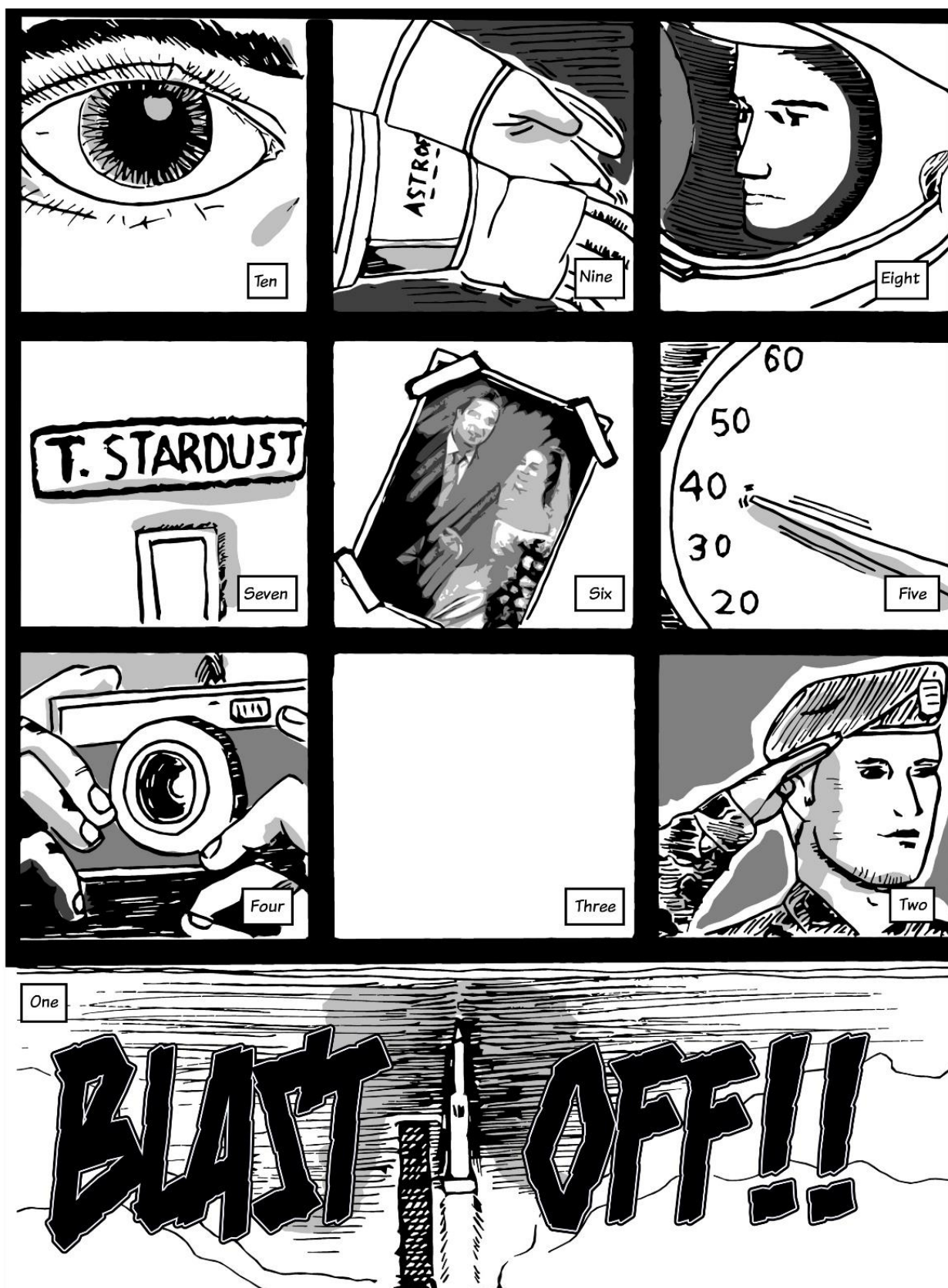
<< Music is playing >>

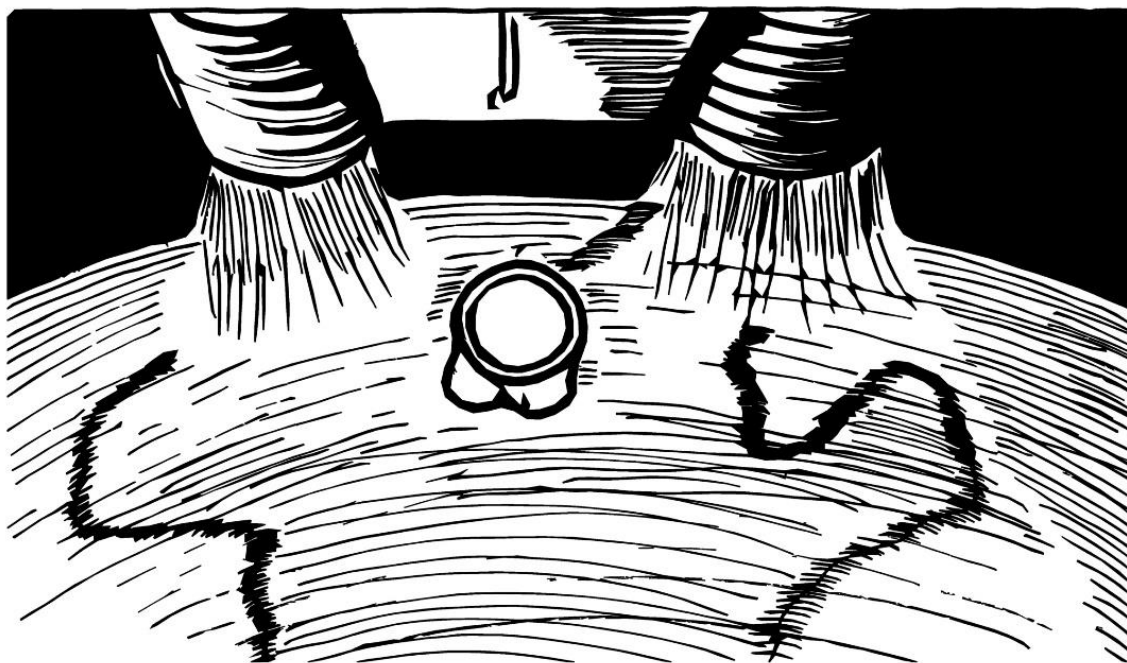
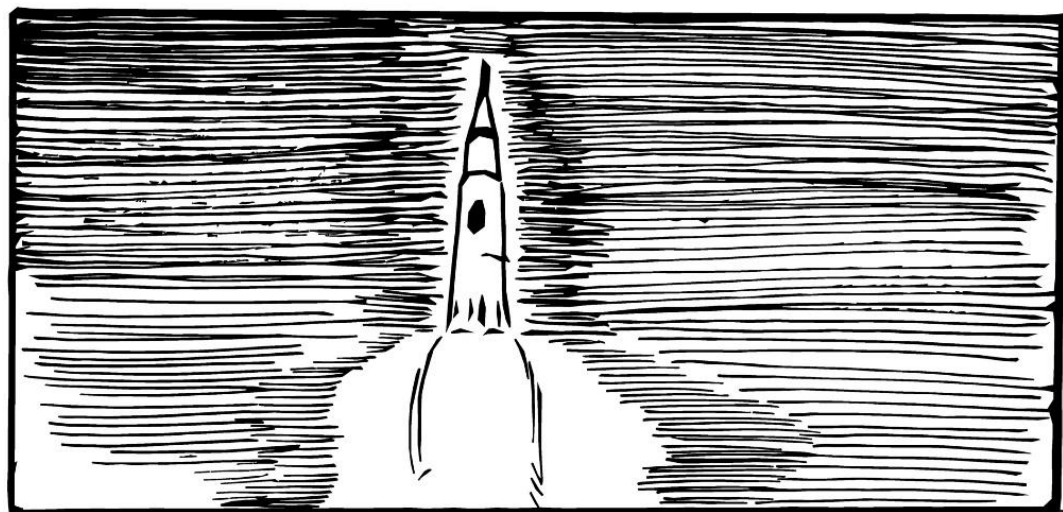


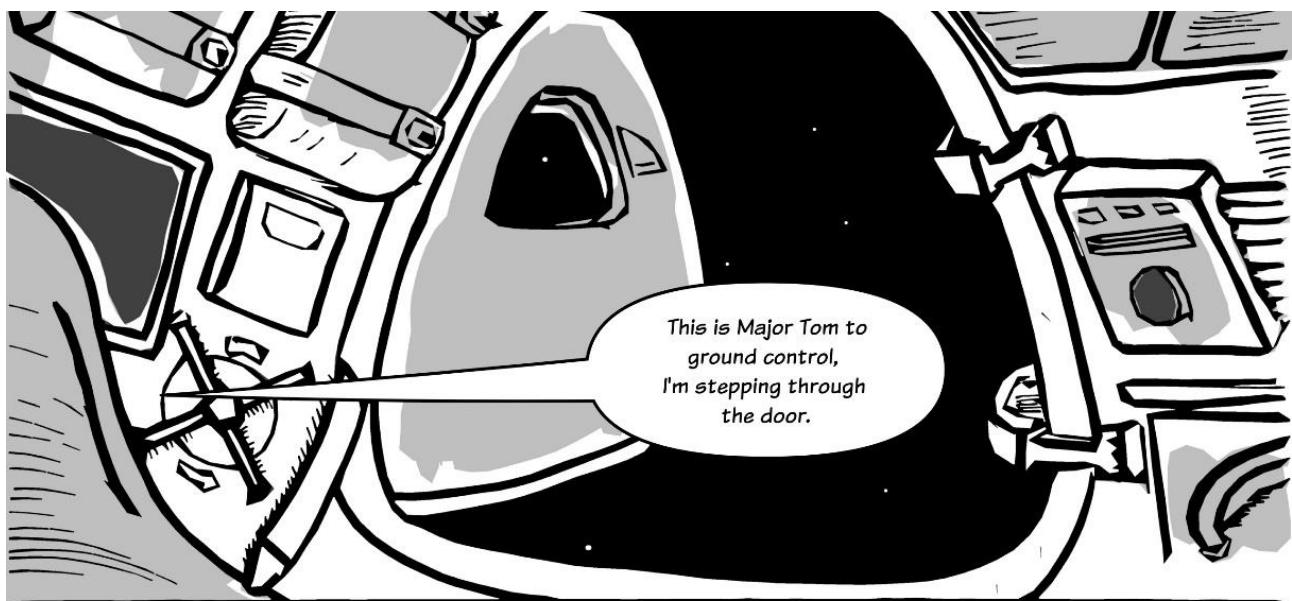
Chapter 4:
The Space Oddity





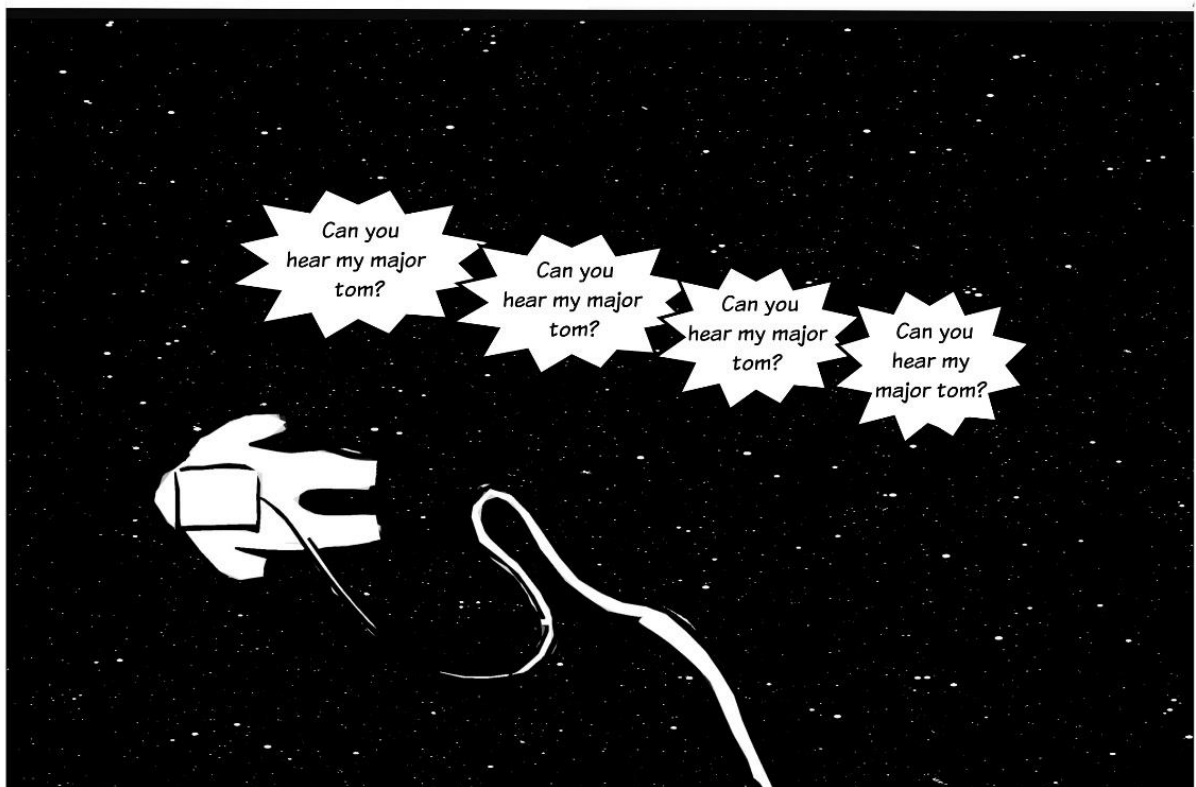




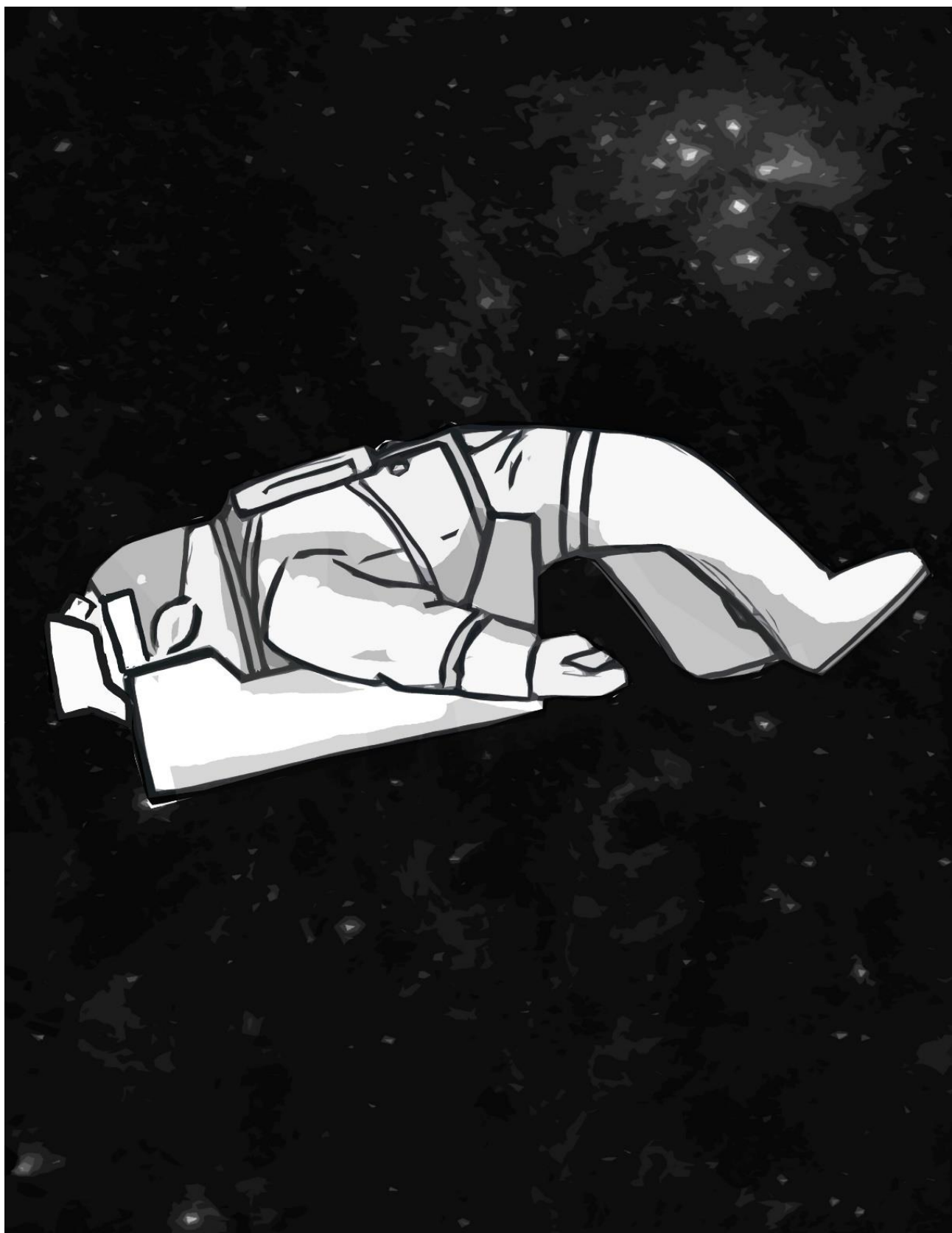














Ziggy has some questions for you

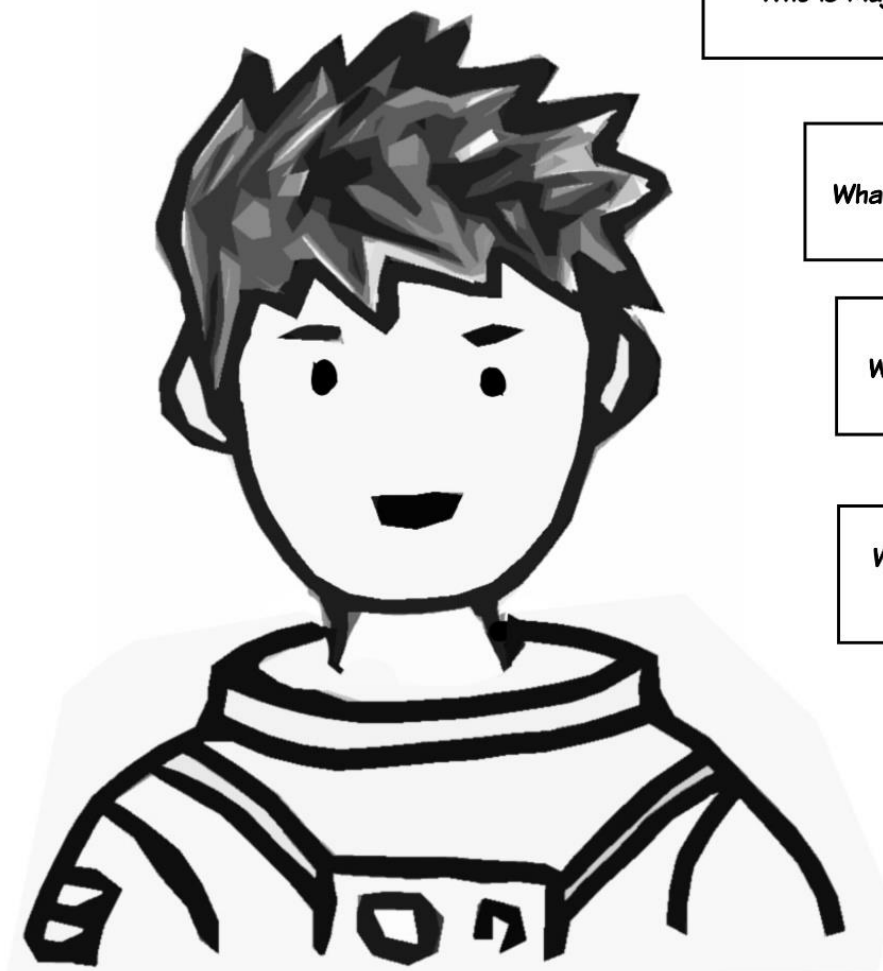
Play the song *Space Oddity* by David Bowie.

Who is Major Tom?

What is his profession?

What happened to him?

What story do you learn from the song?



APPENDIX E
(EXPERT JUDGMENT
QUESTIONNAIRES)

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS

SMP KELAS DELAPAN

Pengantar

Angket ini bertujuan untuk mengevaluasi isi, dan bahasa dalam komik materi pembelajaran bahasa Inggris untuk siswa SMP kelas delapan. SMP N 2 Sanden, Bantul.

Data Responden

Nama :

Usia :

Pendidikan : (Nama Universitas)

☐ S1 :

☐ S2 :

☐ S3 :

Lama mengajar : Tahun

Petunjuk pengisian

Berilah tanda centang/checkmark pada salah satu kolom jawaban yang sesuai dengan jawaban anda

Keterangan :

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

CHAPTER 1

A. Komponen Kelayakan Isi

No	Butir	SS	S	TS	STS
1	Materi yang didisain sesuai dengan KI dan KD bahasa Inggris SMP kelas 8 kurikulum 2013 KI 1, 2, 3 dan KD 1.1, 2.1, 2.2, 3.1, 3.2, 3.6.				
2	Materi mencakup teks-teks dan percakapan yang relevan dengan kehidupan siswa sehari hari untuk mengembangkan keterampilan berbahasa Inggris.				
3	Secara umum materi memberikan penjelasan mengenai fungsi sosial sebuah teks atau ekspresi.				
4	Materi menampilkan konteks situasi mengenai ungkapan-ungkapan yang digunakan untuk mengekspresikan <i>meninta perhatian, mengecek pemahaman, memuji, dan meminta izin/permisi</i> .				
5	Materi menampilkan konteks situasi mengenai teks khusus lisan ataupun tertulis tentang penggunaan undangan pribadi, pesan singkat, pengumuman singkat (<i>notice</i>), sangat pendek dan sederhana.				
6	Materi mengarahkan dan memotivasi siswa untuk berlatih berkomunikasi dalam bahasa				

	Inggris dengan konteks sehari-hari seperti <i>meninta perhatian, mengecek pemahaman, memuji, dan meminta izin/permisi, mengundang, memberikan pengumuman singkat. (notice)</i> , sangat pendek dan sederhana.				
7	Materi mengarahkan siswa untuk berpikir runtut dan sistematis				
8	Materi mencakup teks, ilustrasi, yang memotivasi siswa untuk lebih banyak membaca teks berbahasa Inggris				
9	Materi dapat mengarahkan siswa untuk berkomunikasi menggunakan bahasa Inggris yang akurat dan berterima				
Saran Perbaikan:					

B. Kelayakan Bahasa

No	Butir	SS	S	TS	STS
10	Dialog antar tokoh dalam materi cerita menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar (grammatical).				

11	Dialog antar tokoh dalam materi cerita menggunakan ejaan (spelling) yang tepat dan benar.				
12	Dialog antar tokoh dalam materi cerita menggunakan pilihan kata (diction) yang tepat dan benar.				
13	Dialog antar tokoh dalam materi cerita sesuai dengan perkembangan kognitif siswa.				
14	Dialog antar tokoh dalam materi cerita sesuai dengan tingkat kemampuan bahasa siswa.				
15	Dialog antar tokoh dalam materi cerita mencerminkan keterkaitan pada satu bagian bab				
Saran Perbaikan:					

C. Kelayakan Penyajian Komik

No	Butir	SS	S	TS	STS
16	Konten cerita sesuai dengan perkembangan kognitif peserta didik				
17	Penyajian materi mendorong peserta didik dalam proses belajar mandiri.				
18	Materi cerita memotivasi siswa untuk berkomunikasi secara lisan dan tertulis				

19	Materi cerita mendorong siswa untuk melakukan refleksi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris				
20	Terdapat tasks berupa pertanyaan yang tidak terlalu sulit				
21	Terdapat tasks berupa pertanyaan yang tidak terlalu banyak				
22	Materi sajian menjadi sebuah cerita dengan baik				
23	Cerita divisualisasikan menjadi komik dengan baik				
Saran Perbaikan:					

CHAPTER 2

A. Komponen Kelayakan Isi

No	Butir	SS	S	TS	STS
1	Materi cerita yang didisain sesuai dengan KI dan KD bahasa Inggris SMP kelas 8 kurikulum 2013 KI 1,2,3 dan KD, 2.1, 2.2, 2.3, 3.3, 3.4.				
2	Materi mencakup teks-teks dan percakapan yang relevan dengan kehidupan siswa sehari-hari untuk mengembangkan keterampilan berbahasa Inggris.				
3	Secara umum materi memberikan penjelasan mengenai fungsi sosial sebuah teks atau ekspresi.				
4	Materi menampilkan konteks situasi mengenai penggunaan teks Recount dan descriptive				
5	Materi menampilkan bimbingan pemahaman tentang fungsi sosial teks recount dan descriptive				
6	Materi mencakup bimbingan pemahaman tentang unsur, makna dan fitur linguistic teks recount dan descriptive				
7	Materi mengarahkan siswa untuk berpikir runtut dan sistematis				

8	Materi ini mencakup teks, ilustrasi, yang memotivasi siswa untuk lebih banyak membaca teks berbahasa Inggris				
9	Materi ini dapat mengarahkan siswa untuk berkomunikasi menggunakan bahasa Inggris yang akurat dan berterima				
Saran Perbaikan:					

B. Kelayakan Bahasa

No	Butir	SS	S	TS	STS
10	Dialog antar tokoh dalam materi cerita menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar (grammatical).				
11	Dialog antar tokoh dalam materi cerita menggunakan ejaan (spelling) yang tepat dan benar.				
12	Dialog antar tokoh dalam materi cerita menggunakan pilihan kata (diction) yang tepat dan benar.				
13	Dialog antar tokoh dalam materi cerita sesuai				

	dengan perkembangan kognitif siswa.				
14	Dialog antar tokoh dalam materi cerita sesuai dengan tingkat kemampuan bahasa siswa.				
15	Dialog antar tokoh dalam materi cerita mencerminkan keterkaitan pada satu bagian bab				
Saran Perbaikan:					

C. Kelayakan Penyajian Komik

No	Butir	SS	S	TS	STS
16	Konten cerita sesuai dengan perkembangan kognitif peserta didik				
17	Penyajian materi mendorong peserta didik dalam proses belajar mandiri.				
18	Materi cerita memotivasi siswa untuk berkomunikasi secara lisan dan tertulis				
19	Materi cerita mendorong siswa untuk melakukan refleksi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris				
20	Terdapat tasks berupa pertanyaan yang tidak terlalu sulit				
21	Terdapat tasks berupa pertanyaan yang tidak				

	terlalu banyak				
22	Materi sajian menjadi sebuah cerita dengan baik				
23	Cerita divisualisasikan menjadi komik dengan baik				
Saran Perbaikan:					

CHAPTER 3

A. Komponen Kelayakan Isi

No	Butir	SS	S	TS	STS
1	Materi yang didisain sesuai dengan KI dan KD bahasa Inggris SMP kelas 8 kurikulum 2013 KI 1,2,3 dan KD, 2.1, 2.2, 2.3, 3.5.				
2	Materi mencakup teks-teks dan percakapan yang relevan dengan kehidupan siswa sehari hari untuk mengembangkan keterampilan berbahasa Inggris.				
3	Secara umum materi memberikan penjelasan mengenai fungsi sosial sebuah teks atau ekspresi.				
4	Materi menampilkan konteks situasi mengenai penggunaan teks procedure				
5	Materi menampilkan bimbingan pemahaman tentang fungsi sosial teks procedure				
6	Materi menampilkan bimbingan pemahaman tentang unsur, makna dan fitur linguistic teks procedure				
7	Materi mengarahkan siswa untuk berpikir runtut dan sistematis				
8	Materi cerita ini mencakup teks, ilustrasi, yang memotivasi siswa untuk lebih banyak membaca				

	teks berbahasa Inggris				
9	Materi ini dapat mengarahkan siswa untuk berkomunikasi menggunakan bahasa Inggris yang akurat dan berterima				
Saran Perbaikan:					

B. Kelayakan Bahasa

No	Butir	SS	S	TS	STS
10	Dialog antar tokoh dalam materi cerita menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar (grammatical).				
11	Dialog antar tokoh dalam materi cerita menggunakan ejaan (spelling) yang tepat dan benar.				
12	Dialog antar tokoh dalam materi cerita menggunakan pilihan kata (diction) yang tepat dan benar.				
13	Dialog antar tokoh dalam materi cerita sesuai dengan perkembangan kognitif siswa.				
14	Dialog antar tokoh dalam materi cerita sesuai				

	dengan tingkat kemampuan bahasa siswa.				
15	Dialog antar tokoh dalam materi cerita mencerminkan ketertautan pada satu bagian bab				
Saran Perbaikan:					

C. Kelayakan Penyajian Komik

No	Butir	SS	S	TS	STS
16	Konten cerita sesuai dengan perkembangan kognitif peserta didik				
17	Penyajian materi mendorong peserta didik dalam proses belajar mandiri.				
18	Materi cerita memotivasi siswa untuk berkomunikasi secara lisan dan tertulis				
19	Materi cerita mendorong siswa untuk melakukan refleksi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris				
20	Terdapat tasks berupa pertanyaan yang tidak terlalu sulit				
21	Terdapat tasks berupa pertanyaan yang tidak terlalu banyak				
22	Materi sajian menjadi sebuah cerita dengan				

	baik				
23	Cerita divisualisasikan menjadi komik dengan baik				
Saran Perbaikan:					

CHAPTER 4

A. Komponen Kelayakan Isi

No	Butir	SS	S	TS	STS
1	Materi yang didisain sesuai dengan KI dan KD bahasa Inggris SMP kelas 8 kurikulum 2013 KI 2,3 dan KD, 2.1, 2.2, 2.3, 3.6, 3.7				
2	Materi mencakup teks-teks dan percakapan yang relevan dengan kehidupan siswa sehari hari untuk mengembangkan keterampilan berbahasa Inggris.				
3	Secara umum materi cerita memberikan penjelasan mengenai fungsi sosial sebuah teks dan makna dalam lagu.				
4	Materi cerita menampilkan konteks situasi mengenai lirik sebuah lagu yang dinarasikan dalam bentuk komik				
5	Materi mengarahkan siswa untuk memahami pesan dalam lirik lagu				
6	Materi cerita ini mencakup teks, ilustrasi, yang memotivasi siswa untuk lebih banyak membaca teks berbahasa Inggris				
7	Materi mengarahkan siswa untuk berpikir runtut dan sistematis				
8	Materi ini dapat mengarahkan siswa untuk berkomunikasi menggunakan bahasa Inggris yang akurat dan berterima				

Saran Perbaikan:

B. Kelayakan Bahasa

No	Butir	SS	S	TS	STS
10	Dialog antar tokoh dalam materi cerita menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar (grammatical).				
11	Dialog antar tokoh dalam materi cerita menggunakan ejaan (spelling) yang tepat dan benar.				
12	Dialog antar tokoh dalam materi cerita menggunakan pilihan kata (diction) yang tepat dan benar.				
13	Dialog antar tokoh dalam materi cerita sesuai dengan perkembangan kognitif siswa.				
14	Dialog antar tokoh dalam materi cerita sesuai dengan tingkat kemampuan bahasa siswa.				
15	Dialog antar tokoh dalam materi cerita mencerminkan keterkaitan pada satu bagian bab				
Saran Perbaikan:					

--

C. Kelayakan Penyajian Komik

No	Butir	SS	S	TS	STS
16	Konten cerita sesuai dengan perkembangan kognitif peserta didik				
17	Penyajian materi mendorong peserta didik dalam proses belajar mandiri.				
18	Materi cerita memotivasi siswa untuk berkomunikasi secara lisan dan tertulis				
19	Materi cerita mendorong siswa untuk melakukan refleksi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris				
20	Terdapat tasks berupa pertanyaan yang tidak terlalu sulit				
21	Terdapat tasks berupa pertanyaan yang tidak terlalu banyak				
22	Materi sajian menjadi sebuah cerita dengan baik				
23	Cerita divisualisasikan menjadi komik dengan baik				

Saran Perbaikan:

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS

SMP KELAS DELAPAN

Pengantar

Angket ini bertujuan untuk mengevaluasi isi, ilustrasi, paneling, dan lettering dalam komik materi pembelajaran bahasa inggris untuk siswa SMP kelas delapan.SMP N 2 Sanden, Bantul.

Data Responden

Nama :

Usia :

Pendidikan : (Nama Universitas)

☐ S1 :

☐ S2 :

☐ S3 :

Lama mengajar : Tahun

Petunjuk pengisian

Berilah tanda centang/checkmark pada salah satu kolom jawaban yang sesuai dengan jawaban anda

Keterangan :

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

A. Ilustrasi

No	Butir	SS	S	TS	STS
1	Ilustrasi menarik.				
2	Gambar ilustrasi dalam tiap panil relevan dengan dialog.				
3	Gambar ilustrasi bersifat proporsional dan menggambarkan konteks dialog.				
4	Bentuk dan skala sesuai dengan kenyataan / realitis.				
5	Keseluruhan ilustrasi serasi dan konsisten.				
Saran Perbaikan:					

B. Paneling

No	Butir	SS	S	TS	STS
6	Penempatan panil dinamis dan tetap menampilkan komik sebagai seni yang terjukstaposisi				
7	Bentuk panil bervariasi (menggunakan closed dan opened panel) dan tidak monoton				
8	Jarak diantara panil (gutter/ditch) sesuai dan tidak terlalu jauh satu sama lain				
Saran Perbaikan:					

C. Lettering

No	Butir	SS	S	TS	STS
9	Penggunaan words balloon sesuai dengan fungsi				
10	Penempatan words balloon tepat				
11	Pemilihan font dalam words balloon tepat dan mudah dibaca				
12	Ukuran font dalam words balloon sesuai				
13	Penggunaan sound effect sesuai konteks				
14	Ukuran sound effects sesuai dengan konteks				
15	Pemilihan font (Foo, Badaboom) untuk sound effect tepat dan mudah di baca				
Saran Perbaikan:					

APPENDIX F
(EXPERT JUDGMENT DATA)

Evaluated Aspect	Items	Score
The Appropriateness of the Content of Chapter 1	Material designed are appropriate with English standards and basic competence of 8 th grade based on Curriculum 2013: Standards 1,2,3and basic Competence 1.1,2.1,2.2,3.1,3.2	3
	The materials designed contain texts which are relevant to students' daily life	3
	The materials designed give explanation about social function of texts or expressions	3
	The materials developed show situational context of expressions for asking attention, checking comprehension, complimenting, and asking for permission	3
	The materials developed show situational context of texts both spoken or written about personal invitation, short message, short notice very short and simple	3
	The materials developed lead and motivate students to communicate in English with	3
	The materials developed lead student to think systematically	3
	The materials developed include texts, illustration that motivate the students to read more English text	3
	Materials developed lead student to communicate using accurate English	3

Mean		3
The Appropriateness of language of Chapter 1	Dialogue among the characters is developed in grammatical English	3
	Dialogue among the characters is developed with right spelling	3
	Dialogue among the characters is developed with right choice of words	3
	The dialogue among the characters is relevant to students' cognitive development	3
	The dialogue among the characters is relevant to students' language proficiency	3
	The dialogue among the characters shows a meaningful relationship in each part	3
Mean		3
Appropriateness of the Presentation of Comic of Chapter 1	The story is suitable for students' cognitive development	3
	The story presentation helps in self-directed learning process	3
	The story motivates student to communicate both written and spoken	3
	The story helps students to reflect in their English learning activities	3
	There are some tasks that are easy for students	3
	There are some tasks that are not too many for students	3
	Materials from Curriculum 2013 standards competences served in a good story	3
	The story is visualized into comic in a good way	3
Mean		3
The Appropriateness of the Content of Chapter 2	Material designed is appropriate with English standards and basic competence of 8 th grade based on Curriculum 2013: Standards 1,2,3 and basic Competence 2.1,2.2,2.3,3.3,3.4.	3
	The materials designed contain texts which are relevant to students' daily life	3
	The materials designed give explanation about social function of texts or expressions	3
	The materials developed show situational context of recount text and descriptive text	3
	The materials developed show understanding guidance about social function of recount text and descriptive text	3

	The materials developed show understanding guidance about elements , meaning and linguistic features of recount text and descriptive text	3
	The materials developed lead student to think systematically	3
	The materials developed include texts, illustration that motivate the students to read more English text	3
	Materials developed lead student to communicate using accurate English	3
Mean		3
The Appropriateness of the Language of chapter 2	Dialogue among the characters is developed in grammatical English	3
	Dialogue among the characters is developed with right spelling	3
	Dialogue among the characters is developed with right choice of words	3
	The dialogue among the characters is relevant to students' cognitive development	3
	The dialogue among the characters is relevant to students' language proficiency	3
	The dialogue among the characters shows a meaning relationship in each part	3
Mean		3
The Appropriateness of the Presentation of Comic of Chapter 2	The story is suitable for students' cognitive development	3
	The story presentation helps in self direct learning process	3
	The story motivate student to communicate book written and spoken	3
	The story help students to reflect in their English learning activities	3
	There are some task that easy for students	3
	There are some task that not to many for students	3
	Materials from Curriculum 2013 standards competences served in a good story	3
	The Story is visualized into comic in the good way	3
Mean		3
The Appropriateness of the content of Chapter 3	Material designed are appropriate with English standards and basic competence of 8 th grade based on Curriculum 2013: Standards 1,2,3 and basic Competence 2.1,2.2,2.3,3.5.	3
	The materials designed contain texts which are relevant	3

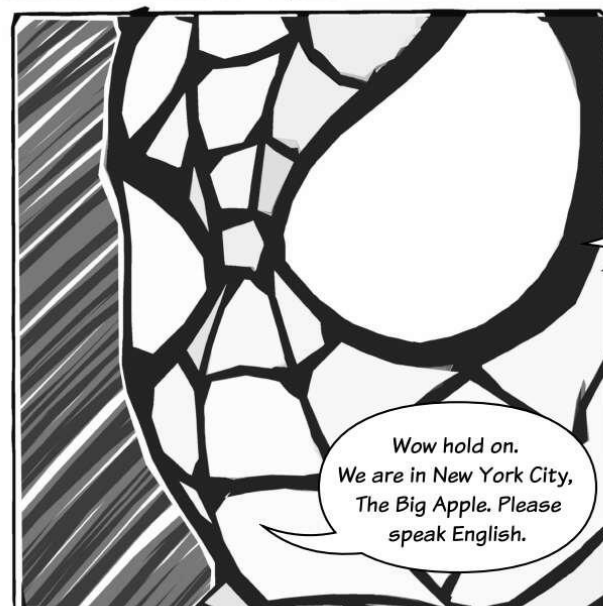
	to students' daily life	
	The materials designed give explanation about social function of texts or expressions	3
	The materials developed show situational context of procedure texts	3
	The materials developed show understanding guidance about social function of procedure text	3
	The materials developed show understanding guidance about elements , meaning and linguistic features of procedure text	3
	The materials developed lead student to think systematically	3
	The materials developed include texts, illustration that motivate the students to read more English text	3
	Materials developed lead student to communicate using accurate English	3
Mean		3
Appropriateness of the Language of chapter 3	Dialogue among the characters is developed in grammatical English	3
	Dialogue among the characters is developed with right Spelling	3
	Dialogue among the characters is developed with right choice of words	3
	The dialogue among the characters is relevant to students' cognitive development	3
	The dialogue among the characters is relevant to students' language proficiency	3
	The dialogue among the characters shows a meaning relationship in each part	3
Mean		3
The Appropriateness of the Presentation of Comic of Chapter 3	The story is suitable for students' cognitive development	3
	The story presentation helps in self direct learning process	3
	The story motivate student to communicate book written and spoken	3
	The story help students to reflect in their English learning activities	3
	There are some task that easy for students	3
	There are some task that not to many for students	3
	Materials from Curriculum 2013 standards competences served in a good story	3
	The Story is visualized into comic in the good way	3

Mean		3
The Appropriateness of the content of Chapter 4	Material designed are appropriate with English standards and basic competence of 8 th grade based on Curriculum 2013: Standards 1,2,3and basic Competence 1.1,2.1,2.2,3.1,3.2	3
	The materials designed contain texts which are relevant to students' daily life	3
	The materials designed give explanation about social function of texts or expressions	3
	The materials developed show situational context of expressions for asking attention, checking comprehension, complimenting, and asking for permission	3
	The materials developed show situational context of texts both spoken or written about personal invitation, short message, short notice very short and simple	3
	The materials developed lead and motivate students to communicate in English with	3
	The materials developed lead student to think systematically	3
	The materials developed include texts, illustration that motivate the students to read more English text	3
	Materials developed lead student to communicate using accurate English	3
Mean		3
The Appropriateness of the Language of chapter 4	Dialogue among the characters is developed in grammatical English	3
	Dialogue among the characters is developed with right spelling	3
	Dialogue among the characters is developed with right choice of words	3
	The dialogue among the characters is relevant to students' cognitive development	3
	The dialogue among the characters is relevant to students' language proficiency	3
	The dialogue among the characters shows a meaning relationship in each part	3
Mean		3
The Appropriateness of the Presentation of	The story is suitable for students' cognitive development	3
	The story presentation helps in self direct learning process	3
	The story motivate student to communicate book written and spoken	3

Comic of Chapter 4	The story help students to reflect in their English learning activities	3
	There are some task that easy for students	3
	There are some task that not to many for students	3
	Materials from Curriculum 2013 standards competences served in a good story	3
	The Story is visualized into comic in the good way	3
Mean		3
The Appropriateness of Comic Illustration in General	The illustrations are exiting	4
	The art illustration of each panel is relevant with the dialogue	4
	Illustrations are proportional and well depicting the dialogue contexts	4
	The shapes and scales are realistic	4
	The illustration are neat and consistent	4
	The main character can be identified easily	4
	The facial expression of the characters depicted clearly and suitable with situational contexts	4
	The gesture of the characters depicted clearly and suitable with situational contexts	4
Mean		4
The Appropriateness of Comic Paneling in General	Paneling locations are dynamic in serving comic as a juxtaposed art	4
	Panels shape are varies (use both closed and opened panel)	4
	The distance among the panel are suitable and not too far	4
Mean		4
The Appropriateness of Comic Lettering in General	The Use of words balloon	4
	The positioning of word balon	4
	The font choice	4
	The font size	4
	The use of sound effect	4
	The size of sound effect	4
	The font choice for sound effects	4

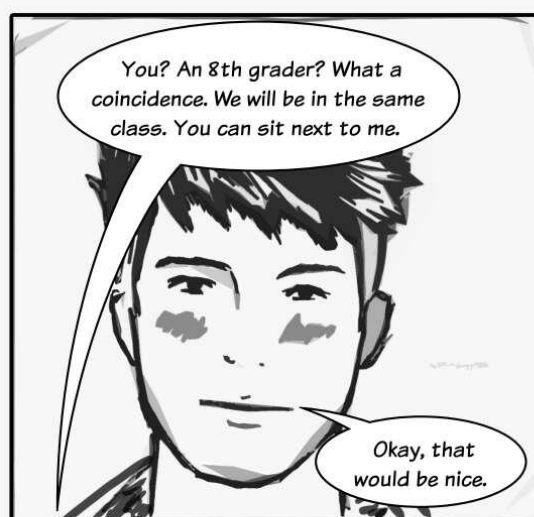
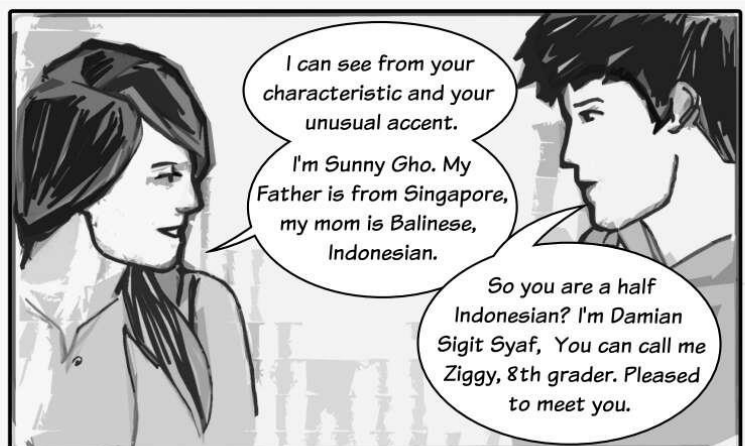
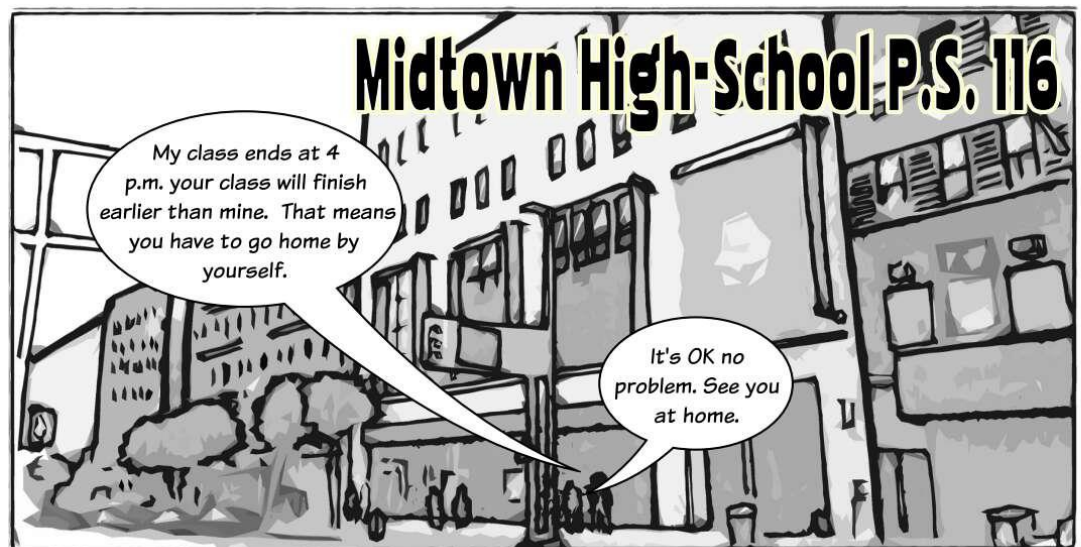
APPENDIX G
(FINAL DRAFT OF MATERIALS)

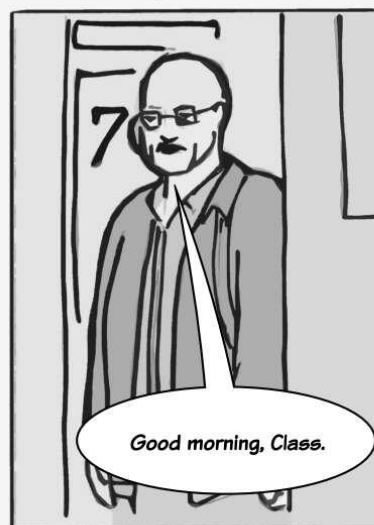




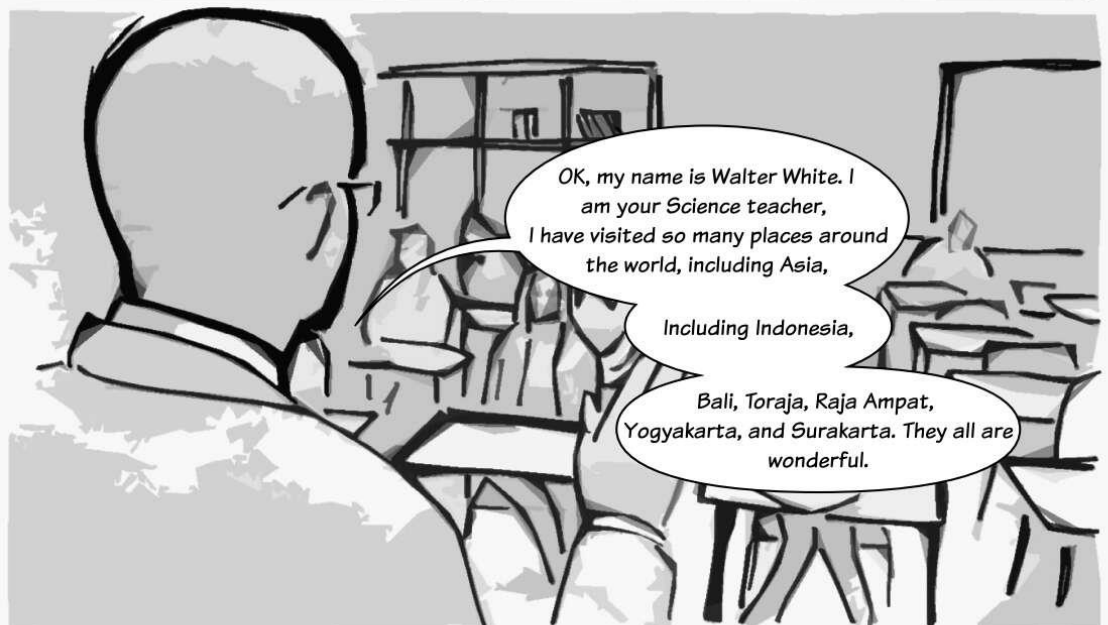




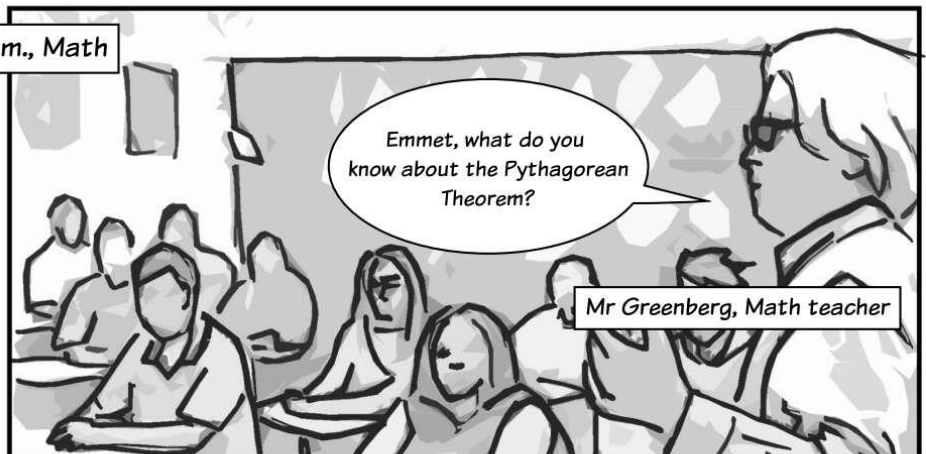




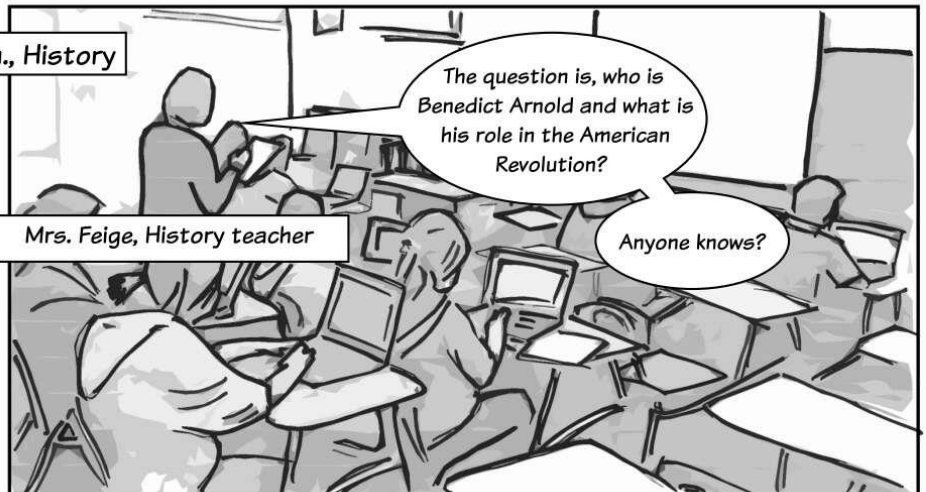




9.40 a.m., Math



11.10 a.m., History

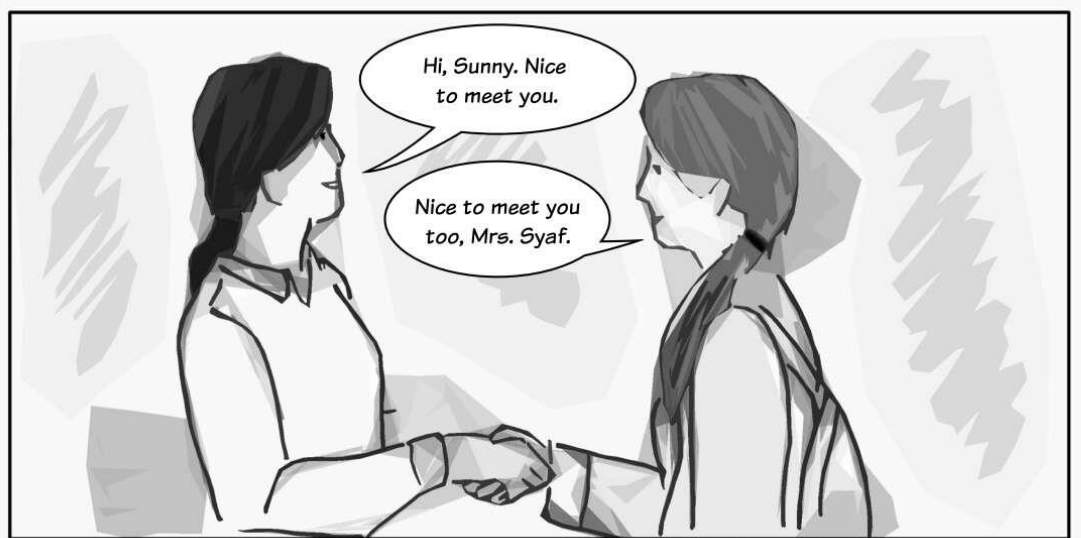


1.35 p.m., Literature.





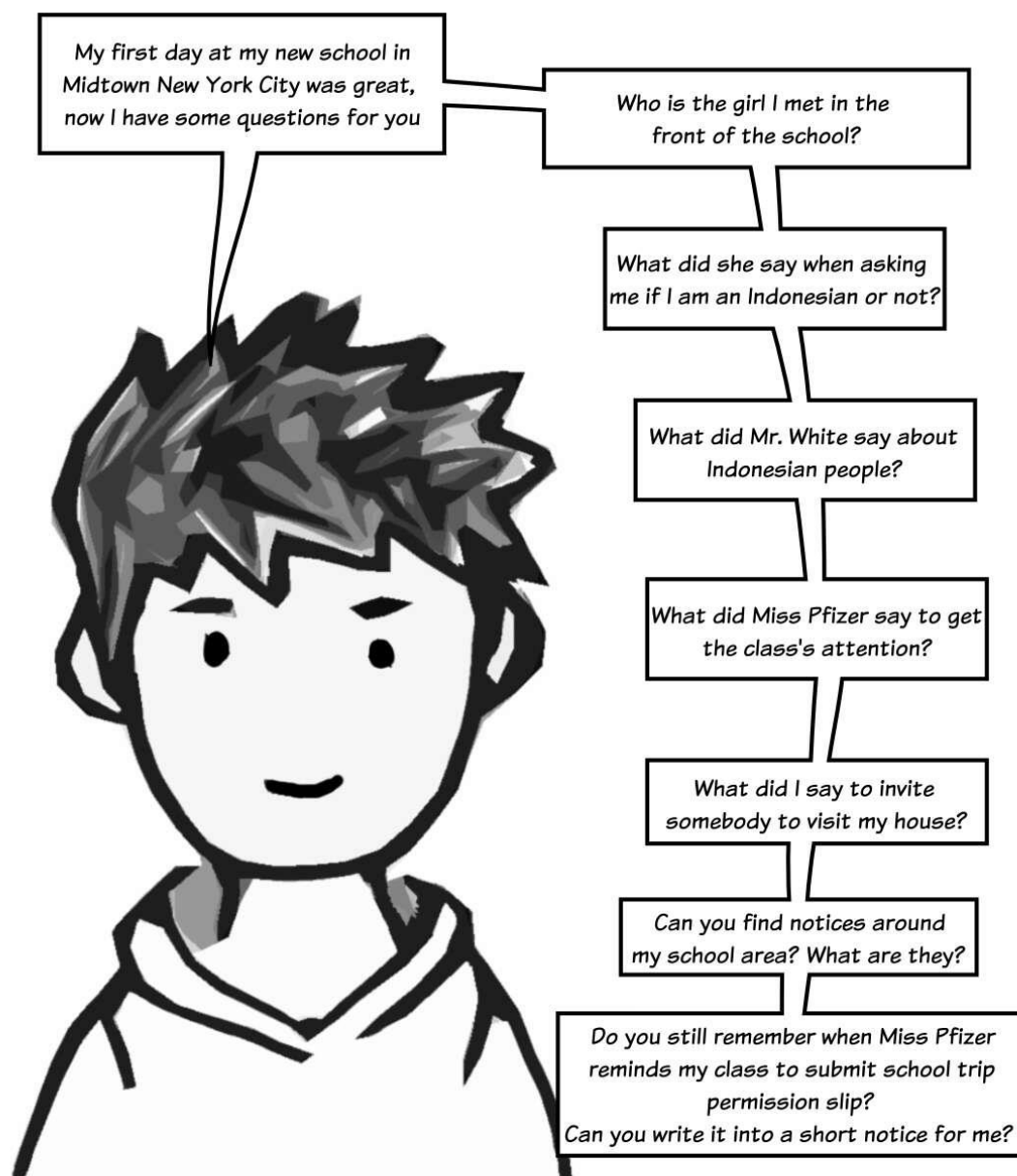








Ziggy has some questions for you



Chapter 2:

A School Trip to the Zoo

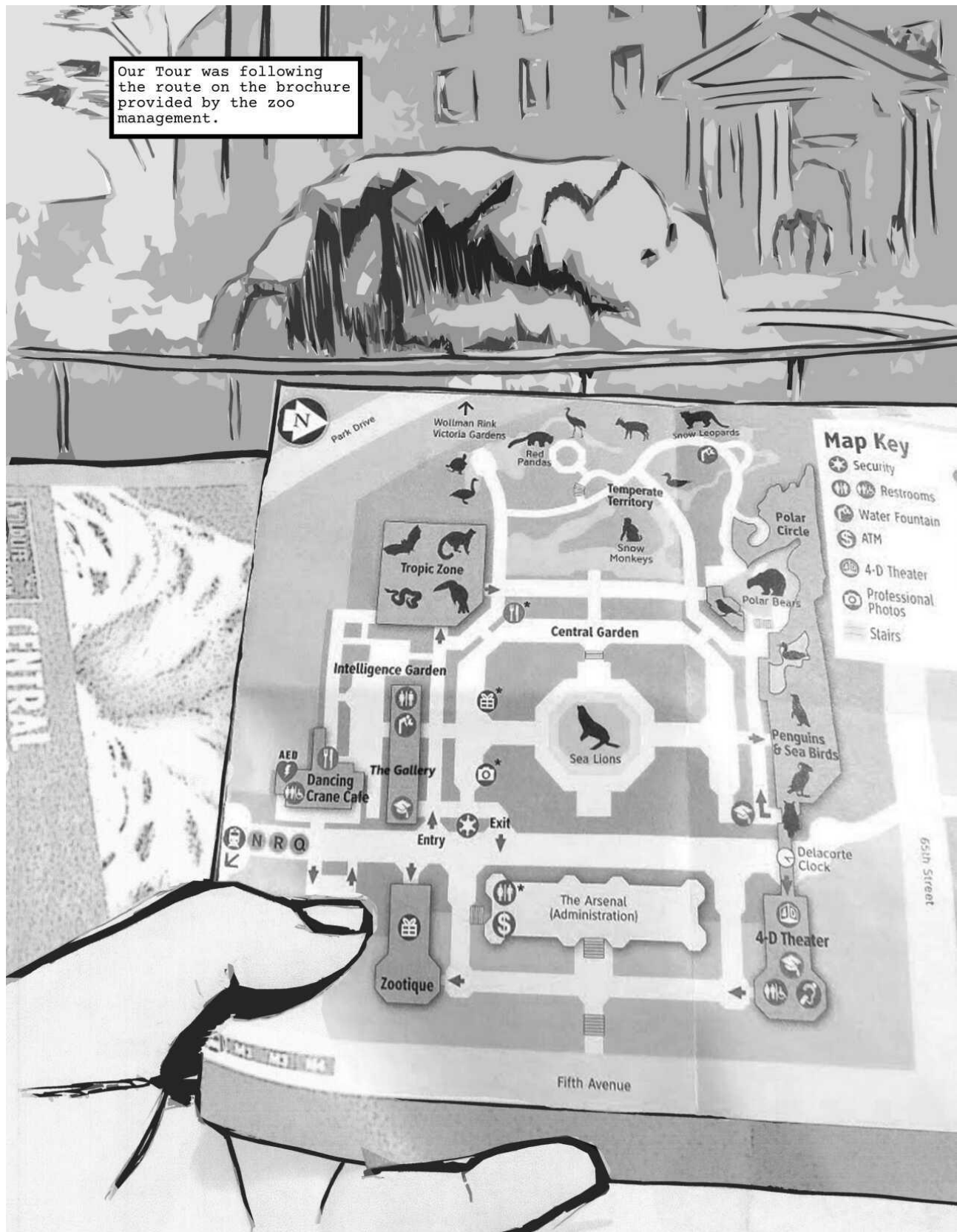
Last week, for the first time I visited the Central Park Zoo, the most famous zoo in the world. the zoo is located in the center of Manhattan Island of New York City. It is famously known since it became the setting of an animation movie entitled The Madagascar.



*Ziggy is retelling his school trip story mostly with "past-tense."



Our Tour was following
the route on the brochure
provided by the zoo
management.





On the other side of the gallery room, I saw snakes in glass cages.

I was so excited, but honestly I don't really like snake

There, I was amazed by the zoo's frog collection. I thought the zoo has any kinds of frog in the world.

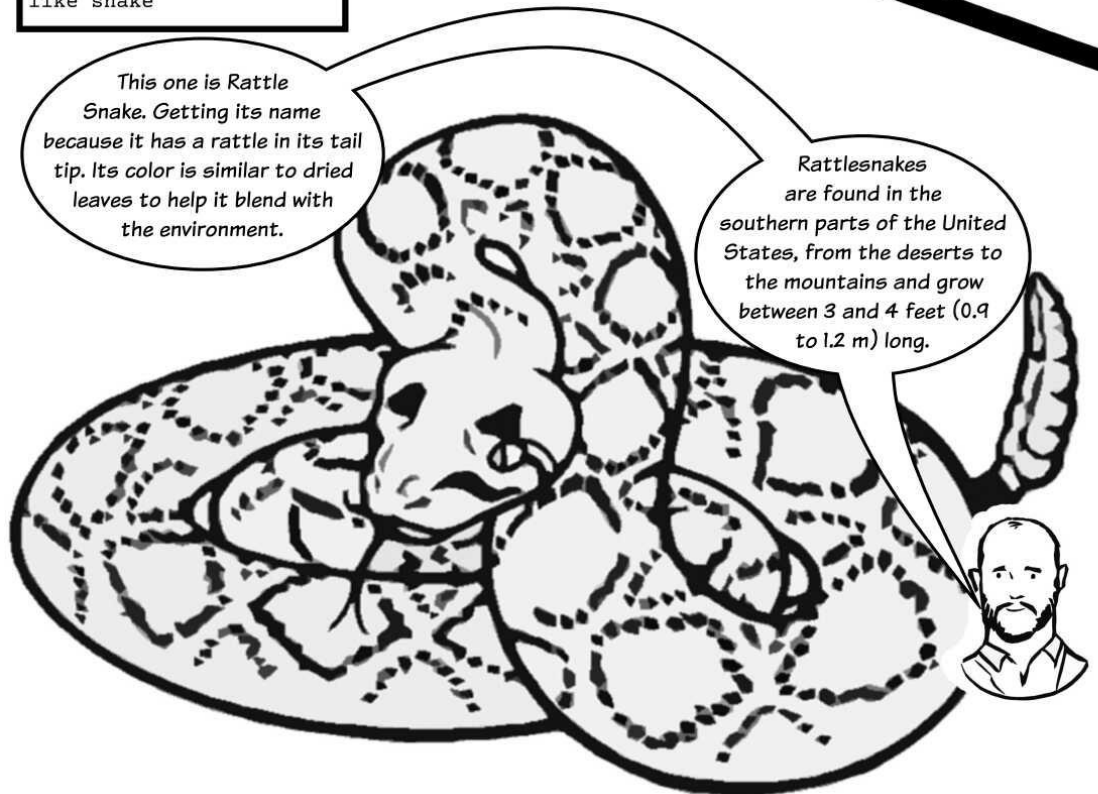


This frog is called Dart Frog. As you see, it has beautifully colorful skin. Its size is not bigger than a matchbox. But remember this frog is extremely poisonous.



This one is Rattle Snake. Getting its name because it has a rattle in its tail tip. Its color is similar to dried leaves to help it blend with the environment.

Rattlesnakes are found in the southern parts of the United States, from the deserts to the mountains and grow between 3 and 4 feet (0.9 to 1.2 m) long.



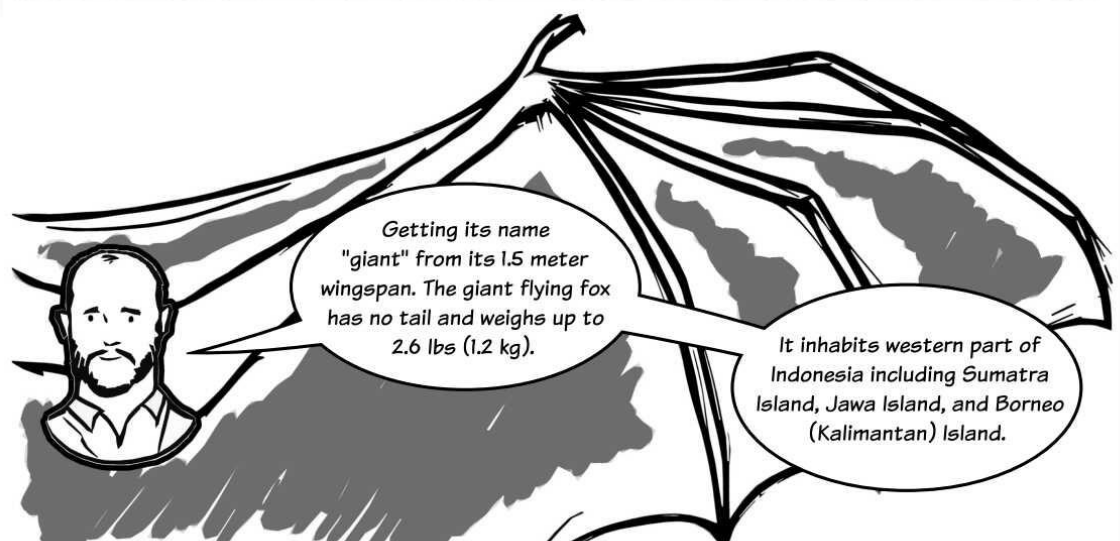
TROPIC ZONE

After we left the Gallery, we entered to the Tropic Zone, a semi indoor artificial rain forest designed as the home of tropical animals of the Central Park Zoo



I was surprised that the tropic zone also has some endemic animals of Indonesia

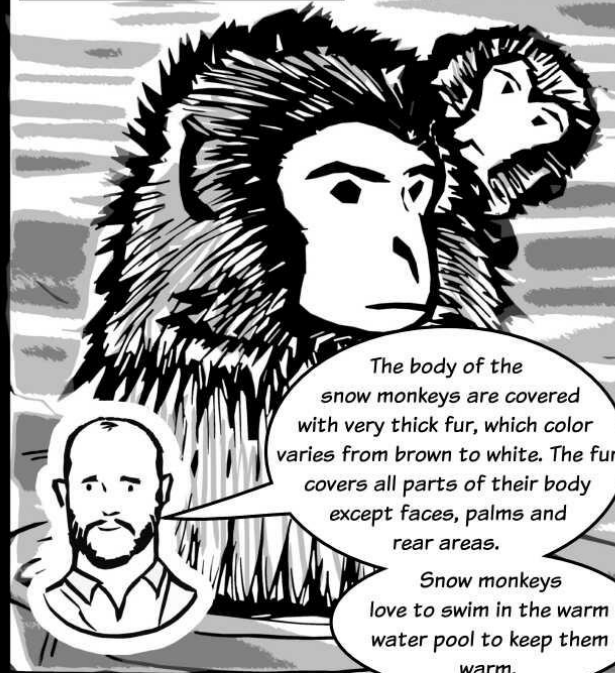




After the tropic zone, we moved to the Temperate Territory, which has the cold climate of New York City.

Temperate
Territory

Snow monkeys were our first animal we meet in The Temperate Territory.



The body of the snow monkeys are covered with very thick fur, which color varies from brown to white. The fur covers all parts of their body except faces, palms and rear areas.

Snow monkeys love to swim in the warm water pool to keep them warm.

Then, we walked few meters from Snow Monkeys pool to see a couple of Red Pandas.

Red Panda does not look like a Panda. It is even not categorized as bear. It looks more similar to raccoon.



Its soft, dense fur cover its entire body even the soles of its feet.

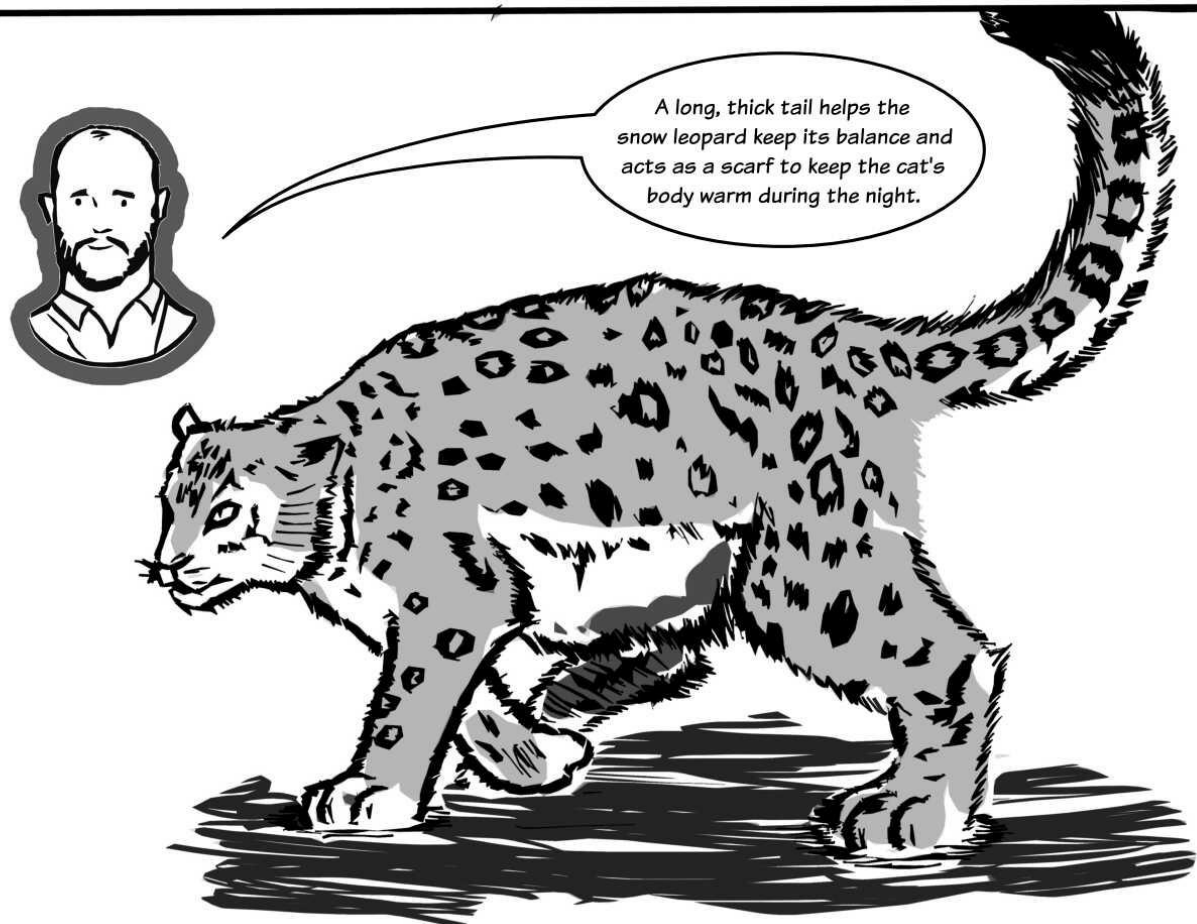


In the last part of temperate territory there was the Cage of Snow Leopard.

Snow leopard is covered in soft, dense fur with hair as long as 12 cm covering its body. This hair grows even thicker during the fall and winter months and helps to keep the cat warm in its cold habitat.



It has extra large paws to avoid the cat from sinking into the snow.



The route brought us to the last part of the zoo, The Polar Circle.

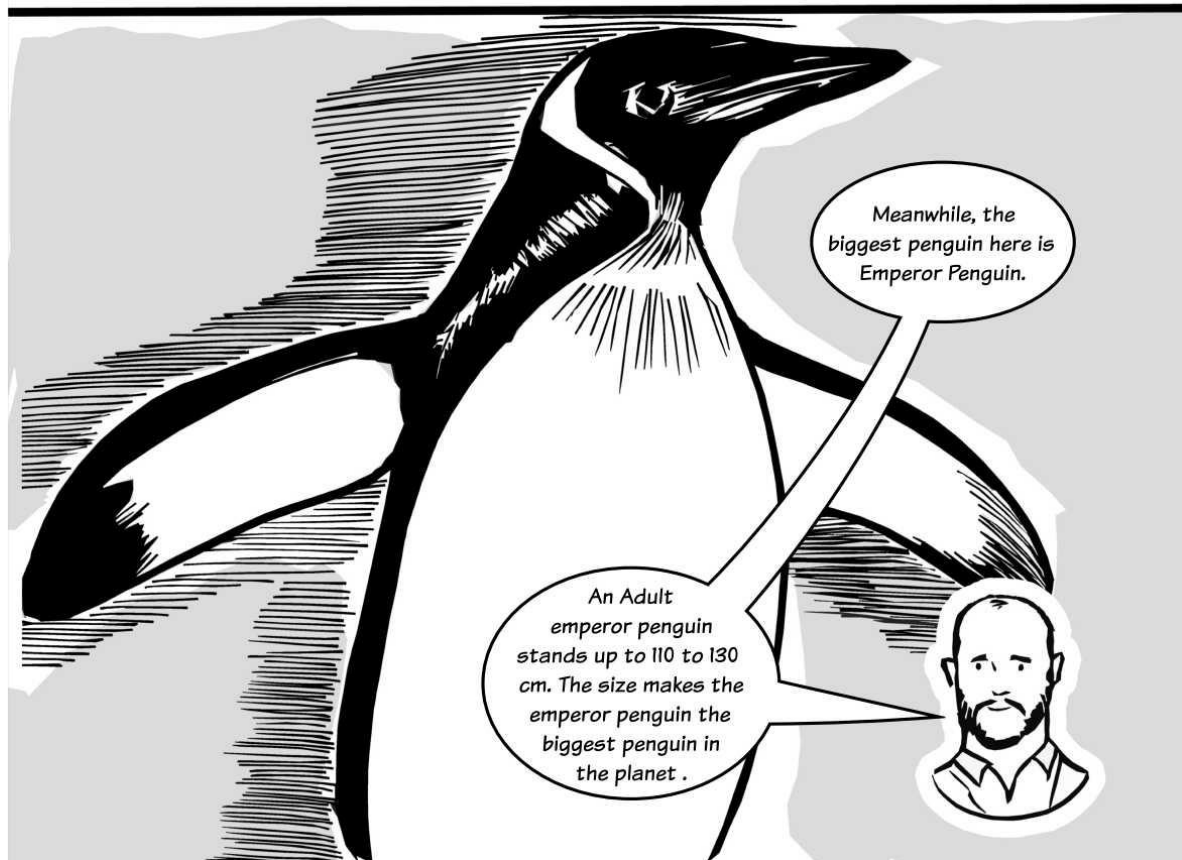
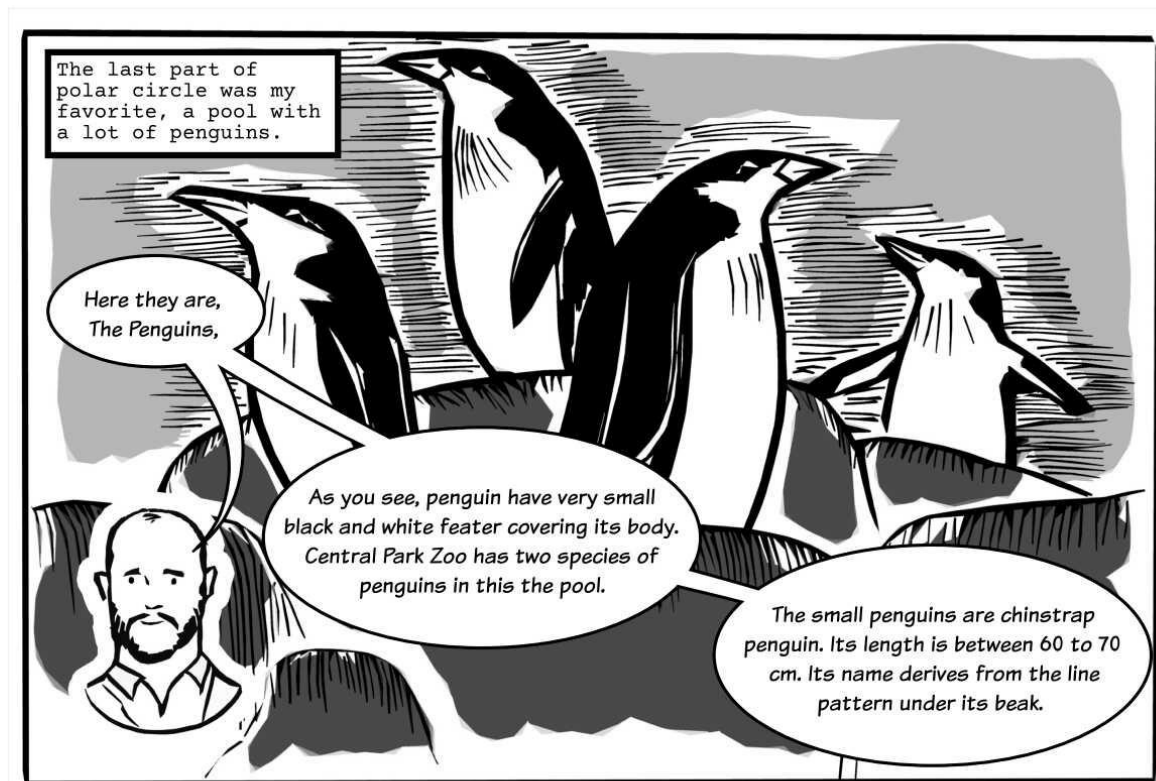
On our way to Polar Circle, we saw Sea Lions.

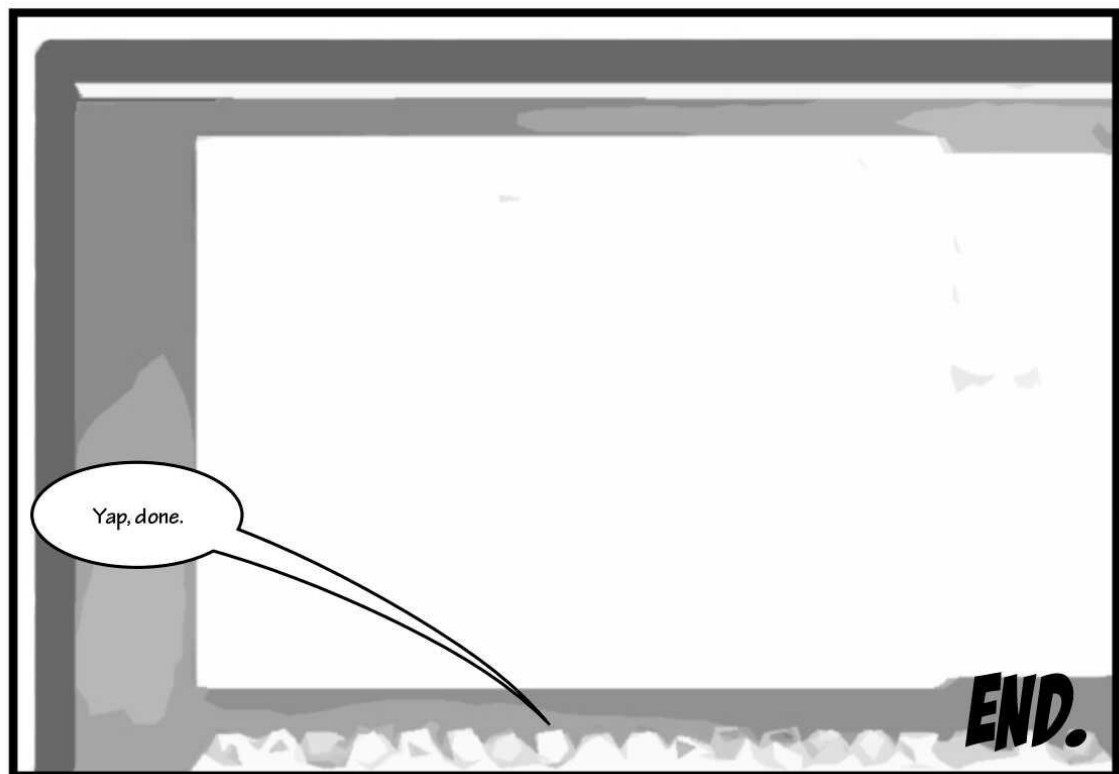
Sea Lion is covered with shiny dark gray fur. It also has four legs that have been adapted into fins.

We arrived to the polar circle. Mr Whedon explained that The Polar Circle is the place for subarctic and Humid continental climate animals. It was designed that way so animals like Polar Bear and some kinds of Penguin are able to live.

The polar bear is one of the biggest bears in the world. The bear is fully covered with transparent fur. The density makes the fur look white.

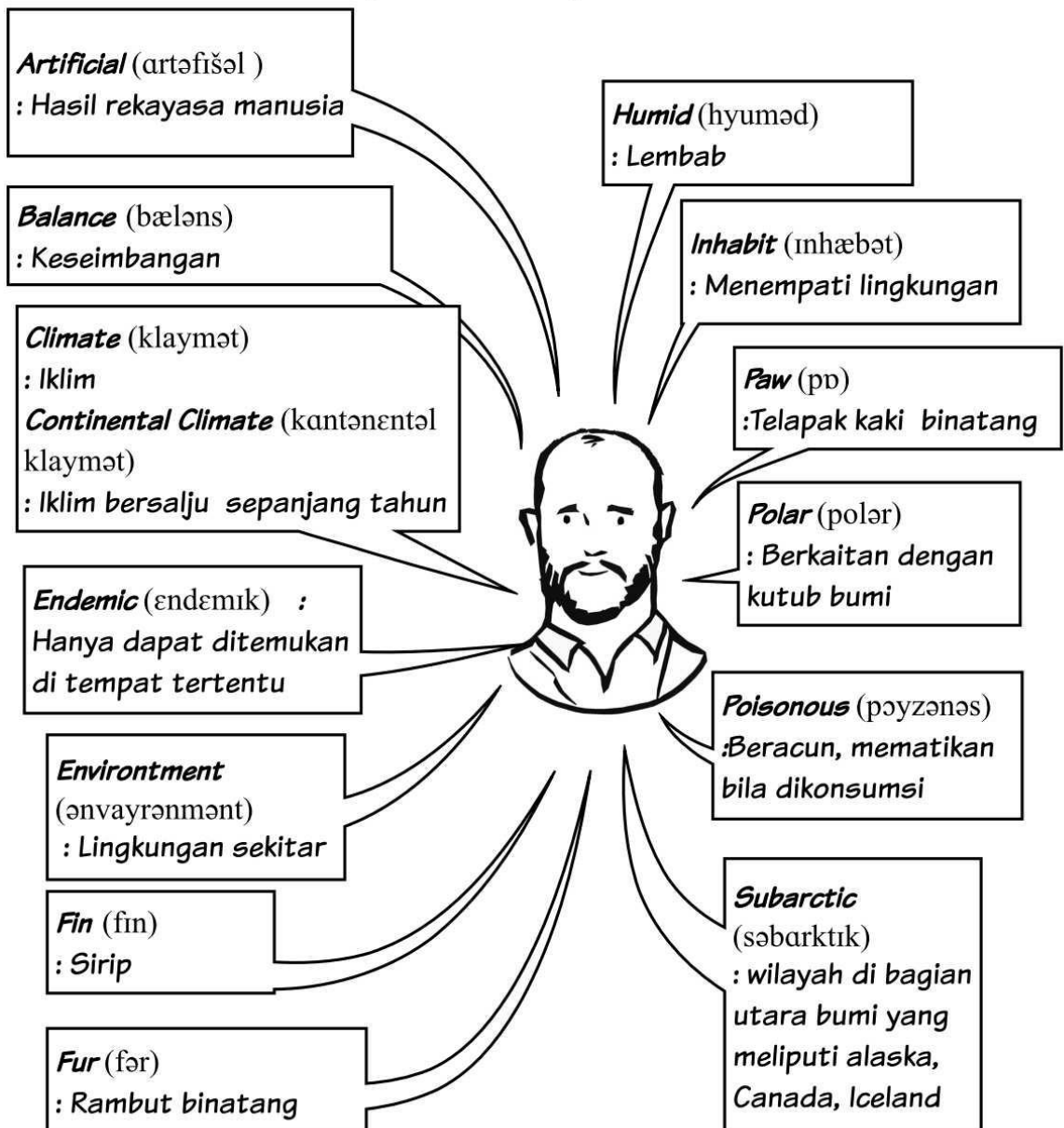
These bears are three meters long, and weigh 450 kilos. They can stand up on their back legs because they have very wide feet. They can use their front legs like arms.





Glossary

Daftar Istilah



Ziggy has some questions for you

That's my first school trip experience since i moved to New York City, Now I have some questions for you

Where is the location of the place I visited on my school trip?

Can you tell me the pattern of simple past tense?

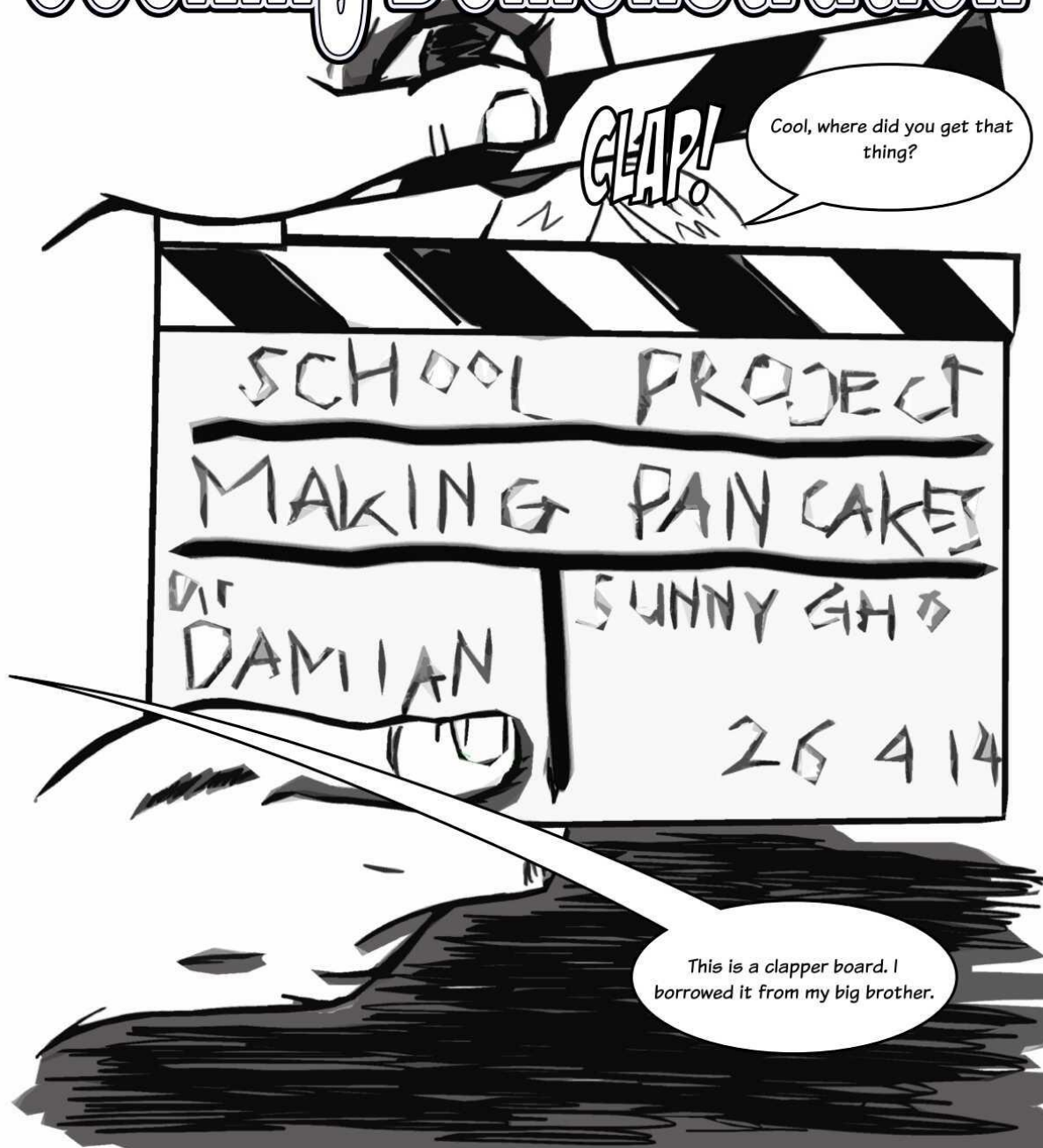
Snow Leopard is my favorite animal there, can you tell me how does it look like?

How about you? Do you have any favorite animal? Can you tell me how it looks like?

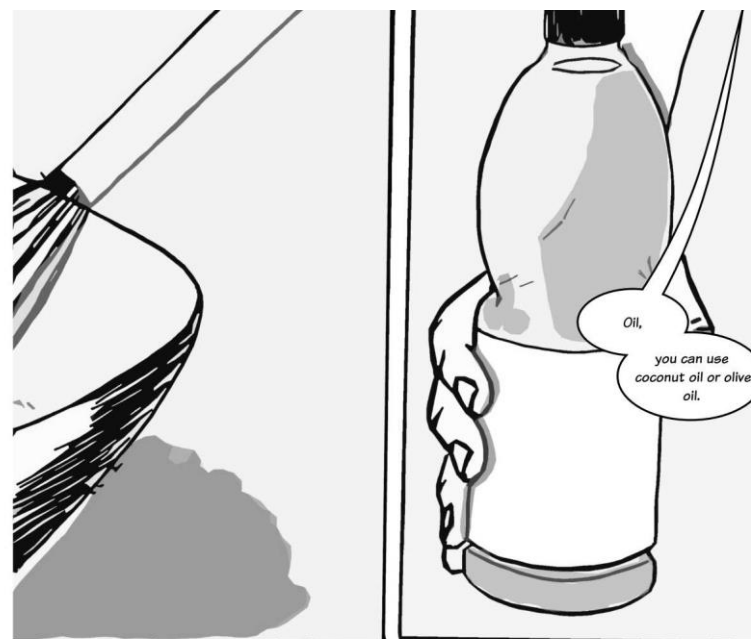
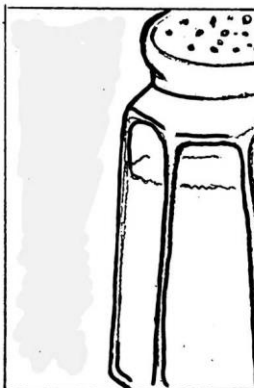
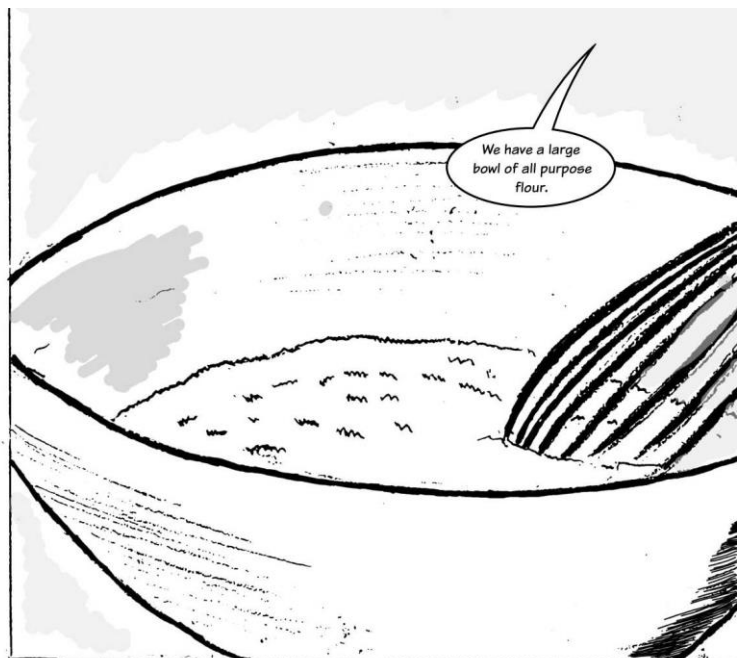


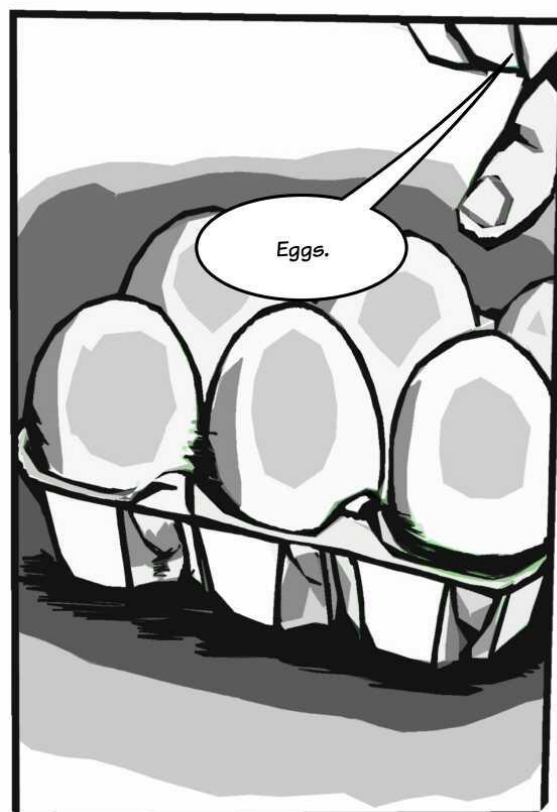
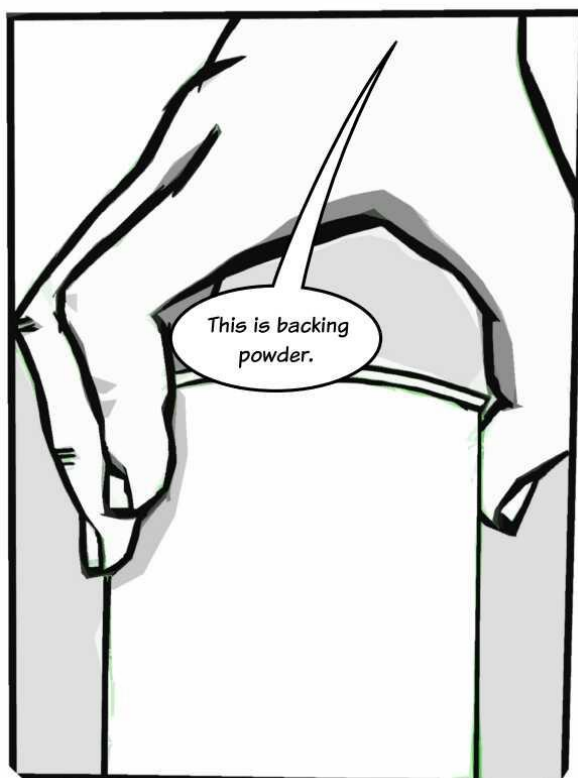
Chapter 3:

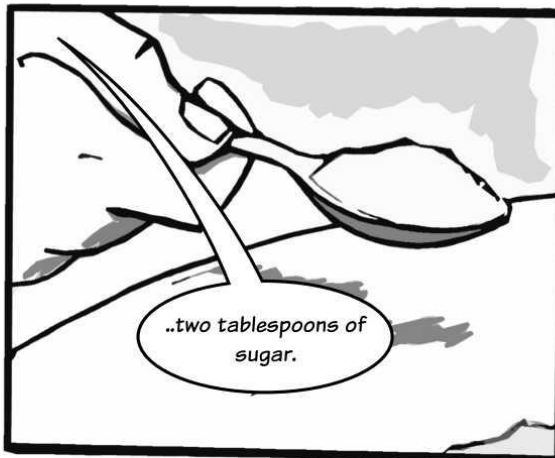
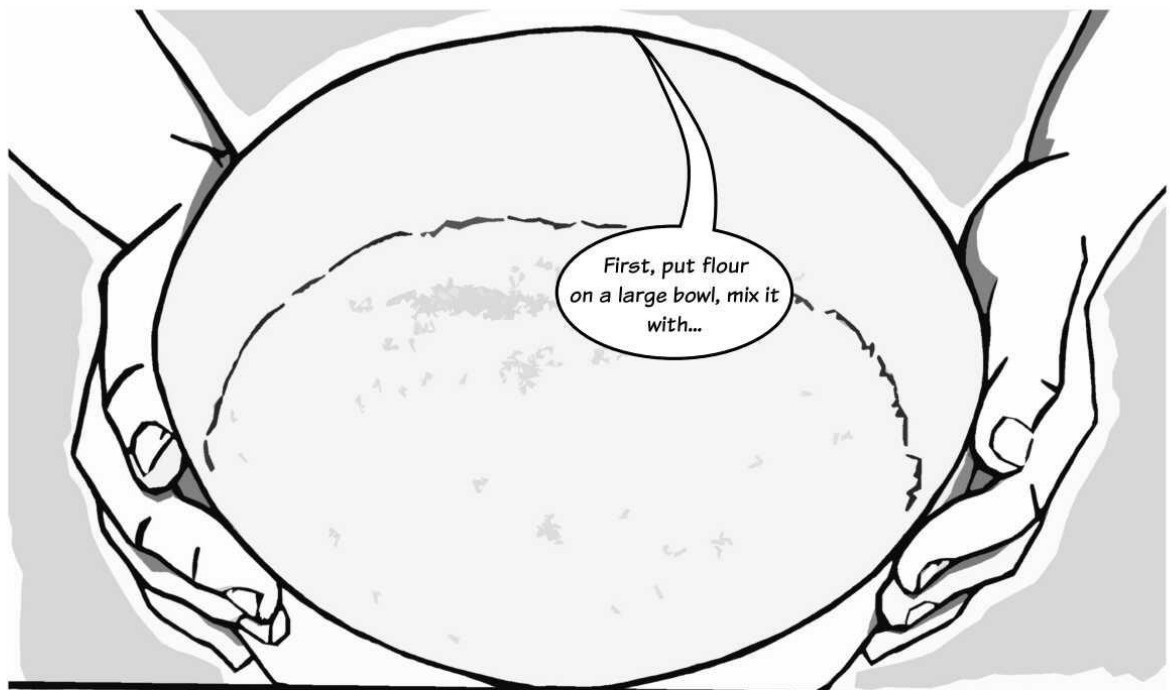
Cooking Demonstration



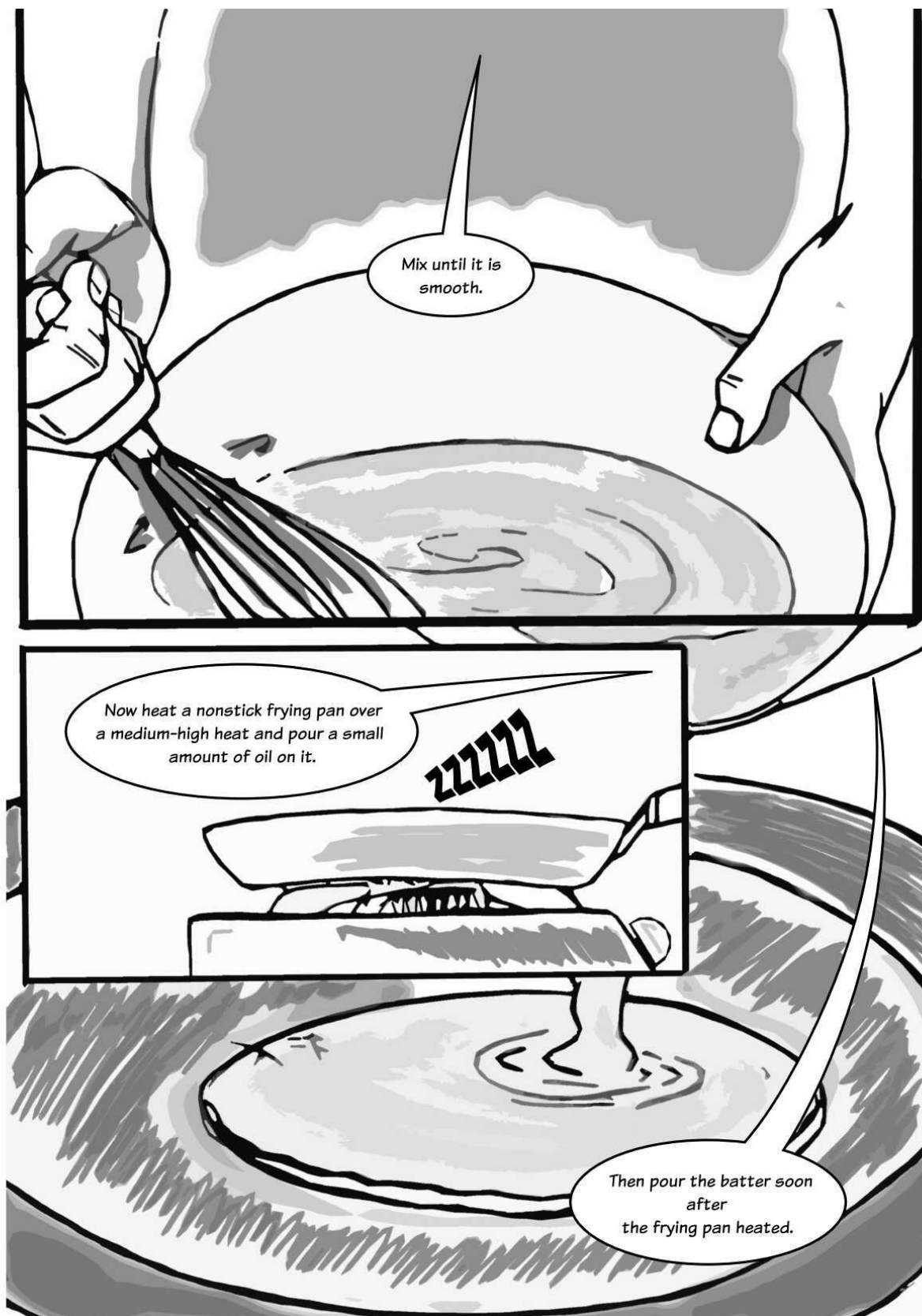


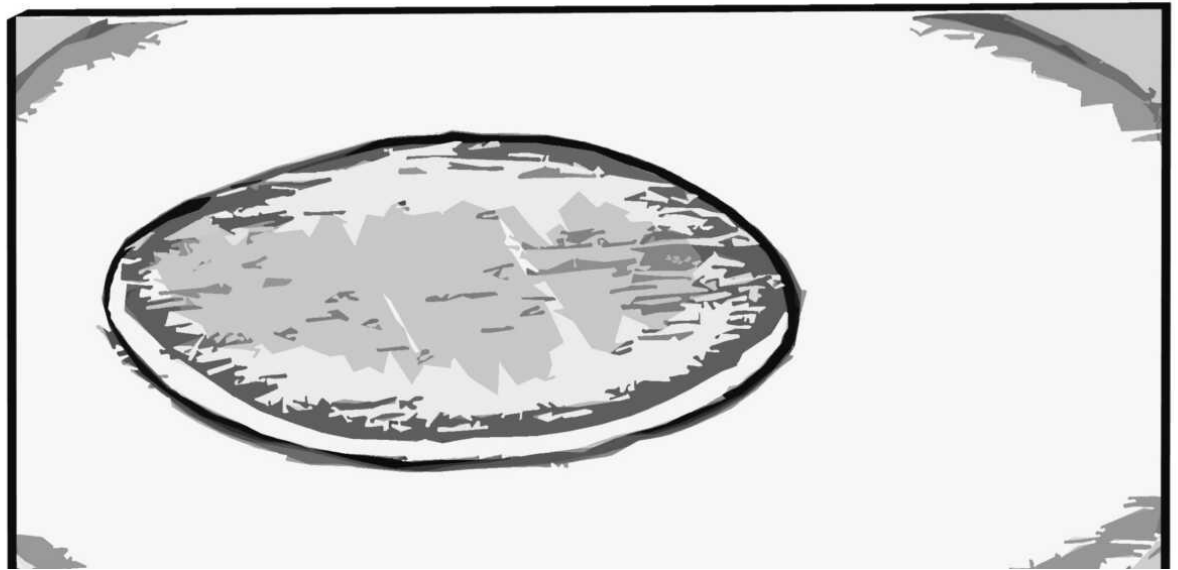
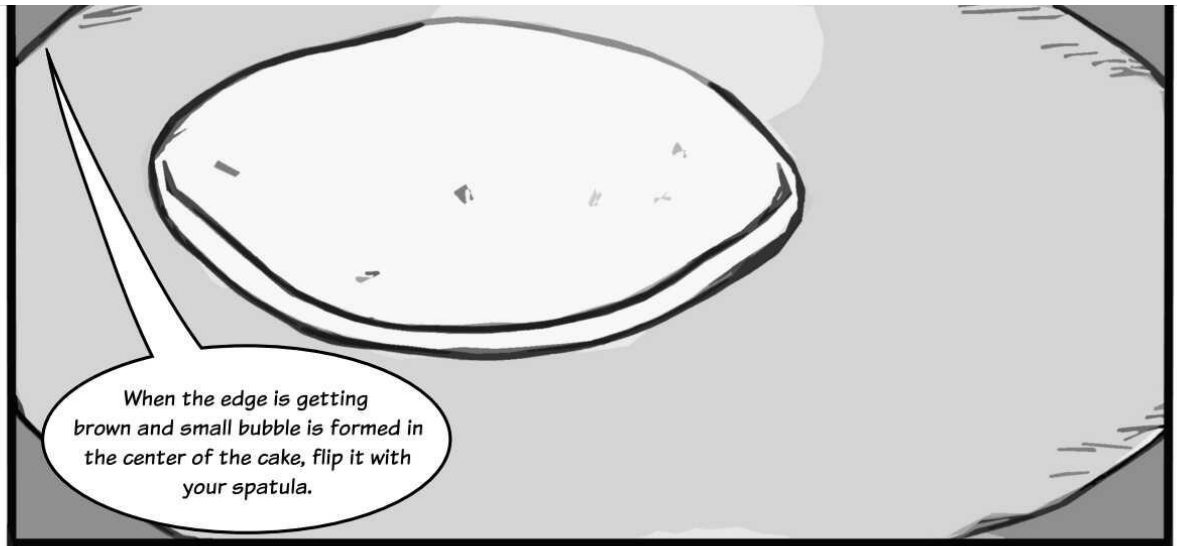


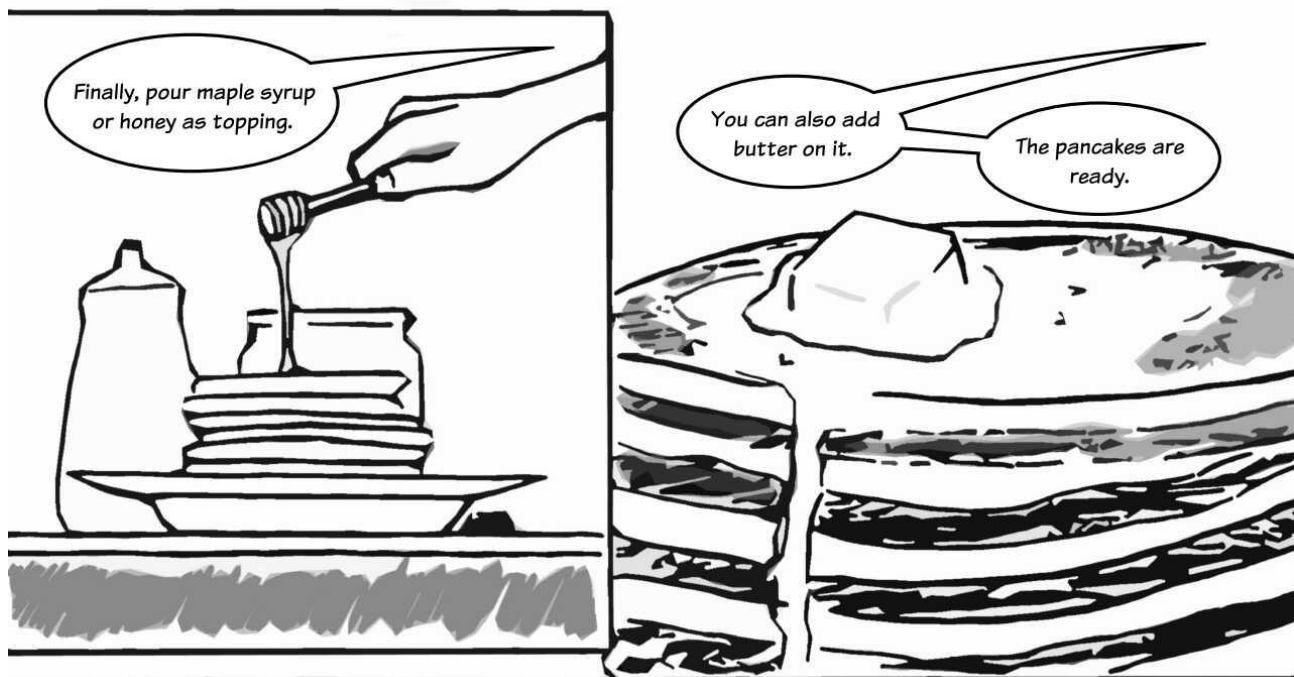
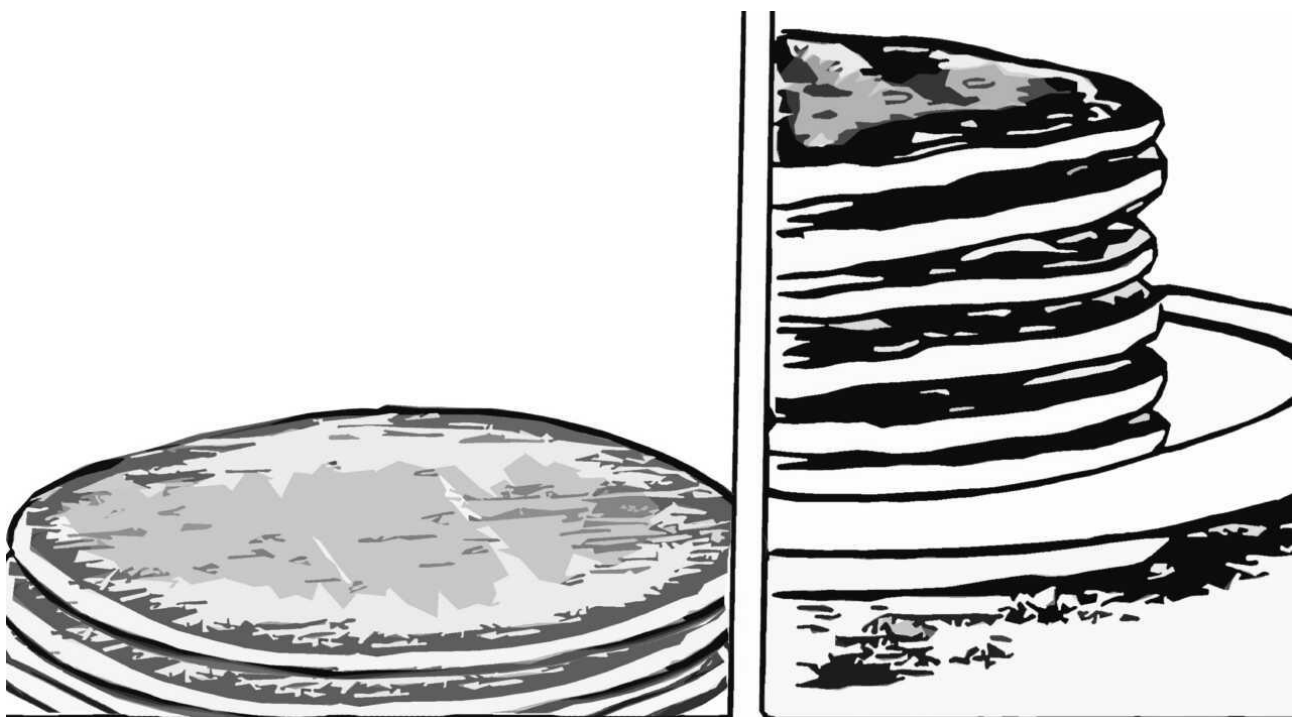












Finally, pour maple syrup
or honey as topping.

You can also add
butter on it.

The pancakes are
ready.

CUT!!



End

SUNNY HAS SOME QUESTIONS FOR YOU

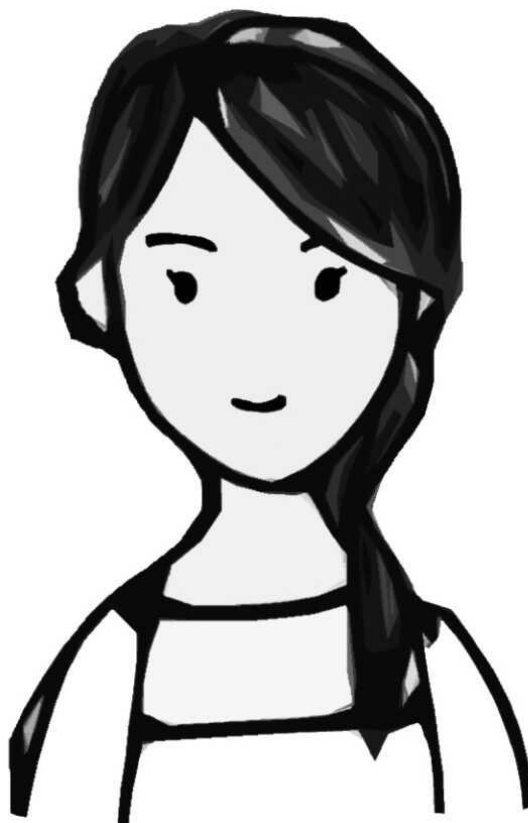
Hi again, now I have
some questions for
you

What is the name of the
menu that I made in the
cooking demonstration
before?

Can you tell me again,
what the ingredients
are?

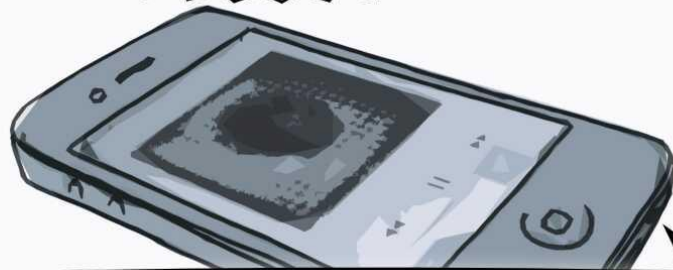
Can you tell me again,
how to make it step by
step?

Can you find at least eight
action verbs that I said on
the cooking demonstration
before?



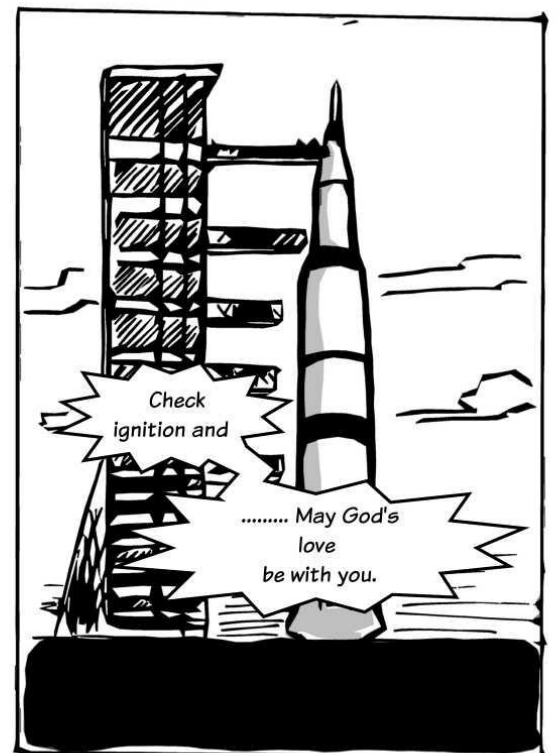
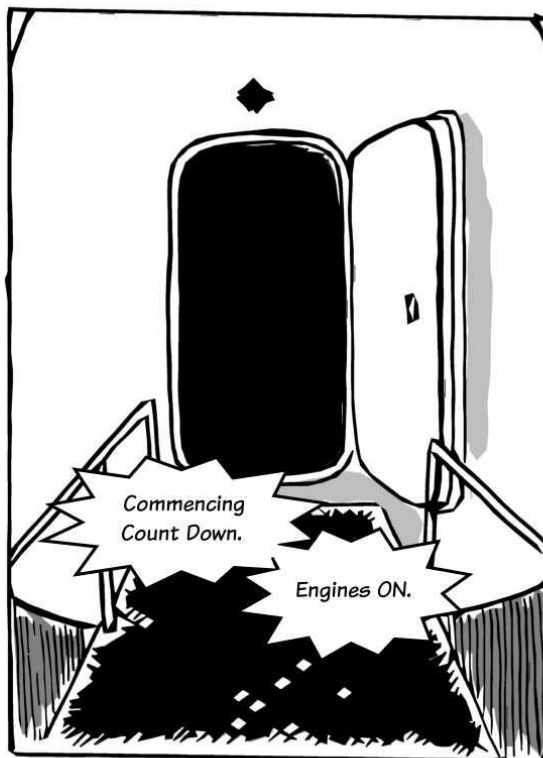
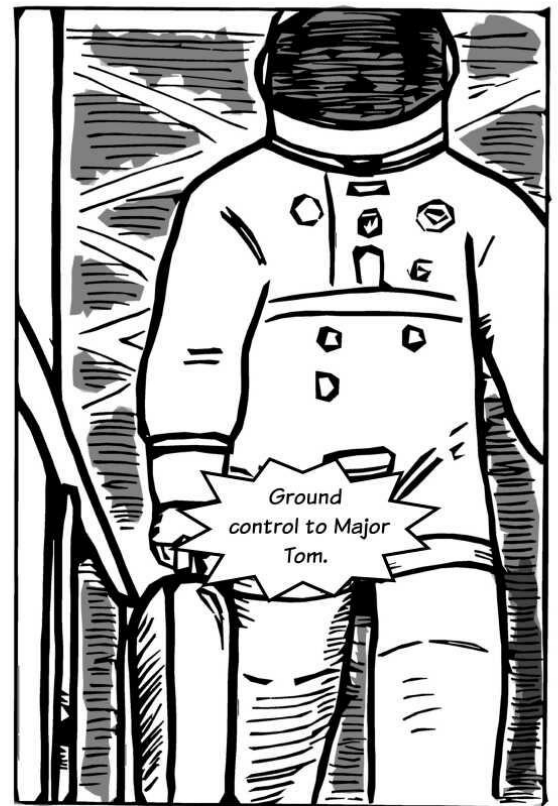


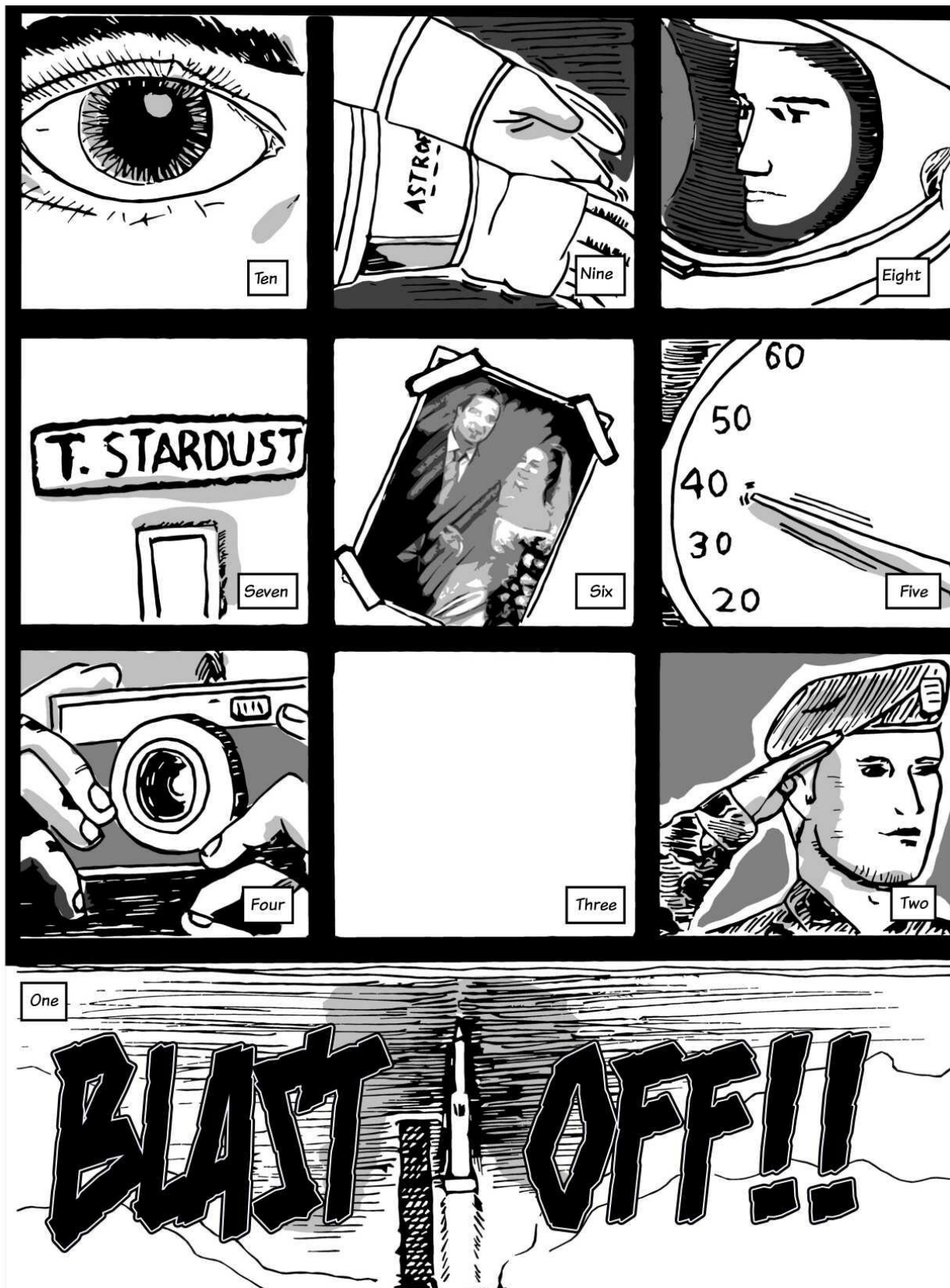
<< Music is playing >>

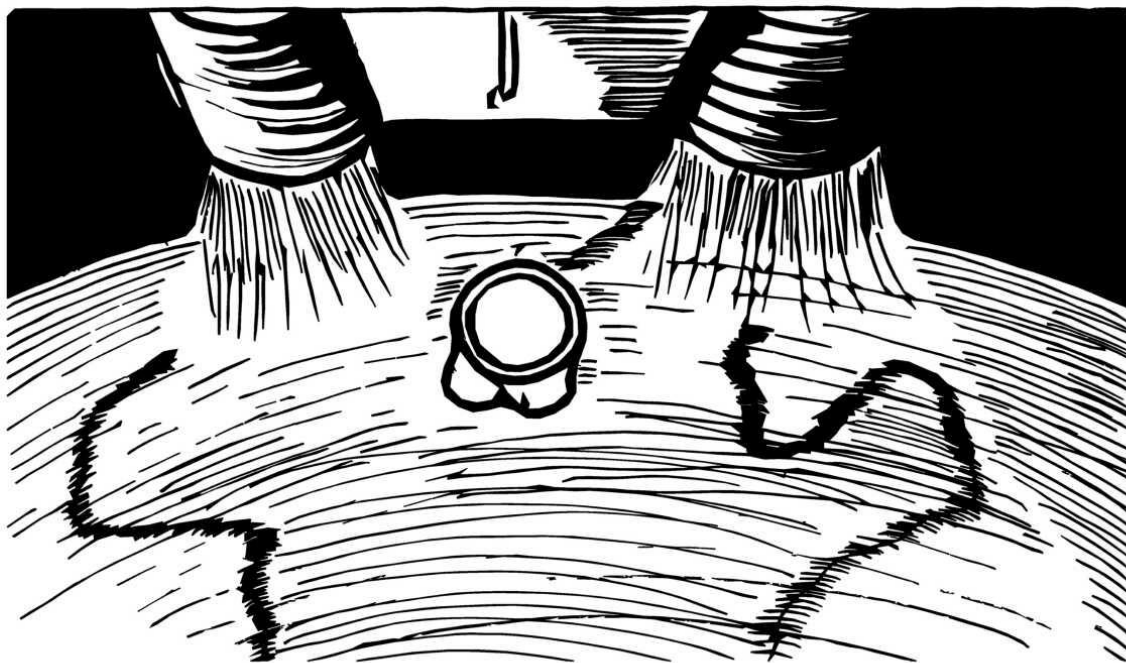
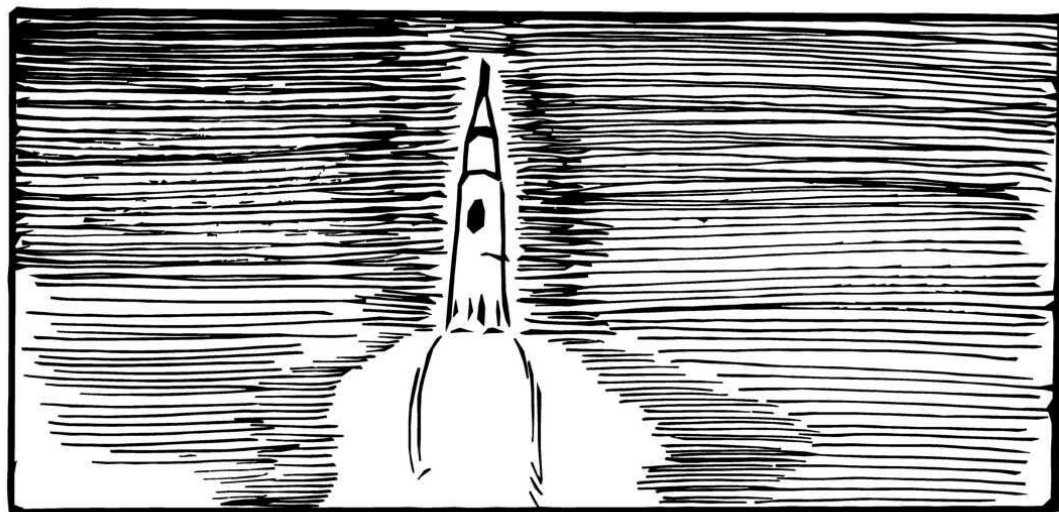


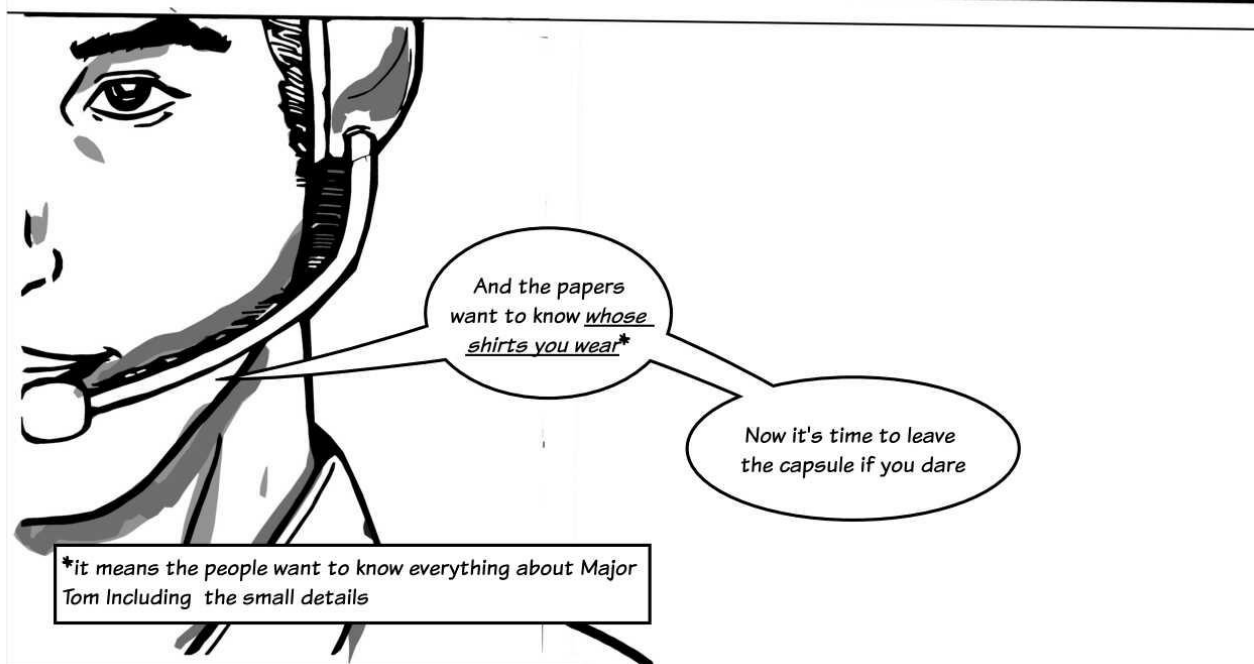
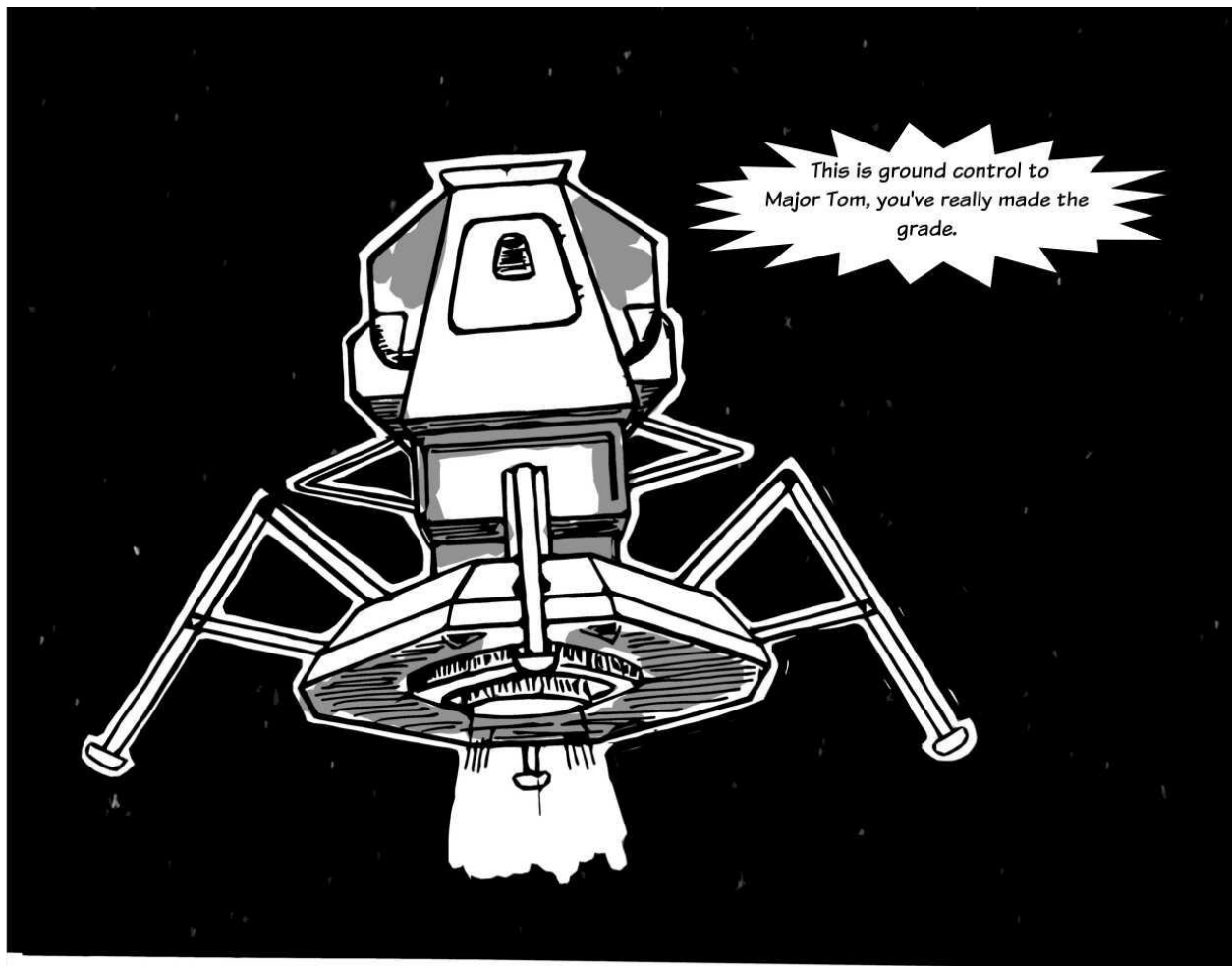
Chapter 4: ***The Space Oddity***







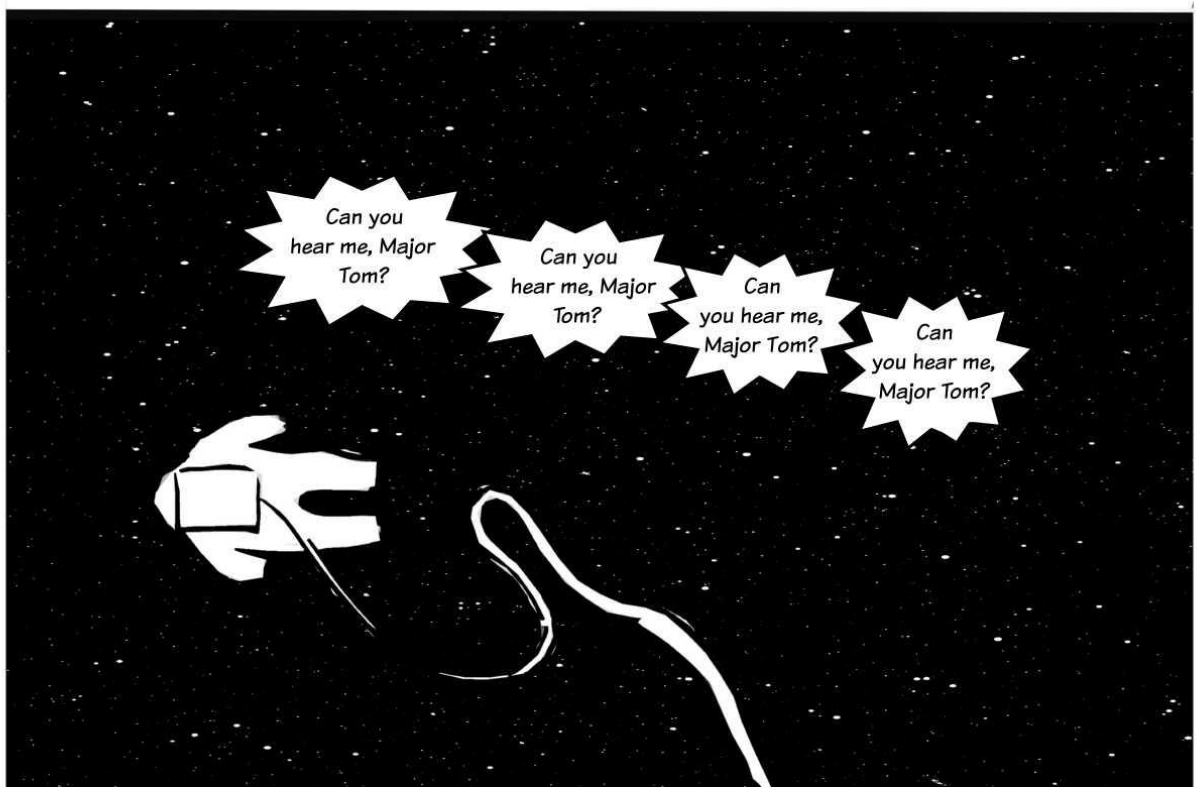
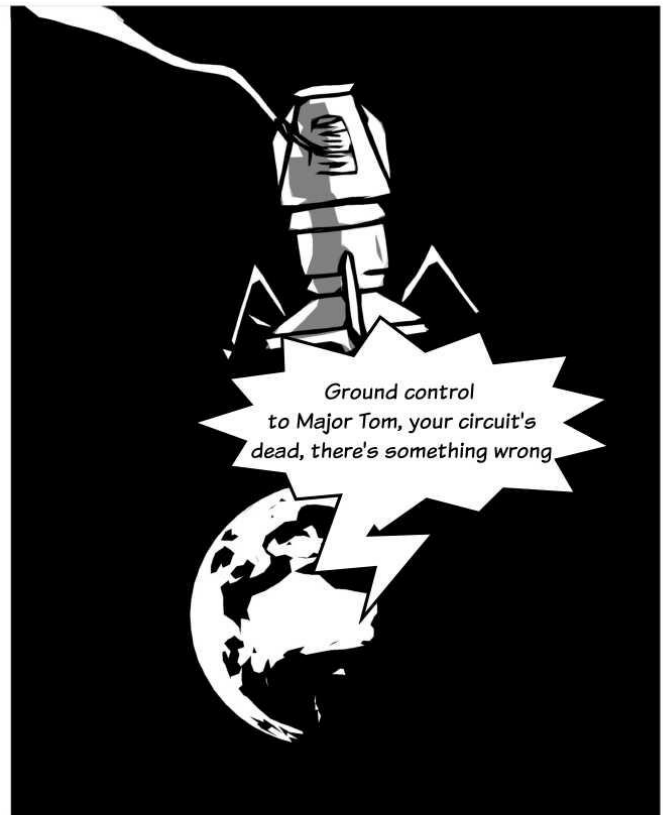




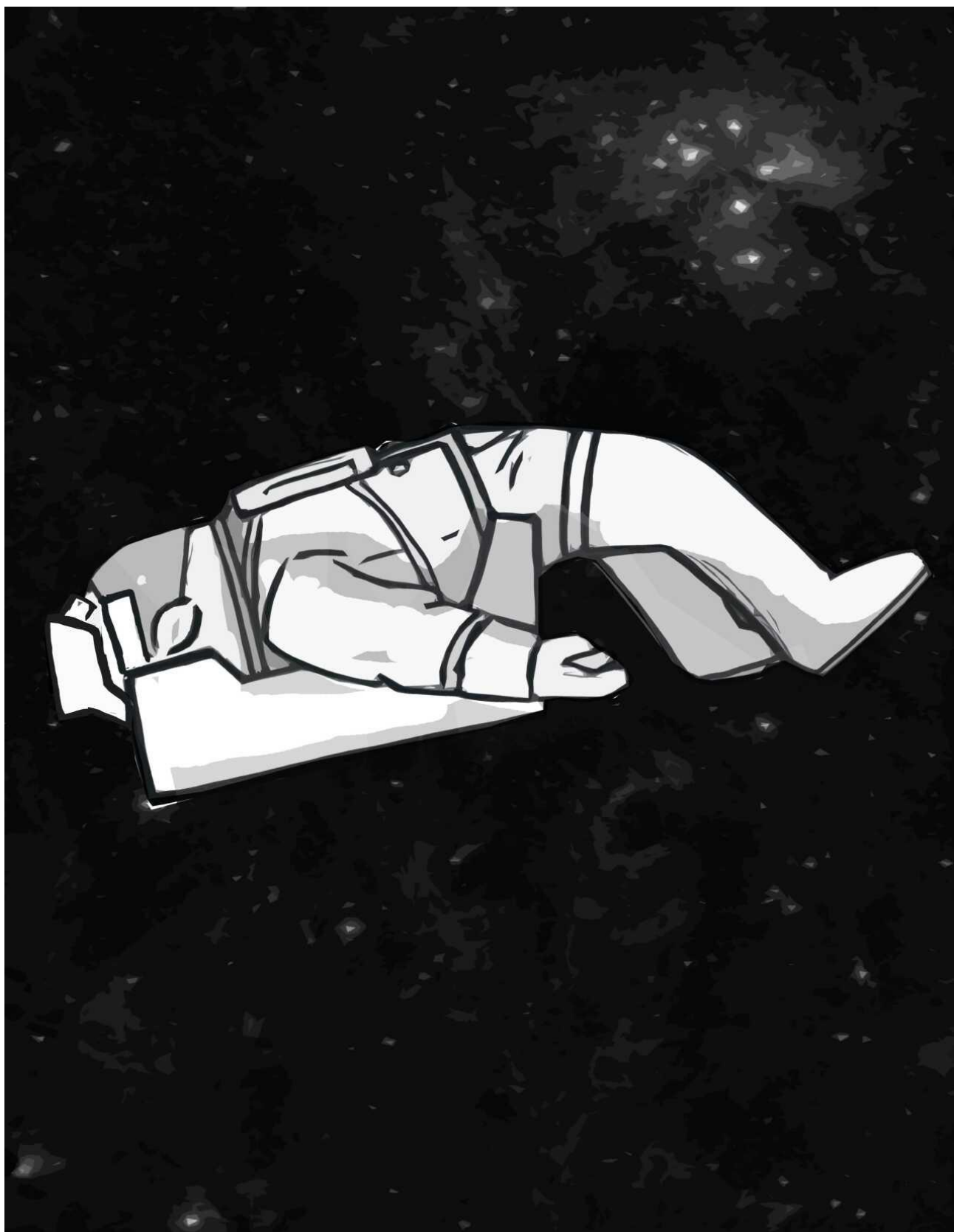














Ziggy has some questions for you

Play the song *Space Oddity* by David Bowie.

Who is Major Tom?

What is his profession?

What happened to him?

What story do you learn from the song?

