

**DEVELOPING COMIC-BASED READING MATERIALS  
FOR THE FIFTH GRADE STUDENTS OF SDN 1 BELANGWETAN**

**A THESIS**

**Presented as Fulfillment of the Requirement for the Attainment of  
The Sarjana Pendidikan Degree in English Language Education**



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2013**

A Thesis On

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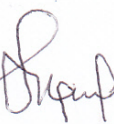
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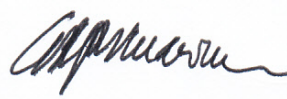
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## RATIFICATION

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#### A THESIS

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## PERNYATAAN

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

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

Yogyakarta, 23 April 2013

Penulis



Ferni Diah Pratiwi

## **MOTTO**

Just be yourself and do what you believe in. Don't try to change yourself for others.

Keep struggling even struggle is hard.

There is no late word while the sun still shines from the east and sets to the west.

The bright future always depends on the past time that was forgotten. We can live for long time if we forget our failure in the past time.

## **DEDICATION**

This thesis is presented to:

My beloved mother

My father (wherever you are)

My younger brother

My best friends

Many people with their kindness

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Ferni Diah Pratiwi

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# **DEVELOPING COMIC-BASED READING MATERIALS FOR THE FIFTH GRADE STUDENTS OF SDN 1 BELANGWETAN**

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## **ABSTRACT**

As the basic skills, reading is difficult to learn. This condition may affect students' reading interest and motivation. Students' lack reading motivation influences their ability in reading English. The objective study is to develop reading materials for the fifth grade students of SDN 1 Belangwetan that are expected to increase the students' reading skills.

This study is a Research and Development (R and D). The instruments in the research are questionnaires, interview guide, and observation guide. The steps conducted in the research were enumerating learners' characteristics, formulating goals, topics, and general purposes, formulating learning objectives, developing an instructional strategy, selecting and developing instructional materials, conducting evaluation, and conducting final revision. The data of the needs survey was used as the foundation for the design.

The developed materials consist of eight units i.e. *New Friend* (unit 1), *Back to School* (unit 2), *Find a Treasure* (unit 3), *Around My School* (unit 4), *Exciting Holiday* (unit 5), *Good Student* (unit 6), *Be a Winner* (unit 7) and *My Dream Job* (unit 8). Each unit consisted of four sections namely *Warm Up*, *Fun Reading*, *Fun Time*, and *Word Bank*. The developed materials were evaluated by English teachers and instructors from various institutions. The evaluation and feedback provided by the teachers and instructors were then used as the basis for revisions. The evaluation was described in terms of central tendency. The result of evaluation showed that the mean the degree of agreement of the statements range from 3.1 to 4.6, indicating that the developed of reading materials was ready to be implemented.

# **DEVELOPING COMIC-BASED READING MATERIALS FOR THE FIFTH GRADE STUDENTS OF SDN 1 BELANGWETAN**

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## **ABSTRAK**

Sebagai skill dasar, membaca merupakan skill yang sulit untuk dipelajari. Kondisi ini mempengaruhi ketertarikan dan motivasi membaca siswa. Kurangnya motivasi membaca dapat mempengaruhi kemampuan membaca siswa. Tujuan penelitian ini adalah untuk mengembangkan materi membaca bagi siswa kelas lima SDN 1 Belangwetan yang diharapkan dapat meningkatkan kemampuan membaca bahasa Inggris siswa.

Ini adalah penelitian Research and Development (R and D). Instrumen yang digunakan adalah angket, wawancara, dan observasi. Adapun langkah-langkah penelitiannya yaitu menganalisa karakteristik siswa, merumuskan tujuan, topik, dan tujuan umum, merumuskan tujuan khusus, mengembangkan strategi pengajaran, memilih dan mengembangkan materi, mengadakan evaluasi dan merevisi materi. Data yang didapat dari survei kebutuhan siswa digunakan sebagai landasan dari perancangan materi.

Materi yang telah disusun terdiri dari delapan unit yaitu *New Friend* (unit 1), *Back to School* (unit 2), *Find a Treasure* (unit 3), *Around My School* (unit 4), *Exciting Holiday* (unit 5), *Good Student* (unit 6), *Be a Winner* (unit 7) dan *My Dream Job* (unit 8). Masing-masing unit terdiri dari empat bagian yaitu *Warm Up*, *Fun Reading*, *Fun Time*, dan *Word Bank*. Materi yang selesai kemudian dievaluasi oleh pengajar bahasa Inggris dari berbagai institusi. Evaluasi dan umpan balik yang diperoleh dari para guru tersebut kemudian digunakan sebagai acuan revisi. Evaluasi dari para guru dideskripsikan melalui central tendency. Hasil evaluasi menunjukkan rata-rata tingkat pernyataan persetujuan berkisar antara 3.1 sampai 4.6, mengindikasikan bahwa materi bacaan bahasa Inggris siap untuk diimplementasikan.



## **CHAPTER I**

### **INTRODUCTION**

This chapter provides a general explanation of the material design project aimed to the fifth grade students of SDN 1 Belangwetan. In this chapter, several important aspects i.e. Background of the Study, Problem Identification, Problem Limitation, Problem Formulation, Objectives of the Study, and Benefits of the Study are put forward for discussion.

#### **A. Background of the Study**

Reading is one of skills that should be learnt since Elementary School. It is not easy because it is different from the students' mother tongue. As the basic skills, reading is difficult to learn. According to Urquhart and Weir (1998: 37), reading is a cognitive activity. It largely takes place in the mind and it also needs technical process in order comprehend the text.

Reading in English can be so much forcing to do by many young Indonesian students who learn English for the first time. Reading in English often included as a difficult activity. The students try hard to learn how to read in English, but they get difficulties to understand a piece of English reading, even a simple and short one. This condition may affect their reading interest and motivation. As the fact, students' lack reading motivation influences their ability in reading English.

English has often been problematic for most of the fifth grade students of SDN 1 Belangwetan. Being geographically situated in a village, the students get less experiences of growing English. As a result, the students' unfamiliarity with English has more influenced on the development of their English reading skills. In the eyes of the students, the process they have passed has often brought them to a difficult situation. On the one hand, the students do not have enough knowledge of English. So the successful reading may become a rare thing to experience. The students might feel that their reading result is not satisfied and they grow to be pessimistic English readers. On the other hand, the available reading materials are often different from the students' learning needs and wants. Some students, who want a lot of pictures in their reading, may only find a series of strange words. As a result, they get lack of reading interest. In relation to this study, the design is a response to the problems faced by the students in their learning to read in English. The reading materials designed tries to help the students solve the complexity of English reading and also to give both students' learning needs and wants.

In this study, the writer tries to use comics in an academic setting. The educational advantages supported by comic-style reading materials become the reason for selecting comics as a way of presenting English reading materials to the students. Among others, reading success is supported by the power of comic. Comic-style reading materials would raise the English reading because comics may deliver students' English needs. Comics consist of pictures showing activities and events taking place in a story. Therefore, the plot of the reading materials presented can be understood in a way that is easier than usual reading materials

are. Comics can also shoulder the problems raised by the students' lack of vocabulary. The students, through the presenting pictures and dialogues, are encouraged to produce enough comprehension of what they read despite the difficult words and sentences. For this reason, comics have the potential to grow a positive perception of reading English as the many efforts the students make to deal with English reading would be successful.

Williams (1995: 2) states that motivation is the key to learning. Motivation is an essential condition for learning to take place. Lack of interest and motivation produces poor achievement and results. For this reason, an enjoyable learning situation is taking a part in the way of increasing students reading motivation. Comics cover the appearance of long and tedious reading passages into pressure-free and reader-friendly reading materials. Moreover, the pictures and colors can create an enjoyable learning situation. Therefore, comic cartoons have the potential to increase motivation because such cartoons are new for the fifth grade students of SDN 1 Belangwetan. The target skill is reading, the animated cartoons are transformed into the form of comics. Moreover, the use of comics taken from 3-D (three-dimensional) animated cartoons will reduce pressures of second language reading on the students. The students are supported to feel that what they face is a comic book and what they read is manageable. In addition, comic cartoons provide the students with livelier images and colors meet this expectation.

Related to the using of comics in an academic setting, the new curriculum, KTSP (*Kurikulum Tingkat Satuan Pendidikan*) or School-Level Curriculum states that schools arrange the right to exercise their autonomy. This policy also implies that teachers are allowed to select reading materials based on the students' needs and ability. As the fifth grade students of SDN 1 Belangwetan are still in their beginning to learn reading in English, it is absolutely needed to prevent the students from forming a negative perception of reading English. Comic-style reading materials would potentially put into a positive attitude toward reading because the reading tasks presented do not force as much as usual reading materials do. Through the developed materials, it is expected that the students' motivation for reading in English can be increased. In brief, comic-style reading materials may benefit the students in many aspects.

Among others, the students' increased motivation for reading is the most caught result of the used of the design. Using comic as a medium for reading would potentially open the door to this aim. The developed materials are intended to provide the fifth grade students with a set of reading materials that can progressively support their learning to read in English.

## **B. Problem Identification**

In SDN 1 Belangwetan, English is first introduced to the students in fourth grade. Most of the fifth grade students of this study have more or less the same problems in learning to read in English. First, the students are not really motivated or interested in learning English especially reading. Lack of experiences to real



English seems to leave the students feeling that learning English is not the most important. English is only worked when the students struggle with subject matter in an academic class. For this reason, most students only learn English because they are obliged to, not because they want to. Second, most students lack reading materials and as the result of this, the teacher usually use textbook as the main guideline for teaching. In fact, the book is too advanced and does not suit the students' real skill. Third, the students have a limited number of opportunities to get more knowledge to English reading. The students' English learning only takes place in an eighty-minute lesson per-week. As a result, reading in English has not become part of the students' routine. Fourth, reading in English is thought as a difficult activity to fulfill by the students. This perception seems to take away from the students of motivation for reading English.

### **C. Problem Limitation**

Based on the problems presented, this study is focused on English reading materials for the fifth grade students of SDN 1 Belangwetan. In this study, the writer makes four limitations. First, the writer is concerned with the reading skill from which a lot of learning problems begin. Second, the developed materials are reading materials in the form of comics cartoons. Third, this study is held to 22 fifth grade students of SDN 1 Belangwetan. Fourth, the developed materials are aimed to the fifth grade students of SDN 1 Belangwetan.

**D. Problem Formulation**

Referring to the previous explanation, the writer formulates a problem to be solved. It is stated as follows.

What steps can be taken to develop appropriate comic-based reading materials for the fifth grade students of SDN 1 Belangwetan?

**E. Objectives of the Study**

According to the problem formulation above, this study aims to develop comic-based reading materials for the fifth grade students of SDN 1 Belangwetan.

**F. Benefits of the Study**

The result of this study is expected to make a valuable contribution to both students and people who are attended with English teaching for children.

1. For English teachers especially for the English teacher of SDN 1 Belangwetan. It is expected that this study can serve as a useful input to develop teaching competence and give some understanding into how to motivate students to read in English. In addition, teachers can also use the designed reading materials as alternative reading materials for students.

2. For the fifth grade students of SDN 1 Belangwetan. This study is expected to give the students' reading needs and wants. Through the designed reading materials, the study is also expected to increase the students' motivation for reading.
3. For elementary school English book designers. This study is expected to give a positive input for the book designers to create English books for elementary school students which pay great attention to students' learning needs and wants. This study is also expected to inspire other English book designers to use animated cartoons and comics in any academic setting.

#### 4. Further Studies

This study is expected to support other related studies in the use of entertaining materials such as animation, comics, and movies in academic settings. The designed materials can also be improved, developed, implemented or revised based on a sure condition by other researchers.

## **CHAPTER II THEORETICAL REVIEW**

In this chapter the writer would like to discuss some theories relevant to this study. All the theories employed in this research are used as the basis foundation of the designed materials. The three major parts discussed in this chapter i.e. Review of Theories, Review of Related Studies and Conceptual Framework are further explained and discussed in the following sections.

### **A. Review of Theories**

This part of discussion is divided into six main parts. The first is concerned with the theories of reading. The second is concerned with the materials development. The third is concerned with principles of materials development. The fourth is concerned with the nature of comics. The fifth is concerned with elementary school curriculum and students' characteristics. The sixth is concerned with two instructional design models applied in this study i.e. Kemp's instructional design model and Dick and Carey's instructional design models. Each part is discussed in these following sections.

#### **1. Theories of Reading**

Since this study deals with developing a set of reading materials, it is important for the writer to know some theories related to reading in order to be able to design the materials appropriately. There are three major points discussed

in this part i.e. Reading in the Second/Foreign Language Context, Reading Purposes, and The Teaching of Reading.

#### **a) Reading in the Second/Foreign Language**

Theories related to second/foreign language reading supply information on how non-English speaking children deal with reading skills. To support this knowledge, the writer allows understanding the thinking processes of the basis English reading and for that reason, design the suitable reading materials. In designing a set of reading materials, the writer needs to know what the type of learners is. Anderson (1999: 65) says that there are two types of learners i.e. learners who are learning to read for the very first time and learners who have had reading abilities in their first language. This study is pay attention with the second type of learners since the students are Indonesian and they have already learned to read both in Indonesian and Javanese. He further explains that once learners have learned how to read in one language, they do not learn to read again in a second or foreign language. What learners learn in a new language context is the abilities to transfer skills they have efforts in the first language to the reading context in a new language for the goodness of comprehension.

Anderson (1999: 68) explains that the interaction between information got from the texts and the readers' background knowledge is aimed at building meaning. Readers need to make power of the prints by combining their important knowledge with the written texts to produce comprehension. These aspects also apply to reading in

the second/foreign language. Readers, in order to produce enough comprehension of the texts, should make use of the reading contexts and explore their background knowledge. Careful thought on these aspects is needed for students who learn a second/foreign language at the beginning level. Beginning students need to be supported to develop their background knowledge and make the contexts of the texts being read to help them produce enough comprehension.

Reading in a second/foreign language needed much skill than reading in the first language. Students' reading ability in the first language may control their result in second/foreign language reading. One should get his/her first language so that they could learn second/foreign language reading skills successfully. Second/foreign language reading ability will not be achieved without knowing the language itself. Alderson (2000: 24) argues that a lot of research results confirm that poor second/foreign language reading is likely caused by poor second/foreign language mastery. At the result of this, it is absolutely needed to build enough second/foreign language mastery before teaching second/foreign language reading to the students. These findings also suggest that what is presented to the students must also in agreement with to their level of language skill.

Since this study is important to the children, teachers might have a lot of troubles than they do with mature learners who have longer knowledge to English than do children. Wallace (2003: 4) says that one of the difficulties that young children may face is the ability to understand what is being read. It is largely because they still have limited knowledge of English and lack of maturity. For this reason, it is important to give them with an enough base for reading in English. In



response to students' lack of maturity, allowing students to get the pleasure of reading and also see the purpose of their activity from the earliest moment of instruction would get them into reading. He further mentions that this condition can also be a potential tool to stimulate students' creative and critical thinking in classroom. If all of these ideals can be fulfilled, students will see reading as relevant and essential to their daily lives.

### **b) Reading Purposes**

Wallace (2003:6-7) states that there are at least three purposes of reading. Reading may be used to serve immediate needs, to learn from, or to give us pleasure in the language for its own sake. In the designed materials, the writer would like to connect the last two purposes namely reading for learning and pleasure. In the academic setting, the idea of reading for learning seems to have control the other reading purposes, whereas reading for pleasure is less important. This condition has the potential to drive students to understand that reading in English is long, boring and need much skill. As result, the students might be lack of motivation for reading. In this part of discussion, the writer would like to present three reading purposes developed by Wallace. They are explained as follows.

#### **1) Reading for Survival**

Reading for survival is used to respond to the environment. Survival reading serves immediate needs or wishes, for example words like 'ladies' and 'gents' in the restrooms, or a phrase like 'no smoking' in public places. Children gain the purpose of reading for survival from their social backgrounds which are

related to the way they understand their daily lives and interests, from sources like televisions, newspapers, advertisements, and so forth.

## 2) Reading for Learning

Besides reading for survival, reading may also play a wider role in extending students' general knowledge of the world. The purpose of reading is information oriented. Reading for learning must not be limited to a school context. He says that reading for learning is not only focused on the understanding area which mainly takes place in academic contexts but also on other areas which are more general.

## 3) Reading for Pleasure

Different from reading for survival and reading for learning, reading for pleasure is done for its own goodness. The main purpose of reading is to gain enjoyment, refreshment, and pleasure. Despite the fact that pleasure reading does not suggest clearly in their understanding, he further explains that pleasure reading may improve reading skills and strategy, build language easily, enlarge vocabulary, and build students' knowledge of the world.

It is needed to put into a positive attitude towards English reading to students from the earliest moment of instruction. The designed materials are a trial to present reading materials that will allow students to learn and get the pleasure from what they read. In this study, comic reading is strongly associated with pleasure reading. A research finding showed that students who read more comic books did more pleasure reading, liked to read more, and seem to read more books. In addition, comic book reading facilitates heavier reading (Ujjie and

Krashen, 2001, slide 3). Pleasure reading is motivating and increased motivation leads to more reading. When students can realize that English is fun, they want to read more.

### **c) The Teaching of Reading**

There are three phases in teaching reading i.e. pre-reading, while-reading and post reading. Urquhart and Weir (1998: 184) state that the strategies in each phase, if implemented will help second-language readers better understand the text they read. Each of these reading strategies is discussed in some detail in the following.

#### **1) Pre-reading**

Some facts of pre-reading activities are to motivate students to do the reading, to make them able to create relationships between the texts and their background knowledge, and to give them with general support into what to expect in the reading texts. There are two pre-reading strategies i.e. previewing and prediction. Those two strategies would be produce good result for second language readers in order to help them produce comprehension of the texts they are going to read.

##### **a. Previewing**

Previewing helps students recognize the difficulty level of a text helps them judge the relevance/irrelevance of a text for a particular topic and helps them decide what reading texts would be more suitable for a particular purpose. Previewing may involve several types of activities such as thinking about the title,

checking the edition and date of publication, reading the table contents quickly, reading appendices quickly, reading indices quickly, reading the abstract carefully, reading the preface and the foreword and the blurb carefully. Previewing, in the classroom context, may be very useful for second-language readers because previewing has clear links with expeditious reading strategies, particularly skimming for gist.

#### b. Prediction

Prediction can be made as a strategy to anticipate the content of a text or to make hypothesis about what is in the text. Making a prediction of the text helps students create a macrostructure for a text that may serve as help to more detailed comprehension. Predicting also helps students activate their relevant background knowledge, which would facilitate the reader's interaction with a text. Finally, they conclude that this activity has the potential to clarify for the reader what the purposes for reading the particular text might be.

#### 2) While-reading

This is the phase in which students need to spend most of their time interacting with the texts. In this phase, the information got from the pre-reading phase is further made to help produce reading comprehension. Students will also get the answer to the prediction they make in the previous steps as they read through and understand the texts. There are two while-reading strategies i.e. self-questioning and self-monitoring. Each of those strategies is explained as follows.

#### a. Self-questioning

Urquhart and Weir (1998: 186) explain how “generally self-questioning improves students processing of the text” and note that poorer second language readers may gain the most benefit from such training. They describe this activity as interrogating texts, “text talk”. For students unfamiliar with this activity, the teacher interrogating text aloud can give a valuable example, particularly where the focus is put on important problematic aspects of a text. If engaged in while reading, self-questioning would increase comprehension and at the same time, give students the opportunity to monitor whether comprehension is succeeding.

#### b. Self-Monitoring

Self-monitoring includes checking that comprehension is taking place and taking some repair strategies when facing difficulties. By applying this reading strategy, students are supported to ask themselves whether they understand what they read and whether it fits in what they know already or not. As result of this, students learn how to understand what they read in the process of learning how to monitor their comprehension (Pearson and Fielding, 1991: 847).

#### 3) Post-reading

Questions of evaluation and personal response give students opportunity to relate the text to the outside world. The activities may be done either orally or in writing. Readers can be supported to relate content to their present knowledge and to evaluate it in the light of their own knowledge or experiences. They further explain that such activities will promote greater interaction with text and may lead to face more successful reading.

In developing the materials, the reading phases and also the reading strategies are useful support in formulating the instructional strategy of the design. They are also support in controlling what types of reading materials and activities worked in the design.

## **2. Materials Development**

Materials development refers to anything which is done by writers, teachers to provide sources of language input and to exploit those sources in ways, which maximize the likelihood of intake; in other words the supplying of information about and /or experience of the language in ways textbook, tells stories, bring advertisements into the classroom, express an opinion, provide samples of language use, or read a poem aloud (Tomlinson, 1998: 2). As the result of this, the people who are called as the materials developer or materials designer try to use their knowledge, idea and information from many sources to write and make materials which can be used in the learning process and give the knowledge improvement to the learners.

## **3. Principle of Materials Development**

Tomlinson (1998: 7-21) states that there are some principles that are relevant to the development of materials for teaching language. The first principle is that materials should achieve impact. It means that materials should achieve impact through novelty, variety, attractive presentation, and appealing content. To maximize the possibility of achieving impact, the writer needs to know as much as

possible about the target learners and things that attract their attention. Then the second principle is that materials should help learners to feel at ease. Materials can help learners to feel at ease, for example the learners feel more comfortable with materials with lots of white space than lots of different activities on the same page.

That materials should help learners to develop confidence is the third principle. Building confidence can be done through activities that try to push learners slightly beyond their existing skill. These activities support the learners to use and develop their extra linguistic skills, which being imaginative and creative. Then the fourth principle is that learners should perceive what is being taught as relevant and useful. It means that teaching points should be shown to be relevant and useful by relating them to the learners' interest and real life tasks for which the learners need the target language.

That materials should require and facilitate learner self investment is the fifth principle. It means that the materials aid the learners use the resources in order to facilitate self-discovery. The learners will get a lot of benefit if they have interest, effort, and attention in learning activity.

The sixth principle is that learners must be ready to achieve the points being taught.

The next principle is that materials should expose the learners' languages an authentic use. Materials can support authentic input through the advice they give the instruction for their activities, and the spoken, and the written texts.

The eighth principle is that the learners' attention should be drawn to linguistic features of the input. Related to this principle, some researchers state to help learners pay attention to linguistic features, authentic input can help them to achieve some of those features. The learners know a gap between a particular feature of their interlanguage and the equivalent in the target language.

The ninth principle is that materials should provide the learners with opportunities to use the target language to achieve communicative purposes. Some researchers seem to agree that learners should be given opportunities to use language for communication rather than just practice. It is a situation controlled by the teachers and the materials using language for communication included tries to achieve a purpose in a situation in which the content, strategies and expressions of the interaction are controlled by the teachers.

Materials should take into account that the positive effects of instruction are usually delayed is the tenth principle. It means that the delayed effect of instruction suggests that no textbook can really succeed which teaches features of the language at a time and expects the learners to be able to use them straight away. In addition, adaptation of existing approaches rather than replacement with basic new ones is the strategy most likely to succeed.

By thinking some principles put forward by Tomlinson above, it can be seen that to develop materials need some thoughtfulness. The materials should give benefits for the learners.



#### **4. Comics**

In this section, some theories related to the nature of comics and the strength of comics in education are presented and further discussed. These theories support base foundation for the use of comics in this study.

##### **a) The Nature of Comics**

This study's intended comics are the ones that are taken and adapted from three-dimensional animated cartoons. The developed materials tried to use comics in an academic setting. The many educational advantages supported by comic-style reading materials underlie the selection of comics as a medium of presenting English reading materials to the students. In this study, the elements of pleasure reading and reading success were supported by the power of comics. Comics are fun reading because such reading materials do not overly express the need raised by the classroom setting. Moreover, comics can shoulder the problems caused by the students' lack of vocabulary. The students, through the presenting pictures and dialogues, are encouraged to produce an enough understanding of what they read although the difficult words or difficult sentences they may find in the texts. Comics are arranged with three elements namely picture, color, and story. Each of these elements is discussed as follows.

##### **1) Picture**

McCloud (1993: 51) says that pictures are received information; people do not need formal education to get the message, the message is instantaneous. Writing is perceived information; it takes time and specialized knowledge to interpret the abstract symbols of language. When pictures are more abstracted

from “reality”, they require greater levels of perception, more like words. Moreover, when words are bolder and straight, they need lower levels of perception, more like pictures. The need for a combined language of comic sends the theory to the center where words and pictures are like two sides of one coin. However, comic seems to lead the theory away from, when pictures and words are most separate. In spite of this, they can still be accepted.

In comics, pictures take up a great amount of space available on the page. Pictures are a vital element of comics so that reading materials cannot be called as comics as far as no picture is available to illustrate the story. In this study, the pictures used in the comics are taken from three-dimensional animated cartoons. Pictures captured from such cartoons will relatively look more eye-catching and livelier than pictures captured from two-dimensional animated cartoons. Those two features may serve as a powerful tool to pull students’ first attention to the reading texts presented.

## 2) Colors

Children naturally love colorful reading materials and from colors, their interest in reading may grow. Color is the important part in a comic, because through color the readers can feel the emotion sent by the writer. Each color represents its own emotion, for example: the red color shows anger while the blue color shows calmness. Besides transferring the message in the form of emotion, color is very important because people live in the world of colors not the world of black and white. As result of this, color can make the world of comic become more realistic in the first sight.

Colors are also direct to underline the shape of objects, both animate and inanimate. Colors objectify their subjects; people become more know of physical form of objects than in plain black and white. In black and white, the ideas behind the art are communicated freely, while, in flat colors forms, the world becomes a square of shapes and space. Moreover, through expressive colors, comic can become a capturing environment of feelings that only color can give.

The fact that colors do not teach something, they promote many educational advantages. Colors will likely catch students into the reading texts and hold them in their reading.

### 3) Stories

McCloud (1993: 53) states that to read comic, people learned to perceive time spatially, for in the world of comic, time and space are the same. As result of this, as readers, people have unclear senses that as their eyes are moving through place, they are also moving through time, people just do not know by how much.

Comics are multidimensional for they combine both words and images. They are both verbal and visual. Through comics, the students see how ideas are connected and realize how information can be grouped and organized. In addition to the visual quality of comics, new concepts are more detail and easily understood. When the students understand what they read, they will be motivated to do more reading. In the following section, the writer would like to present some potential advantages supported by comics in education.

## **b) The Strengths of Comics in Education**

In this section, the writer would like to present some strength of comics in education, especially in reading English. There are some points to discuss in this part i.e. motivating, visual, permanent, and intermediary.

### **1) Motivating**

Time within a comic book progresses only as quickly as the reader moves her eyes across the page. The pace at which information is transmitted is completely determined by the reader, (Gene Yang, 2003: 19). Many students are motivated to read comics initially because the pictures draw them in.

### **2) Visual**

Comics are composed of pictures and texts. Versaci (2001: 62) welcomes this interplay of the written and visual. He feels that comics can “quite literally ‘put a human face’ on a given subject” resulting in an intimate, emotional connection between the students and characters of a comic story.

### **3) Permanent**

Williams (1995: 2) cites comics’ permanent and visual component as one of his many reasons for using comic books in his ESL (English as a Second Language) class. Film and animation, in contrast to comics, are visual but limit of time. Language and actions in film and animation are “fleeting.” The medium, rather than the audience, dictates how quickly the viewing progresses. The text medium, on the other hand, shares comics’ “permanent” component but not its “visual.” “Visual permanence,” then, is unique to comics. In educational settings,

the “visual permanence” firmly places control over the pace of education in the hands and the eyes of the students (Williams, 1995: 3).

#### 4) Intermediary

Comics can serve as an intermediate step to more difficult disciplines and concepts. Many language educators have used comics in this manner with tremendous success (McCloud, 1993: 95).

Those four strengths state the usability of comics in English learning. In any academic setting, promoting learning is of highest importance. Among others, comics can be a powerful and effective way of arousing the students’ motivation for reading and learning.

### **5. The Principles of Teaching English to Children and Elementary School Curriculum**

The developed materials are purposed for the fifth grade students. Elementary School is the first part of a nine-year system of the elementary education program, which has the duration of six years (Soedijarto, 1993: 128). The writer would like to discuss The Principles of Teaching English to Children and School Level Curriculum.

#### **a) The Principles of Teaching English to Children**

Williams (2001: 188) offers ten principles in teaching children. The explanation can be summarized as follows:

### 1. Starting where the child is

Children in classroom have experience of life, knowledge about their world and at least one language. The teaching materials and activities should be related to their world and experience.

### 2. Encouraging social interaction

Learning is an interactive process which involves both teacher and students in sending and transmitting the message. Primarily, children are active participants in their classroom. Therefore, the teacher should be encounter students interact with others, as language is a means for social interaction.

### 3. Supporting negotiation of meaning and collaborative talk early

The teacher provides chance for the students to exchange their ideas and opinions to train the students in negotiating of meaning and collaborative talk.

### 4. Allow children to be active participants in the learning process

The teacher guides the students to be active in learning process by giving challenging materials and asking them to take a risk in learning. Learners are seen as explorers actively working on language and ideas. Therefore, the teacher should motivate the students to find challenges.

### 5. Pitch input within the zone of proximal development

It is explained before that children need to find challenges and take risks in learning language. The teacher can give the children language input beyond their language level to give them opportunity for challenges and risks. The challenges and risks can lead to the successful learning.

6. Introduce language at discourse level

Children get pleasure when studying a new language through stories, songs, and plays. These example activities can be used to introduce language at discourse level.

7. Plan meaningful and purposeful activities within a clear, familiar context

The teacher should tell the student by doing an activity that purposeful and meaningful in their daily lives. This can be done by introducing pair work and group work and the use of dictionary and references.

8. Help learners to become more independent and autonomous

In teaching-learning process, the teacher does not help the student s all the time, but give them chances to study by themselves. This will make student more independent.

9. Develop a supportive, non-threatening, enjoyable learning environment

The teacher should create comfortable learning atmosphere in the classroom to support the teaching-learning activities.

10. Test and asses in the way that we teach

The teacher gives the test and assessment to know the development of student` skill.

Those ten principles allow the writer to develop materials for the fifth grade students that help them to increase their motivation and interest in learning. Understanding how the students learn is important to develop appropriate materials.

## **b) School-Based Curriculum**

The Elementary School Curriculum guides how the teaching of English is held in elementary school. In SDN 1 Belangwetan, the applied curriculum is the 2006 Curriculum namely *Kurikulum Tingkat Satuan Pendidikan* (KTSP). In this study, the reading materials are developed in line with the curriculum. The curriculum is used as the basis of formulating the standard competence, basic competence and also indicators of learning achievement.

### **1) Background**

According to the KTSP, English teaching in Indonesia is aimed at developing four skills (listening, speaking, reading, and writing) so that students are able to take part in conversation and communicate in certain literacy levels. The literacy levels include performative, functional, informational, and epistemic. At the performative level, students are able to read, write, listen and speak with symbol used. At the functional level, students are able to use language for life-coping skills such as reading newspapers, manuals or instructions. At the informational level, students can get knowledge using their language ability, while at the epistemic level; students are able to express knowledge gotten in the target language. In elementary schools, the competence followed in English teaching is the ability to interact with each other in English that will support classroom and school activities. It is also expected that the competence will also benefit students at their higher levels of education (Translated from *Peraturan Menteri no.22*, 2006).



## 2) Goal

English teaching in Elementary schools is aimed at:

- a. Developing oral communication competence that is used for language accompanying action in the contexts of school (Translated from *Peraturan Menteri no.22, 2006*).
- b. Reinforcing students to have awareness of the essence and importance of English to support nation's competitiveness (Translated from *Peraturan Menteri no.22, 2006*).

## 3) Scope

The scope of English teaching in Elementary School includes several aspects:

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

Writing and reading skills are directed to support the acquisition of oral communication competence (Translated from *Peraturan Menteri no.22, 2006*).

## 4) Standard of Competence and Basic Competence

The standard reading competence and basic reading competence for fifth grade students of elementary school determined by the curriculum are formulated in the following table.

**Table 1: The Standard of Competence and Basic Competence**

Standard of Competence	Basic Competence
<b>Class V/Semester I</b>  <b>1. Reading</b>  Comprehending English writing and simple texts accompanied by pictures in the context of school.	1.1 Comprehending sentences, written messages and simple texts with pictures in an appropriate and acceptable manner.  1.2 Reading aloud in appropriate and acceptable pronunciation, stress, and intonation involving words, phrases and very simple sentences.
<b>Class V/Semester II</b>  Comprehending very simple English writing in the contexts of school.	2.1 Comprehending sentences, written messages and simple texts with pictures in an appropriate and acceptable manner.  2.2 Reading aloud in appropriate and acceptable pronunciation, stress, and intonation involving words, phrases, very simple sentences and very simple texts

Source (Translated from *Peraturan Menteri no.22*, 2006)

As determined by the curriculum, simple texts and pictures become the most important features of English reading material for elementary school students. These two features are basically in line with the features of comics. Comics are important to put together of pictures and simple texts in the form of dialogues. For this reason, using comics as part of reading materials presented to fifth grade students of elementary school are wished acceptable by the curriculum.

## 6. Instructional Design Models

The writer uses two instructional design models planned by Kemp and Dick and Carey. The two models are described as follows.

### a) Kemp's Model

Kemp (1977: 5) states that Instructional Design is a method of effectively implementing the instructional process so as to achieve the objectives.

The plan is designed to supply answers to three questions:

- 1) What must be learned? (Objectives)
- 2) What procedure and resources will work best to reach the desired learning levels? (activities and resources)
- 3) How will we know when the required learning has taken place? (evaluation)

The following are the stages of the plan designed by Kemp.

- 1) Goals, Topics and General Purposes

The goals can be derived from society, students, and subject areas (Kemp, 1977: 14). Topics are usually arranged according to a logical organization, from simple to more complex levels. General purposes are what students generally are expected to learn as the result of instruction.

- 2) Learners' characteristic

In this phase, the designer needs to identify students' characteristics. The characteristics include learners' capabilities, needs and interests.

### 3) Learning Objectives

Learning objectives tell the students the goals to achieve, the ideas, and skills to learn and the types of behavior expected during the evaluation.

### 4) Subject Content

Kemp says that subject contents consist of the selection and organization of the specific knowledge, skills, and attitudinal factors of any topic.

### 5) Pre-assessment

There are two kinds of test in this step i.e. prerequisite testing and pre-testing. The first is done to find out whether students have appropriate background for the topic. The latter is done to determine which of the objectives the students have achieved.

### 6) Teaching/Learning Activities and Instructional Resources

Select materials to give learning experiences that will use the content connected with each objective.

### 7) Support Services

Support services include funds, facilities, equipment, and personnel.

### 8) Evaluation

There are two types of evaluation suggested by Kemp i.e. formative and summative evaluation. Formative evaluation is used to evaluate the instructional plan before full-scale use. Summative evaluation is related to evaluate the degree of students' final achievement of the objectives.

**b) Dick and Carey's Models**

The nine stages of the instructional design developed by Dick and Carey (Dick and Carey, 1978: 7) are explained as follows.

**1) Identifying an Instructional Goal**

The instructional goal is a statement of the objectives of the design. It is used to determine what students need to be able to do or perform upon completion of instruction.

**2) Conducting an Instructional Analysis**

It is aimed at identifying the appropriate skills and knowledge. It can be in the form of the identification of concepts, rules and information needed by students.

**3) Identifying Entry Behaviors and Learners' Characteristics**

This stage is aimed at diagnosing who, what and how the target students are. The general characteristics can be age, attention span, interest, sex, grade, level, previous experience, vocabulary, reading level, general motivation, etc.

**4) Writing Performance Objectives**

Performance objectives are what the learners will be able to do when they complete the instruction. They are determining the relationship between the instructions, focusing on lesson plan that suitable with learning, guiding the learners' result and assisting learners in the study.

5) Developing Criterion-Referenced Test Items

It is aimed to diagnose students' ability concerning with new skills, to find out the result of the students' learning during the process of the previous lesson, and to provide documents of their progress for administrators and parents.

6) Developing Instructional Strategy

The strategy will develop students learning including pre-instructional activities, presentation of content, learners' participation, assessment, and follow-through activities.

7) Developing and Selecting Instructional Materials

Instructional materials are developed by pointing to the types of learning result, the availability of existing relevant materials, and the developmental resources.

8) Designing and Conducting Formative Evaluation of Instruction

A series of evaluation is held to get data that are used to identify how to improve the instruction.

9) Revising Instruction

This is the final step in which the designer revise the instruction.

## **B. Review of Related Studies**

The first relevant study of this research is the research conducted by Ajeng Yulian P. (2011). It is Action Research. The title of research is Using Comic Strips Base Speaking Activities to improve the Speaking Ability Grade VIIIA Students of SMPN 2 Depok in the Academic Year 2011/2012. In this research, she improves action by giving each student a different responsibility to finish the task through various activities (i.e. role plays, search games and discussion). She also improves action by accompanying actions (using class English, asking student to perform their work in front of the class, giving rewards and feedback). Those actions were successful in improving the students' speaking skill.

The second relevant study of this research is the research conducted by Emil Prayogo (2008). It is Research and Development (R & D). The title of research is Designing Comic as Supplementary English Learning Materials in Teaching Verb Tenses for Beginners. This research aims to elaborate the steps of designing English grammar learning materials using comic-style explanation and give details of the structure. In this research, she combined and transformed the explanations and exercises from the three different grammar books into one comic book. The whole materials are presented in a form of comic book. Every unit consists of explanations and exercises. Each character in the comic book gives explanation about the topic being discussed throughout the story. At the end of every unit there are some exercises for the learners to practice their understanding.

The third relevant study of this research is the research conducted by Wira Hadi (2010). It is Action Research. The title of research is Improving Vocabulary

Ability by using Comic. The subject consisted of 20 students of the third special class of SMAN 1 MATARAM in 2009-2010 academic years. The researcher focused his research in improving vocabulary ability and the students' motivation in the process of teaching and learning using comic. The topics or themes used were: (1) Global warming; (2) Daily activity. The research data were collected using test (test after first treatment and test after the second treatment), observation for collecting data on the students' motivation in improving vocabulary ability using series pictures. Data on vocabulary ability using comic were analyzed using the descriptive and statistic analysis, to know the improvement in mean students after the first cycle and the second cycle.

### **C. Conceptual Framework**

KTSP becomes the curriculum applied in Indonesia. One of the goals and functions of English subject for Elementary School is to develop oral communication competence that is used for language accompanying action in the contexts of school. As result of this, there are four skills to be focused. Those skills are listening, speaking, reading, and writing. In accordance with this, the teaching of English for the fifth grade students of SDN 1 Belangwetan has a purpose to help them in learning English.

Reading is often categorized as difficult activities. The students get difficulties to understand a piece of English reading, even a simple and short one. As the result, the researcher found a fact while teaching that they are not really



motivated or interested in learning English especially reading. The researcher would like to give students' interesting materials in reading for the fifth grade students of SDN 1 Belangwetan Elementary School. The researcher tries to use comics in an academic setting.

Comics are fun reading and may benefit the students. The pictures and dialogues are encouraged to produce an enough understanding of what they read through the difficult words and incomprehensible sentences of the texts. The pictures, colors, and stories make easier to understand than usual reading materials are. The possible opinion that the standard books of usual reading materials are above question. The pictures in comics frame also add many visual words and gestures to the story line helping students better understand the points of the story. The visual words and gestures show that it is somebody's turn to do or say something, suggest about how to behave and what to do.

Comics have ability to motivate students. Most of children enjoy reading comics. Therefore, the writer put the characteristics of comics in the materials to create enjoyable reading. Comics can also provide experiences for students who are learning new language. Following the story from the beginning to ending, plot, characters, time and setting without skills can help students to understand the sentences. It is because the images support the text and gives students clues to word meaning.

Comics arrange as the bridge to the difficult knowledge and concepts. Comics can guide students toward knowledge of reading, especially those who don't enjoy reading or afraid of failure. Thus, comic books are particularly useful

in special classes or for slow learning students in regular classes. Comics are beneficial to learning in the classroom and not just a fun art-enrichment activity. The educational advantages supported by comic-style reading materials become the reason for selecting comics as a way of presenting English reading materials to the students.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the writer discusses the research method which was employed for the study. This chapter presents the Research Type, Research Setting, Research Respondents, Research Instruments, Data Gathering Technique, Data Analysis, Research Procedure, and Validity.

#### **A. Research Type**

In this study, the writer employs Research and Development (R & D) methodology by Borg and Gall (1983: 772). As stated by Borg and Gall, R & D methodology refers to a process that is used to develop and validate educational products. Therefore, the steps covered through this methodology served as a guide from which the designed materials are developed and validated. This research type was suitable with the steps in developing materials. The design model of this study is adopted and adapted from Kemp's design model (1977: 5) and Dick and Carey's design model (1978: 7).

#### **B. Research Setting**

The research was held in SDN 1 Belangwetan. The school is located in Cungkrungan, Belangwetan, Klaten Utara.

### **C. Research Respondents**

In this survey research, the writer divided the respondents into two categories. The first was respondents of the needs survey, and the second was respondents of the designed materials evaluation survey.

#### **1. Respondents of the Needs Survey**

The respondents in the need survey is explained as follows:

##### **a. One class of the fifth grade students of SDN 1 Belangwetan**

This class consisted of 22 students whose age ranges from 10 to 14 years old. The writer distributed questionnaire to the students in order to get information on their needs, reading difficulties, motivation and reading interests.

##### **b. One of the English teachers of SDN 1 Belangwetan**

The writer held an interview with the English teacher of SDN 1 Belangwetan. The interview is aimed to find information on the students' learning needs, difficulties, motivation, interest and suitable materials for the fifth grade students, which are gotten from the teacher's perspective and teaching experience.

From these respondents, the writer controlled to get two perspectives on the students needs' viewed from students and teachers' beliefs. The data from the student and the teacher are used as the basis to develop the reading materials and learning activities.

## **2. Respondents of the Developed Materials Evaluation Survey**

The second questionnaire was aimed to get the respondents' criticisms, suggestions and opinions about the designed materials. The completed questionnaire was analyzed and the results used as feedback for revisions on the designed materials. The respondents were one of English teachers of SDN 1 Belangwetan, four English teachers from SDN 2 Klaten, SDN 1 Drono, SDN Tonggalan 1, SDN Bugelan, three English instructors from IEC, one of English instructor from Neutron Yogyakarta, one of lecturers of the English Education program of Yogyakarta State University.

The information was then explained and analyzed. On the basis of the analyzed results, the writer needed some revisions to the developed materials.

## **D. Research Instruments**

Three types of instruments used to gather data were questionnaire, interview guide, and observation guide. The data which were gotten from those three types of instrument gave the writer some valuable sources of information for developing and held revisions to the developed materials. The three types of research instruments used in this study are explained as follows.

### **1. Questionnaire**

Questionnaire was useful for the foundation of knowledge about the students' needs and feedback for the developed materials. For this reason,

information collected from the questionnaire used as a basis for how the reading materials were designed and finally presented to the students.

The needs survey questionnaire was distributed to the fifth grade students of SDN 1 Belangwetan and written in Bahasa Indonesia to make easy to understanding the questions. For this reason, students' better understanding would allow correct answers to be produced. The questions were about students' perception of reading in English such as students' difficulties and interest in reading, students' favorite reading activities, students' wants on reading materials, etc.

When holding the developed materials evaluation survey, the writer distributed the second questionnaire. The questionnaire was distributed to several English teachers from various elementary schools i.e. SDN 1 Belangwetan, SDN 2 Klaten, SDN 1 Drono, SDN Tonggalan 1, SDN Bugelan, three English instructors from IEC, one English instructor from Neutron Yogyakarta, one of lecturers of the English Education program of Yogyakarta State University.

The writer used a likert scale which was on a 1 to 5 scale for first part of the second questionnaire. The second part consists of respondents' opinions about the drawbacks and strengths of the developed materials, suggestions, and criticisms. This part of questionnaire was chosen because it had the power to get deeper information from the respondents. The questionnaire was delivered in English since the respondents have already had enough knowledge of English. The questionnaire was aimed to get critics, opinions, and suggestions, which

further used as feedback for the developed materials. The questionnaire needed free responses from the respondents, so they were given time to fill out the questionnaire at their suitable.

## **2. Interview Checklist**

The writer used interview checklist. Interview was chosen to expect its flexibility and deeper information that could be gotten from the interviewee. The interview was held to the English teacher of SDN 1 Belangwetan.

## **3. Observation Forms**

In this part, the writer was as a non-participant. During the observation, the writer sat at the back row while taking note of teaching learning activities and the students' reaction in reading using the prepared observation forms. The data collected from the observation were then analyzed and compared with the completed questionnaires and the interview. Observation was useful to supply deeper information to make the writer able to get better and large understanding of students and their learning.

## **E. Data Gathering Technique**

The writer got the data information and some ideas references from book and interest studies. These data were useful to guide the writer in developing suitable materials for the students. At the same time, the data of students' needs, interest, and difficulties in reading materials were gotten through the needs questionnaire that was given to the fifth grade students of SDN 1 Belangwetan

and through the interview which was held to the English teacher of the related school.

Criticisms, opinions and suggestions to the developed materials are collected from the developed materials evaluation questionnaire was given to English teachers of SDN 1 Belangwetan, SDN 2 Klaten, SDN 1 Drono, SDN Tonggalan 1, SDN Bugelan, three English instructors from IEC, one English instructor from Neutron Yogyakarta and one of lecturers of the English Education program of Yogyakarta State University. The questionnaire was given directly and personally.

#### **F. Data Analysis Technique**

The data got from the students' questionnaire were analyzed using percentages. The students' responses were calculated by using percentages, the data were explained using word descriptions. The data were part of students' needs and further used as the main basis for the design. Here is the formula.

$$N = \frac{x}{n} \times 100 \%$$

x: The number of students who choose a certain answer

n: The total number of students (22 students)

N: The percentage of expected opinion from the students



In the second questionnaire, each question was given five possible alternatives and scored from one to five. The description of the likert scale is illustrated in the following table.

**Table 2: The Questionnaire Responses**

Responses	Scale
Strongly Agree (SA)	5
Agree (A)	4
Undecided (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The data collected from the developed materials questionnaire were analyzed by using central tendency. Three statistics which the writer used to find central tendencies were the mode, median, and mean. The mean is the sum of all the values in a distribution divided by the number of values.

The formula is stated as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where  $\bar{X}$  : the average point

$\sum X$  : the sum of the scores

$N$  : the number of subjects

Then the data were presented in the form of a table in which the respondents' opinions on the developed materials are as follows.

**Table 3: The central tendency of respondents' opinions from questionnaires**

No.	Respondents' opinion	N	Mn	Med	Md

Where N : Number of respondents

Mn : The Mean

Med : The Median

Md : The Mode

After the data were calculated and analyzed using central tendency, the data were explained based on the criteria as follows.

**Table 4: The Assessment of the Central Tendency**

0-1	The developed materials are unacceptable.
1.1-2	The developed materials are poorly designed.
2.1-3	The developed materials are fairly designed.
3.1-4	The developed materials are good but need some revisions.
4.1-5	The developed materials are well designed and acceptable.

Based on the listed criteria, the acceptability of the developed materials could be judged and for this reason, revisions and improvement to the developed materials are possible to make.

### **G. Research Procedure**

In developing a Set of Reading Materials Using Comics for the fifth grade students of SDN 1 Belangwetan, some carefully well-planned steps need to be formulated. These steps use as the main guideline in developing suitable reading materials for the students. The design model of this study is adopted and adapted from Kemp's design model and Dick and Carey's design model. The model starts from identifying the students' learning needs and ends in evaluating and revising the designed materials. The steps used in this study are described as follows.

#### **Step 1: Enumerating Learners Characteristics (Kemp's model)**

This step is adopted from Kemp's model "Enumerate learners' characteristics as a group or individual for whom the instruction is to be designed". In this study, the writer collects information on the learners' capability, needs and interests. The information got from this step is then analyzed and further used as the basis for designing reading materials for the students.

### **Step 2: Formulating Goals, Topics, and General Purposes (Kemp's and Dick and Carey's model)**

This step is adopted from Dick and Carey's model "Identify Instructional Goals" and specified by Kemp "Determine Goals, Topics, and General Purposes". Goals, Topics, and General Purposes are based on the information on the students' learning needs got from the previous step. Statements of goals are used as a basis for developing specific results of the instruction. After creating the goals, major topics of the designed materials are listed. Those topics would become the scope of the course or program and the basis for the instruction. Once completed, the writer begins to formulate the general purposes for each topic. General purposes identify what the students are generally expected to learn as the result of instruction.

### **Step 3: Formulating Learning Objectives (Kemp's model)**

This step is taken from Kemp's model i.e. "Formulate Learning Objectives". The general purposes stated in the previous step need to be formulated into measurable statements of objectives. In this step, the writer specifies the skills to get and the types of behavior expected during the evaluation.

### **Step 4: Developing an Instructional Strategy (Dick and Carey's model)**

This step is taken from Dick and Carey's models i.e. "Develop an Instructional Strategy". In this step, the writer decides the general components of

the designed materials and the procedures that will be used with those materials to get learning results from the students.

#### **Step 5: Selecting and Developing Instructional Materials (Dick and Carey's model)**

This step is taken from Dick and Carey's models i.e. "Select and Develop Instructional Materials". Thinking about the information got from the need survey and also the statements of goals, general purposes and learning objectives., the writer develops a set of reading materials, follow-up reading activities and also the teacher's manual for the whole learning activities. In this design, the instructional strategy developed in previous step is used as the basis for structuring and organizing the designed materials.

#### **Step 6: Conducting Evaluation (Kemp's and Dick and Carey's model)**

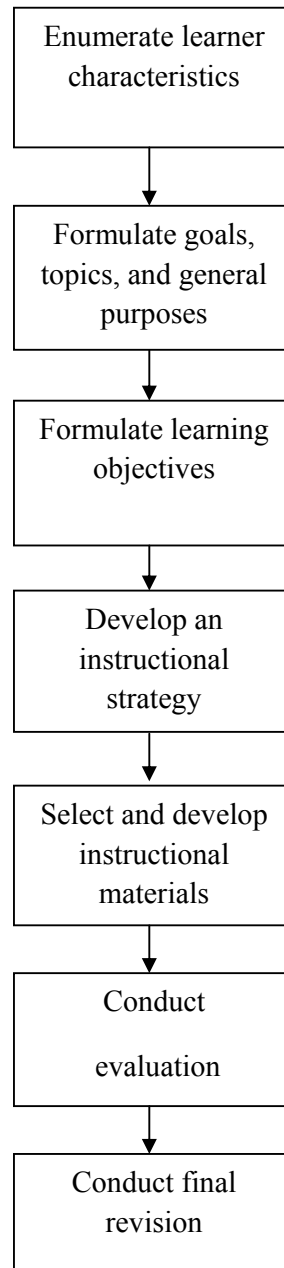
This is adopted from Kemp and Dick and Carey's models. In this step, evaluation is held to get data that they are used to identify how to improve the instruction. Evaluation is held by distributing a designed materials evaluation questionnaire to several English teachers who have relevant teaching experience. The results got from the questionnaire are then analyzed and further used as the basis for revision.

**Step 7: Conducting Final Revision (Dick and Carey's model)**

This is adopted from Dick and Carey's models. Revision is the final step before the developed materials are presented to the students. The data from the evaluation are summarized and explained to identify some weakness of the developed materials. Once identified, the writer makes revisions to the developed materials.

In the writer's model of instruction design, revisions can actually find in every steps of the design but the final revisions are held after the evaluation of the developed materials is completed.

The steps can be illustrated in the following diagram.



**Figure 1: The Design Steps**

The researcher described the model as follows:

### **1) Enumerate Learner Characteristics**

In this step, the writer tried to find information relevant to the study. The information was collected through the library research and needs survey. In the library research, relevant books, articles, research findings, and curriculum were used as a foundation of the develop process. In the needs survey, the writer gave questionnaires to the fifth grade students of SDN 1 Belangwetan, interviewed their English teacher and held a classroom observation. Through the needs survey, the developed materials could be fitted the needs and advantages gotten by the students.

### **2) Formulate Goals, Topics, and General Purposes**

The findings gather from the completed questionnaires, interview and observation were then analyzed. The analyzed data were used as a basis from which decisions on the standard competency, basic competence, learning indicators, learning materials, and learning activities can be made.

### **3) Formulate Learning Objectives**

In this step, the standard competency, basic competence, and learning indicators were showed clearly. The writer also selected several animated



cartoons and collected some materials used for follow-up activities. Money, time and manpower needed for the develop process were also approximately calculated.

#### **4) Develop an Instructional Strategy**

After the planning stage had been succeeding, the writer developed the reading materials. In developing the materials, the writer copied pictures from several 3-D (Three-dimensional) animated cartoons. The pictures taken were then adapted and re-arranged in the form of comics. Based on the arranged pictures, the writer developed stories and created follow-up activities.

#### **5) Select and Develop Instructional Materials**

After developing the reading materials, the writer held the developed materials evaluation survey by giving questionnaires to five English teachers of SDN 1 Belangwetan, SDN 2 Klaten, SDN 1 Drono, SDN Tonggalan 1, SDN Bugelan, three English instructors from IEC, one English instructor from Neutron Yogyakarta and one of lecturers of the English Education program of Yogyakarta State University. They were asked to give opinions and suggestions on the developed materials.

### **6) Conducting Evaluation**

After held the developed materials evaluation survey, the writer revised the materials based feedback from the respondents of the developed materials evaluation survey.

### **7) Conducting Final Revision**

This is the last step of the procedures of the study. In this stage, the final results of the developed materials were presented.

The steps listed were aimed at answering the questions in the problem formulation of this study. Through the steps, the material design process and the material presentation could be done well.

## **I. VALIDITY**

Validity refers to the extend to which the data collection procedure measures what it intends to measure (Seliger and Shohamy, 1989: 188). To measure the validity, the writer used construct validity. Construct validity according to Seliger and Shohamy (1989: 188) is used when the researcher needs to examine whether the data collection procedure is a good representation of and is consistent with current theories underlying the variable being measured. Research data is measured by using the Product Moment Correlation (Arikunto, 2006)

The formula is stated as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Where  $X$  = score of the item

$Y$  = total score of the item

$\sum X$  = sum score of  $X$

$\sum Y$  = sum score of  $Y$

$\sum X^2$  = sum square of  $X$

$\sum Y^2$  = sum square of  $Y$

$N$  = respondent

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter presents the results and discussions on the findings of the survey research. This chapter answers the question stated in the Problem Formulation in Chapter 1. The question is what steps are taken to develop a set of reading materials using comics taken from 3-D (Three-Dimensional) animated cartoons for the fifth grade students of SDN 1 Belangwetan. There are two subparts discussed in this section. Those are the Steps of Developing a Set of reading materials using comics taken from 3-D (Three-Dimensional) animated cartoons for the fifth grade students of SDN 1 Belangwetan and The Presentation of the Developed Materials.

#### **A. Steps in Developing a Set of English Reading Materials**

In developing the reading materials, the writer applied the seven steps of instructional design, which were adopted and adapted from Kemp's design model and Dick and Carey's design model. The steps of the design were Enumerating Learner's Characteristics, Formulating Goals, Topics and General Purposes, Formulating Specific Learning Objectives, Developing Instructional Materials, Conducting Evaluation, and Conducting Final Revision. The findings of each step are further discussed in the following.

## **1. Enumerating Learners' Characteristics**

Enumerating learners' characteristics was held through needs survey. Needs survey was used as a means of collecting information on the students' needs especially for reading. Because source of information was incomplete, the survey was controlled by three different kinds of procedures. The first procedure was held a teacher interview. The second procedure was giving questionnaires to the fifth grade students of SDN 1 Belangwetan and the third procedure was doing classroom observation. In this design, the term needs were about the students' learning wants, desires, demands, motivations, expectation, lacks, and limitation in reading English viewed from both the students and the teacher's perspectives. For this reason, the information collected from the three procedures used as the very important bases on how the designed materials could meet the needs and the results could be made for the students. The results of each data gathering procedure are presented and discussed in the following sections.

### **a) Results of the Teacher Interview**

To supply information on the students' needs viewed from the teacher's perspective, an informal interview was held to the English teacher of SDN 1 Belangwetan on July 6, 2011. The interview supplied the information about the students' needs because the teacher had close and direct contact to the students. The interview was held informally during break period of school and the questions raised in the interview were aimed to get large information on several aspects related to teaching/learning activities such as teaching limitation, the students' learning ability and the way of thinking in reading English. The

information got from the teacher interview was further formed as the basis for the design. The list of the interview questions can be seen in appendix and the findings of the teacher interview are discussed as follows.

- 1) At the beginning, students showed high interest in learning English but as time passed, most of students were lack of motivation for learning English. Those conditions brought the students' perception that English was a difficult subject. Less motivation influenced to the students' way of thinking in learning English. The many difficulties the students found in their learning made they feel that English was so much force and too difficult to reach.
- 2) The students' lack English skill influenced motivation for reading English. Since the students learnt English for the first time in fourth grade, English skill was familiar with the problem. The students lacked vocabulary and knowledge of sentence structure needed to get successful reading tasks. One and a half year known to English, the students would only get a very limited number of basic terms. Moreover, the students' opportunity to English learning was minimal. The students were only had two meeting hours consisting of 80 minutes per-week to learn English. The students did not have any opportunity to get more knowledge to the language. Moreover, there was no support given by parents because of their educational and financial limitations.
- 3) There was a big gap between the students' skill level and the available reading materials. Reading materials presented to the students were usually taken from the existing textbook, while the textbook itself seemed to form over opinion to the students' skill. The students were often unable to comprehend the large

quantity of reading materials given. As a result, the students grow to be a pessimistic reader.

- 4) The students' lack English had caused learning/teaching activities to run at a slow step. Repetition of explanation could not avoided and problematic. The time for teaching/learning activities did not permit the teacher to suit with the standard of the curriculum. Moreover, the materials could not be covered because of the students' language was too small.
- 5) Boredom was another problem faced by the teacher with the students. Teaching/learning activities often failed because the students got bored easily if they had to read in English.

From the information given by the teacher, it could be concluded that reading English was difficult for most of the fifth grade students of SDN 1 Belangwetan. Lack of vocabulary and knowledge of sentence structure stopped the students from successful reading tasks given to them. Not enough English skill made the students unable to get the standard of the existing textbooks. This condition guided to a lack of motivation for learning and pessimism about reading success. In line with these problems, the developed materials were tried to bridge the gaps between the students' reading ability and the available reading materials. Giving the students with reader-friendly reading materials would potentially put into a positive attitude toward reading. Comic-style reading materials were one way to cover long, boring and force reading tasks into enjoyable and manageable reading activities. Comics would support the students to result successful reading despite their minimal vocabulary and grammar knowledge. The layout of comics

helped the students to understand the context and the flow of reading easier than usual reading was. In producing reading comprehension, the students were helped by the pictures and the picture arrangement itself. In addition, producing comprehension would no longer become word-dependent. In brief, comic-style reading materials had the potential to reduce the pressure because the students' were not having enough English skill.

Thinking about the vocabulary problem, the reading materials tried to develop the students' vocabulary through vocabulary exercises such as vocabulary quiz, crosswords, scrambled words, and personal dictionary. Those activities were more suitable to avoid overusing word-listing exercises. In response to the learning boredom, leading the students in fun activities would support their learning. In the interview, the teacher also gave some suggestions to the developed materials. The teacher suggested developing reading materials that would make the students able to learn vocabulary by self. This suggestion was realized by giving a space to the students at the end of each unit to make their personal dictionary. The developed materials were also presented with a mini-dictionary at the end of the units to support independent vocabulary learning. The teacher also suggested including some games and songs between learning periods in the developed materials.

Through the interview, the information on the students' needs such as the students' want for reading English, the many limitations faced by the teacher and students, students' learning difficulties, and also suggestions to the developed materials could be gotten and used as the basis for the design.



### b) Result of Student Questionnaires

Questionnaires were used as one of the data gathering tools in this study. The questionnaires were distributed to the fifth grade students of SDN 1 Belangwetan on July 4, 2011. There were 22 respondents whose ages range from 10-14. The respondents consisted of 13 female students and 9 male students. Two separate questionnaire sheets distributed to each student at a different time. The first sheet gave information on the students' beliefs about reading English and the second sheet was tried to know the students' perception of comics. The questionnaires were based on a set of structured items in which the respondents were given with several alternatives to choose. There were 12 questions in the questionnaires. The questionnaires were aimed to get information on the students' needs such as the students' wants, desires, expectation, lacks, limitation, and motivation for reading English. The results of the questionnaires served as an input from which the design could be started and developed. The results are presented and discussed in the following.

**Table 5: Results of the First Sheet of the Needs Survey Questionnaire**

No	Questions	Responses	Number	Percentage
1.	Do you like reading in your first language (Indonesian)?	a. Yes b. No	21 1	95.45 % 4.54%

(continued)

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2.	If YES, Why do you like reading?	a. Because I can enrich our knowledge through reading. b. Because I can kill time by reading. c. Because reading is my hobby. d. Because there are a lot of interesting stories in my reading.	13 - 5 4	59.09% - 22.73% 18.18%
3.	If NO, Why do you not like reading?	a. Because the texts are usually long. b. Because seldom do I find pictures in my reading. c. Because reading is boring. d. Because hardly do I find a reading passage I want to.	5 4 8 5	22.73% 18.18% 36.36% 27.73%
4.	Do you like reading in English at school?	a. Yes b. No	4 18	18.18% 81.82%
5.	If YES, Why do you like reading in English?	a. Because the texts are interesting. b. Because reading in English is my hobby. c. Because we can enrich our knowledge. d. Because reading in English is challenging.	- 9 12 1	- 40.91% 54.54% 4.54%
6.	If NO, Why do you not like reading in English?	a. Because the texts are too difficult so that I cannot understand. b. Because the texts are long. c. Because reading in English is boring. d. Because I cannot perform well when	7 2 4	31.82% 9.09% 18.18%

		reading English.	9	40.91%
7.	How difficult is it for you to read in English?	a. Very Difficult b. Difficult c. Quite Difficult d. Easy	20 2 - -	90.91% 9.09% - -
8.	What kind of problems do you frequently encounter when reading in English?	a. Difficult Vocabulary b. Incomprehensible sentences c. Long reading passages d. Complicated texts	9 9 2 2	40.91% 40.91% 9.09% 9.09%
9.	If you like reading, what reading sources do you like most?	a. Textbooks b. Comic books c. Magazines d. Children Books	4 8 5 5	18.18% 36.36% 22.73% 22.73%
10.	If you like reading, what kind of reading materials do you like most?	a. Textbook reading b. Comics c. Fairytales d. Stories with pictures	2 9 5 6	9.09% 40.91% 22.73% 27.27%
11.	If you like reading, what reading themes do you like most?	a. Sport b. School activities c. Friendship d. Future aspiration	3 4 10 5	13.64% 18.18% 45.45% 22.73%
12.	What follow-up activities do you want to do in your reading?	a. Games b. Songs c. Crosswords d. Quizzes	9 7 4 2	40.91% 31.82% 18.18% 9.09%

From question number one, 95.45% respondents showed high level of interest in reading Indonesian. The second question was the reason of interest in reading Indonesian. It was 59.09% respondents could enrich their knowledge through reading. The third question showed 36.36% respondents were not interest in reading because of the boredom. At another possible, this level of interest had great different from the level of interest in reading English. Question number four showed 81.82% respondents were not interest in reading English. Among the problems found by the students, reading materials caused the students' lack of reading interest. The existing reading materials were too difficult to the students. Another important aspect was the students unable to result well in reading English and as a result, the students were pessimistic about reading success.

Among others, lack of vocabulary and not enough knowledge about sentence structure were the two main problems that the students frequently found when they read in English and those two problems could become the major difficulties of reading comprehension. It could be seen through the percentage in question eight. 40.91% respondents got difficult vocabulary and also 40.91% respondents found the incomprehensible sentences. Many exercises were improving the students' vocabulary and raise the students' understanding of sentence structure.

The ninth question asked about students' reading sources they were like most. Most of students opted comic books for their favorite reading sources. The result was 36.36%. Then, question number ten asked about kind of reading

materials that the students' were like most. 40.91% students' opted comic for their favorite reading materials.

Some reading themes of interest could also be seen through the questionnaire findings. The selection of themes in each unit was based on the students' preference. As the result, 45.45% students opted sport for their general interest for their favorite reading themes. In addition, some follow-up activities of interest could also be seen through the questionnaire findings. Games and songs were preferred by the majority of students and in line with the students wants, the writer plan those activities in the developed materials. Based on the selection of the materials and activities in the students' wants and needs was aimed at increasing students' motivation for reading and support learning.

The second questionnaire sheet gave information about the students' common perception of comics. The students were given a sample of short comics so as to give a clear picture of the comics' purpose. There were six questions raised in the second questionnaire sheets. The results are presented and further discussed in the following.

**Table 6: Results of the Second Sheet of the Needs Survey Questionnaire**

No.	Questions	Responses	Number	Percentage
1.	Do you like reading comics?	a. Yes b. No	18 4	81.82% 18.18%
2.	Would you like if the reading materials are presented in the form of comics?	a. Yes b. No	17 5	77.27% 22.73%
3.	Would comics help you understand the English texts better?	a. Yes b. No	17 5	77.27% 22.73%
4.	How comics help you understand reading passages?	a. Because comics contain pictures and	15	68.18%

(continued)

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		dialogues which facilitate my understanding.	3	13.64%
		b. Because the language is simple.	3	13.64%
		c. Because the sentences are written short.	1	4.54%
		d. Others: Because comics are fun and exciting.		
5.	Would comics increase your motivation for reading in English?	a. Yes	19	86.36%
		b. No	3	13.64%
6.	What comics do you like most?	a. Folktale comics	7	31.82%
		b. Fairytale comics	6	27.27%
		c. Cartoon comics	14	63.64%
		d. Thriller comics	7	31.82%

Looking at the findings, almost all the students gave positive reaction about comics. It could be seen that over three quarters of the students choose for comics and mentioned that comics would help them understand English passages they read. Comics were helpful in a way that they consisted of pictures and dialogues and the passages were written short. Reading passages were short and pieces so that producing comprehension would not be as long, boring and forcing as usual reading passages were. From the second questionnaire sheet, it could also be found out that cartoon comics were selected by the great majority of respondents. According to the students' preference, comics were created from side by side of pictures taken from three dimensional animated cartoons.

Looking at the information from the students, it could be concluded that using comic style reading materials would give advantage to the students. Comics

would support the students to build a positive perception in reading English. Thinking about the students' lack of skills needed to understand texts written in English, some pictures, simple sentence patterns and structures would make them able to get successful reading tasks. Students' successful reading result would be increase and gave advantage because it was interest and motivating.

### **c) Results of Classroom Observation**

In the data completion, classroom observation was used as one of the data gathering tools besides the teacher interview and the students' questionnaires. The classroom observations were held three times on July 13<sup>th</sup>, 20<sup>th</sup>, 27<sup>th</sup>, 2011. The information collected from the observation was gotten from the writer's perspective and for this reason; the observation made the writer as an active information receiver. The results of the observation gave the writer with understanding to the students' needs in reading, which later would put into the develop materials. There were three major aspects that could be gotten from the observation. Each of these is explained as follows:

#### **1) Attention Deficit**

Beginning at the first observation, the teacher was working with 22 students. The teacher was reviewing the last week homework while writing difficult words on a chalkboard. There was a problem. The first observation showed that some students made distractions. The presence of the observer made the students turned away from the teacher. The students' attention deficit was also seen in the way some students looked at the observer as a stranger. Some students who sat in the back row turned their head over and started to chat with other

students about something other than the lesson being discussed. Another day, the students were quite interested and curious about the topic until a little incident happened. One of student took a pencil from another student and the class became crowded. When the class became conducive, the teacher resumed the lesson. But another problem happened, one student pronounced one word out loud that was quite distracting. The student became the center of attention and the class change into laughter. These facts showed that most of the students had a short attention span because they had difficulty to focus on learning and resulted distraction.

## 2) Insufficient English Proficiency

Based on the students' English skill, vocabulary was still a big problem. Not enough vocabulary could be seen when the students were given a reading passage to read. The teacher gave a reading entitled "*Playing a Kite*" to the students and started the activity by reading the passage aloud and asking the students to repeat after him. Through this activity, the teacher placed emphasis on pronunciation. Then, the teacher asked the students to go over the vocabulary in the passage. There were only three students who were able to answer the questions about the vocabulary. The great majority of students were not able to get successful in this activity. Understanding that the students did not know most of the vocabulary, the teacher then wrote some difficult words on the board. The same case also happened to comprehension questions. There were only few students who were able to answer questions about the passage they read correctly. In another classroom observation, the students were asked to read three short passages and answer the comprehension questions listed in the book. After several



minutes, five students were asked to come in front and share their answers. This task caused nervous on the part of the students who were chosen. Most of the students could not answer the questions correctly because they could not understand the passages. In the end, the teacher ended up translating the three passages given. Continuous reading difficulties could create upset on the part of students. As a result, a lot of students lost interest in their reading. Most of the students seemed to listen to the teacher but their attention was actually not there.

### 3) Boredom

The teacher opened the lesson by reviewing the previous materials and giving the results of the test taken by the students a couple of weeks ago. In the first few minutes, the students seemed pay attention to the lesson and some of them made notes. But, this condition did not last long, the students who sat in the back row started to make noise. The teacher advised the students to pay attention to the lesson and the class became conducive to learning. But the same incident happened again. When the teacher explained singular and plural nouns, some students started to chat with their friends. Some students tried to pay attention but finally stopped to accept and chatted to their friends. At the same time, others just went out. These facts showed that the students got bored easily with learning activities such as explanation and lecturing. In response to these problems, the students need activities that made them able to take part in.

From the observation, there were at least three big problems faced by students in their learning. Attention deficit, lack of vocabulary, and boredom were some problems that were faced by the students. Those problems had also been

shown by the findings got from the teacher interview and the students' questionnaires. The designed materials were a response to these problems. Giving the students interesting reading materials could be one strategy to solve the students' attention deficit. In the design, the students' reading materials were presented in the form of comics. The selection of comics based on the findings of the students' questionnaires. Comic-style reading materials also help students in their lack of vocabulary. The many pictures in comics were not only put as additional features, but in fact they were used to describe the story. So the gaps between the students' lack of vocabulary and the need for reading comprehension could be bridged by comics. Planning fun learning activities such as games and songs could be another strategy to get the students' attention. In addition, interesting learning activities could also prevent the students from learning boredom. Classroom observation made the writer able to collect data on the students' needs viewed from her own perspectives. Among others, attention deficit, lack of vocabulary and boredom were the most problems in teaching/learning activities and information gotten from the observation was put into the overall results of needs survey and used as the basis of decision making and the design process.

As a result, enumerating learners' characteristics made the writer able to know specific problems faced by the students and identify the students' needs and wants through the developed materials. The information from this step were used as a basis to create and develop the design materials. The next step discussed is formulating goals, topics and general purposes.

## 2. Formulating Goals, Topics and General Purposes

By using the information got from the need survey and the curriculum, the goals of the developed materials were formulated. The goals of this design known that what the students would be able to do after they had completed the instruction. There were two goals of the developed materials and each of those is formulated as follows.

**Table 7: Goals**

No.	Goals
1.	The students are able to comprehend simple short English texts with pictures in the context of school.
2.	The students are able to develop their reading skills as they acquire more vocabulary and knowledge of sentence structure.

After formulating the goals, the writer listed the topics to be presented in the developed materials. The selection of topics was based on the students' preference for themes of interest. The six themes offered, themes related to sport, school activities, friendship, future aspirations, favorite things, and habits. These themes were then divided into eight topics. Some idea was also brought into play when selecting the topics. There were at least two aspects resulted i.e. difficulty level and scope. The units were arranged in order of complexity; that was from the simplest to the most detail one. The units were created inside the scope of school. The decision about the scope was made in line with the curriculum. The topics are listed in the following table.

**Table 8: Topics and Titles of the Developed Materials**

Unit	Topic	Title
1	Classmates	New Friend
2	School activities	Back to School
3	Homework can be fun	Find a Treasure
4	At school	Around My School
5	Vacation	Exciting Holiday
6	Habits at school	Good Student
7	School sports day	Be a Winner
8	Job	My Dream Job

After selecting the topics, general purposes of each topic were formulated. General purposes in this design were showed as what the students were generally expected to learn as the result of instruction. Because the design was in line with the *School-Based Curriculum*, the meaning of general purposes was about the basic competence of each unit. There were four competences followed from each unit and each of them was aimed at achieving the goals. The basic competences of the design are listed as follows.

**Table 9: Basic Competence**

Unit	Title	Basic Competence
1	New Friend	At the end of the lesson, students are able to: 1. read with enough comprehension using contexts, pictures, and series of picture as view for unknown words or sentences. 2. gain a general understanding of the texts and find specific information from the text. 3. make a simple and short introduction in both formal and informal settings. 4. use the vocabulary and sentence structures to produce comprehension.
2	Back to School	At the end of the lesson, students are able to: 1. read with enough comprehension using contexts, pictures, and series of picture as view for unknown words or sentences. 2. gain a general understanding of the texts and find

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		<p>specific information from the text.</p> <p>3. understand basic concepts of singular/plural and this/these and that/those and use them appropriately in both written and spoken mode.</p> <p>4. use the vocabulary and sentence structures to produce reading comprehension.</p>
3	Find a Treasure	<p>At the end of the lesson, students are able to:</p> <p>1. read with enough comprehension using contexts, pictures, and series of picture as view for unknown words or sentences.</p> <p>2. read through the comics to find specific information to complete the task.</p> <p>3. describe things in the classroom and at school using there are/there is in both written and oral mode.</p> <p>4. use the vocabulary and sentence structures to produce reading comprehension.</p>
4	Around My School	<p>At the end of the lesson, students are able to:</p> <p>1. read with enough comprehension using contexts, pictures, and pictures arrangement as view for unknown words or sentences.</p> <p>2. gain a general understanding of the texts and find specific information from the text.</p> <p>3. understand basic concepts of possessive pronouns and use them appropriately in both written and spoken mode.</p> <p>4. use the vocabulary and sentence structures to produce reading comprehension.</p>
5	Exciting Holiday	<p>At the end of the lesson, students are able to:</p> <p>1. read with improved comprehension using contexts, pictures, pictures arrangement as view for unknown words or sentences.</p> <p>2. gain a general understanding of the texts and find specific information from the text.</p> <p>3. understand basic concepts of comparatives and superlatives and use them appropriately to express opinions in both written and spoken mode.</p> <p>4. use the vocabulary and sentence structures to produce reading comprehension.</p>
6	Good Student	<p>At the end of the lesson, students are able to:</p> <p>1. read with improved comprehension using contexts, pictures, pictures arrangement as view for unknown words or sentences.</p> <p>2. gain a general understanding of the texts and specific information from the text and relate the texts to the students' real life.</p> <p>3. understand basic concepts of <i>should</i> vs. <i>must</i> and use</p>

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		<p>them appropriately in both written and spoken mode.</p> <p>4. Use the vocabulary and sentence structures to produce reading comprehension.</p>
7	Be a Winner	<p>At the end of the lesson, students are able to:</p> <ol style="list-style-type: none"> <li>1. read with improved comprehension using contexts, pictures, pictures arrangement as view for unknown words or sentences.</li> <li>2. gain a general understanding of the texts and specific information from the text and relate the texts to the students' real life.</li> <li>3. understand basic concepts of <i>can</i> to express ability and use it appropriately in both written and spoken mode.</li> <li>4. use the learned vocabulary and sentence structures to produce reading comprehension.</li> </ol>
8	My Dream Job	<p>At the end of the lesson, students are able to:</p> <ol style="list-style-type: none"> <li>1. read with improved comprehension using contexts, pictures, pictures arrangement as view for unknown words or sentences.</li> <li>2. gain a general understanding of the texts and specific information from the text and relate the texts to the students' future aspiration.</li> <li>3. understand basic concepts of would like to/ want and like and use them appropriately in both formal and informal settings.</li> <li>4. use the vocabulary and sentence structures to produce reading comprehension.</li> </ol>

The basic competences of the design identified the general skills got from the students on completing the instruction. After formulating the basic competences, the writer formulated specific learning objectives to achieve in each unit. The specific learning objectives of the developed materials are described in the following step.

### 3. Formulating Specific Learning Objectives

The meaning of learning objectives in this designed was about learning indicators. The basic competences needed to be formulated into measurable

statements of objectives. Specific learning objectives indicated particular skills to get and the types of behavior in order to meet the stated goals. For that reason, the learning objectives needed to be stated in terms of activities that will be best support learning.

**Table 10: Indicators**

Unit	Title	Indicators
1	New Friends	Students are able to: 1. Predict what the reading passage will be by making use of the title, preview, and pictures. 2. Participate actively in the comprehension game. 3. Arrange a short conversation with their classmate about introduction. 4. Find information on names, origins and addresses in English. 5. Complete responses to the information boxes. 6. Arrange difficult words and find the definition by guessing or looking up in the dictionary. 7. Understand at least four new words and use at least new two words in simple sentences.
2	Back to School	Students are able to: 1. Predict what the reading passage will be by making use of the title, preview, and pictures. 2. Participate actively in the comprehension quiz. 3. Complete responses ( <i>this/that/these/those</i> and <i>singular/plural</i> ) in the blanks. 4. Use <i>singular/plural</i> and <i>this/that/these/those</i> appropriately in a conversation. 5. Do a crossword puzzle (at least eight correct answers). 6. Arrange difficult words and find the definition by guessing or looking up in the dictionary. 7. Understand at least four new words and use at least new two words in simple sentences.
3	Find a Treasure	Students are able to: 1. Predict what the reading passage will be by making use of the title, preview, and pictures. 2. Find three clues from the texts to solve the treasure mystery. 3. Use <i>there are/there is</i> appropriately in given contexts. 4. Arrange responses to the sentence completion exercise and mention things in the classroom orally using <i>there are/there is</i> . 5. Find related vocabulary in the scrambled word and

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		<p>understand the meaning (at least five).</p> <p>6. Draw a mock treasure map and explain the map to other groups.</p> <p>7. Find difficult words and find the definition by guessing or looking up in the dictionary.</p> <p>8. Understand at least five new words and use at least three new words in simple sentences.</p>
4	Around My School	<p>Students are able to:</p> <p>1. Predict what the reading passage will be by making use of the title, preview, and pictures.</p> <p>2. Participate actively in the comprehension quiz.</p> <p>3. Use <i>my/her/his/their/your/our/its</i> appropriately.</p> <p>4. Do the sentence pairs exercise (match <i>I</i> with <i>my</i>, <i>you</i> with <i>your</i>, etc.)</p> <p>5. Use possessive pronouns appropriately in simple short conversations based on the given situations or on students' own.</p> <p>6. Write a simple reply e-mail in the space provided (grammatical mistakes are tolerable).</p> <p>7. Arrange difficult words and find the definition by guessing or looking up in the dictionary.</p> <p>8. Understand at least five new words and use at least three new words in simple sentences.</p>
5	Exciting Holiday	<p>Students are able to:</p> <p>1. Predict what the reading passage will be by making use of the title, preview, and pictures.</p> <p>2. Find specific information from the text to accomplish the comprehension crossword.</p> <p>3. Use superlatives and comparatives appropriately.</p> <p>4. Arrange conversation to express opinions using comparatives and superlatives.</p> <p>5. Understand three travel brochures and make a written decision about the best place to visit (grammatical mistakes are tolerable).</p> <p>6. Participate actively in a classroom vote.</p> <p>7. Arrange difficult words and find the definition by guessing or looking up in the dictionary.</p> <p>8. Understand at least five new words and use at least three new words in simple sentences.</p>
6	Good Student	<p>Students are able to:</p> <p>1. Predict what the reading passage will be by making use of the title, preview, and pictures.</p> <p>2. Get specific information from the text to complete the comprehension game.</p> <p>3. Use <i>should</i> and <i>must</i> appropriately in given contexts.</p> <p>4. Act out short dialogues with classmates appropriately</p>

(continued)



(continued)

		<p>(grammatical mistakes are still tolerable).</p> <ol style="list-style-type: none"> <li>Write sentences using <i>should</i> and <i>must</i> on their own.</li> <li>Participate actively in the vocabulary quiz answering at least six correct answers.</li> <li>Arrange difficult words and find the definition by guessing or looking up in the dictionary.</li> <li>Understand at least six new words and use at least three new words in simple sentences.</li> </ol>
7	Be a Winner	<p>At the end of the lesson, students are able to:</p> <ol style="list-style-type: none"> <li>Predict what the reading passage will be by making use of the title, preview, and pictures.</li> <li>Get specific information from the text to complete the comprehension game.</li> <li>Read out sample dialogues acceptably.</li> <li>Use <i>can</i> and <i>can't</i> appropriately in a short dialogue appropriately.</li> <li>Write simple sentence using <i>can</i> and <i>can't</i> in positive, negative and interrogative sentence based on given contexts.</li> <li>Write simple sentence using <i>can</i> and <i>can't</i> based on students' own contexts.</li> <li>Arrange difficult words and find the definition by guessing or looking up in the dictionary.</li> <li>Understand at least six new words and use at least four new words in simple sentences.</li> </ol>
8	My Dream Job	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>Predict what the reading passage will be by making use of the title, preview, and pictures.</li> <li>Get specific information from the text to complete the comprehension game.</li> <li>Use given examples to complete blanks using <i>would like to/ want and like</i>.</li> <li>Use <i>would like to/ want and like</i> appropriately in short dialogues.</li> <li>Ask for information on their classmate' future job using interrogative forms of <i>would like to</i> and <i>want</i>.</li> <li>Transfer oral responses into written statements in the boxes provided.</li> <li>Arrange difficult words and find the definition by guessing or looking up in the dictionary.</li> <li>Understand at least six new words and use at least four new words in simple sentences.</li> </ol>

The formulation of the goals, basic competences and indicators were based on the results of need survey held in the previous step and they use as the

guideline of the design. From the information at the previous steps, the writer could begin the design process. The next step discusses the development of the instructional strategy used in the design materials.

#### **4. Developing an Instructional Strategy**

In this step, the general components of the developed materials and the procedures that were used with the developed materials to get learning results from the students were described. Three major components of an instructional strategy were used in the design i.e. pre-instructional activities, information presentation and students' participation and each of these components is explained in the following:

##### **a) Pre- instructional Activities**

A number of warm-up activities were important at the beginning the instructional activities. These activities were aimed to increase the students' attention and also leading them into the topic and main activities. In addition, the students were given an opportunity to explore their background knowledge related to the topic being discussed. In the design, contexts of the reading texts to read and some vocabulary included in the texts were also given in these activities. Pre-instructional activities were presented at the very beginning of each unit and developed to get the students' attention. Pre instructional activities were also kept light and relatively short. Keeping the activities light and short would prevent the students from losing energy and time and also losing interest before they proceed to the following part of activities.

## **b) Information Presentation**

The writer took two important factors when presenting information to the students, i.e. the arrangement and also the size of cutting. In the developed materials, the main information presented to the students was the comics, at the same time knowledge of language structures and vocabulary were presented in line with the main information. Some examples of exercises were also given in a reasonable number. The arrangement and size of information cutting played very important role in the overall design process.

The information and general idea were presented from lowest to highest. The units were arranged in order of complexity. Unit one contained information and general idea that were easier than unit two or three. More complex information and general idea were presented as the students progressed up. Besides complexity, the arrangement was carefully planned in a way that the previously learned information and general idea would use as to build the following units. For that reason, the arrangement would allow the students to get the basic information and general idea needed to continue to the next units. Another important aspect to think was the level of students' interest in the materials. Information presentation was partly responsible for holding the students' interest into every part of the lesson. Presenting complex information and general idea in an arrangeable row would not likely to hold the students' interest until the last minute. In this design, information was presented at intervals; a serious learning task was followed by a less serious learning task and vice versa.

In the meaning of the size of information cutting presented to the students, the reading cutting was relatively small. The comics presented ranged from one to four pages. In addition, the dialogues in the comics were also relatively short; two sentences at the maximum. In this design, longer comics were presented in later units; shorter comics were presented in unit one, two and three. Follow-up activities were also given in a reasonable number and length. This was important for activities including grammar and vocabulary. In each unit, the writer only picked one language structure that was closely related to the comics and also the topic, whereas vocabulary was selected from the most frequent and related ones. Special for vocabulary building, the students were supported to learn vocabulary on their own by asking them to make personal dictionary at the end of each unit. In brief, presenting too much information would take the students away of motivation for learning because on the students' part, what was being given would seem too force to result.

### **c) Students Participation**

Based on the information got from the need survey, the students would likely to participate actively and enthusiastic in fun activities like games. Using the information, the writer included some games in the developed materials to motivate the students to get in learning activities. In this design, the games were planned to check the students' comprehension of the texts and also to give them vocabulary exercises. The students were also given an opportunity to practice what they learned and also to interact with their classmates during the lesson through pair or group work.

The instructional strategy developed in this step consisted of the general components and also the procedures used in the developed materials. The instructional strategy developed in this step helped the writer to structure and organize the materials and activities presented to the students. The following section discusses the development of instructional materials.

### **5. Developing Instructional Materials**

Instructional materials contained the information that the students used to achieve the objectives. The instructional materials included eight reading materials in the form of comics and also a number of follow-up activities. Looking at the information gotten from the need survey and also the statements of goals, general purposes and learning objectives, the writer developed a set of reading materials using comics taken from 3-D (three-dimensional) animated cartoons for the fifth grade students of SDN 1 Belangwetan. Based on the instructional strategy developed in the previous step, the developed materials were organized into four sections namely, *Warm Up*, *Fun Reading*, *Fun Time* and *Word Bank*. Each of these sections is explained in some detail in the following.

#### **a) Warm Up**

This section uses as a lead-in to each unit. In this section, the students were supported to explore their background knowledge and relate it to the topic being discussed. This section also gave the students with a general context of the reading texts so as to make them able to measure what they would read in the following section.

This section was developed that the layout would get the students' attention to the unit. This section usually consisted of a number of pictures to analyze. The activities were also light and short to prevent the students from being tired of the whole learning. Through this section, the students are asked to discuss questions relate to the topic and/or work on some vocabulary based on the pictures given. The questions raised were mostly related to the students' own lives to make them able them to think about their personal experience. The students were supported to set a connection between what they had already knew or experience and what they were about to learn. The purpose of these activities was to show the students the relevance of the materials and also the fact that the topic was not strange to them. The students were also given some vocabulary related to the topic in some of the units. The vocabulary used in the texts was not presented in this section because the students were supported to make use of the general idea and the dictionary at the end of the book.

#### **b) Fun Reading**

In this part, the students read the comics and also were asked to do some follow-up activities. The comics and the follow-up activities were developed in line with the goals, general purposes and also the learning objectives stated in the syllabus. In creating the comics, there were three stages to go through. The stages are explained in the following.

##### **1) Selecting suitable 3-D animated cartoons**

In this section, the writer watched a number of 3-D animated cartoons and selected the ones that could fulfil the stated goals, general purposes and learning

objectives. After careful idea, five animated cartoons were selected; they were *Cloudy with a Chance of Meatballs* (A Sony Pictures Entertainment Company), *Despicable Me* (A Division of NBC Universal), *Jake and The Neverland Pirates* (Disney Television Animation), *Onegai Teacher* (Bandai Visual), *Prince of Tennis* (MSC Production).

## 2) Capturing and selecting the pictures

After selecting the suitable animated cartoons, some pictures were taken from the animated cartoons. The writer captured the pictures by using the computer; the pictures were selected based on the topics. In this phase, the writer also edited some pictures if needed.

## 3) Arranging the pictures and developing the stories

The writer selected and edited the pictures. The pictures were arranged based on the planned story. At the same time, the writer developed the dialogues used in the comics. Some of the stories used in the comics were re-created.

In producing comprehension of the texts, the students were supported to read the preview, look at the pictures and also the picture arrangement. For that reason, the students would indirectly learn reading strategies through this section.

## c) Fun Time

In this section was given some follow-up activities for the previous comics. The first follow-up activity was aimed at measuring the students' comprehension of the texts and mostly presented in the form of games, crosswords and quizzes. In the second activity, *Learn More*, gave the students

with an opportunity to learn and practice language structures and also vocabulary used in the texts. *Fun Time* also used as enrichment for the previous activities and the students were given some time to have fun after learning and practicing language structures and vocabulary.

#### **d) Word Bank**

In this activity, the students were asked to list some new words and find the definition by guessing the meaning based on contexts and/or looking it up in the dictionary gave at the end of every unit. This activity was also aimed at getting the students usual to using a dictionary and learning vocabulary by self.

The sections (i.e. *Warm Up*, *Fun Reading*, *Fun Time* and *Word Bank*) showed the way how the developed materials were structured and organized. The structure and organization related to the instructional strategy developed in the previous step. Each unit was arranged in order of complexity and developed in a way that some previous units used to build the reading texts presented in the following units.

Unit one; *New Friend*, adopted introductions as the topic. This topic was aimed at refreshing the students' memory and giving them more opportunity to practice basic introductions in English. Unit two; *Back to School*, introduced basic general idea of *this/these/that/those* to the students and at the same time, reminded them of the use of singular/plural nouns in sentences. The language structure learned in this unit would be met by the students in most of the reading texts presented in the following units. At the same time, the language structure presented in unit three; *Treasure Hunt* was parallel to the previous unit. Through



this unit, the students learned how to use *there is/are* in various types of sentences, which in fact was more advanced than what the students had learned in grade four.

The concepts related to singular/plural received a important portion because the students would met such concepts in reading texts and for this reason, the knowledge got in these units would improve the students' reading comprehension. In unit four; *Around My School*, further concepts of possessive pronouns were introduced. Possessive pronouns had been presented indirectly in the previous units through the reading texts, exercises and instructions. But in this unit, the students were given more opportunity to learn and practice using forms of possessive pronouns. Possessive pronouns were used in the following reading texts and for that reason, the knowledge of possessive pronouns would help the students understand the texts better. In the developed materials, the length of the comics presented in those units was relatively short. The comics ranged from two to three pages in length.

In unit five; *Exciting Holiday*, a language structure on comparative/superlative degrees was introduced. Adjectives in comparative and superlative forms were presented in this unit and some of the most common adjectives such as *better, the best, the newest, the most challenging, the most delicious*, etc were presented in the following reading texts. Unit six; *Good Student* adopted habits at school as the topic. Basic concepts of *should/must* to express advisability and prohibition/necessity were introduced. In unit seven, *Be a Winner*, the three sentence forms of *can* to express ability i.e. positive, negative

and interrogative were presented. *Can* was not something new for the students because it had been indirectly introduced through the previous units. In this unit, the students were given opportunity to apply forms of *can* both in written or orally. The concepts of *would like to* and *want to* used to express future job preference were presented in unit 8; *My Dream Job*. The language structure presented in this unit was more detail than the previous four units. In these two units, some vocabulary such as *silent, statue, cheating, talking, winner, future*, etc were use in the comics. Some sentences were also longer than in the previous units.

In developing the materials, the instructional manual was also developed. The manual consisted of the directions to the teacher on how to use all the resources included in every unit. It also included key answers to the exercises presented to the students. Even though it was recommended that the units were presented in arrangement, the teacher still had some opinions in previewing the units if conditions needed.

In this step, the difficulty level of the developed materials was also identified. The difficulty level of the developed materials was based on the information got from the need survey and also from the comparison with the textbook was too difficult for the students. This view was also shown by the observation findings. The students seemed to have difficulty in participating in the lesson and this problem was evident in reading. The textbook contained six units and each unit was theme based. Each unit presented three to five language functions related to the theme and also sentence structures that supported the

language functions. The sentence structures were not presented in the form of rules, but they were presented through the repeated use of the structures in the dialogues, writing and reading.

In SDN 1 Belangwetan, the book was too advanced for the students. Thinking about the one-year English lesson which the students received in fourth grade, the materials presented in the textbook were too difficult and too much for the students' actual English skill. Most of the students had a limited vocabulary and knowledge of sentence structure. Based on the observation findings, less than one in ten students could answer vocabulary questions related to school such as "*library*", "*grade*", "*study*", "*board*", "*desk*", etc. The same problem also happened in reading. Most of the students could not understand the reading passages and in the end, the teacher ended up translated the passages.

Selecting suitable reading materials was the most important of the overall design process. Thinking about the students' lack of vocabulary and lack knowledge of sentence structure, the reading passages were kept simple and short. At the same time, complex and long sentences were kept minimal. This sentence selection was aimed at facilitating the students' better understanding of the texts being read. Meanwhile, in response to the students' limited vocabulary, word choice was the most important. Words were mainly used in the reading texts, students' instructions, and learning activities. The word choice was based on the textbook and also the teacher's advice. In designing the reading materials, the writer decided to present several language functions separately. On the students' part, this decision was aimed at avoiding confusion. Sentence structures needed to

present reading. Through this strategy, the students were able to focus on a subject area so that they had time to clear what they had learned before continuing to the following units.

## **6. Conducting Evaluation**

On completion of the materials, evaluation was held to get data were used to identify how to improve the developed materials. In this study, the evaluation was completed by distributing developed materials evaluation questionnaires to several English teachers who have relevant teaching experience. The evaluation was conducted from September 2<sup>nd</sup>, 2011 until September 10<sup>th</sup>, 2011. The results got from the questionnaires were then analyzed and used as the basis for revision. The description of respondents, respondents' opinions on the developed materials as well as their comments and suggestions are presented and further discussed in these following sections.

### **a) The Description of Respondents**

Seven respondents were requested to evaluate the designed materials. They consisted of four elementary school teachers from SDN 1 Belangwetan, SDN 2 Klaten, SDN 1 Drono, SDN Tonggalan 1, SDN Bugelan, and three English instructors from IEC, one English instructor from Neutron Yogyakarta and one of lecturers of the English Education program of Yogyakarta State University. The detailed description of the respondents is presented in the following table.

**Table 11: Description of the Developed Materials Evaluation Respondents**

Group of Respondent	Sex		Education			Teaching Experience (in years)			
	M	F	S1	S2	S3	<1	1-5	6-10	>10
English Teacher	1	4	5				5		
English Instructor	1	3	3	1			3	1	
English Lecturer		1						1	

The respondents' educational background and also teaching experience indicated their professional capacity and from now, used to produce an influence on the evaluation result. In the following section, the respondents' opinions on the designed materials are presented and further discussed.

#### **b) Results of the Developed Materials Evaluation Survey**

The questionnaires distributed to the English teachers and instructors were developed to get information from their opinions, suggestions and comments on the developed materials. The questionnaires included both closed-response items and open-response items that were put in different sections. The first section was closed-form and consisted of several statements to examine the respondents' opinion on the developed materials, while the second section was open-form and consisted questions to get information about the respondents comments and

suggestions to the materials. The results of each section are presented and discussed as follows.

### 1) Respondents' Opinions on the Developed Materials

This section consisted of 14 evaluation statements and the response to each statement was expressed in a Likert scale on a scale of 1 to 5. The respondents completed the questionnaires by selecting from the five alternatives given. Each alternative showed the respondents' points of agreement and the scores are classified as follows.

- 1 = If the respondents totally disagree with the statement.
- 2 = If the respondents disagree with the statement.
- 3 = If the respondents are undecided.
- 4 = If the respondents agree with the statement.
- 5 = If the respondents totally agree with the statement.

When the questionnaires were completed, the data were then accounted and described in central tendency by using the mean, the median and the mode. The detailed account of the respondents' opinions on the developed materials is presented and further discussed as follows.

**Table 12: The Results of Second Questionnaire**

No.	Respondents' Opinions	Central Tendency			
		N	Mn	Mdn	Md
1.	The standard competences are well formulated.	10	4.2	4	4
2.	The basic competences are well formulated.	10	4.3	4	4
3.	The indicators are well formulated.	10	4.5	4.5	4

4.	The indicators are able to support the attainment of the standard competences and the basic competences.	10	3.9	4	4
5.	Reading materials designed are appropriate with for fifth grade students.	10	4.5	4.5	4
6.	Follow-up activities and exercises are appropriately designed and well developed.	10	4.5	4.5	4
7.	The topics are interesting and well-arranged.	10	4.1	4.5	5
8.	The comics are relevant to the topics discussed.	10	3.1	3.5	4
9.	Variations in the exercises and activities interesting are well arranged.	10	4	4	5
10.	The comics presented would potentially increase the students' interest in reading English.	10	4.2	5	5
11.	The comics are well-designed and can facilitate the students' comprehension of the texts.	10	4.6	5	5
12.	The vocabulary used in the reading materials has been presented properly.	10	4.4	4	4
13.	The instructions of each exercise are understandable.	10	4.3	4	4
14.	The teachers' manual is clear and well-developed.	10	4.2	4	4
15.	Generally, the designed materials are good and appropriate.	10	4.0	4	4

Based on the responses given by the respondents, it could be concluded that the syllabus for the developed materials had been properly developed. The responses showed that the standard competences, basic competences, and indicators were well formulated and the respondents also agreed that the indicators supported to achieve of the standard competences and the basic competences.

In the table, the respondents were generally positive about the developed material. On average, the respondents agreed that the developed materials and the

teachers' manual were appropriate and had been well-developed. The responses also shown that the exercises and follow-up activities had been correctly designed and well-developed. In the respondents' view, the topics for each unit and variations in the exercises and activities were interesting and well-arranged. The respondents also agreed that the comics presented were selected and connected with the topics discussed. The same point of agreement also put into the vocabulary used in the texts. The respondents agreed that the vocabulary had been presented correctly. The responses further show that the comics would potentially motivate the students to read and help them understand the texts.

Based on data calculation, the writer conclude that the developed materials had been generally appropriate and well-developed, although some revisions were still needed. Together with the comments and suggestions, the respondents' opinions on the developed materials used as an input from which revisions to the developed materials could be made.

## **2) Respondents' Comments and Suggestions to the Developed Materials**

In this section, the questions were aimed to get information about the respondents' personal comments and suggestions to improve the developed materials. Different from the first section, this section allowed the respondents to give their own responses to the questions. In this part of discussion, some comments and suggestions from the respondents are described in the following paragraphs.

Two respondents commented that the developed materials were quite innovative because the comics' combined animated cartoons and comics. A lot of



children loved those two media and for that reason, the developed materials would create an enjoyable learning in the classroom. Two respondents commented that the developed materials were interesting and entertaining. The many pictures in each unit would get the students' attention and interest in reading English. Three respondents commented that the whole materials were good. They also suggested giving more human pictures and various pictures and more vocabularies. Another respondent commented that the materials were potential, well done, but needs improvement. Other respondents commented that comics were new in the classroom. The students would find comics as something that was different from their usual reading materials and motivating. Comics would likely get the students into reading and keep them reading. The other respondent commented that there were various activities that allowed the students to interact with their classmates. In addition, some activities allowed the students to move around the classroom so that learning activities would not be boring and monotonous.

The respondents also give some suggestions to improve the developed materials. Two respondents suggested that the language be simplified so that the students could understand the texts better. Three respondents suggested that the instructions should be made clear and brief. It aimed at avoiding misunderstanding. Two respondents said that some pictures needed editing so that the students able to read the comics from left to right in order to prevent misunderstanding. Two respondents suggested that the follow-up games need to be varied so that the students could get something new at every meeting. One respondent suggested giving activity for predicting skill and lead-in sentences.

One respondent suggested finding out more pictures to make the students more attractive. Giving more vocabularies and also the reading materials should be more various. One respondent suggested that for the first few units, it would have been better if the comics had been shorter. Another respondent suggested providing a word bank for the students before they read the texts. Letting the students learn some words used in the texts would help them understand the texts. One respondent suggested that the grammar rules be presented with the examples and exercises.

In this study, the information gotten from the developed materials evaluation questionnaires identified the areas of the design that needed revising. The opinions, comments and suggestions given by the respondents were analyzed and further used as the basis of revision. The following section discusses the final step of the design; Revision.

## **7. Conducting Final Revision**

Using information gotten from the developed materials evaluation survey, some revisions were made to improve the developed materials. There were

- a) The language used in the instructions and the comics was simplified to make the students able to understand the instructions and also the reading texts presented. The sentences were kept simple and relatively short in the first units and the level of difficulty was increased as the students progressed to the later units.
- b) Several pictures were edited so that the dialogues could be read from left to right. This was done in response to the suggestion that the students would

likely read and finally understand better if the dialogues were arranged from left to right.

- c) Several games were re-designed to change the kinds of games presented. Presenting various games had the potential to prevent boredom and create great interest to the students' learning.
- d) Several songs related to the topic were added. Based on the suggestion given by the teacher, most students liked singing a song. For this reason, songs could increase the students' learning motivation.
- e) Several comics in the first few units were made shorter in the next units. The length of comics was increased as the students progressed through the treatment. The final version of the comics ranged from 2 to 4 pages long.
- f) The grammar rules were presented in the examples and exercises given in each unit, while the grammar rules were presented in the teachers' manual under the heading of Language Notes.
- g) In the final version of the developed materials, some grammar mistakes and printed mistakes were also corrected. The writer also improved the layout of each unit so as to make the developed materials more organized and friendly use.

Some vocabulary used in the texts was not presented in the pre-instructional activities. The students were supported to guess the meaning of unknown words based on the contexts or look on the dictionary gave in the end of the units. After revised, the developed materials were ready to be presented to the students.

## B. Results

### 1. Product Description

The materials in this study were developed based on the students' characteristics and needs. The activities of each unit were developed in a simple form. It aimed to avoid students' negative perception in learning and to create enjoyable learning English using the developed materials.

The writer presented the final version of the developed set of English Reading Materials Using Comics Taken from 3-D (Three-Dimensional) animated cartoons for the fifth grade students of SDN 1 Belangwetan.

There were eight units developed in this design and the time allotted for each unit was 2 x 80 minutes. Each unit was divided into four sections namely Warm Up, Fun Reading, Fun Time and Word Bank. The titles and the sections of each unit are presented in the following table.

**Table 13: Presentation of the Developed Materials**

Unit	Topic	Title
1	New Friends	A. Warm Up B. Fun Reading The Nice New Student C. Fun Time - Game - Learn More - Sing a song D. Word Bank
2	Back to School	A. Warm Up B. Fun Reading The Worst Day C. Fun Time - Wits Contest - Learn more

(continued)

(continued)

		- Crossword D. Word Bank
3	Find a Treasure	A. Warm Up B. Fun Reading Homework Can be Fun C. Fun Time - Find the Treasure - Learn more - Scrambled Word - Treasure Hunt Game D. Word Bank
4	Around My School	A. Warm Up B. Fun Reading Indonesian Class C. Fun Time -Comprehension Game - Learn more - My Pen Pal D. Word Bank
5	Exciting Holiday	A. Warm Up B. Fun Reading Nice Trip C. Fun Time - Crossword - Learn more - Class Vote D. Word Bank
6	Good Student	A. Warm Up B. Fun Reading Be a Good Student C. Fun Time -Comprehension Game - Learn More - New Word D. Word Bank
7	Be a Winner	A. Warm Up B. Fun Reading The True Winner C. Fun Time -Snake and Ladder -Learn more -Classroom Survey D. Word Bank
8	My Dream Job	A. Warm Up B. Fun Reading

(continued)

(continued)

		I wanna be a Chef C. Fun Time -Comprehension Game - Learn more - Classroom Survey D. Word Bank
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Warm Up functions as a lead-in to each unit. In this section, the students are able to discuss questions relate to the topic and work on some vocabulary based on the pictures given. The questions were mostly related to the students' own lives to make them able to think about their personal experience. These activities were showing the students the relevance of the materials and also the fact that the topic was not strange to them.

Fun Reading functions to comprehend the texts. In this part, the students read the comics. The students were supported to read the preview, look at the pictures and also the picture arrangement. The students were able to learn reading strategies through this section.

Fun Time is a follow-up activity which is used to measure the students' understanding of the text. Learn more is learning and practicing language structure. Fun time is time for student to have fun after previous activities. Fun Time was developed in fun and interesting activities.

Meanwhile, Word Bank, the students were able to list some new words and find the definition by guessing the meaning based on the contexts.

## **2. The Implementation of the Developed Materials**

Implementation stage was an important stage in this research. It aims to know whether the developed materials are effective or not for classroom activities

and suitable or not for the students. Before implementing the developed materials, the researcher asked some experts to read the draft of the developed materials. They are education advisors who had extended knowledge and experience in developing English materials for children and English teacher.

In this implementation, the researcher implemented the developed materials. It comprises unit one with the topic of New Friends. The researcher implemented the developed materials in class five. The implementation was conducted on Wednesday, September 21, 2011. The implementation started at 07.30 a.m. The researcher made the student feel relax in learning first. The researcher showed picture of comics. They might use a pencil while they were doing exercise.

#### a. The Teaching Learning Process

Before the researcher entered the class, she asked the students to take a seat. The researcher started the lesson with routines. She greeted the students by saying "Hello" and then "Good morning, class". This function to draw students' attention to the lesson. Then, she lead the class to sing "Hello, how are you?" song. It aims to arouse the students' interests and mood in learning.

#### b. Activities

Activity 1 : In order to warm-up the students' minds about subject matter, the researcher showed the students the picture of friend from overseas.

Activity 2 : The researcher asked them to guess the way to say "How are you?" in different languages. It aimed to let the students brainstorm what to say when meeting a friend from overseas.

Activity 3 : The researcher let the students read the comics and suggest them not to look up the dictionary if they find a difficult word or incomprehensible sentence. She asked them to guess it first by making use of the contexts or pictures.

Activity 4 : In Fun Time section, the researcher prepares game. It is aimed at measuring the students' comprehension of the comics. She said "Are you ready for the game?" The students answered "Yes". Then, she asked the students to make a group of two and choose one of member to answers the questions, but they must discuss the answer together. The researcher also told the students to answers the questions as quickly as possible. The highest score is the winner. The students were enthusiast in playing game.

Activity 5 : The researcher asked the students to open page 6. Then, the researcher said "Read the samples of dialogues". Check the students' pronunciation.

Activity 6 : The researcher gave the students some time to prepare a short role play. Who had finished, researcher gave them mark and stamped the students' work. The students were enthusiastic in doing exercise, especially when their works got stamped. Then, the researcher let them to perform it in front of the class.

Activity 7 : The researcher asked them to stroll around the class to get personal data (name, origin, address) from their classmates. The researcher said "Look at page 7". Then, "Ask two students in your class the questions in the boxes". She said and all students did page 7.



Activity 8 : The researcher sang and the student paid attention to her. After that, she gave them some time to think over the new words found. The students guess the meaning. The researcher said “Look at Word Bank”. “Find and list the new words and guess the meaning”. The researcher walked around to see the students’ work one by one. Then, the researcher asked them to memorize two new words and make sentences using those words. This activity can be assigned as homework and be reviewed at the next meeting.

Finally, the researcher ended the lesson. She said “Goodbye”.

The researcher did the informal interview after implementation. These are the results of interview.

- R : Do you like the English lesson this morning?
- Ss : Yes...
- R : What was the story about?
- Ss : About Piggo and new friends.
- R : Yes, right. Can you mention Piggo's new friends?
- Ss : Bucky, Budy, Bani, Sony.
- R : Good. Do you like the game?
- Ss : Yes...
- S1 : Yes. I like it very much.
- R : Do you like the activities?
- Ss : Yes...
- R : Did you find any difficulties in doing the exercise?
- Ss : No.
- R : How about the homework?
- Ss : No.
- R : No? Why? Do you find any difficulties in finding words?
- Ss : No.
- R : So? Is it too many for you?
- Ss : Yes.
- R : Is the homework interesting for you?
- Ss : Yes...
- S1 : No

Based on the result of the implementation, teaching reading using comic ran well and it really helped students to comprehend simple short English texts with pictures in the context of school and develop their reading skills as they acquire more vocabulary and knowledge of sentence structure.

The student paid much attention and participated actively. The students were active, enthusiastic and interested in doing the activity. They gave positive response to the reading using the develop material. They were good at reading passage. They were also good at participating game, doing short conversation, getting information on names, origin, and addresses, giving responses to the information boxes, listing difficult words and finding the definition, and using words in simple sentences.

Based on the implementation, the developed materials really attracted the students' interest. The students paid much attention to the lesson. Almost all of the students were actively involved in learning English. They were happy and enthusiastic in taking part in activities before, during, and after reading activities. The activities before, during, and after reading activities were varied, fun and interesting so that it aroused the students' curiosity in learning English. The activities before reading were singing and guessing the way to say "How are you?" in different languages. The activities before reading helped activate the students' mind and knowledge of the world.

The activities during the reading activities were read the comics and suggest students not to look up the dictionary if they find a difficult word or

incomprehensible sentence. The activities after the reading activities were playing games, role play, get personal data, and etc. The activity after reading helped children to recall what they have learned. The activities after the reading include homework. The homework was vocabulary list.

It can be concluded that teaching reading using comics create an interesting and motivating learning. It also can create fun and enjoyable learning atmosphere so that the students feel fun, relax in learning.

### **3. Discussion of Improvement**

The result of the analysis of the questionnaire shows that the range of the mean or the average scores of respondent agreement on the statements in the question is 3.1 to 4.6. It shows that the respondent agreed on the develop materials in term of the develop materials are suitable for teaching reading to the fifth grade students.

However, based on the classroom observation, during the implementation, opinions and suggestions of the respondents, this unit needs some improvement. There are some parts of the developed materials. In this unit which are needed to be improved. Therefore, the researcher improved the developed materials in this unit.

First is related to the instructions. Although students did not pay much attention to the written instruction, the instruction should be consistent and clarified. Therefore, the researcher improved the instructions.

Second, to get students attention and to lead the student toward the topic, the researcher gives the cartoon character. It aims to help the students to reveal what they will learn.

Third is related to reading activities. Some students found difficulties in understanding the text, so it is expected that by using comic's character those students are helped to understand the text better.

Fourth is related to the homework. Since the homework does not only aim to give the students fun activities at home but also to recall what they had learnt in class, the researcher changed the homework activity into a little more attractive and difficult one.

Fifth is related to the picture used in the material. Since there are some unclear pictures, the researcher changed the picture into more attractive one.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusion of the study and some suggestions for English teachers and other researchers. The conclusion was drawn from the research findings discussed in the previous chapter and it consisted of a summary of the answers to the problems of this study. Some suggestions to the implementation of the designed materials and also future research are also presented in this chapter.

#### **A. Conclusion**

This study is trying to give the fifth grade students of SDN 1 Belangwetan with a set of reading materials that is specially purpose to their skill level and interest. There is one problem stated in this study. The problem is about what steps can be taken to develop a set of reading materials using comics taken from 3-D (Three-Dimensional) animated cartoons for the fifth grade students of SDN 1 Belangwetan

Answering the problem, an instructional design model needed to be developed. The instructional design model of this study was produced from the combination of two instructional design models suggested by Kemp (1977: 14) and Dick and Carey (1978: 7). Some steps of the two models were adopted and modified to fit the particular demands and resources available. The instructional model of this study consists of seven steps. The model begins with identifying

learners' learning needs and is finished by conducting final revisions to the developed materials. The design steps are Enumerating Learners Characteristics (step 1), Formulating Goals, Topics, and General Purposes (step 2), Formulating Learning Objectives (step 3), Developing an Instructional Strategy (step 4), Selecting and Developing Instructional Materials (step 5), Conducting Evaluation (step 6), and Conducting Final Revision (step 7).

In this study, the information gotten from the needs survey used as the foundation for the design. After the developed materials were completed, ten evaluators were requested to evaluate and give feedback on the design. The responses were then analyzed and described in terms of central tendency. Based on the scored gotten, the respondents indicated that the developed materials had been appropriately developed and well-developed, although some revisions were necessary. Once revised, the developed materials are ready to be presented to the fifth grade students of SDN 1 Belangwetan.

The developed materials are consisted of eight units i.e. *New Friends* (unit 1), *Back to School* (unit 2), *Find a Treasure* (unit 3), *Around My School* (unit 4), *Exciting Holiday* (unit 5), *Good Student* (unit 6), *Be a Winner* (unit 7), *My Dream Job* (unit 8). Each unit consists of four sections namely *Warm Up*, *Fun Reading*, *Fun Time*, and *Word Bank* and the time allotted for each unit is 2 x 80 minutes.

In this study, the fifth grade students and the English teacher of SDN 1 Belangwetan are expected to get the maximum benefit of the implementation of the developed materials. On the students' part, the developed materials are expected to put a positive understanding toward reading English and motivate

them to be voracious readers. Meanwhile on the teacher's part, the developed materials are expected to get suitable reading materials for the students.

## **B. Suggestions**

The writer would like to give some suggestions for elementary school English teachers and other researchers who have an interest in this study.

### **1. Suggestions for elementary school English teachers**

Understanding what students want and need in their learning may prove to be a powerful way of motivation them to learn. Motivation is an element of effective learning and for that reason, taking the students away from the many factors that motivate them to learn will put an end to learning. Reading English is not always easy to carry out by every student. It is so easy to trap the students' reading materials that have limit level of skill. Such reading materials will likely make students to understand that reading English is difficult. Two possibilities may arise. Students might feel challenged or might think that reading is something to avoid. In this case, the second possibility is a situation that every teacher should anticipate. For some students, it would better to make their reading manageable. When no such reading is available for use, teachers may collect what they have or even make specially reading materials for their students themselves.

### **2. Suggestions for other researchers**

This study is still far from complete or perfect, and for this reason, there is a lot of space for improvement. Other researchers may implement the developed materials or may conduct other types of research on a similar area. The more

research given more loyal to explore the nature of children's learning for children gotten.

In addition, the suggestions should not be limited for people who are concerned with elementary school English teaching. In general, those suggestions and also this study are expected to benefit everybody who is concerned with English teaching.



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# **Appendix 1: The Instructional Design and Materials**

## **COURSE GRID**

<b>Title</b>	<b>: New Friend</b>
<b>Institution</b>	<b>: SDN 1 Belangwetan</b>
<b>Class/Semester</b>	<b>: V/I</b>
<b>Skill</b>	<b>: Reading</b>
<b>Text types</b>	<b>: Simple texts with pictures</b>
<b>Time allotted</b>	<b>: 2 X 80 minutes</b>

### **1. Standard Competence**

**Comprehending English writing and simple texts accompanied by pictures in the context of school.**

### **2. Basic Competence**

**- Comprehending sentences, written messages and simple texts with pictures in an appropriate and acceptable manner.**

**- Reading aloud in appropriate and acceptable pronunciation, stress, and intonation involving words, phrases and very simple sentences.**

### **3. Learning Objective**

**- The students are able to comprehend simple short English with pictures in the context of school.**

**- The students are able to develop their reading skills as they acquire more vocabulary and knowledge of sentence structure.**

### **4. The Indicators**

**In the end of the lesson, the students are expected to be able to:**

**- Predict what the reading passage will be by making use of the title, preview, and pictures.**

**- Participate actively in the comprehension game.**

**- Arrange a short conversation with their classmate about introduction.**

**- Find information on names, origins, and addresses in English.**

**- Complete acceptable responses to the information boxes.**

**- Arrange difficult words and find the definition by guessing or looking up in the dictionary.**

**- Understand at least four new words and use at least new two words in simple sentences.**

### **5. Construction of Content Material**

**The materials consists of four main items, they are:**

**- reading comprehension using contexts, pictures, and pictures arrangement as view for unknown words or sentences.**

**- understanding the texts and find specific information from the text.**

**- Make a simple and short introduction in both formal and informal settings.**

- Use the vocabulary and sentence structures to produce comprehension.

## 6. Learning Method

PPP (Presentation, Practice and Production)

## 7. Instructional Activities

### a. Opening

- The teacher prepares everything needed for the instructions.
- The teacher begins the class with greeting and praying.
- The teacher reviews the last materials.
- The teacher gives the background knowledge of today's materials.
- The teacher mentions the today's instructional objectives.

### b. Core Activities

#### - Presentation

The teacher explains the materials using the instructional medium.

#### - Practice

The teacher gives the students exercises related to the materials given.

#### - Production

The teacher gives the students a test/homework related to the materials given.

### c. Closing

- The teacher reviews today's materials.
- The teacher asks the students to summary today's materials.
- The teacher informs the next meeting materials.
- The teacher closes the class with greeting.

## 8. Selection of Media

A set of reading materials using comic

## 9. Construction of Evaluation

a. Technique : written

b. Instrument : Word Bank

c. Scoring : List of vocabularies (8 words with the meaning and 2 sentences)

Score for the true answer : 1

Score for the false answer : 0

Maximum score : 10

Maximum mark : 100

Students' mark : Students' score X 100

Maximum score

## **Rencana Pelaksanaan Pembelajaran (RPP)**

**Nama Sekolah** : SDN 1 Belangwetan  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : V  
**Alokasi Waktu** : 2x80 menit  
**Standar Kompetensi** : Memahami tulisan berbahasa Inggris dan teks sederhana bergambar pada konteks sekolah  
**Kompetensi Dasar** :  
1. Memahami kalimat, pesan tertulis, dan teks sederhana bergambar dengan benar.  
2. Membaca nyaring dengan pengucapan dan intonasi yang benar pada kata, frase, dan kalimat sederhana  
**Tujuan Pembelajaran** :  
Pada akhir pembelajaran,  
1. Siswa dapat memahami teks sederhana bergambar pada konteks sekolah  
2. Siswa dapat mengembangkan kemampuan membaca dari pemahaman kosakata dan struktur kalimat  
**Materi Pembelajaran** :  
1. Teks bergambar  
2. Memahami teks dan menemukan informasi pada teks bergambar  
3. Kebahasaan : formal dan informal introduction  
4. Kosakata  
**Metode Pembelajaran** :  
PPP (Presentation, Practice and Production)  
**Langkah Pembelajaran** :  
1. Kegiatan awal (10 menit)  
a. Membuka pelajaran  
- Mengondisikan kelas  
- Memberi salam  
b. Apersepsi  
- Guru mengulas materi sebelumnya  
- Guru memberi background knowledge  
- Guru memberi penjelasan tujuan pembelajaran  
2. Kegiatan inti (160 menit)  
a. Presentation  
- Guru menjelaskan teks bergambar (teks 1)  
- Guru menjelaskan kosakata  
- Guru menjelaskan formal dan informal introduction  
b. Practice  
- Siswa dapat membaca teks bergambar  
- Siswa dapat menjawab pertanyaan

- Siswa dapat menjawab pertanyaan kosakata
- Siswa dapat membuat percakapan pendek menggunakan formal dan informal introduction

**c. Production**

- Siswa membaca teks bergambar
- Siswa menjawab pertanyaan berdasarkan bacaan
- Siswa menjawab pertanyaan kosakata
- Siswa membuat percakapan pendek menggunakan formal dan informal introduction

**3. Penutup (10 menit)**

- Guru menyimpulkan pelajaran
- Siswa diberi tugas
- Guru memberitau materi yang akan datang
- Guru menutup dengan salam

**Alat/Bahan /Sumber bahan**

1. Buku teks yang relevan
2. Sumber-sumber dari internet
3. Buku Comic sebagai media

**Penilaian**

1. Teknik : tertulis
2. Bentuk : Kosakata dan kalimat
3. Instrumen : Word Bank
4. Pedoman nilai : Menemukan kosakata (8 kata beserta artinya dan membuat 2 kalimat)

Skor jawaban benar : 1

Skor jawaban salah : 0

Skor maksimal : 10

Nilai maksimal : 100

Nilai siswa : Perolehan skor X 100

**Skor maksimal**

# SYLLABUS

**A SET OF ENGLISH  
READING INSTRUCTIONAL MATERIALS USING COMICS  
TAKEN FROM 3-D (THREE-DIMENSIONAL) ANIMATED CARTOONS  
FOR THE FIFTH GRADE STUDENTS OF  
SDN 1 BELANGWETAN**

## STANDARD COMPETENCE

1. The students are able to comprehend short English texts with pictures in the context of school.
2. The students are able to develop their reading skills as they acquire more vocabulary and knowledge of sentence structure.

Unit	Basic Competence	Indicators	Activities	Time	Sources
1  New Friend	<p>At the end of the lesson, students are able to:</p> <p>At the end of the lesson, students are able to:</p> <ol style="list-style-type: none"> <li>1. Read with enough comprehension using contexts, pictures, and pictures arrangement as view for unknown words or sentences.</li> <li>2. Gain a general understanding of the texts and find specific information from the text.</li> <li>3. Make a simple and short introduction in both formal and</li> </ol>	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>1. Predict what the reading passage will be by making use of the title, preview, and pictures.</li> <li>2. Participate actively in the comprehension game.</li> <li>3. Arrange a short conversation with their classmate about introduction.</li> <li>4. Find information on names, origins and addresses in English.</li> <li>5. Complete responses to the information boxes.</li> <li>6. Arrange difficult words and find the definition by</li> </ol>	<p><b>a. Warm Up</b></p> <ul style="list-style-type: none"> <li>• Guess how to say “how are you” in different languages, and brainstorm what to say when meeting a friend from other country.</li> </ul> <p><b>b. Fun Reading</b></p> <ul style="list-style-type: none"> <li>• Read comics for comprehension and/ or read out the text to learn pronunciation and intonation.</li> </ul> <p><b>c. Fun Time</b></p> <ul style="list-style-type: none"> <li>• Play a comprehension game in a group of two.</li> <li>• Read out samples of introductions.</li> <li>• Act out an</li> </ul>	<p>5’</p> <p>15’</p> <p>15’</p> <p>10’</p> <p>15’</p>	<p>a. Cloudy with a Chance of Meatballs (A Sony Pictures Entertainment Company, 2009)</p> <p>b. <i>English Friendly</i> by Ikasari and Zaerofi (Published by Tiga Serangkai)</p> <p>c. <i>Side by Side</i> by Prentice Hall Regents)</p> <p>d. <a href="http://www.clipart.com">www.clipart.com</a></p>



	<p>informal settings.</p> <p>4. Use the vocabulary and sentence structures to produce comprehension.</p>	<p>guessing or looking up in the dictionary.</p> <p>7. Understand at least four new words and use at least new two words in simple sentences.</p>	<p>introduction role play with friends.</p> <ul style="list-style-type: none"> <li>• Fill in information boxes containing information on names, origins and addresses.</li> <li>• Sing a song (optional)</li> </ul> <p><b>d. Word Bank</b></p> <ul style="list-style-type: none"> <li>• List new words and find the definition by guessing or looking the words up in the dictionary provided</li> </ul>	<p>15'</p> <p>5'</p> <p>HW</p>	
<p>2</p> <p>Back to School</p>	<p>At the end of the lesson, students are able to:</p> <ol style="list-style-type: none"> <li>1. Read with enough comprehension using contexts, pictures, and pictures arrangement as view for unknown words or sentences.</li> <li>2. Gain a general understanding of the texts and find specific information from the text.</li> <li>3. Understand basic concepts of</li> </ol>	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>1. Predict what the reading passage will be by making use of the title, preview, and pictures.</li> <li>2. Participate actively in the comprehension quiz.</li> <li>3. Complete responses (<i>this/that/these/those</i> and <i>singular/plural</i>) in the blanks.</li> <li>4. Use <i>singular/plural</i> and</li> </ol>	<p><b>a. Warm Up</b></p> <ul style="list-style-type: none"> <li>• Brainstorm what students usually prepare on Mondays.</li> <li>• Find the ten items in the picture and name them.</li> </ul> <p><b>b. Fun Reading</b></p> <ul style="list-style-type: none"> <li>• Read comics for comprehension and/ or read out the texts to learn pronunciation and intonation.</li> </ul> <p><b>c. Fun Time</b></p> <ul style="list-style-type: none"> <li>• Take part in a comprehension quiz.</li> </ul>	<p>10'</p> <p>15'</p> <p>10'</p>	<p>a. Despicable Me (A Division of NBC Universal, 2010)</p> <p>b. <i>Side by Side</i> by Molinsky and Bliss (Published by Prentice Hall Regents).</p> <p>c. <i>Grow with English</i> by Mukarto (Published by Erlangga).</p> <p>d. <a href="http://www.flickr.com">www.flickr.com</a></p>

	<p>singular/plural and this/these and that/those and use them appropriately in both written and spoken mode.</p> <p>4. Use the vocabulary and sentence structures to produce reading comprehension.</p>	<p><i>this/that/these/those</i> appropriately in a conversation.</p> <p>5. Do a crossword puzzle (at least eight correct answers).</p> <p>6. Arrange difficult words and find the definition by guessing or looking up in the dictionary.</p> <p>7. Understand at least four new words and use at least new two words in simple sentences.</p>	<ul style="list-style-type: none"> <li>• Learn singular/ plural and complete the blanks.</li> <li>• Complete and compose sentences using <i>this/ that /these /those</i> and singular/ plural.</li> <li>• Read out samples of dialogues using <i>this/ that /these /those</i> and singular/ plural and act out short conversations with classmates using <i>this/ that /these /those</i> and singular/ plural.</li> <li>• Complete a crossword.</li> <li>• Sing a song (optional)</li> </ul> <p><b>d. Word Bank</b> List new words and find the definition by guessing or looking up the dictionary provided</p>	<p>10'</p> <p>10'</p> <p>15'</p> <p>10'</p> <p>5'</p> <p>HW</p>	
<p>3</p> <p>Find a Treasure</p>	<p>At the end of the lesson, students are able to:</p> <p>1. Read with enough comprehension using contexts, pictures, and pictures</p>	<p>Students are able to:</p> <p>1. Predict what the reading passage will be by making use of the title, preview, and pictures.</p> <p>2. Find three clues</p>	<p><b>a. Warm Up</b></p> <ul style="list-style-type: none"> <li>• Find the name some items needed by treasure hunters and brainstorm what it is like to play a treasure</li> </ul>	<p>10'</p>	<p><i>a. Jake and The Neverland Pirates</i> (Disney Television Animation, 2012) <i>b. Friends</i> by</p>

	<p>arrangement as view for unknown words or sentences.</p> <p>2. Read through the comics to find specific information to complete the task.</p> <p>3. Describe things in the classroom and at school using there are/there is in both written and oral mode.</p> <p>4. Use the vocabulary and sentence structures to produce reading comprehension.</p>	<p>from the texts to solve the treasure mystery.</p> <p>3. Use <i>there are/there is</i> appropriately in given contexts.</p> <p>4. Arrange responses to the sentence completion exercise and mention things in the classroom orally using there are/there is.</p> <p>5. Find related vocabulary in the scrambled word and understand the meaning (at least five).</p> <p>6. Draw a mock treasure map and explain the map to other groups.</p> <p>7. Arrange difficult words and find the definition by guessing or looking up in the dictionary.</p> <p>8. Understand at least five new words and use at least three new words in simple sentences.</p>	<p>hunt game.</p> <p><b>b. Fun Reading</b> Read comics for comprehension and/ or read out the texts to learn pronunciation and intonation.</p> <p><b>c. Fun Time</b></p> <ul style="list-style-type: none"> <li>• Solve the treasure mystery by finding some clues from the texts.</li> <li>• Read several sample sentences using <i>there are/ there is</i> and find out the differences.</li> <li>• Apply <i>there are/ there is</i> in well formulated sentences based on given prompts.</li> <li>• Mention things around the classroom using <i>there are/ there is</i> orally.</li> <li>• Work on a scrambled word exercise.</li> <li>• In groups, draw a mock treasure map and explain the map to other groups.</li> <li>• Sing a song (optional)</li> </ul> <p><b>d. Word Bank</b> List new words and find the definition</p>	<p>15'</p> <p>10'</p> <p>5'</p> <p>10'</p> <p>10'</p> <p>5'</p> <p>10'/</p> <p>5'</p>	<p>Carrol Skinner (published by Longman)</p> <p>c. <i>Grow with English</i> by Mukarto (Published by Erlangga).</p> <p>d. <a href="http://www.flickr.com">www.flickr.com</a></p>
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[illegible]

		<p>looking up in the dictionary.</p> <p>8. Understand at least five new words and use at least three new words in simple sentences.</p>	<p>using possessive pronouns based on given situations or on students' own.</p> <ul style="list-style-type: none"> <li>• Write reply e-mail letter about school using possessive pronouns learned.</li> <li>• (optional) Draw pictures of students' school and/ or friends.</li> </ul> <p><b>d. Word Bank</b> List new words and find the definition by guessing or looking up the dictionary provided</p>	<p>10'</p> <p>10'/ HW</p> <p>HW</p> <p>HW</p>	
5 Exciting Holiday	<p>At the end of the lesson, students are able to:</p> <ol style="list-style-type: none"> <li>1. Read with improved comprehension using contexts, pictures, pictures arrangement as view for unknown words or sentences.</li> <li>2. Gain a general understanding of the texts and find specific information from the text.</li> <li>3. Understand basic concepts of comparatives and superlatives</li> </ol>	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>1. Predict what the reading passage will be by making use of the title, preview, and pictures.</li> <li>2. Find specific information from the text to accomplish the comprehension crossword.</li> <li>3. Use superlatives and comparatives appropriately.</li> <li>4. Arrange conversation to express opinions using comparatives and</li> </ol>	<p><b>a. Warm Up</b></p> <ul style="list-style-type: none"> <li>• Share an experience to the whole class about the favorite place to visit and try to guess the names of four tourist destinations based on pictures and sentences clue.</li> </ul> <p><b>b. Fun Reading</b></p> <ul style="list-style-type: none"> <li>• Read comics for comprehension and/ or read out the texts to learn pronunciation and intonation.</li> </ul> <p><b>c. Fun Time</b></p> <ul style="list-style-type: none"> <li>• Do a</li> </ul>	<p>5'</p> <p>20'</p>	<p>a. Jake and The Neverland Pirates (Disney Television Animation, 2012)</p> <p>b. <i>Side by Side</i> by Molinsky and Bliss (Published by Prentice Hall Regents).</p> <p>c. The Essentials of English by Ann Hogue (Published by Longman).</p> <p>d. <a href="http://www.flickr.c">www.flickr.c</a></p>

	<p>and use them appropriately to express opinions in both written and spoken mode.</p> <p>4. Use the vocabulary and sentence structures to produce reading comprehension.</p>	<p>superlatives.</p> <p>5. Understand three travel brochures and make a written decision about the best place to visit (grammatical mistakes are tolerable).</p> <p>6. Participate actively in a classroom vote.</p> <p>7. Arrange difficult words and find the definition by guessing or looking up in the dictionary.</p> <p>8. Understand at least five new words and use at least three new words in simple sentences.</p>	<p>comprehension crossword.</p> <ul style="list-style-type: none"> <li>• Read out sample dialogues with classmates and analyze the dialogues to generate basic rules on comparatives and superlatives.</li> <li>• Practice simple dialogues with classmates using comparatives and superlatives.</li> <li>• Read travel brochures and decide the preferred place to visit.</li> <li>• Write down opinions about the preferred place (reasons for selecting the place) using comparatives and superlatives.</li> <li>• Participate in classroom vote on the class' best place to visit.</li> <li>• Sing a song (optional).</li> </ul> <p><b>d. Word Bank</b> List new words and find the definition by guessing or looking up the dictionary provided</p>	<p>10'</p> <p>10'</p> <p>10'</p> <p>5'</p> <p>5'</p> <p>10'</p> <p>5'</p> <p>HW</p>	<p><u>om</u> e.<a href="http://www.yogyes.com">www.yogyes.com</a></p>
<p>6</p> <p>Good</p>	<p>At the end of the lesson, students are able to:</p>	<p>Students are able to:</p> <p>1. Predict what the reading passage</p>	<p><b>a. Warm Up</b></p> <ul style="list-style-type: none"> <li>• Brainstorm</li> </ul>		<p>a. Cloudy with a Chance of Meatballs</p>

Student	<p>1. Read with improved comprehension using contexts, pictures, pictures arrangement as view for unknown words or sentences.</p> <p>2. Gain a general understanding of the texts and specific information from the text and relate the texts to the students' real life.</p> <p>3. Understand basic concepts of <i>should</i> vs. <i>must</i> and use them appropriately in both written and spoken mode.</p> <p>4. Use the vocabulary and sentence structures to produce reading comprehension.</p>	<p>will be by making use of the title, preview, and pictures.</p> <p>2. Get specific information from the text to complete the comprehension game.</p> <p>3. Use <i>should</i> and <i>must</i> appropriately in given contexts.</p> <p>4. Act out short dialogues with classmates appropriately (grammatical mistakes are still tolerable).</p> <p>5. Write sentences using <i>should</i> and <i>must</i> on their own.</p> <p>6. Participate actively in the vocabulary quiz answering at least six correct answers.</p> <p>7. Arrange difficult words and find the definition by guessing or looking up in the dictionary.</p> <p>8. Understand at least six new words and use at least three new words in simple sentences.</p>	<p>things to do and not to do at school and find four bad habits in the pictures.</p> <p><b>b. Fun Reading</b></p> <ul style="list-style-type: none"> <li>• Read comics for comprehension and/ or read out the texts to learn pronunciation and intonation.</li> </ul> <p><b>c. Fun Time</b></p> <ul style="list-style-type: none"> <li>• Do a comprehension crossword.</li> <li>• Read out sample dialogues with classmates and analyze the dialogues to generate rules on the use of <i>must/ must not</i> and <i>should/ should not</i>.</li> <li>• Practice simple dialogues with classmates using <i>must/ must not</i> and <i>should/ should not</i>.</li> <li>• Sort words in the box and make a written commitment to be a better student in simple sentences.</li> <li>• Participate in a vocabulary quiz</li> </ul> <p><b>d. Word Bank</b></p> <p>List new words and find the definition by guessing or</p>	<p>10'</p> <p>20'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'/</p>	<p>b. Cutting Edge by Cunningham and Redston (Published by Longman)</p> <p>c. The Essentials of English by Ann Hogue (published by Longman)</p> <p>d. <a href="http://www.clipart.com">www.clipart.com</a></p> <p>e. <a href="http://www.fotosearch.com">www.fotosearch.com</a></p>
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			looking up the dictionary provided	HW	
7 Be a Winner	At the end of the lesson, students are able to: 1. Read with improved comprehension using contexts, pictures, pictures arrangement as view for unknown words or sentences. 2. Gain a general understanding of the texts and specific information from the text and relate the texts to the students' real life. 3. Understand basic concepts of <i>can</i> to express ability and use it appropriately in both written and spoken mode. 4. Use the learned vocabulary and sentence structures to produce reading comprehension.	Students are able to: 1. Predict what the reading passage will be by making use of the title, preview, and pictures. 2. Get specific information from the text to complete the comprehension game. 3. Read out sample dialogues acceptably. 4. Use <i>can</i> and <i>can't</i> appropriately in a short dialogue appropriately. 5. Write simple sentence using <i>can</i> and <i>can't</i> in positive, negative and interrogative sentence based on given contexts. 6. Write simple sentence using <i>can</i> and <i>can't</i> based on students' own contexts. 7. Arrange difficult words and find the definition by guessing or looking up in the dictionary. 8. Understand at least six new words and use at least four new words in simple	<b>a. Warm Up</b> • Guess who the people in the pictures are by looking at the options and brainstorm what makes them a true winner. <b>b. Fun Reading</b> • Read the preview and look at the pictures. • Read comics for comprehension and/ or read out the texts to learn pronunciation and intonation. <b>c. Fun Time</b> • Play a snake and ladder comprehension game. • Read out sample dialogues with classmates and analyze sample dialogues to generate rules on the use of <i>can</i> and <i>can't</i> . • Practice dialogues with classmates using <i>can</i> and <i>can't</i> based on given contexts. • Read a sample dialogue using different types of	5'  17'  10'  10'  5'  10'	a.Prince of Tennis (MSC Production) b.Cutting Edge by Cunningham and Redston (Published by Longman) c.The Essentials of English by Ann Hogue (published by Longman) d. <a href="http://www.flickr.com">www.flickr.com</a>





	<p>appropriately in both formal and informal settings.</p> <p>4. Use the vocabulary and sentence structures to produce reading comprehension.</p>	<p>like to and want.</p> <p>6. Transfer oral responses into written statements in the boxes provided.</p> <p>7. Arrange difficult words and find the definition by guessing or looking up in the dictionary.</p> <p>8. Understand at least six new words and use at least four new words in simple sentences.</p>	<p>sentences and learn how to <i>use would like to</i> and <i>want to</i> in sentences.</p> <ul style="list-style-type: none"> <li>• Fill the blanks and practice using <i>would like to</i> and <i>want to</i> in simple sentences</li> <li>• Ask for information on future jobs from classmates using interrogative forms of <i>would like to</i> and <i>want to</i> and write down the responses in the boxes.</li> <li>• Report the results to the class.</li> <li>• Sing a song (optional)</li> </ul> <p><b>d. Word Bank</b> List new words and find the definition by guessing or looking up the dictionary provided</p>	<p>5'</p> <p>5'</p> <p>15'</p> <p>10'</p> <p>5'</p> <p>HW</p>	
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## **Appendix 2:**

# **Research Instruments**

### The Organization of The Need Analysis for The Teacher

Reference	Actual Question
Getting information about teacher's profile. (Tomlinson, 1998: 240)	<ul style="list-style-type: none"> <li>• What is your name?</li> <li>• How old are you?</li> <li>• From what degree are you?</li> </ul>
Getting information about teacher's motivation toward teaching English for children. (Hutchinson and Waters, 1986: 62)	<ul style="list-style-type: none"> <li>• How long have you been teaching English?</li> <li>• Are your students interested in learning English especially reading?</li> <li>• What kind of problems do your students frequently find when reading English?</li> <li>• How do you cope with the students' reading difficulty?</li> </ul>
Getting information about teacher's interests toward teaching English for children. (Tomlinson, 1998: 240)	<ul style="list-style-type: none"> <li>• How do you arouse the students' interest and motivation for reading English?</li> </ul>
Getting information about the course book. (Hutchinson and Waters, 1986: 63)	<ul style="list-style-type: none"> <li>• What sources do you usually use to provide reading materials to your students?</li> <li>• How do the students respond to the reading materials presented?</li> <li>• Are they interested or not in the materials?</li> <li>• Are they able to comprehend the materials successfully or not?</li> </ul>
Getting information about the teaching aids. (Hutchinson and Waters, 1986: 63)	<ul style="list-style-type: none"> <li>• What kind of reading materials do your students like most?</li> <li>• Have you ever tried to use comics to teaching reading in your class?</li> <li>• Do the students like reading comics?</li> <li>• Would comics help the students understand the materials and increase their reading interest?</li> </ul>

## INTERVIEW CHECKLIST

Date :

Interviewee :

This page contains the transcribed and interpreted responses supplied by  
to the questions listed.

1. In your opinion, are your students interested in learning English especially reading?

Most of the students showed high level of interest in learning English. As the time passed, the students seemed to be lack of motivation to learn English. The same case also applied to reading. Most of the students think that reading in English is too difficult to complete.

2. What kind of problems do your students frequently find when reading English?

Vocabulary has been the problem for most of the students. The students' present vocabulary repertoire too often does not allow them to perform reading successfully. This problem is found by the of reading materials that is not suit the students' English proficiency.

3. What sources do you usually use to provide reading materials to your students?

Several reading materials provided by the textbook.

4. How do the students respond to the reading materials presented? Are they interested or not in the materials? Are they able to comprehend the materials successfully or not?

The reading materials to be presented to the students has been problematic. What is available in textbook seems too advance to the students' English mastery. The students were often unable to comprehend the passages given. As a result, the students get lack of motivation when they have to read in English. They often complain because they did not comprehend the texts.

5. How do you cope with the students' reading difficulty?

The students are told some difficult vocabulary that they may find in the passage. Sometimes, translating the passage.

6. How do you arouse the students' interest and motivation for reading English?

The students are more motivated if they get games and songs. Usually those two activities are given after or before reading.

7. In your opinion, what kind of reading materials do your students like most?

The students like reading something light and short like fables, fairy tale. Reading texts that are accompanied by pictures are also interesting for the students.

8. Have you ever tried to use comics for teaching reading in your class?

Never.

9. In your opinion, do the students like reading comics?

I think so. Comics contain a lot of pictures and the students may find such reading texts interesting and also motivating.

10. In your opinion, would comics help the students understand the materials and increase their reading interest?

I think so. In producing comprehension of the texts, the students might be helped by the many pictures in the comics presented. The students might think that reading in English is easier and as a result, their reading motivation may increase.

## **OBSERVATION FORM**

No. :

Date :

Topic of the lesson :

Duration :

### **Pre-Activities**

Teacher

Note:

Student

Note:

### **Main-Activities**

Teacher

Note:

Student

Note:

**Post-Activities**

Teacher
Note:

Student
Note:



## **Appendix 3: Questionnaires**

### The Organization of The Need Analysis for Students

Reference	Actual Question
Getting information about students' profile. (Tomlinson, 1998: 240)	<ul style="list-style-type: none"> <li>• What is your name?</li> <li>• How old are you?</li> </ul>
Getting information about students' motivation toward learning English. (Hutchinson and Waters, 1986: 62)	<ul style="list-style-type: none"> <li>• Do you like reading in your first language?</li> <li>• Do you like reading in English at school?</li> <li>• How difficult is it for you to read in English?</li> <li>• What kind of problems do you frequently encounter when reading in English?</li> </ul>
Getting information about students' interests toward learning English. (Tomlinson, 1998: 240)	<ul style="list-style-type: none"> <li>• What reading sources do you like most?</li> <li>• What kind of reading materials do you like most?</li> <li>• What reading themes do you like most?</li> <li>• What follow-up activities do you want to do in your reading?</li> </ul>
Getting information about the teaching aids. (Hutchinson and Waters, 1986: 63)	<ul style="list-style-type: none"> <li>• Do you like reading comics?</li> <li>• Would you like if the reading materials are presented in the form of comics?</li> <li>• Would comics help you understand the English texts better?</li> <li>• How comics help you understand reading passages?</li> <li>• Would comics increase your motivation for reading in English?</li> <li>• What comics do you like most?</li> </ul>

## Need Survey Questionnaire



### KUISIONER (Lembar 1) UNTUK MURID-MURID KELAS V SDN 1 BELANGWETAN

Nama :  
Jenis Kelamin : LAKI-LAKI/PEREMPUAN  
Umur : .....tahun

*Jawablah pertanyaan-pertanyaan dibawah ini dengan cara melingkari jawaban yang kamu pilih!*

1. Apakah adik suka membaca?
  - a. Ya
  - b. Tidak
2. Kalau YA, mengapa adik suka membaca?
  - a. karena bisa menambah pengetahuan
  - b. karena menyenangkan
  - c. hobi
  - d. ceritanya menarik
3. Kalau TIDAK, mengapa adik tidak suka membaca?
  - a. bacaannya terlalu panjang
  - b. tidak ada gambarnya
  - c. bosan
  - d. karena bacaannya tidak sesuai dengan keinginan
4. Apakah adik suka membaca bacaan berbahasa Inggris?
  - a. Ya
  - b. Tidak
5. Jika iya, mengapa adik suka membaca bacaan berbahasa Inggris
  - a. Karena bacaannya menarik.
  - b. Karena membaca bacaan berbahasa Inggris adalah hobi saya.
  - c. Karena bisa menambah pengetahuan.
  - d. Karena membaca bacaan berbahasa Inggris itu menantang.
6. Jika tidak, mengapa adik tidak suka membaca bacaan berbahasa Inggris?
  - a. karena maksud bacaannya terlalu susah untuk dimengerti.
  - b. Karena bacaannya terlalu panjang.
  - c. Karena membaca bacaan berbahasa Inggris itu membosankan.
  - d. Karena saya tidak suka bahasa Inggris.
7. Seberapa sulitkah bacaan berbahasa Inggris untuk adik?
  - a. sangat sulit
  - b. sulit
  - c. cukup sulit
  - d. mudah
8. Masalah apakah yang sering kalian temui dalam membaca bacaan bahasa Inggris?
  - a. Kata-katanya sulit
  - b. Maksud bacaan sulit dimengerti
  - c. Bacaannya terlalu panjang
  - d. Kalimat-kalimatnya rumit
9. Jika adik-adik suka membaca bacaan berbahasa Inggris, bahan bacaan apa yang adik paling suka?
  - a. Buku pelajaran
  - b. Komik
  - c. Majalah
  - d. Buku anak

10. Jika adik-adik suka membaca bacaan berbahasa Inggris, materi bacaan apa yang adik paling suka?
  - a. Buku pelajaran
  - b. Komik
  - c. Cerita dongeng
  - d. Cerita bergambar
11. Jika adik-adik suka membaca bacaan berbahasa Inggris, materi bacaan apa yang adik paling suka?
  - a. Aktivitas sekolah
  - b. Persahabatan
  - c. Hobi
  - d. Hal yang disukai
12. Jenis aktivitas tambahan apakah yang adik ingin kerjakan pada bacaan berbahasa Inggris?
  - a. permainan
  - b. lagu
  - c. crossword
  - d. kuis

**KUISIONER (Lembar 2)**  
**UNTUK MURID-MURID KELAS V SDN 1 BELANGWETAN**

**Nama** :  
**Jenis Kelamin** : LAKI-LAKI/PEREMPUAN  
**Umur** : .....tahun

*Jawablah pertanyaan-pertanyaan dibawah ini dengan cara melingkari jawaban yang kamu pilih!*

1. Apakah adik suka membaca komik?
  - a. Ya
  - b. Tidak
2. Apakah adik suka jika bahan bacaan yang diberikan dikelas berbentuk komik?
  - a. Ya
  - b. Tidak
3. Apakah komik bisa membantu adik-adik memahami bacaan berbahasa Inggris (lihat gambar)?
  - a. Ya
  - b. Tidak
4. Bagaimana komik bisa membantu adik memahami bacaan berbahasa Inggris, mengapa?
  - a. karena komik ada gambar-gambaranya sehingga bisa membantu
  - b. karena komik bahasanya sederhana
  - c. karena komik kalimatnya pendek-pendek
  - d. (lain-lain).....
5. Jika bacaan berbahasa Inggris tersebut diajarkan dalam bentuk komik, Apakah minat adik dalam membaca meningkat?
  - a. Ya
  - b. Tidak
6. Komik jenis apa yang paling adik sukai?
  - a. komik cerita rakyat
  - b. komik dongeng
  - c. komik kartun
  - d. komik misteri

### The Organization of The Second Questionnaire for Teacher's Evaluation

Reference	Actual Question
Tomlinson (1998: 240)	<ul style="list-style-type: none"> <li>• Information about respondents' profile.</li> </ul>
Brown (2001: 142)	<ul style="list-style-type: none"> <li>• The standard competences are well formulated.</li> <li>• The basic competences are well formulated.</li> <li>• The indicators are well formulated.</li> <li>• The indicators are able to support the attainment of the standard competences and the basic competences.</li> </ul>
(Tomlinson, 1998: 7-21)	<ul style="list-style-type: none"> <li>• Reading materials designed are appropriate for fifth grade students.</li> <li>• The vocabulary used in the reading materials has been presented properly.</li> <li>• The instructions of each exercise are understandable.</li> <li>• The teachers' manual is clear and well-arranged.</li> <li>• Generally, the designed materials are appropriate.</li> </ul>
(Hutchinson and Waters, 1987: 101-103)	<ul style="list-style-type: none"> <li>• Follow-up activities and exercises are appropriate and well designed.</li> <li>• The comics are relevant to the topic presented.</li> <li>• The variation of exercises and activities is well arranged.</li> </ul>
Brown (2001: 142)	<ul style="list-style-type: none"> <li>• The topics are interesting and well-arranged.</li> <li>• The comics presented would potentially increase the students' interest and improve their comprehension.</li> <li>• The comics are well-selected and can facilitate the students to understand the topics being discussed.</li> </ul>

DEVELOPING A SET OF READING MATERIALS USING COMICS  
TAKEN FROM 3-D (THREE-DIMENSIONAL) ANIMATED CARTOONS  
FOR THE FIFTH GRADE STUDENTS OF SDN 1 BELANGWETAN

Name :

Sex :

Age (optional) :

Educational Backround:      a. Bachelor Degree (S1)  
   b. Master Degree (S2)  
   c. Doctoral Degree (S3)  
   d. (Other)

Teaching Experience :      a. <1 year  
   b. 1-5 year  
   c. 5-10 year  
   d. >10 year

**1. Put a cross (X) in one of the five points in the points of agreement column for each statement.**

**Point of Agreement**

**Meaning**

1	= Totally Disagree
2	= Disagree
3	= Uncertain/Doubt
4	= Agree
5	= Totally Agree

No	The Respondent's Evaluation	Points of Agreement				
1.	The standard competences are well formulated.	1	2	3	4	5
2.	The basic competences are well formulated	1	2	3	4	5
3.	The indicators are well formulated	1	2	3	4	5

4.	The indicators are able to support the attainment of the standard competences and the basic competences.	1	2	3	4	5
5.	Reading materials designed are appropriate for fifth grade students.	1	2	3	4	5
6.	Follow-up activities and exercises are appropriate and well designed.	1	2	3	4	5
7.	The topics are interesting and well-arranged.	1	2	3	4	5
8.	The comics are relevant to the topic presented.	1	2	3	4	5
9.	The variation of exercises and activities is well arranged.	1	2	3	4	5
10.	The comics presented would potentially increase the students' interest and improve their comprehension.	1	2	3	4	5
11.	The vocabulary used in the reading materials has been presented properly.	1	2	3	4	5
12.	The instructions of each exercise are understandable.	1	2	3	4	5
13.	The comics are well-selected and can facilitate the students to understand the topics being discussed.	1	2	3	4	5
14.	The teachers' manual is clear and well-arranged.	1	2	3	4	5
15.	Generally, the designed materials are appropriate.	1	2	3	4	5

**II. Please give opinions or suggestions on the reading instructional materials using comics for the fifth grade students of SDN 1 Belangwetan**

1. What are the strengths and weaknesses of the set of reading instructional materials using comics for the fifth grade students of SDN 1 Belangwetan?

- The strengths are:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

- The weaknesses are:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

2. What is/are your comment(s) about the overall materials?

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3. What is/are your suggestion(s) to the designed materials?

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# **Appendix 4:**

## **Validity of the Materials Evaluation Questionnaires**

## "UJI VALIDITAS MANUAL"

[illegible]

$\Sigma XY$  (Skor x jumlah skor)

Responden (N)	ITEM PERNYATAAN														
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15
1	150	200	200	150	200	200	150	50	150	150	200	200	200	150	150
2	216	216	216	216	216	216	162	108	162	162	216	216	216	216	162
3	224	224	224	224	224	224	168	112	168	224	224	224	224	224	224
4	224	224	224	224	224	224	168	112	168	224	224	224	224	224	224
5	240	240	240	240	240	240	240	180	240	240	300	240	240	240	240
6	260	260	325	260	325	325	325	260	260	260	325	260	260	260	260
7	272	272	340	272	340	340	340	272	340	340	340	340	272	272	272
8	360	360	360	288	360	360	360	288	360	360	360	360	360	360	288
9	370	370	370	370	370	370	370	296	370	370	370	370	370	370	370
10	375	375	375	375	375	375	375	375	375	375	375	375	375	375	375
Jumlah	2691	2741	2874	2619	2874	2874	2658	2053	2593	2705	2934	2809	2741	2691	2565

$\Sigma X^2$ (Mengkuadratkan skor)

Responden (N)	ITEM PERNYATAAN															Jumlah
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	
1	9	16	16	9	16	16	9	1	9	9	16	16	16	9	9	2500
2	16	16	16	16	16	16	9	4	9	9	16	16	16	16	9	2916
3	16	16	16	16	16	16	9	4	9	16	16	16	16	16	16	3136
4	16	16	16	16	16	16	9	4	9	16	16	16	16	16	16	3136
5	16	16	16	16	16	16	16	9	16	16	25	16	16	16	16	3600
6	16	16	25	16	25	25	25	16	16	16	25	16	16	16	16	4225
7	16	16	25	16	25	25	25	16	25	25	25	25	16	16	16	4624
8	25	25	25	16	25	25	25	16	25	25	25	25	25	25	16	5184
9	25	25	25	25	25	25	25	16	25	25	25	25	25	25	25	5476
10	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	5625
Jumlah	180	187	205	171	205	205	177	111	168	182	214	196	187	180	164	40.422

# **Appendix 5:**

## **Letters**



**PEMERINTAH KABUPATEN KLATEN**  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**  
**(BAPPEDA)**

Jln Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314-318 Faks 328730  
**KLATEN 57424**

Nomor : 072/753/IX/09  
Lampiran : -  
Perihal : Permohonan ijin Penelitian

Klaten, 08 September 2011  
Kepada Yth.  
Ka.SD N 1 Belangwetan

Di -

KLATEN

Menunjuk Surat dari Dekan Fak. Bahasa Dan Seni UNY Yogyakarta No. 1633/H.34.12/PP/VIII/2011 Tanggal 15 Agustus 2011 Perihal Ijin Penelitian, dengan hormat kami beritahukan bahwa di Wilayah/Instansi Saudara akan dilaksanakan Penelitian

Nama : Ferni Diah Pratiwi  
Alamat : Karangmalang, Yogyakarta  
Pekerjaan/Mahasiswa : Mahasiswa UNY Yogyakarta  
Penanggungjawab : Drs. Suhaini M.Saleh,M.A.  
Jenis Penelitian : Survey  
Judul/ topik : Developing a set of Reading Materials using Comics Taken From 3-D (Three-Dimensional) Animated Cartoons for The Fifth Grade Students of SD N 1 Belangwetan  
Jangka Waktu : 1 Bulan (8 Agustus s/d 8 September 2011)  
Catatan : *Menyerahkan Hasil Penelitian berupa hard copy dan soft copy ke Bidang PEPP/Litbang BAPPEDA Kabupaten Klaten*

Besar harapan kami, agar Saudara berkenan memberikan bantuan seperlunya

An. BUPATI KLATEN  
Kepala BAPPEDA Kabupaten Klaten  
Ub. Sekretaris

  
Hari Budiono, SH  
Pembina Tingkat I

NIP. 19611008 198802 1 001

Tembusan disampaikan Kepada Yth :

1. Ka. Badan Kesbangpollinmas Kab. Klaten
2. Ka. Dinas Pendidikan Kab.Klaten
3. Dekan Fak. Bahasa dan Seni UNY Yogyakarta
4. Yang Bersangkutan
5. Arsip